

GRADUATE PROGRAM HANDBOOK

Department of Child and Family Development

College of Family and Consumer Sciences

The University of Georgia

Athens, Georgia

June 2005

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Welcome

Welcome to the graduate program in the Department of Child and Family Development! The goal of the Department of Child and Family Development's graduate program is to promote the integration of knowledge and professional practice in child development and family studies. To accomplish this goal students achieve three objectives: (a) to develop competence in integrating, and applying substantive and theoretical knowledge in child development and family relationships; (b) to learn skills for conducting research on individual and family development and individual and family behavior; and (c) to develop skills for collaborating with individuals, families, and other professionals to solve problems and promote competence and well-being.

The department offers a Master of Science degree in Child and Family Development, a Master of Science degree in Child and Family Development with an Emphasis in Child Life, a Doctoral degree in Child and Family Development, and a Doctoral degree in Child and Family Development with an emphasis in Marriage and Family Therapy.

This handbook is designed to guide you as you plan your career as a master's or a doctoral graduate student in the Department of Child and Family Development. It is organized according to the major actions and decisions you will need to take or make while here.

It is absolutely critical that students be familiar with the Graduate School's handbook for students, available on line at http://www.gradsch.uga.edu/For_Students/handbook. The on-line handbook contains essential information about critical policies, procedures and deadlines.

While 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.

Developing Your Program of Study

This handbook will describe the milestones you need to accomplish in earning your graduate degree. The first is to develop your program of study. 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.

To aid in the transition into the department and help you with initial course scheduling you will be assigned a temporary advisor. However, it is important to select a major professor and to form an advisory committee as soon as possible so that you can begin work on your program of study.

Temporary Advisor

The temporary advisor provides guidance for the student's educational experience for the first two semesters. If a student selects a major professor prior to the end of the first semester, the major professor will assume these responsibilities. Meeting frequently with your temporary

advisor will help ease your transition into the graduate program. Failure to do this can result in extending the length of your program of study. Prior to your decision on your major professor, your temporary advisor will represent you at the annual student evaluation meeting. Your temporary advisor can also be a great resource in selecting a major professor. Since you are expected to choose a major professor before the end of your second semester, your temporary advisor can no longer give you permission to enroll in courses after that point.

Major Professor

Selection of a major professor is to be made prior to the end of the second semester in residence. Once you have selected a major professor, provide written notification of that selection to the Graduate Program Assistant (Appendix A).

Advisory Committee

Selection of the Advisory Committee is also done by the end of the second semester in residence. All committee member selection decisions should be made in consultation with your major professor. Once you have selected a committee, provide written notification to the Graduate Program Assistant (Appendix A).

The advisory committee must consist of a minimum of three members of the Graduate Faculty, including the student's major professor, who will serve as chair of the committee. 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.

Of the three-person master's committee, the chair and at least one other member must be appointed members of the Graduate Faculty. If more than three members are appointed to the committee, a majority of members of the Graduate Faculty must be maintained.

A non-affiliated person cannot serve as a voting member on a master's advisory committee, but may serve as a fourth non-voting member.

Persons employed by The University of Georgia and who hold the following ranks may serve on doctoral 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 on master's or doctoral committees: instructors, lecturers, and academic professionals.

A visiting professor or a part-time or temporary faculty member may not serve on an advisory committee unless that person is replacing a professor with 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 this replacement.

Replacements for members of the advisory committee must be approved by the dean of the Graduate School prior to their service in any capacity. A revised advisory committee form showing the reconstituted committee must be submitted to the Graduate School (http://www.gradsch.uga.edu/Forms/body_advcomms.pdf).

Program of Study and Approval Meeting

Using the Department Program of Study form (Appendix B and/or Appendix C), the student will present to the Advisory Committee before the end of the third semester in residence the following:

1. A list of courses proposed for inclusion in the master's or Ph.D. program (Students in the MFT specialization must also include the AAMFT Doctoral Curriculum Worksheet included in Appendix C);
2. A summary covering total research experience to date and a brief proposal concerning the research experiences that are planned in order to meet the research practicum required of all Ph.D. students.
3. A summary covering total service experience to date and a brief proposal concerning the service experiences that are planned in order to meet the service practicum required of all Ph.D. students.
4. A summary covering total teaching experience to date and a brief proposal concerning proposed teaching experiences.

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.

A Graduate School Program of Study must be submitted to the Advisory Committee for signatures when the committee approves the Departmental Program of Study for master's students (http://www.gradsch.uga.edu/Forms/body_prgmams.pdf) and before the admission to candidacy for doctoral students (<http://www.gradsch.uga.edu/Forms/finalphdprg.pdf>). Changes can be made to the Graduate School Program of Study at any time after its approval by your committee using a Recommended Change in Program of Study form (http://www.gradsch.uga.edu/Forms/body_advcomms.pdf). This must be submitted to the Graduate School.

Curriculum

Coursework Requirement

The Departmental Program of Study for doctoral students includes three sections: substantive/theoretical, research methods and statistics, and area of specialization. Table 1 lists courses required for the doctorate in child and family development. Table 2 lists courses required for the doctorate in child and family development with a specialization in marriage and family therapy.

To earn a Master's degree students in Child and Family Development are required to take the first two years of required courses for CFD doctoral students (see Table 1). The Master of Science program with an emphasis in Child Life is offered for students who are interested in working with children and families within a healthcare setting. Students in this option will complete the required Child and Family Development and Child Life coursework (see Table 3). Further explanation of the internship requirement can be found in Appendix D.

Statistics Requirement

Graduate students are expected to develop an understanding of a broad range of statistics and to demonstrate competence in their use. Through specific coursework students will gain mastery of measures of central tendency, probability, correlation, chi-square tests, t-tests, analysis of variance, how to work with covariates, basic psychometrics, multiple regression, and/or structural equation modeling. Students are required to take at least two graduate level statistics courses offered by the department of Education, Psychology, Sociology, or Statistics. Students also gain statistical knowledge from the research methods courses taught within the department (CHFD 6800, Research Methods; CHFD 8090, Marriage and Family Therapy Research Methods; CHFD 8950, Seminar in CFD (Statistical Application using SPSS); and CHFD 8800, Quantitative Methods in CFD), from their research assistantships, or from volunteering on research projects. Additional statistics courses may be required by the student's major professor and advisory committee. Students who already have taken a graduate level statistics or research methods course prior to beginning the program may not be required to take all the courses listed in the curriculum. However, proof of competency may be required by submitting official transcripts, course syllabi, or taking a proficiency test. Recommended statistics courses offered by other departments are listed in Table 4.

Area of Specialization for Doctoral Students

Students seeking the Ph.D. degree in Child and Family Development must have an area of specialization that includes 15+ hours in one identified area (e.g., marriage and family therapy, early childhood education, gerontology, special education, parent-child relationships, gender identity development, adolescence, divorce, attachment, statistics, family assessment, developmental methodology, etc.). Courses comprising the specialization may be taken in this department 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. Because the doctoral student's oral examination will be on the area of specialization, 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 depth and breadth of expertise.

Table 1. CFD Core Curriculum

Year 1		
Fall	Spring	Summer
CHFD 6100 Theories and Issues in Human Development	CHFD 6630 Theories of Family Relationships	Electives
Basic graduate level statistics ERSH 6300/PSYC 6410/SOC 6620	Second statistics course*	
Elective	CHFD 6800 Research Methods	
Elective	CHFD 6640 Issues in Family Relationships	
CHFD 8910 (Pro-Seminar)	CHFD 8910 (Pro-Seminar)	
Year 2		
Fall	Spring	Summer
CHFD 8700 Philosophy of Science	CHFD 8710 Advanced Human Development	Electives
CHFD 8810 Qualitative Methods	CHFD 8950 (SPSS)	
Elective	Elective	
Elective	Elective	
CHFD 8910 (Pro-Seminar)	CHFD 8910 (Pro-Seminar)	
Year 3		
Fall	Spring	Summer
CHFD 8060 Post-Modern Theories	Methods (Qual/Program Evaluation)	CHFD 8090 Research Methods in Marriage and Family Intervention
CHFD 8800 Developmental/ Family Research Methods	Elective	
CHFD 8720 Diversity	Elective	
Elective	Elective	
CHFD 8910 (Pro-Seminar)	CHFD 8910 (Pro-Seminar)	

* The specific second statistics course is to be selected with your graduate advisory committee.

Table 2. MFT Core Curriculum

Year 1		
Fall	Spring	Summer
CHFD 6100 Theories and Issues in Human Development	CHFD 6630 Theories in Family Relationships	CHFD 6010 Ethics
ECHD 6030 (Counseling)	Second statistics course*	CHFD 9070 (MFT Practicum)
Basic graduate level statistics ERSH 6300/PSYC 6410/SOC 6620	CHFD 6800 Research Methods	
	CHFD 9070 (MFT Practicum)	
CHFD 8910 (Pro-Seminar)	CHFD 8910 (Pro-Seminar)	
Year 2		
Fall	Spring	Summer
CHFD 8700 Theory (Philosophy of Science)	CHFD 8710 Theory (Advanced Human Development)	CHFD 8950 (Medical Family Therapy or Sex Therapy)
CHFD 8810 Qualitative Methods	CHFD 8950 Method (SPSS)	CHFD 9070 (MFT Practicum)
CHFD 8050 (Family Systems Theory)	CHFD ????, Assessment & DSM	
CHFD 9070 (MFT Practicum)	CHFD 9070 (MFT Practicum)	
CHFD 8910 (Pro-Seminar)	CHFD 8910 (Pro-Seminar)	
Year 3		
Fall	Spring	Summer
CHFD 8060 Theory (post-Modern)**	Methods (Qual/Program Evaluation)	CHFD 9070 (MFT Practicum)
CHFD 8800 Developmental/Family Research Methods	CHFD 6640 Issues in Family Relationships	CHFD 8090, Research Methods in Marriage and Family Intervention
CHFD 8720 Diversity	CHFD 8070 (Advanced MFT Theories)**	
CHFD 9070 (MFT Practicum)	CHFD 9070 (MFT Practicum)	
CHFD 8910 (Pro-Seminar)	CHFD 8910 (Pro-Seminar)	
Year 4		
Fall	Spring	Summer
Elective	CHFD 9080 (MFT Supervision)	

* The specific second statistics course is to be selected with your graduate advisory committee

** The offering of these courses is variable. Please contact the instructor for course offering schedule.

Table 3. Child Life Core Curriculum

YEAR 1		
Fall	Spring	Summer
CHFD 6100 Theories and Issues in Human Development	CHFD 6630 Theories in Family Relationships	
Basic Graduate Level Statistics ERSH 6300 PSYC 6410/SOCI 6620	CHFD 6800 Research Methods	
CHFD 6810 Hospitalized Child and Family	CHFD 8950 (SPSS)	
Elective*** (CHFD 7005)	Elective*** (CHFD 7005)	
CHFD 8910 (Pro-Seminar)	CHFD 8910	
YEAR 2		
Fall	Spring	Summer
ECHD 6000 Teaching and Counseling Children with Chronic Illness	CHFD 7300 Thesis	CHFD 7960 Internship in Child and Family Development **
CHFD 7000 Masters Research	CHFD 7010 Directed Study in Child and Family Development	
Second Statistics Course	CHFD 6640 Issues in Family Relationships	
CHFD 7210 Problems in Child and Family Development (Hospital Practicum)	CHFD 7130 Creative Activities	
Elective*** (CHFD 7005)	Elective*** (CHFD 7005)	

* Curriculum may need to be altered depending on student's background

** CHFD 7460 could be taken Summer of Year 1 depending on student's background.

***Other possible electives:

CHFD 8720 Ecological Perspective on Individual and Family Diversity

CHFD 7010 Special Problems (Medical Terminology)

MNPO/SOWK 6162 Ethics and Professional Practice

MNPO 6060 Fundraising and Development for Nonprofit Organization

MNPO 7123 Theory and Management of Nonprofits

HFRB 6420 Health Education and Early Childhood Education

IHDD 6000 Disability Issues

IHDD 7010 Directed Study in Disability

Table 4. Recommended Statistics Courses

Education Sequence	Psychology Sequence	Sociology Sequence	Statistics Sequence
ERSH 6300 Probability Central Tendency Variability Correlation t-tests Chi-Square	PSYC 6410 Probability Central Tendency Variability Correlation Regression Chi Square	SOCI 6620 Probability Central Tendency Variability Correlation Analysis of Variance	STAT 6210 Probability Central Tendency Variability Correlation (sometimes) Nonparametric
ERSH 8310 Analysis of Variance Repeated Measures Analysis of Covariance	PSYC 6420 Analysis of Variance Nonparametric statistics MANOVA	SOCI 6630 Correlation Multiple regression Time series analyses Causal modeling	
ERSH 8320 Regression and Partial Correlation Multiple Regression with continuous and categorical variables	PSYC 6430 (Prerequisite: STA 6220 or equivalent) Multiple regression Path analysis and causality	SOCI 8630 General linear model Structural equation models Measurement models Factor analysis	STAT 6220 Correlation Regression Multiple regression Analysis of Variance Analysis of Covariance
ERSH 8750 Factor Analysis			
ERSH 8760 Structural equation models			

Doctoral Practica

Research, service and teaching practica are included in the program of study for doctoral students. The research and service practica are required and the teaching practicum is strongly recommended.

Research Practicum

The objective of the research practicum is to provide students with experience in all phases of research (conceptualization, data collection, data management, analysis, writing, and presentation). Participation in various phases occurs in different research projects throughout a student's program of study. However, in at least one instance, the student should be involved in all phases of a single research project. The Advisory Committee will determine how this requirement is to be met.

As part of the program of study meeting, students will submit a summary of their research experience and a brief proposal of research experiences to meet the research practicum requirements. The student's Advisory Committee will determine the appropriateness of the proposed experiences. This decision is part of the program of study and must be approved as part of the program of study (see Appendix A).

Students who enter the Ph.D. program with a Master's degree who have not written a Master's Thesis must complete a Master's project during doctoral study. The Master's Project Approval Form can be found in the program of study form (see Appendix A, Section VIII).

In planning research experiences, students should meet with members of the graduate faculty to obtain information concerning faculty research interests and current research opportunities.

Research practicum requirements may be fulfilled as part of research assistantship duties or through independent study (CHFD9010). Students are encouraged to work on more than one research project to have experience with different members of the graduate faculty.

Service Practicum

The service practicum ensures that students have experience working with children and families. This will give students experience with different families and the complexities of delivering and receiving services.

At the programs of study meeting students should submit a one-page summary of service experiences and a brief proposal of service experiences to satisfy this requirement. Sufficient information should be provided to help the Advisory Committee evaluate the range and level of service responsibilities previously undertaken.

The scope of the service practicum will be determined by the Advisory Committee. This decision is part of the program of study and must be made by the Advisory Committee at the

time of the meeting to approve the program of study. As a general guideline, committees will expect that students with little or no prior professional experience working in a service setting secure a professional level "service" responsibility that would be equivalent to at least a 1/3 time position for at least two semesters (approximately a total of 400 hours). The exact length of time to be spent in a service practicum may exceed this minimum as determined by the student and Advisory Committee, depending on the experience and needs of the students. Students with prior service experience may have the service practicum waived if, in the opinion of the student's Advisory Committee, previous experiences meet the intent of this practicum.

In planning appropriate service experiences, students are encouraged to meet with members of the faculty who have interest or experience in preparing students for professional service positions involving children or other family members.

Supervision of the service practicum will depend on the position(s) secured. The student is expected to secure a placement in order to have the experience of working in a setting where the priorities of delivering human services are paramount. The service practicum may be credited under CHFD 9910A-F, Internship in Child and Family Development, for three hours per semester.

Teaching Practicum

The teaching practicum provides doctoral students with experience in teaching and the opportunity to have full responsibility for three credit hour undergraduate courses in child and family development. Because the goal is to provide an important learning experience for the student in most instances students will not be paid for completing the teaching practicum. The teaching practicum *must be supervised by a faculty member*.

Planning. The decision to complete a teaching practicum is made in consultation with your Major Professor and Advisory Committee. The **planning** for teaching must be part of the Program of Study and must be approved by the Advisory Committee. At the programs of study of study meeting students should submit a one-page summary of teaching experience and a brief proposal for additional teaching experiences. Students should also submit copies of previous course outlines and other instructional materials in previous teaching activities to aid the review of the student's teaching experience.

Preparation. In preparing for appropriate teaching experiences, students should meet with teaching faculty and visit classes. Students should also contact the department head and obtain information on undergraduate courses and teaching needs in the department. ***Preparation for the teaching practicum must begin at least 2 semesters before the semester you teach.*** After the decision to complete a teaching practicum follow the listed procedures below:

1. At least two semesters prior to teaching, meet with the Department Head about classes you might teach.
2. Meet with the faculty member who regularly teaches the class you will teach.
3. Sit in on the course for an entire semester before teaching it.

4. Complete GSRC 7770, a prerequisite for CFD teaching practicum, before the semester you teach. This course is typically offered by Dr. Katie Smith (ktsmith@uga.edu) at the Office of Instructional Development. She offers many sections of GRSC 7770 each semester for designated departments. Because a limited number of sections are offered to all other graduate students, they have been filled up very quickly. There are two steps to register for this course: (1) email the listed instructor directly with you name and social security number. (2) Upon the receipt of a confirmation email from the instructor, you can then register on OASIS.
5. For additional enhancement of the teaching practicum, consider participating in the Teaching Improvement Program (TIPS), a mentoring program offered through the Office of Instructional Development (OISD). To participate, call OISD at 542-1355 at the beginning of the semester before you are scheduled to teach and tell them you are interested in TIPS.
6. Submit the Teaching Permission and Request Form (see Appendix E) to the Department Head at least two semesters before teaching.
7. Obtain your supervisor's approval of your detailed course outline, objectives, and teaching materials prior to beginning the teaching experience.
8. When choosing films, tapes, etc., be sure that they are not regularly shown in other classes.
9. Select a text that has been used in the class by a member of the faculty. In some cases, another book of your choosing may be used, with the approval of your faculty supervisor.
10. Arrange dates when your supervisor can visit the class.
11. At the end of the term, submit all handout material, examinations, and student evaluations to your supervisor together with a short written report of the your evaluation of the experience. Seek feedback from your supervising instructor in order to improve teaching performance.
12. When conducting their teaching practicum students register for three hours of CHFD 9920, Internship in CHFD. Students also must be supervised by a faculty member for their teaching practicum. Responsibilities for the faculty member supervising the teaching practicum include helping develop the syllabus, collecting instructional materials, and developing lecture notes.
13. The supervisor faculty will provide an evaluation on the students' teaching performance (see Appendix F), which will be included as one of the documents for the student annual evaluation.

Graduate Student Annual Evaluation

All graduate students will be evaluated annually for their performance. Each student will prepare and submit information regarding completed coursework, research experiences, conference presentations, research publications, teaching experience, and professional service experience. Reports with respect to future goals and work in progress are also required. Students will receive feedback from the graduate faculty after the evaluation meeting. The procedures for the annual evaluate evaluation are outlined as follows.

1. Graduate Program Assistant distributes the Assistant Evaluation Rating forms to faculty supervising graduate assistants. The forms will be returned to the Graduate

- Program Assistant by May 1st and December 1st for the Fall and Spring semester, respectively.
2. Graduate students submit an annual progress report and other required documents to the Graduate Program Assistant by March 1st (see Appendix G).
 3. Because of the large number of graduate students (approximately 50), the annual evaluation process needs to be expedited. Instead of each student being reviewed by the entire graduate faculty, each student will be evaluated by one of the three subcommittees. Each subcommittee is composed of one third of the graduate faculty (approximately 6). The membership of each subcommittee is determined annually on the basis of a stratified random assignment within each faculty rank. The most senior faculty on each subcommittee will serve as the chairperson who is responsible for calling the meeting by March 15th, summarizing students' evaluations and recommendations, and forwarding the summaries to the graduate faculty for approval.
 4. Major and temporary advisors assigned to each subcommittee will represent their students presenting information regarding performance/progress at the subcommittee meeting. The subcommittee will evaluate each student's progress using the following 5-level classification system:
 - (a) Satisfactory, with no concern,
 - (b) Satisfactory, with concerns,
 - (c) Unsatisfactory, with probation warning
 - (d) Unsatisfactory, with probation (i.e., a time line for improvement is imposed)
 - (e) Dismissal.
 5. Recommendations for students' annual evaluation will be approved by the Graduate Faculty by April 1st.
 6. Upon the Graduate Faculty's approval, major and 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 April 15th.
 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.

Master's Portfolio Requirements

A Master of Science degree in Child and Family Development is a terminal degree program designed for students who seek a broad training in life-span human development and preparation for professional employment in academic, government, or non-profit organizations. This educational background will give students a deeper understanding of issues that families and children may face under various circumstances. Professional development in pursuing a career within the field of Child and Family Development can be demonstrated through accomplishments in writing about research and presenting research, teaching, and outreach.

The Graduate Faculty in the Department of Child and Family Development has developed the set of procedures and portfolio standards for evaluating students' proficiency in

the areas of knowledge, scholarship, and research relevant to the field. After obtaining the approval from your advisory committee, portfolios containing the evidence of fulfilling master's requirements should be forwarded to the Portfolio Review Committee for the approval of students' qualification for graduation. The Portfolio Review Committee will meet four (4) times a year; at the beginning and last week of Spring and Fall semester. Expected accomplishments and documentation requirements are listed below.

1. **JOURNAL QUALITY MANUSCRIPT:** A written manuscript is required, which (1) targets professional readers, (2) reports empirical research or synthesis of research, and (3) is presented to the advisory committee and is announced to the department. (Note: A thesis submitted to the graduate school can fulfill this manuscript requirement.)

Required Documentation:

- Citation of manuscript.
- Complete checklist for manuscript (see Appendix H).

2. **PRESENTATION:** One *single author or first author* presentation at a meeting of a state, national, international academic/professional organization.

Required Documentation:

- Citation of all presentation.
- Complete checklist for presentation (see attached).
- Append a copy of acceptance letter.
- Append presented copy and/or handout.
- Append a copy of program page.

3. **TEACHING and/or OUTREACH:** For teaching and/or outreach accomplishments, two of the following are required:

a. Four guest lectures in undergraduate or graduate level courses.

Required Documentation:

- Append a copy of lecture notes.
- A letter from faculty instructor with evaluation.

b. Involvement in a programmatic series of six to ten (6-10) 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.

c. 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.

Required Documentation:

- Identification of the institutional setting and specialized population.
- A letter from direct supervisor with evaluation.

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

Required Documentation:

- o Identification of program evaluation.
- o Complete the checklist for program evaluation (see attached).
- o A letter of evaluation from program sponsor.

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

Required Documentation:

- o Citation of publication.
- o Complete checklist for publication (see attached).
- o A letter from project sponsor with evaluation.

4. **PROFESSIONAL LEADERSHIP and/or CITIZENSHIP:** For professional citizenship and/or leadership both (A) and (B) are required:

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

Required Documentation:

- o Append the receipts for membership fee.

B. Participation in leadership and/or professional activities: At least one of the following is required (other activities may be included if approved by the student's advisory committee):

- (a) Reviewing proposals for presentations or publications.
- (b) Service on departmental, university, outreach, or professional organization committees.
- (c) Membership on professional or service organization boards.
- (d) Volunteer work at state, multistate, or national conferences. (Append correspondence or other acknowledgment information).
- (e) Election to office in a state, multistate, or national organization.
- (f) Appointment or election for committee involvement in state, multistate, or national organizations.
- (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.

Required Documentation:

- o Append official documentation for all activities listed

5. **OTHER PROFESSIONAL ACCOMPLISHMENTS.** Although not a part of the required standards, it is recommended that information about professional activity be included. Some

examples can be found below, but this list should not be considered exhaustive.

- (a) Nominations for honors and awards for scholarship, teaching, or outreach.
- (b) Honors and awards for scholarship, teaching, or outreach.
- (c) Membership on important scientific teams.
- (d) Special fellowships for research or selection for tours of duty at special institutes for advanced study.
- (e) Obtaining competitive grants and contracts to finance the development of ideas (research, teaching, clinical, or outreach), when these grants and contracts are subject to rigorous peer review and approval.
- (f) Evaluation by students being trained in clinical, laboratory, field or teaching hospital activities.
- (g) Evidence of effective and diligent mentoring/advisement of students in pursuing their chosen academic programs.
- (h) List of invited outreach presentations. (Append invitation and information about the meeting.)
- (i) List of workshops developed and delivered along with information about the meeting; indicate your level of involvement in development and delivery.
- (j) Program and project development not included in standards documentation: list with indication of your level of involvement.
- (k) Consultation and technical assistance.
- (l) List of special outreach activities.
- (m) List of program/project coordination activities.
- (n) Guest lectures in classes.
- (o) Preparation of innovative teaching materials or instructional techniques.
- (p) UGA Graduate School Teaching portfolio and/or certificate

Required Documentation:

- o Append official documentation for all activities listed

Doctoral Portfolio Requirements

According to the University of Georgia Graduate School, the doctoral degree will be granted, “in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge, not upon completion of any definite amount of work specified in advance.” The Graduate Faculty in the Department of Child and Family Development has developed the 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 Ph.D. degree in Child and Family Development granted by the University of Georgia, all doctoral students, including those who enter our program with a master's degree, are required to meet the doctoral portfolio requirements. After obtaining approval from your advisory committee, portfolios containing the evidence of fulfilling doctoral requirements should be forwarded to the Portfolio Review Committee for the approval of students’ qualification for doctoral oral examination. The Portfolio Review Committee will meet four (4) times a year; at the beginning and last week of Spring and Fall semester.

The Doctor of Philosophy degree is a research degree and it is expected that students will develop excellence in the scholarship and methods required for research. Scholarship can be demonstrated through accomplishments in publishing and presenting research, teaching, and outreach. Expected accomplishments and documentation requirements are listed below.

1. PUBLICATIONS: One article accepted in a peer-reviewed journal. At least one additional article accepted/published or submitted with positive reviews. *Single author or first author for at least one.* (Notes: Given that the portfolio standards replace the comprehensive exams as the requirements for the admission to candidacy, these same two manuscripts cannot be used for your dissertation. With regard to the area of specialization, the student's advisory committee will determine whether these manuscripts are student-led/student-driven products to be used to fulfill the area of specialization requirement.)

Required Documentation:

- Citations of all publications.
- Complete checklist for publication (see Appendix H).
- Append most recent manuscripts (submitted, revised-for-resubmission, published).
- Append all correspondence with journal, including editorial feedback.
- Append evidence that the journal is peer reviewed.

2. PRESENTATIONS: Four presentations at meetings of national/international academic/professional organizations. *Single author or first author for at least two.* If, because of your field, it is not possible to make four national/international presentations, *four* state or multistate presentations can be substituted for *two* of the national/international presentations.

Required Documentation:

- Citations of all presentations.
- Complete checklist for presentation (see attached).
- Append a copy of acceptance letters.
- Append presented copies and/or handouts.
- Append a copy of program pages.

3. TEACHING and/or OUTREACH: Professional level performance in teaching, outreach, or teaching/outreach. Document two of the following:

- a. Full responsibility for one class at The University of Georgia.

Required Documentation:

- Append course syllabus.
- Student evaluations (numerical) and all written comments.
- Supervisor evaluation of effectiveness of teaching for first course.

- b. Full responsibility for a second class at The University of Georgia

Required Documentation:

- Append course syllabus.
- Student evaluations (numerical) and all written comments.

- c. Primary responsibility for a programmatic series of six to ten (6-10) presentations for local service agency.

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.

- d. 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.

- e. 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 (see attached).
- Append report.
- Append all correspondence with the sponsor of the evaluation.

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

Required Documentation:

- Citation of document.
- Complete checklist for document (see attached).
- Append most recent copy of document.
- Append copy of program product.
- Append evaluation from peer review of the document.

4. LEADERSHIP and/or CITIZENSHIP: For professional citizenship and/or leadership. Both (A) and (B) are required:

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

Required Documentation:

- Append the receipts for membership fee.

- B. Participation in leadership and/or professional activities: At least two of the following are required (other activities may be included if approved by the student's doctoral committee):

- (a) Reviewing proposals for presentations or publications.
- (b) Service on departmental, university, outreach, or professional organization committees.

- (c) Membership on professional or service organization boards.
- (d) Volunteer work at state, multistate, or national conferences. (Append correspondence or other acknowledgment information).
- (e) Election to office in a state, multistate, or national organization.
- (f) Appointment or election for committee involvement in state, multistate, or national organizations.
- (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.

Required Documentation:

- o Append official documentation for all activities listed

5. OTHER PROFESSIONAL ACCOMPLISHMENTS. Although not a part of the required standards, it is recommended that information about professional activity be included. Some examples can be found below, but this list should not be considered inclusive.

- (a) Nominations for honors and awards for scholarship, teaching, or outreach.
- (b) Honors and awards for scholarship, teaching, or outreach.
- (c) Membership on important scientific teams.
- (d) Special fellowships for research or selection for tours of duty at special institutes for advanced study.
- (e) Obtaining competitive grants and contracts to finance the development of ideas (research, teaching, clinical, or outreach), when these grants and contracts are subject to rigorous peer review and approval.
- (f) Evaluation by students being trained in clinical, laboratory, field or teaching hospital activities.
- (g) Evidence of effective and diligent mentoring/advisement of students in pursuing their chosen academic programs.
- (h) List of invited outreach presentations. (Append invitation and information about the meeting.)
- (i) List of workshops developed and delivered along with information about the meeting; indicate your level of involvement in development and delivery.
- (j) Program and project development not included in standards documentation: list with indication of your level of involvement.
- (k) Consultation and technical assistance.
- (l) List of special outreach activities.
- (m) List of program/project coordination activities.
- (n) Guest lectures in classes.
- (o) Preparation of innovative teaching materials or instructional techniques.
- (p) UGA Graduate School Teaching portfolio and/or certificate.

Required Documentation:

- o Append official documentation for all activities listed.

Doctoral Oral Examination

After receiving the approval from the Portfolio Review Committee for meeting the standards for doctoral requirements, students will advance to his/her area of specialization. In this endeavor, the student will be evaluated by the student's advisory committee on the extent to which he or she has achieved sufficient depth in his or her area of specialization. The advisory committee will be responsible for writing and formalizing the final version of the question or questions to be addressed, as well as for establishing the scope and format of the written product.

Prior to the scheduling of doctoral oral examination, an approved advisory committee form and program of study must be on file. At least two full weeks before the date of the oral examination, the student must notify the Graduate School in writing. Please use the following procedures to notify the Graduate School:

1. Inform the Graduate Program Assistant of the day, time, and place of the defense and names of the committee members (see Appendix I).
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.

No more than one dissenting vote is permitted for the student to pass the oral examination. The oral examination must be arranged when all members of the student's advisory committee can be available for the examination. The major professor's/co-major professors' vote of approval is required for the student to pass the examination.

Admission to Candidacy

Upon a successful oral defense of the area of specialization project and in accordance with University of Georgia Graduate School policy, the student is now eligible for admission to candidacy. 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 immediately after the successful completion of the doctoral examination and 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 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 skills 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;
4. an average of 3.0 (B) 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);
5. oral comprehensive examination has been passed and reported to the Graduate School;

6. the advisory committee, including any necessary changes in the membership, is confirmed and all members have been notified of the appointment; and
7. the residence requirement has been met.

The form for the Application for Candidacy can be found online at the Graduate School Website at: http://www.gradsch.uga.edu/pdf/body_candphd.pdf.

After admission to candidacy, a student must register for at least one additional semester with a total of 10 hours of dissertation or other appropriate credit. If a doctoral student's candidacy expires after the first week of classes of a given semester, the student is granted the remainder of the semester to complete degree requirements without special permission of the dean of the Graduate School.

Thesis and Dissertation

Prospectus

Prior to data collection, or in the case of extant data prior to data analysis, all students must write a prospectus, which must be approved by their Advisory Committee. This prospectus will include a review of the literature, research questions or hypotheses, methods of data collection, and data analytic strategies. The student should initiate the process for human subjects approval as part of preparing the prospectus. The prospectus will be defended at a meeting of the Advisory Committee. Committee members indicate their approval of the prospectus by signing the cover page. If the committee requests changes in any aspect of the prospectus, the student will revise the prospectus and resubmit it for signatures. One copy of the signed prospectus will be filed in the department office, and one copy will be retained by the student and each committee member. Since a signed prospectus constitutes an informal contract between the student and the committee, should the student wish to substantially change the dissertation, written agreement must be obtained from the committee.

Procedures for Dissertation and Thesis Defense

Dissertation Defense. At least two full weeks before the date of the final defense of your dissertation you must notify the Graduate School in writing. Please use the following procedures to notify the Graduate School:

1. Inform the Graduate Program Assistant the day, time, and place of the defense (see Appendix J).
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.

Thesis Defense. At least two full weeks before the date of the defense of your thesis, you must notify the Graduate Program Assistant the day, time, and place of the defense (see Appendix J). No notification to the Graduate School will be needed.

Thesis and Dissertation Defense Requirements. The student must be registered for a minimum of three hours of credit the semester the defense is held. The student also must have applied to graduate within 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 <http://www.gradsch.uga.edu:5080/forms/newgradms.htm>.

When the major professor is satisfied with the completed thesis or dissertation, he or she will certify that it has his or her approval and is ready to be read. The copies of the thesis or dissertation will then to be distributed to the remaining members of the advisory committee and schedule a final oral defense. The committee members will have three weeks to read and evaluate the completed dissertation. Once an oral defense for a dissertation has been scheduled, the graduate coordinator 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 time and place of a thesis defense will be announced within the department.

For a *thesis*, written assent of two of the three committee members will be required before it will be approved as ready for a final defense. 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 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 a member cannot be present, the student must choose one of the following options:

1. The absent 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 absent member and register his/her vote and indicate that member's participation was by teleconference.
2. 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.
3. The defense may be rescheduled at a later time. The Graduate School must be notified

The advisory committee must approve the student's dissertation or thesis and defense with no more than one dissenting vote and must certify their approval in writing using the Dissertation and Final Oral Examination Approval form located at http://www.gradsch.uga.edu/pdf/body_appphddis.pdf.

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 or thesis. 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.

The defense approval form (Master's thesis: http://www.gradsch.uga.edu/Forms/body_apprform.pdf; doctoral dissertation: <http://www.gradsch.uga.edu:5080/forms/newgradms.htm>) must be submitted to the Graduation Office before the corrected copy of the electronic thesis or dissertation will be accepted as the final "official" copy. The deadline for this is two weeks prior to graduation. For information on deadlines, visit the Graduate School Website at: http://www.gradsch.uga.edu/html/body_dlines.htm

Upon Completion of the Defense

Return the white copy of the "Approval Form for Doctoral Dissertation and Final Oral Examination" or "Approval Form for Master's Thesis, Defense, and Final Oral Examination" to the Graduate School. All requirements associated with the 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 dissertation or thesis.

Using Manuscript Style for Theses and Dissertations

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 theses and 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 theses and dissertations.

CFD graduate students may choose either format to organize the main-body sections for their theses or dissertations. In addition to the graduate school's guidelines for formatting, students must adhere to the following guidelines when applying the manuscript style:

1. The student must obtain the advisory committee's approval at the prospectus meeting. Signatures of the advisory committee members are required on an intent letter to the Graduate Coordinator.
2. A minimum of two manuscripts with 20 or more pages in each is required.
3. The manuscripts must have a coherent theme and be serial in nature.
4. Manuscripts that are theoretical/conceptual reviews or empirical reports based on qualitative and quantitative data may be included. However, at least one manuscript must be empirically based, employing qualitative, quantitative, or mixed methods.

5. The manuscripts have been or will be submitted to **scholarly journals** related to child and family development involving rigorous peer review processes.
6. The student must be either the sole author or the first author of all manuscripts.
7. When manuscripts have been published or accepted for publication, evidence of permission to use articles must be included in the thesis/dissertation.

Thesis/Dissertation Submission

Preparation

The Graduate School shall 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 or thesis shall be the same as the year in which the dissertation or thesis is approved by the dean of the Graduate School following approval by the student's advisory committee. The thesis/dissertation will not be forwarded to the University Library until the degree is conferred.

All theses and dissertations must be submitted via the web in electronic PDF format and must conform to the Graduate School style manual located at:
<http://graduate.gradsch.uga.edu/etd2/style.pdf>.

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: (706) 542-4803, or gradinfo@arches.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: <http://graduate.gradsch.uga.edu/etd2/> or by calling: (706) 583-8095.

Time Line for Completing the Program

Many circumstances affect the length of time necessary for a student to complete a master's or a doctoral degree. The program is designed so that under ordinary conditions students with a bachelor's degree can expect to complete their master's degree in two years and their Ph.D. degree in five years.

Time Limit for Master's Students

All requirements for the degree must be completed within six years beginning with the first registration for graduate courses on the program of study. An extension of time may be granted by the graduate school only for conditions beyond the control of the individual.

Time Limit for Doctoral Students.

Expiration of Course Credits. According to the UGA Graduate Bulletin, "all requirements for the [Doctor of Philosophy] degree, except the dissertation and final oral examination, must be completed within a period of six years. This time requirement dates from

the first registration for graduate courses on a student's program of study." In other words, students must pass comprehensive examinations and complete departmental requirements for the admission to candidacy within six years after your acceptance to the doctoral program. The graduate course credits begin to expire after six years.

Expiration of Candidacy. According to the UGA Graduate Bulletin, "a candidate for a doctoral degree who fails to complete all degree requirements within five years after passing the comprehensive examination, and being admitted to candidacy, will be required to take the comprehensive examinations again and be admitted to candidacy a second time." In other words, students must defend their dissertation within five years after the admission to candidacy. When the student's candidacy is expired, readmission to candidacy is required.

Time Lines for MFT Students

Largely because of the internship requirement, students pursuing the marriage and family therapy specialization can anticipate about five and one-half years to complete the degree if they begin at the master's level. The time for students with a Master's degree depends on the number of courses students need to take from the graduate curriculum. Students with a Master's degree should meet with their temporary advisor prior to or immediately upon entering the program to discuss a program of study and timeline for completing the doctoral program.

Assistantship Policy

Assistantships are funded through several sources:

1. state money budgeted to the department,
2. other department funds,
3. the Graduate School, and
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 although some graduate school assistantships for doctoral students are awarded for two years. Written notice regarding an assistantship award is customarily made during the summer preceding the award year.

Because of the demand for assistantship support and the expectation that students finish their degree programs in a timely fashion, students who are awarded assistantships generally will be supported on a nine-month, one-third time assistantship. It is expected that students with positive annual evaluations can receive assistantships funded by the department for a maximum of two years in the Master's program, three years in the Doctoral program; Doctoral students who are admitted to candidacy by the end of Fall Semester of their third year in the program may request an assistantship for a fourth year. Doctoral students also may qualify for funding from

the Graduate School (for example, a dissertation completion award) during their last year. The number of assistantships awarded will vary with funding sources available to the department. Assistantship funding is not guaranteed.

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.

Evaluation

It is the UGA Graduate School's policy that all graduate assistants be evaluated annually. The department evaluations proceed as follows:

Students on an assistantship must register for CHFD 7005/9005 for every term they hold an appointment. Toward the end of each semester, the Graduate Program Assistant distributes rating forms (see Appendix K) 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 one of the criteria for 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. Faculty with grant money may choose their assistants without regard for the ranking, but they may use the ranking if they wish. 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 that play an important role in your experience are the following: (a) Grievance Policy found at <http://www.uga.edu/legal/drp.htm>, (b) The Academic Honesty Policy found at http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm, (c) the Sexual and Discriminatory Harassment policy at <http://www.uga.edu/legal/NDAH.htm>, and (d) Responsible Conduct in Research and Scholarship policy at <http://www.ovpr.uga.edu/rinteg/>. Students are expected to be familiar with and adhere to these policies.

Appendix A

Notification of Major Professor and Advisory Committee

I. Major Professor

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

II. 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 same form as an addendum to be attached to the original for any subsequent changes in Major Professor or Advisory Committee membership.

PROGRAM OF STUDY FORM

Name _____

NOTE: Students may include graduate courses completed while attending an accredited university that apply to Departmental requirements. During the first two semesters of graduate study, a decision regarding credit from other universities is made by the temporary advisor and the respective course instructor. After the first two semesters all decisions on courses are made by the student's committee. One copy of the completed form should be filed in the department office after the program of study meeting.

I. Substantive/Theoretical Concentration in Child and Family Development (24+ Hours)

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6100, Theory and Issues of Human Development	3				
CHFD 6630, Theories of Family Relationships	3				
CHFD 6640, Issues of Family Relationships	3				
CHFD 8060, Principles in MFT I	3				
CHFD 8700, Philosophy of Science in CFD	3				
CHFD 8710, Principles of Life-Span Human Development	3				
CHFD 8720, Ecological Perspective on Individual and Family Diversity	3				
CHFD 8910, Current Research & Issues in CFD	2-4				
Elective:					
Elective:					
Elective:					
Elective:					

* A maximum of 9 semester hours from another institution may be included in this section.

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

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6800, Research Methods	3				
CHFD 8800, Quantitative Methods in CFD	4				
CHFD 8810, Qualitative Methods in CFD	4				
CHFD 8950, Seminar in CFD (SPSS)	3				
Statistics:	3				
Statistics:	3				
One of the following: <input type="checkbox"/> CHFD 8820, Evaluation Methods in CFD <input type="checkbox"/> CHFD 8090, Research Methods in MFT <input type="checkbox"/> Additional Qualitative Methods	3				
CHFD 7010, Directed Study in CFD	3-6				
**CHFD 9000D, Doctoral Research	3-9				
**CHFD 9300D, Doctoral Dissertation	3-9				
Elective:					
Elective:					
Elective:					
Elective:					

* A maximum of 12 semester hours from another institution may be included in this section.

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

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

*A maximum of 12 semester hours from another institution may be included in this section.

IV. Research Practicum: The research practicum requires students to be involved in all phases of the research process. Please complete the following table and provide supporting information (manuscripts and presentations).

Project Title:		
Supervising Faculty:		
Research Phase	Task Summary	Date Completed
Project Planning		
Data Collection		
Data Management		
Data Analysis		
Writing		
Presentation		

V. Teaching Practicum: The teaching practicum is designed to provide students experience in all phases of teaching an undergraduate course. Provide the following information. All teaching experiences are subject to the approval of the Department Head. If the Department Head has already granted approval please include supporting documentation.

<u>Course Student will Teach</u>			
Course:	Title:	Semester:	
<u>Student will attend same or similar class</u>			
Course:	Title:	Semester:	Instructor:
<u>Date GSRC 7770 completed or to be completed:</u>			
<u>Semester student will prepare for class:</u>			
<u>Supervising faculty member:</u>		<u>Signature:</u>	

VI. Service Practicum: The service practicum is to ensure that students have practical experience in human services for children and families of any age. A service practicum should include roughly 400 hours of experience. Students with prior service experiences can submit documentation of their experience to fulfill this requirement. Please include any additional supporting documentation.

<u>Agency:</u>
<u>Dates of service:</u>
<u>Number of hours:</u>
<u>Supervisor:</u>

VII. Format for Area of Specialization Exam and Expected Date: The area of specialization or admission to candidacy exam can be administered in many formats (e.g., a publishable review paper or a report of an outreach project). Please provide a proposed format. Remember that to pass this exam you will be required to meet with your advisory committee and answer questions about the exam. Additionally, these exams must be scheduled with the Graduate School.

<u>Proposed Format for Area of Specialization:</u>	
<u>Semester:</u>	<u>Year:</u>

VIII. Master’s Project Approval: Students who enter the Ph.D. program with a Master’s degree have not written a Master’s Thesis must complete a Master’s project during doctoral study. The master’s project requires students to be involved in all phases of the research process. Please complete the following table and provide supporting information (manuscripts and presentations).

Project Title:		
Supervising Faculty:		
Research Phase	Task Summary	Date Completed
Project Planning		
Data Collection		
Data Management		
Data Analysis		
Writing		
Presentation		

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

Copies of this form are to be distributed to the Major Professor, the Department Head, and the Graduate Program Assistant.

Appendix C

AAMFT DOCTORAL CURRICULUM DIDACTIC REQUIREMENTS WORK SHEET

A. Students with Bachelor Degrees
TO BE DEVELOPED

B. Students with Master's Degrees

	<u>Areas of Study</u>	<u>Minimum Requirements</u>
VII.	Theory	
VIII.	Clinical Practice	Students will take courses in at least 2 of the areas to arrive at the total required. Course _____ Course _____ Course _____ Course _____
IX.	Individual Development and Family Relations	

Total Required for Areas VII, VIII & IX 4 SDUs

X. Clinical Supervision 1 SDU
Course _____

XI. Research 4 SDU's
Course _____
Course _____
Course _____
Course _____

XII. Additional Courses as program chooses
Course _____
Course _____
Course _____
Course _____
Course _____

Total for Areas VII-XII 14 SDU's

Student's Name: _____

Approved by MFT Faculty:

_____ Date: _____

Appendix D

CHILD LIFE PROGRAM DEPARTMENT OF CHILD AND FAMILY DEVELOPMENT THE UNIVERSITY OF GEORGIA

The program with an emphasis in Child Life is offered for students wishing to pursue a higher academic education and who are interested in working with children and families within a healthcare setting. This program allows a dual focus on the study of issues and development in children and families, along with theory, practice, and research in Child Life. In addition to the required Child and Family Development and Child Life coursework as well as other departmental requirements for master's students, an internship experience is required.

Internships Requirement: A Child Life internship is a crucial part of this program's education on the practice and profession of Child Life Specialists. This opportunity allows students to shadow and work with Certified Child Life Specialists in a hospital setting. The internship will allow students to have supervised hands-on experience and to develop professionalism and knowledge of the field. Students will be eligible to participate in a Child Life internship upon completion of their program of study requirements. Most students become interns during the summer of their second year or the following fall.

Timing of Child Life internship: Students will be eligible to participate in an internship program after they have completed two years of graduate courses. During their internship, students are still enrolled at the University of Georgia, meaning that they still pay tuition and will register for internship hours during this semester. Students also keep regular contact with their Child Life Program Director at the University of Georgia and complete various assignments while participating in a hospital internship.

Locations for Child Life internship: The University of Georgia does not endorse any certain Child Life internship programs. Students are able to apply to any program and hospital that best fits their needs or interests. The Child Life Council has a guidebook where all Child Life programs and internships are listed. This internship guidebook may be found on the Council's website at www.childlife.org.

Prior to becoming an intern, it is required that the University of Georgia and the chosen hospital must agree upon a memorandum of understanding (MOU). An MOU is a legal document between the two institutions that specifies your role and educational goals as an intern in the hospital. This document must be agreed upon and signed by both parties prior to the student beginning her/his internship. There are usually many revisions to this document and the process is very time consuming; therefore, it is strongly suggested that students start this process early.

Often Child Life internships are not paid and few programs offer free housing or meals for interns. Many hospitals require a small fee to apply to the program, however some also require a larger fee to participate in the internship program. Every hospital has different policies

regarding student internships and inquiries should be made directly to the hospital to determine their specific guidelines and policies on Child Life interns.

Application process for a Child Life internship: Prior to applying to internship programs, students will research various hospitals and determine which program best fits their needs and interests. It is suggested that the student then write letters requesting information and an application to the program. Students will complete the application along with letters of reference and return them to the program prior to the deadline date. Students will be contacted for an interview, by phone or in person, from a member of the Child Life staff within the program. A second interview may also be requested. It is suggested that students visit and tour the hospitals to which they plan to apply, however this is not required.

Requirements for Child Life Certification: It is strongly recommend that students visit the Child Life Council website at www.childlife.org where the most current and accurate information on certification can be obtained. In general, certification requires that students a) sit for the Child Life Certification Exam given by the Council, b) have completed 10 college-level courses in Child Life and other related fields (see website), c) have completed at least 480 hours of a Child Life internship or fellowship under a Certified Child Life Specialist (CCLS).

Appendix E

Teaching Permission and Request Form

We recommend that _____ be given permission to teach the following courses:

Course # _____ Title _____

Course # _____ Title _____

Term student is requesting to teach:

Fall: Year _____ Spring: Year _____ Summer Session _____ Year _____

Student will attend/has attended same or similar class

Class	Term	Instructor
-------	------	------------

Term student GSRC 7770 will be/was completed _____

Signature of Major Professor _____
Date

Signature of Committee Members

Date

Date

Date

Date

Approved by: _____
Supervisor of Teaching Practicum _____
Date

Approved by: _____
Supervisor of Department Head _____
Date

Appendix F

Department of Child and Family Development
University of Georgia

TEACHING PRACTICUM EVALUATION FORM

STUDENT INSTRUCTOR NAME: _____ COURSE #: _____

FACULTY SUPERVISOR: _____

Faculty supervisor: Listed below are several qualities, which describe aspects of student instructor's behavior. 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 Disagree Neutral Agree Strongly
Disagree Agree

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

Average= _____

Comments for Student Instructor (appendix a separate sheet if necessary)

1. Things that could be done to improve this course:

2. Things that were done well in this course:

Return the form to the Graduate Program Assistant

Appendix G

Graduate Student Annual Report
Department of Child and Family Development
University of Georgia

Report Period: March 1, 20__-Feburaary 28, 20__

Name: _____ Program: _____ Years in Program: _____ Major Advisor: _____ Assistantship: _____

Please provide a brief narrative description reporting your progress in the area of (1) research, (2) teaching/outreach, and (3) leadership/citizenship, and (4) other.

Area		Completed To Date	In Process
1. Research	Independent Research Project		
	Conference Presentation		
	Publication		

Area		Completed To Date	In Process
2. Teaching	Undergraduate		
	Outreach		
3. Leadership/Citizenship			
4. Other			

****Notes:**

1. Ratings of assistantship performance by assistantship supervisor will be included in the review.
2. Additional Information Needed:
 - a. Your cumulative GPA: _____
 - b. Please attach the following documents to this report:
 - (a) Curriculum vita
 - (b) Program of study with grades

Appendix H

Checklist for Publication, Presentation, Evaluation, Other Materials

Purpose of this checklist is to indicate level of involvement in documentation of standards.

Please check (✓) all that apply (*Checklist must be appended for each relevant entry in documentation*)

Name of entry in documentation _____		
	<u>Primary Responsibility</u>	<u>Team Member</u>
Conceptualization of project (research/outreach)	_____	_____
Research design	_____	_____
Data collection	_____	_____
Coding	_____	_____
Data entry and cleaning	_____	_____
Statistical or qualitative analysis	_____	_____
Design of poster	_____	_____
Verbal or poster presentation	_____	_____
Manuscript Writing:		
Literature review	_____	_____
Methods	_____	_____
Results	_____	_____
Discussion	_____	_____
Adaptation of outreach materials	_____	_____
Used existing material for outreach program	_____	_____
Marketing outreach presentations	_____	_____
Implementation of outreach activity	_____	_____
Other responsibilities. Please describe: _____	_____	_____
Other responsibilities. Please describe: _____	_____	_____

For each co-authored program evaluation, publication, presentation, please type co-author's names and obtain their signatures on this page.

	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Co-Author 1:	_____	_____	_____
Co-Author 2:	_____	_____	_____
Co-Author 3:	_____	_____	_____
Co-Author 4:	_____	_____	_____
Co-Author 5:	_____	_____	_____
Co-Author 6:	_____	_____	_____

Appendix I

Request for the Announcement of Doctoral Oral Examination

Department of Child and Family Development
University of Georgia

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

Student Name: _____

ID #: _____

Exam Date: _____

Exam Start Time: _____

Location: _____

Title of Specialization Project: _____

Major Professor's Name: _____

Committee Members: _____

Appendix J

Request for the Announcement of Master's Thesis/Doctoral Dissertation Oral Defense

Department of Child and Family Development
University of Georgia

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

Student Name: _____

ID #: _____

Exam Date: _____

Exam Start Time: _____

Location: _____

Title of Thesis/Dissertation: _____

Major Professor's Name: _____

Committee Members: _____

Appendix K

Graduate Assistant Rating Form

Student Name _____ **Evaluator** _____ **Assistantship Type** _____

Approximate percent of time student is assigned to you _____

Rate each of the areas below where you have specific knowledge, providing commentary where appropriate (when performance is rated 1 or 2, indicate how the assistant can improve performance). Circle the appropriate number.

Area A: Conscientiousness/Responsibility:

1. Promptness (Comments: _____)

1-----2-----3-----4-----5					
Is Consistently not promptnot (Improvement Mandatory)	Is sometimes prompt (Improvement Mandatory)	Adequate Promptness	Promptness Frequently Exceeds Expectations	Promptness Consistently Exceeds Expectations	Check here if no knowledge or does not apply

2. Completion of Tasks (Comments: _____)

1-----2-----3-----4-----5					
Consistently does not complete tasks (Improvement Mandatory)	Sometimes does not complete tasks (Improvement Mandatory)	Completes Tasks	Frequently exceeds expectations in completing tasks	Consistently exceeds expectations in completing tasks	Check here if no knowledge or does not apply

3. Attends to Detail (Comments: _____)

1-----2-----3-----4-----5					
Consistently inattentive to detail (Improvement Mandatory)	Sometimes inattentive to detail (Improvement Mandatory)	Attends to detail appropriately	Frequently exceeds expectations in attendance to detail	Consistently Exceeds expectations in attendance to detail	Check here if no knowledge or does not apply

4. Exhibits Self-Initiative (Comments: _____)

1-----2-----3-----4-----5					
Consistently requires close supervision (Improvement Mandatory)	Sometimes requires close supervision (Improvement Mandatory)	Possesses adequate self-initiative	Frequently exceeds expectations of self-initiative	Consistently exceeds expectations of self-initiative	Check here if no knowledge or does not apply

5. Accessibility (Comments: _____)

1-----2-----3-----4-----5					
Consistently inaccessible (Improvement Mandatory)	Sometimes inaccessible (Improvement Mandatory)	Accessible	Frequently exceeds expectations of Accessibility	Consistently exceeds expectations of Accessibility	Check here if no knowledge or does not apply

AREA B: Professional Skills

1. Intellectual Skills (Comments: _____)

1-----2-----3-----4-----5					
Consistently below position requirement (Improvement Mandatory)	Sometimes below position requirement (Improvement Mandatory)	Meets Position Requirement	Frequently exceeds position requirement	Consistently exceeds position requirement	Check here if no knowledge or does not apply

2. Technical Management Skills (Comments: _____)

1-----	2-----	3-----	4-----	5	
Consistently below position requirement (Improvement Mandatory)	Sometimes below position requirement (Improvement Mandatory)	Meets position requirement	Frequently exceeds position requirement	Consistently exceeds position requirement	Check here if no knowledge or does not apply

3. Problem Solving Skills (Comments: _____)

1-----	2-----	3-----	4-----	5	
Consistently below position requirement (Improvement Mandatory)	Sometimes below position requirement (Improvement Mandatory)	Meets position requirement	Frequently exceeds position requirement	Consistently exceeds position requirement	Check here if no knowledge or does not apply

4. Willingness to Use Skills (Comments: _____)

1-----	2-----	3-----	4-----	5	
Consistently does not use available skills (Improvement Mandatory)	Sometimes does not use available skills (Improvement Mandatory)	Uses available skills	Frequently learns new skills relevant to position	Consistently learns new skills relevant to position	Check here if no knowledge or does not apply

AREA C: Personal/Social Relationship Skills

1. Relationships with Others (Comments: _____)

1-----	2-----	3-----	4-----	5	
Consistently has personal/social problems that interfere with job performance (Improvement Mandatory)	Sometimes has personal/social problems that interfere with job performance (Improvement Mandatory)	Job performance not affected by personal/social relationships	Job performance frequently enhanced by personal/social relationships	Job performance consistently enhanced by personal/social relationships	Check here if no knowledge or does not apply

OVERALL PERFORMANCE AS AN ASSISTANT (check one)

() Unsatisfactory () Marginal () Adequate () Good () Superior

Comments: (attach additional comments if necessary)

Average= _____

Signature of Evaluator _____

Date: _____

Please return this form to Diane Adams before December 15th for the Fall semester and May 1st for the Spring semester.