MASTERS PROGRAM HANDBOOK

Department of Child and Family Development

College of Family and Consumer Sciences

The University of Georgia

Athens, Georgia

Fall 2011
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Welcome

Welcome to the Department of Child and Family Development (CFD). The goal of our 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 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) develop the skills necessary to translate basic research into application through outreach, clinical practice, or preventative interventions.

The department offers two degrees: (1) A Master’s of Science in CFD. It is possible to have an emphasis in Child Life at the master’s level (2) a Doctor of Philosophy in CFD. It is possible to pursue the doctorate in CFD with an emphasis in marriage and family therapy. Our Master’s Curriculum is designed for graduate students who want to seek a specialized focus in some aspect life-span human development or family studies in preparation for professional employment in academic, government, or non-profit organizations. The master’s program is intended to prepare students for additional graduate training at the doctoral level as well as for careers outside of academia that do not require a doctorate.

This handbook will help guide you as you plan your career as a master’s student in the Department of Child and Family Development. It is organized according to the major programmatic milestones you will encounter.

Further, this handbook is intended to inform CFD 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, Theses and Dissertations Guidelines, and the Graduate School’s Academic Regulations and Procedures. Like all graduate programs at UGA, the graduate program in CFD 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 12, 2011

Graduate Coordinator: Dr. Leslie Gordon Simons (lgsimons@uga.edu)

The University of Georgia is committed to the principle of affirmative action and Equal Opportunity. The Department of Child and Family Development encourages applications from qualified minorities and women.
Developing Your Program of Study

This handbook will describe the milestones you need to accomplish in successfully pursuing your Master’s degree. 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 and will represent the student in various ways, including signing advising forms and presenting the student’s progress to the CFD Graduate Faculty during the annual evaluation meeting. The temporary advisor will serve for up to two semesters, by which time a major professor should be chosen. 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. Your temporary advisor can also be a great resource in selecting a major professor.

Major Professor

Selection of a major professor is to be made prior to the end of the second semester in residence. This important decision should be made keeping in mind the faculty member’s area of expertise as well as your working relationship with that person. You may want to schedule meetings with more than one faculty member to discuss the way in which they play the major professor role, what they would expect of you, and their willingness to mentor you in your area of specialization. Once you have formalized the decision regarding a major professor, provide written notification of that selection to the Graduate Program Assistant using the form in Appendix A.

Advisory Committee

Selection of the Advisory Committee should also be 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 using the form in Appendix A and this completed form http://www.uga.edu/gradschool/forms&publications/student/body_advcomms.pdf. It will be sent first to the Graduate Coordinator for approval and signature and then to the Graduate School. Ultimately, the committee is appointed by the Dean of the Graduate School upon the recommendation of the Graduate Coordinator.

The major professor and at least one other member of the advisory committee must be members of the Graduate Faculty. 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 Child and Family Development.

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 on 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 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 signed by the Graduate Coordinator and submitted to the Graduate School.

**Program of Study and Approval Meeting**

You must complete a Graduate School Program of Study form: [http://www.uga.edu/gradschool/forms&publications/student/body_prgams.pdf](http://www.uga.edu/gradschool/forms&publications/student/body_prgams.pdf) and have it signed by your Advisory Committee and sent to the Graduate School. This should occur before the end of the second semester in the program. All members of the student's committee should participate in this meeting.

Changes can be made to the Graduate School Program of Study at any time after its approval by your committee by submitting a revised version of the Program of Study form.

**Curriculum**

**Coursework Requirement**

The Departmental Program of Study for Master’s students includes three sections: substantive/theoretical, research methods and statistics, and area of specialization. The core curriculum for the Master’s degree is 36 hours of course credit (note: 8910 and 7005 do not count toward this total). All courses required for the curriculum that are offered in the department must be taken in the department.

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 as well as additional coursework shown in Tables 3 and 4. Explanation of the Child Life internship requirement can be found in Appendix B.

**Statistics Requirement**

Graduate students are expected to develop an understanding of a broad range of statistics and to demonstrate competence in their use. Through an introductory graduate-level course students will gain mastery of measures of central tendency, probability, correlation, chi-square tests, and t-tests. We strongly recommend that the following be added to statistics competencies: analysis of variance, how to work with covariates, basic psychometrics, and multiple regression.

Statistics courses offered by the department of Education, Psychology, Sociology, or Statistics may be taken to fulfill this requirement. Students also gain statistical knowledge from the research methods courses taught within the department (CHFD 6800 and CHFD 8950, Seminar in CFD: Statistical Application using SPSS); 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.
Table 1. Recommended Statistics Courses

<table>
<thead>
<tr>
<th>Education Dept Sequence</th>
<th>Psychology Dept Sequence</th>
<th>Sociology Dept Sequence</th>
<th>Statistics Dept Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERSH 6300 Probability</td>
<td>PSYC 6410 Probability</td>
<td>SOCI 6620 Probability</td>
<td>STAT 6210 Probability</td>
</tr>
<tr>
<td>Central Tendency</td>
<td>Central Tendency</td>
<td>Central Tendency</td>
<td>Central Tendency</td>
</tr>
<tr>
<td>Variability</td>
<td>Variability</td>
<td>Variability</td>
<td>Variability</td>
</tr>
<tr>
<td>Correlation</td>
<td>Correlation</td>
<td>Correlation</td>
<td>Correlation</td>
</tr>
<tr>
<td>t-tests</td>
<td>Regression</td>
<td>Analysis of Variance</td>
<td>Nonparametric</td>
</tr>
<tr>
<td>Chi-Square</td>
<td>Chi Square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERSH 8310 Analysis of Variance</td>
<td>PSYC 6420 Analysis of Variance</td>
<td>SOCI 6630 Correlation Multiple regression Time series analyses Causal modeling</td>
<td></td>
</tr>
<tr>
<td>Repeated Measures</td>
<td>Nonparametric statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of Covariance</td>
<td>MANOVA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 6430 (Prerequisite: STA 6220 or equivalent) Multiple regression Path analysis and causality</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum Enrollment for Students on Assistantship

The Graduate School requires that all students on assistantship be enrolled in 12 hours per semester. We usually recommend that students take 9 hrs of coursework per semester. In order to comply with the Graduate School’s minimum enrollment policy, students on assistantship can enroll in 1-3 hours worth 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. You can read more about the Graduate School’s policy on enrollment here: [http://www.uga.edu/gradschool/academics/registration.html](http://www.uga.edu/gradschool/academics/registration.html)

Professional Seminar

All CFD Graduate students are required to take 3 hrs of CHFD 8910: Professional Development Seminar. During your first semester in residence you will register for the class which will focus on orienting you to the department, the Graduate School, and the discipline. You will have an opportunity to meet the CFD faculty as they attend class to talk to you about various important topics as well as their own program of research. During spring of your second semester, you will take a second semester of 8910 which will focus on vita development, applying for jobs or doctoral programs, how to conduct an interview, etc. This course is a departmental requirement and is graded on a pass/fail basis. It is not included on your program of study.
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (12 hrs)</strong></td>
<td><strong>Fall (12 hrs)</strong></td>
</tr>
<tr>
<td>CHFD 6100 Theories and Issues in Human Development</td>
<td>CHFD 6640 Issues in Family Relationships</td>
</tr>
<tr>
<td>Basic graduate level statistics</td>
<td></td>
</tr>
<tr>
<td>CHFD 8910 (Pro-Seminar)</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>Elective</td>
</tr>
</tbody>
</table>

Courses in bold are core courses for the CFD master’s program

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

Some possible electives:

- CHFD 7005 Assistantship
- CHFD 8720 Ecological Perspective on Individual and Family Diversity
- CHFD 7010 Special problems: Medical Terminology
- MNPO/SOWK 6612 Ethics and Professional Practice
- MNPO 6060 Fundraising and Development for Nonprofit Organizations
- HFRB 6420 Health Education and Early Childhood Education
- IHDD 6000 Disability Issues
- IHDD 7010 Directed Study in Disability
- PSYC 6620 Developmental Psychology
- PSYC 6200 Social Psychology
- SOCI 6050 Sociology of Work & Family
- SOCI 6610 Sociology of the Family
- SOCI 6650 Sociology of Aging

While it is permissible for master’s students to take 7000- and 8000-level classes, the Graduate School mandates that the majority of coursework on the Master’s Program of Study forms should be at the 6000-level.
Table 3. Core Curriculum for Child Life Emphasis (Thesis Option)

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th></th>
<th>Summer (9 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (12 hrs)</strong></td>
<td><strong>Spring (12 hrs)</strong></td>
<td></td>
</tr>
<tr>
<td>CHFD 6100 Theories and Issues in Human Development</td>
<td>CHFD 6630 Theories in Family Relationships</td>
<td>CHFD 7010 Directed Study in CFD</td>
</tr>
<tr>
<td>Basic Graduate Level Statistics ERSH 6300/PSYC 6410/SOCI 6620</td>
<td>CHFD 6800 Research Methods</td>
<td></td>
</tr>
<tr>
<td>CHFD 6810 Hospitalized Child and Family</td>
<td>CHFD 7130 Creative Activities</td>
<td></td>
</tr>
<tr>
<td>Elective* (CHFD 7005)</td>
<td>Elective* CHFD 7005 or CHFD 7210 Problems in Child and Family Development (Hospital Practicum)</td>
<td></td>
</tr>
<tr>
<td>CHFD 8910 (Pro-Seminar)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall (12 hrs)</strong></td>
<td><strong>Spring (12 hrs)</strong></td>
<td>Summer</td>
</tr>
<tr>
<td>ECHD 6050 Teaching and Counseling Children with Chronic Illness</td>
<td>CHFD 7300 Thesis</td>
<td>CHFD 7910 Internship in Child and Family Development **</td>
</tr>
<tr>
<td>CHFD 6640 Issues in Family Relationships</td>
<td>CHFD 7010 Directed Study in Child and Family Development</td>
<td></td>
</tr>
<tr>
<td>CHFD 7210 Problems in Child and Family Development (Hospital Practicum)</td>
<td>Elective Or CHFD 7210 Problems in Child and Family Development (Hospital Practicum)</td>
<td></td>
</tr>
<tr>
<td>Second Statistics Course or QUAL methods course</td>
<td>Elective CHFD 7005*</td>
<td></td>
</tr>
<tr>
<td>CHFD 7000 Masters Research</td>
<td>CHFD 8910 (Pro-Seminar)</td>
<td></td>
</tr>
</tbody>
</table>

This curriculum may need to be altered depending upon the student’s background (e.g. CHFD 7460 could be taken summer of year 1 depending on student’s background)
**Table 4. Core Curriculum for Child Life Emphasis (Non-Thesis Option)**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall (12 hrs)</th>
<th>Spring (12 hrs)</th>
<th>Summer (9 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHFD 6100 Theories and Issues in Human Development</td>
<td>CHFD 6630 Theories in Family Relationships</td>
<td>CHFD 7010 Directed Study in CFD</td>
<td></td>
</tr>
<tr>
<td>Basic Graduate Level Statistics</td>
<td>CHFD 6800 Research Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERSH 6300/PSYC 6410/SOCI 6620</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHFD 6810 Hospitalized Child and Family</td>
<td>CHFD 7130 Creative Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective* (CHFD 7005)</td>
<td>Elective* CHFD 7005 or CHFD 7210 Problems in Child and Family Development (Hospital Practicum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHFD 8910 (Pro-Seminar)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Fall (12 hrs)</th>
<th>Spring (12 hrs)</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHD 6050 Teaching and Counseling Children with Chronic Illness</td>
<td>CHFD 7010: Directed Study in CFD (non-thesis project)</td>
<td>CHFD 7910 Internship in Child and Family Development **</td>
<td></td>
</tr>
<tr>
<td>CHFD 6640 Issues in Family Relationships</td>
<td>CHFD 7010 Directed Study in Child and Family Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHFD 7210 Problems in Child and Family Development (Hospital Practicum)</td>
<td>Elective Or CHFD 7210 Problems in Child and Family Development (Hospital Practicum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective or CHFD 7005</td>
<td>Elective or CHFD 7005*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHFD 7000 Masters Research</td>
<td>CHFD 8910 (Pro-Seminar)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This curriculum may need to be altered depending upon the student’s background (e.g. CHFD 7460 could be taken summer of year 1 depending on student’s background)

Some possible Electives for Child Life Students:
- CHFD 7005 Assistantship
- ECHD 6000 Supporting Children and Families in Vulnerable Situations
- CHFD 8720 Ecological Perspective on Individual and Family Diversity
- CHFD 7010 Special problems: Medical Terminology
- MNPO/SOWK 6612 Ethics and Professional Practice
- MNPO 6060 Fundraising and Development for Nonprofit Organizations
- HFRB 6420 Health Education and Early Childhood Education
- IHDD 6000 Disability Issues
- IHDD 7010 Directed Study in Disability
- SOWK 7122 Grief and Loss
- GRNT (PSYC) 5266/7266 Death, Dying, and Bereavement

**Annual Evaluation**

All graduate students will be evaluated annually for their performance and progress. Each student will prepare and submit information regarding completed coursework, research productivity, teaching, and professional service experience. Students will receive developmental feedback from the graduate faculty after the evaluation meeting. The procedures for the annual 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 March 15th and December 15th or the Fall and Spring semester, respectively.

2. Graduate students submit an annual progress report and other required documents to their major professor or temporary advisor. To do this you will go to https://www.fcs.uga.edu/cs/helpdesk_login.php?go=cfd_grad and log in with your MyID. After that, you will be taken to a screen that will display a link to submit a report for the current year, edit your previously submitted reports, and edit the Master’s portfolio. Print your report and submit it to your major professor or temporary advisor by Feb. 15th.

3. Each student will be evaluated initially by their major professor and advisory committee. If the student has a major professor, but not a committee, it 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 by February 1st and summarizing students’ evaluations and recommendations, and then forwarding the summaries to the Graduate Coordinator who will submit them to the graduate faculty for review and approval.

4. Each student’s progress shall be evaluated using the following 3-level classification system:
   (a) Satisfactory
   (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 hrs of coursework per semester with mostly A’s and no grade lower than B in each course (excluding students who are doing 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 hrs 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 C) 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) A plan for remediation would be detailed for the student as well as a timeline on which the plan will be assessed.

c) Two unsatisfactory annual evaluations in a row can lead to dismissal.

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 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 by April 1st.

6. Upon the Graduate Faculty’s approval, major or temporary advisors provide the Graduate Coordinator a narrative summary of the discussion about each of their student’s evaluation. The purpose of this feedback is developmental. That is, it should help you identify your strengths as well as potential areas for improvement. 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. Every effort will be made to inform students about funding for the following year before the end of spring semester.

**Master’s Portfolio Requirements**

The Master’s degree in CFD will give students an opportunity to develop research skills and to gain a scholarly understanding of issues that influence the development and functioning across the life course. 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 completing the requirements, you should compile the components into a document containing a title page (Appendix H), an approval form to be signed by your committee (Appendix F), a table of contents, and required documentation for each completed requirement. The portfolio should be presented to your committee members for review. Once it has been approved, the members of your advisory committee should sign the approval form on page 2. After obtaining signed approval from your advisory committee, submit one full copy of the portfolio to the Graduate Program Coordinator in a pdf via email or on disk or thumb drive.

Previously approved portfolios can be viewed by going to the following link: [http://www.fcs.uga.edu/cfd/graduate/current.html](http://www.fcs.uga.edu/cfd/graduate/current.html) where you will be directed to log into the p drive using your Novell login ID and password. Please note that the current portfolio guidelines have been changed as of Fall 2011 so the previous portfolios will not conform exactly to that format.
1. PRESENTATION: One single or co-author presentation at a meeting of a state, regional national, international academic/professional organization (Quint State is an acceptable outlet).

   Required Documentation:
   o Citation of all presentations using APA format.
   o Append a copy of acceptance letter/email or program page.

2. 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:
      o Title of guest lecture as well as the date it was given and course name.
      o Evaluation form from Faculty Instructor who observed the lecture (Appendix E).

   B. Involvement in a programmatic series of two to four (2-4) presentations for local service agency.

      Required Documentation:
      o Identify program for which presentations were made.
      o Include list of all related presentations.
      o 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. This does not include clerical services; rather, involvement must include pre-professional activities.

      Required Documentation:
      o Identification of the institutional setting and specialized population.
      o 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.

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

      Required Documentation:
      o Citation of publication.
      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. Maintain membership in a professional society beginning from the first year in the program.

      Required Documentation:
      o Name of professional organization and the date you joined.
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):

1. Reviewing proposals for conference presentations or publications.
2. Service on departmental, university, outreach, or professional organization committees.
3. Membership on professional or service organization boards.
4. Volunteer work at state, multistate, or national conferences. (Append correspondence or other acknowledgment information).
5. Election to office in a state, multistate, or national organization.
6. Appointment or election for committee involvement in state, multistate, or national organizations.
7. Moderation of a session at a state, multistate, or national meeting.
8. Significant involvement in the Graduate Student Organization.
9. Significant involvement in the planning and implementation of Quint State.

Required Documentation:
- Append official documentation for all activities listed

Thesis

Prospectus

Students must obtain approval from their committee for the thesis they wish to write, including format (traditional or article), content, and method.

Procedures for Thesis Defense

Thesis Defense. At least two full weeks before the date of the defense of your thesis, you must notify the Graduate Program Assistant of the day, time, and place of the defense (see Appendix G). No notification to the Graduate School is needed for master’s students.

Thesis 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 online at http://www.gradsch.uga.edu:5080/forms/newgradms.htm

When the major professor is satisfied with the completed thesis, he or she will certify that it has his or her approval and is ready to be read by the advisory committee. The copies of the thesis will then be distributed to the remaining members of the advisory committee and a final oral defense will be scheduled. The committee members will have three weeks to read and evaluate the completed thesis. Written assent of two of the three committee members will be required before it will be approved as ready for a final defense. If the advisory committee declines to approve the thesis as ready for the final defense they will determine the steps, strategies, and/or guidelines in preparing the thesis for the final defense.

The defense of the thesis 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 advisory committee must approve the student’s thesis and defense with no more than one dissenting vote and must certify their approval in writing using the Approval Form for Master’s Thesis, Defense and Final Examination http://www.uga.edu/gradschool/forms&publications/student/body_apprform.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 thesis. The committee, after having read the thesis, 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 protocol number for the defense form.

The Master’s Thesis, Defense and Final Examination form must be submitted to the Graduation Office before the corrected copy of the electronic thesis will be accepted as the final "official" copy. The deadline for this is two weeks prior to graduation.

Upon Completion of the Defense

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

Using Manuscript Style for Theses

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. 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.

CFD graduate students may choose either format to organize the main-body sections for their theses. 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 one manuscript 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.

**Thesis Submission**

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.uga.edu/gradschool/forms&publications/student/etd_approval.pdf](http://www.uga.edu/gradschool/forms&publications/student/etd_approval.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@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.

**Non-thesis Option**

The non-thesis option is only approved for master’s students pursuing an emphasis in Child Life. All other master’s students are required to complete a master’s thesis. Child Life student’s pursuing the non-thesis option must complete an approved clinical project (see Appendix for the approval form to be signed by your advisory committee members).

**Clinical Project**

(only for students in the Child Life Emphasis Non-Thesis Option)

*The Clinical Project*

The project requirement is a rigorous, research-based clinical project completed as the requirement for CHFD 7010, Directed Study in Child and Family Development, 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 also must 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 CHFD 7010 Directed Study in Child and Family Development class. A grade of either A or B is necessary to pass the CHFD 7010 required class.
Prospectus

Students must obtain approval from their committee for the clinical project they wish to write, including type, content, and method.

Procedures for Clinical Project Defense

Clinical Project Defense. At least two full weeks before the date of the defense of your clinical project, you must notify the Graduate Program Assistant of the day, time, and place of the defense (see Appendix G). No notification to the Graduate School is needed for master’s students.

Clinical Project 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 online at https://gradschoolforms.webapps.uga.edu/form_types/1

When the major professor is satisfied with the completed clinical project, he or she will certify that it has his or her approval and is ready to be read by the advisory committee. The copies of the clinical project will then be distributed to the remaining members of the advisory committee and a final oral defense will be scheduled. The committee members will have three weeks to read and evaluate the completed clinical project. Written assent of two of the three committee members will be required before it will be approved as ready for a final defense. If the advisory committee declines to approve the thesis as ready for the final defense they will determine the steps, strategies, and/or guidelines in preparing the clinical project for the final defense.

The defense of the clinical project 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 advisory committee must approve the student’s clinical project and defense with no more than one dissenting vote and must certify their approval in writing using the Approval Form for Master’s Clinical Project, Defense and Final Examination (Appendix I). The approval form can be found at the following website: http://www.fcs.uga.edu/cfd/graduate/docs/Departmental Child Life Non-Thesis Clinical Project or Presentation Form.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 clinical project. The committee, after having read the clinical project, 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 protocol number for the defense for if necessary
Upon Completion of the Defense

Return the signed white copy of "Approval Form for Master’s Clinical Project, Defense, and Final Oral Examination" to the Graduate Program Assistant. All requirements associated with the clinical project 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 clinical project.

Time Line for Completing the Program

Many circumstances affect the length of time necessary for a student to complete a master’s 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.

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.

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) credits 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.” All Graduate Enrollment policies can be found at

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 are awarded for two years. 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, 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 Masters program.

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 3 credit hours of 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 E) 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. 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 polices.
Appendix A

Declaration of Major Professor and Advisory Committee

Department of Child and Family Development
The University of Georgia

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.
Appendix B

Child Life Program Information

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. 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 their program of study requirements. 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 the student must be accepted by the hospital for an internship experience. 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 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 C

Graduate Assistant Evaluation Form

Student’s Name ________________________________  Assistantship Type: RA/TA/GA
Evaluator’s Name _______________________________  Semester Evaluated: Fall/Spring 201__

Please fill out the form below based on your knowledge and experience of the student in their role as your graduate assistant for the current semester. Once completed, print, sign, and present 3 copies to the student. The student will sign each, keep one, then return one to you and one to Diane Adams. Because this process is intended to be a developmental one for the student, you are encouraged to initiate a meeting with him/her or to respond to his/her request for a meeting to discuss the evaluation.

Rating System: A rating of 3 indicates that the student’s performance on the item in question meets or exceeds your expectations; a rating of 2 means that there is room for improvement; a rating of 1 means that improvement is mandatory. If you provide a rating of 1 or 2 on any item please use the space provided for comments (i.e., suggestions for the improvement you expect to see in the future).

<table>
<thead>
<tr>
<th>Promptness (Meets deadlines for tasks assigned, arrives for meetings on time)</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently is not Prompt</td>
<td>Sometimes is Prompt</td>
<td>Consistently Prompt</td>
<td></td>
</tr>
<tr>
<td>Comments: _____________________________________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reliability (Student can be counted on to perform duties, hold office hours, attend meetings etc, without reminders or oversight by supervisor)</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently is not reliable</td>
<td>Sometimes is reliable</td>
<td>Consistently reliable</td>
<td></td>
</tr>
<tr>
<td>Comments: _____________________________________________________________________</td>
<td></td>
<td></td>
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</tbody>
</table>

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<tr>
<th>Completion of tasks (Completes tasks as assigned, demonstrates follow through on assignments)</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently fails to Complete tasks</td>
<td>Sometimes completes tasks as assigned</td>
<td>Consistently completes tasks as assigned</td>
<td></td>
</tr>
</tbody>
</table>
**Attention to detail** (Is thorough in addressing all aspects of the task assigned with no or minimal mistakes)

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently fails to pay</td>
<td>Sometimes pays</td>
<td>Consistently pays</td>
</tr>
<tr>
<td>Attention to detail</td>
<td>Attention to detail</td>
<td>Attention to detail</td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________

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

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently fails to demonstrate resourcefulness</td>
<td>Sometimes demonstrates resourcefulness</td>
<td>Consistently demonstrates resourcefulness</td>
</tr>
</tbody>
</table>

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)

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently fails to demonstrate initiative</td>
<td>Sometimes demonstrates initiative</td>
<td>Consistently demonstrates initiative</td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________

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

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<th>3</th>
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<tbody>
<tr>
<td>Frequently fails to be accessible</td>
<td>Sometimes is accessible</td>
<td>Consistently is accessible</td>
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</table>

Comments: ________________________________________________________________

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

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Frequently fails to demonstrate skills</td>
<td>Sometimes demonstrates these skills</td>
<td>Consistently demonstrates these skills</td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________
**Interpersonal skills** (Works well with others, good communication and listening skills)

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<tr>
<th></th>
<th>1</th>
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<th>3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Frequently fails to demonstrate these skills</td>
<td>Sometimes demonstrates these skills</td>
<td>Consistently demonstrates these skills</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________

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

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<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequently fails to display a positive attitude</td>
<td>Sometimes displays positive attitude</td>
<td>Consistently displays positive attitude</td>
</tr>
</tbody>
</table>

Comments: ____________________________________________

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

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<th>1</th>
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<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequently fails to display ethical behavior</td>
<td>Sometimes displays ethical behavior</td>
<td>Consistently displays ethical behavior</td>
</tr>
</tbody>
</table>

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
Appendix D

MASTER’S PORTOFOLIO CHECKLIST

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

2. Teaching and/or Outreach *(Document two of the following)*
   - Four guest lectures in undergraduate or graduate level courses and supporting documentation
   - Involvement in a programmatic series of 2 to 4 presentations for local service agency with supporting documentation
   - Involvement in on-going (at least 40 hours) clinical/work/outreach in an institutional setting with a specialized population with supporting documentation
   - Involvement in research evaluation for a specific program, including creation of an evaluation report with supporting documentation
   - 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)
     - Reviewing proposals for presentations or publications
     - 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
     - Appointment or election for committee involvement in 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
     - Other
     - Other
     - Documentation for activities

4. Other Professional Accomplishments
   - Documentation of other professional accomplishments:
Appendix E

Master’s Student Guest Lecture Evaluation Form

Department of Child and Family Development
University of Georgia

STUDENT INSTRUCTOR NAME: _______________________ COURSE #: ________

FACULTY* Instructor: _______________________ DATE _______________
(*cannot be a graduate student who observes or evaluates your guest lecture)

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 Neutral Agree Strongly 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 F

Master’s Portfolio Approval by Advisory Committee
Department of Child and Family Development
The University of Georgia

___________________ ‘s portfolio has been reviewed and approved by her/his advisory committee.

__________________________ ______________________________________________________
Major Professor     Signature    Date

__________________________ ______________________________________________________
Committee Member    Signature    Date

__________________________ ______________________________________________________
Committee Member    Signature    Date

__________________________ ______________________________________________________
Committee Member    Signature    Date

__________________________ ______________________________________________________
Committee Member    Signature    Date

__________________________ ______________________________________________________
Committee Member    Signature    Date

26
Appendix G

Request for the Announcement of Master’s Thesis/Clinical Project 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: ________________________________________________
________________________________________________________________________
________________________________________________________________________
Major Professor’s Name: ________________________________________________
Committee Members: ________________________________________________
________________________________________________________________________
Appendix H

Sample Cover Page for the Portfolio

Master’s Portfolio of

Your Name

A Departmental Requirement for
The Fulfillment for the Degree of
Master of Science

Under the Direction of
Your Major Professor’s Name

Semester and year Approved (e.g. Fall 2012)
Appendix I
CHFD Departmental M.S. Non-Thesis
Clinical Project Presentation and Exam Form

Student’s Name _____________________________________
Student ID # (810) ___________________________________
Exam Date _________________________________________

I. Results of Clinical Project: The Master’s Advisory Committee reports the following action on the above clinical project. At least two of the three members must approve the clinical project before the final exam may be held.

<table>
<thead>
<tr>
<th>Master’s Advisory Committee (type name and sign)</th>
<th>Approved</th>
<th>Suggested Changes</th>
<th>Disapprove</th>
<th>Date</th>
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II. Results of examination: The Master’s Advisory Committee reports the following of the above student’s final examination. At least two of three members must vote pass.

<table>
<thead>
<tr>
<th>Master’s Advisory Committee (type name and sign)</th>
<th>Pass</th>
<th>Suggested Changes</th>
<th>Fail</th>
<th>Date</th>
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Graduate Coordinator __________________________________________   ________________________
Signature                                                                                           Date

III. Final Approval: (To be completed only when the advisory Committee members have approved suggested changes in either or both parts).

Major Professor                                                                                                                               Date

Revised March 2011