



**Human Development & Family Science**

*College of Family and Consumer Sciences*

**UNIVERSITY OF GEORGIA**

**DOCTORAL PROGRAM HANDBOOK**  
**Direct to PhD**

**Fall 2018**

## Introduction

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

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

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

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

Last updated: July 25, 2018

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

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## Important Milestones

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

### Initial Advisor

- When you enter the program, you will be assigned an initial advisor. The initial advisor provides guidance for your educational experience during your first year in the program, or until you have formalized your relationship with a major professor.
- Your initial advisor will be the faculty member that you register for 1 credit of HDFS 9000 in the fall term of your first year and 2 credits of HDFS 9000 in the spring if another faculty member has not agreed to oversee your research.
- Your initial advisor will sign necessary forms and answer questions about the program, policies, and other issues. If you have not formalized a relationship with a major professor during the spring of your first year, the initial advisor will present your information to the HDFS graduate faculty during the annual review of graduate students.
- Meeting frequently with your initial advisor will help ease your transition into the graduate program. Your initial advisor can also be a helpful resource of information and insights as you consider various major professor options.
- When making your initial advisor assignment, there was an attempt to match you with a faculty member with whom you seem to have some overlapping interest. You may find that you would like to ask your initial advisor to serve as your major professor. Or, for any number of reasons, you may decide that you would prefer a different faculty member as your major professor. Either approach is acceptable to the faculty member who has agreed to serve as your initial advisor during your first two semesters.

### Major Professor

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

### Advisory Committee

- The committee must consist of a minimum of three members of the graduate faculty, including your major professor, who will serve as the chair of the committee.
- This committee, in consultation with the student, is charged with planning and approving the student's program of study, arranging the comprehensive written and oral examinations, advising the student on required research skills, approving the subject for the dissertation, approving the completed dissertation, and approving the defense of the student's research.
- Selection of the Advisory Committee should also be done by the end of your **first** year in residence. All committee member selection decisions should be made in consultation with your major professor. Additional voting members may be appointed to the committee, including no more than one non-UGA

faculty, who must hold the terminal degree in their field of study. If there are more than three members, there must be greater than 50% graduate faculty representation. At least two committee members, including your major professor, must be from the Department of Human Development and Family Science.

- Persons employed by The University of Georgia, and who hold the following ranks, may serve on graduate committees: professor, associate professor, assistant professor, public service assistant, public service associate, senior public service associate, assistant research scientist, associate research scientist, and senior research scientist. Persons having the following ranks may not serve as voting members of graduate committees: instructors, lecturers, and academic professionals. However, these individuals may serve as non-voting members of a committee.
- A visiting professor or a part-time or temporary faculty member may not serve on an advisory committee unless that person has sole expertise in a designated area on the student's program of study. The graduate coordinator must send a letter to the Graduate School explaining the need for substitution by the visiting professor, part-time, or temporary faculty member.
- When you have comprised your advisory committee, fill out the Declaration of Major Professor and Advisory Committee form required by the Graduate School. This form can be found on the Graduate School website at: <http://grad.uga.edu/index.php/current-students/forms/>
- After completing the form, present it to the Graduate Coordinator for approval and signature. Provide it to the Graduate Program Assistant for filing in your department records and for forwarding to the Graduate School. Ultimately, the committee is appointed by the Dean of the Graduate School upon the recommendation of the Graduate Coordinator.

Once you are a doctoral candidate, replacements for members of the advisory committee must be approved by the Graduate Coordinator and Dean of the Graduate School prior to their service in any capacity. A revised advisory committee form showing the entire reconstituted committee must be submitted to the Graduate School. This is done by completing the Advisory Committee for Doctoral Candidate form, [http://grad.uga.edu/wpcontent/uploads/2014/11/body\\_advcomphd.p](http://grad.uga.edu/wpcontent/uploads/2014/11/body_advcomphd.p) and selecting "revised" in the upper left-hand corner.

### **Program of Study and Approval Meeting**

- A program of study outlines departmental requirements for coursework, research, teaching, and service. The program of study is developed in consultation with your major professor and your advisory committee.
- It is strongly suggested that you schedule a meeting before the end of the **third** semester in residence at which you will present a completed Graduate School Program of Study form: <http://grad.uga.edu/index.php/current-students/forms/> and a Departmental Program of Study (Appendix B) to your Advisory Committee.
- All members of the student's committee should participate in this meeting. Emphasis is placed on the active involvement of all members of the committee in decisions affecting the student's study.
- Appendix B lists the coursework you need to take to fulfill the HDFS doctoral curriculum requirements.
- Appendix I outlines the proposed activities that will fulfill the teaching, research, and outreach/service components of your portfolio.
- After obtaining the approval and signatures of all committee members, the form should be submitted to the Graduate Coordinator. The Graduate School Program of Study form will be sent to the Graduate School and the preliminary doctoral program of study form will be filed in the department. Changes in your plan are permissible with the approval of your Advisory Committee.

## Final Program of Study

The Graduate School requires that all doctoral students submit a Final Program of Study form after all courses necessary for degree credit is completed. This form is located at the following link:

<http://grad.uga.edu/wp-content/uploads/2014/11/finalphdprg.pdf>

- You must have the advisory committee form submitted **before** or **with** the final program of study. The final program of study must be submitted by the time oral comprehensive examinations are scheduled.
- Notes:
  - Courses should be listed in the order taken.
  - No grade below a “C” is acceptable for a course included on a program of study.
  - No courses used for another degree may be listed.
  - To be eligible to graduate, a student must maintain a 3.0 average on all courses in the Program of Study and on all graduate courses taken.
  - A minimum of three semester hours of 9300 must be included on the program of study.
  - A maximum of 18 credit hours of 9000 and a maximum of 18 credit hours of 9300 can be included on your final program of study.
  - 9005 cannot be listed on your Final Program of Study.

In order to make changes to the Final Doctoral Program of Study once it has been filed with the Graduate School, you must complete a Recommended Change in Program of Study form [http://grad.uga.edu/wp-content/uploads/2014/11/body\\_recochgprog.pdf](http://grad.uga.edu/wp-content/uploads/2014/11/body_recochgprog.pdf)

## Graduate Coordinator Approval of Final Program of Study

- The major professor and advisory committee will verify that you have met the department’s program of study course requirements prior to graduation. This can occur at any time but **must be completed prior to advancement to candidacy** for a PhD student.
- Once this has been verified, submit the signed Final Program of Study along with a copy of your unofficial transcript to the Graduate Coordinator. The Graduate Coordinator’s signature on the candidacy form verifies that all program of study requirements have been met.
- After you obtain the signatures of your major professor and the Graduate Coordinator, the form is to be submitted to the Graduate Program Assistant. The Graduate Program Assistant will file forms, as appropriate, with the Graduate School.
- **Forms**  
The following link will take you to the Graduate School’s forms page:  
<http://grad.uga.edu/index.php/current-students/forms/>

# Curriculum

## Coursework Requirement

- The Program of Study for doctoral students without a master's degree includes six sections: individual development and family relations, teaching, research, methodology, theoretical and/or methodological depth, and area of specialization.
- All courses required for the curriculum that are offered in the department must be taken in the department.

## Research Methodology Requirements

- You are expected to develop an understanding of a broad range of research methods and demonstrate competence in their use. Through specific coursework you will gain mastery of techniques such as quantitative and qualitative methods and analyses. Required courses include: HDFS 7170: Introduction to Applied Statistics, HDFS 8800: Advanced Research Methods in HDFS, HDFS 8910/HDFS 9000: Research in HDFS.
- Additionally, all students are required to complete **one** methodological emphasis in either quantitative or qualitative design.

## Quantitative Methods in Family Science Certificate

- The Quantitative Methods in Family Science Certificate offers a 15-hour graduate certificate in quantitative analysis. The goal of the certificate program is to provide advanced graduate education that prepares students for employment in top-tier quantitative social and behavioral science research-intensive positions by providing students with cutting edge statistical and methodological knowledge and skills relevant to the study of families and individual across the life course.
- Students must complete the following courses: HDFS 7170: Introduction to Applied Statistics, HDFS 8730: Seminar in Quantitative Analysis for Family Science II, HDFS 8840: Seminar in Quantitative Analysis for Family science III, and HDFS 8850: Seminar in Quantitative Analysis for Family Science IV, and HDFS 8800: Advanced Research Methods in HDFS  
For additional information, contact the QMFS director, Dr. K.A.S Wickrama: wickrama@uga.edu

## Interdisciplinary Qualitative Studies Certificate

- The Qualitative Research Program offers a 15-hour graduate certificate in Interdisciplinary Qualitative Studies (IQS). The IQS certificate is available to students who are currently pursuing a graduate degree or who are enrolled in a graduate program at the University of Georgia.
- The purpose of the certificate is to advance interdisciplinary inquiry through the pluralistic use of multiple methods. Because of its interdisciplinary nature, the program allows students to tailor the focus of their certificate programs to individual interests.
- Students begin by enrolling in QUAL 8400 or one of its equivalents (HDFS 8810). This is a prerequisite for QUAL 8410 and most QUAL electives. The third required course is QUAL 8420. The certificate also requires QUAL 9400: Teaching Qual. Finally, students are required to select one elective of their choice to fulfill the 15-credit requirement for the IQS certificate.
- Students must apply for the IQS Certificate during enrollment in 8410 or 8420.
- In order to be eligible for enrollment in the certificate, students must be working with at least one faculty member certified by the IQS program.  
Found here: <https://coe.uga.edu/assets/downloads/leap/certificates-ae-iqs-faculty.pdf>
- Interested graduate students should refer to the program webpage for additional information and program application: <http://www.coe.uga.edu/leap/academic-programs/qualitative-research/>



## Research Project for Doctoral Students

- All students are required to complete an individual research project by the end of the 4<sup>th</sup> semester in residence (spring term, second year). Each term students will register for HDFS 8910 credits and HDFS 9000 credits under their initial or selected advisor. Students will identify research questions, produce a literature review and IRB application, if necessary, analyze data, and produce a research poster and/or a manuscript to be submitted to a conference and/or journal by the end of their 4<sup>th</sup> semester in residence.
- The format of the class is designed to help students accomplish portfolio goals in a timely manner.
- Appendix D contains the approval form for the Doctoral Research Project. This form must be signed by the student's committee and submitted to the Graduate Coordinator's Office.

## Area of Specialization

- Students seeking a PhD in HDFS must have an area of specialization that includes a minimum of 9 hours in one identified area (e.g., early childhood education, gerontology, parent-child relationships, adolescence, divorce, statistics, family assessment, gender and sexuality, trauma etc.).
- A minimum of 3 credits are required to be taken outside of the department. Courses comprising the remaining 6 credits of the specialization may be taken in this department and/or in another department. All courses must be beyond the core requirements of this program and must be regarded as a logical whole by the student's committee.
- Students are encouraged to avoid too general a definition of the area and to be certain that it is an area in which they can demonstrate both depth and breadth of expertise.

## Minimum Enrollment Requirements

- The Graduate School requires that all students on assistantship be enrolled in 12 hours per fall and spring semesters. We usually recommend that students take 9-12 hours of *coursework* per fall and spring semester. This does not include HDFS 9070: Clinical Practicum.
- If you are on a **paid** assistantship during summer semester, 9 credit hours of enrollment are required: 6 hours of coursework and/or independent study, practicum, or internship credits and 3 hours of assistantship credit.
- If you are **not** on **paid** assistantship over the summer semester, there is no enrollment requirement. If you are working as a paid hourly worker, there is no enrollment requirement. The enrollment requirement only applies to students on assistantships unless your program of study states otherwise.
- In order to comply with the Graduate School's minimum enrollment policy, students on assistantship can enroll for 1-3 credits of HDFS 9005. 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 are not required to register for HDFS9005.

## Curriculum Plans

All students have ample opportunity to take elective courses in their area(s) of interests.

- We regularly offer 6000 and 8000-level topical seminars that are open to all graduate students.
  - Recent and upcoming seminar topics include: Grant Writing, Prevention Science, Health and Social Epidemiology, Premarital and Marital Relationships, Multilevel Modeling for Social and Behavioral Sciences, Aging in Immigrant Populations, Couple and Family Relationships in Child Welfare, Fatherhood, Family Resilience and Communities, Culturally Responsive Research and Interventions, and others. It is common for no more than 4 topical seminars to be offered each academic year.

- You may also take electives outside of our department. You can look into the 6000, 7000, and 8000-level course offering for other departments like Sociology, Psychology, Social Work, or Public Health to find out if they have something you are interested in.
- Some options might include:
  - PSYC 8920: Child Behavior Problems
  - SOCI 6610: Sociology of the Family
  - HPRB 7069: Human Sexuality
  - GRNT 6650: Aging in Society
  - GRNT 7266: Death, Dying, and Bereavement
- For an extensive list of available electives, please see Appendix C
- It is recommended that you seek the advice of your major professor or advisory committee when selecting electives.

### **Of Special Interest to International Students**

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

# Annual Evaluation

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

1. Graduate students are required to complete an online form describing accomplishments for the previous calendar year. The link will be provided by the Graduate Program Assistant prior to the end of spring semester. The completed online document is due in early May each year. You must submit this form to the Graduate Assistant and to your major (or initial) advisor. A copy of this form can be found in Appendix G
2. Students who serve as assistants (RA, GA, or TA) will be evaluated twice each year. The Graduate Assistant distributes the Assistant Evaluation Rating forms (Appendix H) to faculty supervising graduate assistants. The forms will be returned to the Graduate Program Assistant by December 1<sup>st</sup> for the fall semester and April 1<sup>st</sup> for the spring semester.
3. Each student will be evaluated initially by her or his major professor and advisory committee using the assistant evaluation and the online report of accomplishments. If the student has a major professor, but not a committee, the evaluation will be done by the major professor. Should a student not yet have a major professor or committee, the evaluation will be done by the initial advisor. The evaluator is responsible for summarizing students' evaluations, providing information to the graduate faculty, and making recommendations.
4. Each student's progress shall be evaluated using the following 4-level classification system:
  - (a) Satisfactory (the expected norm)
  - (b) Satisfactory with concerns (a plan for improvement is imposed)
  - (c) Unsatisfactory (a time line for improvement is imposed)
  - (d) Dismissal

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

Satisfactory students are:

- a) Completing 12 hours of coursework per semester with mostly A's and no grade lower than B in each course (excluding students who have completed coursework and may only be taking a minimum number of hours to be in compliance with the Graduate School's continuous enrollment policy OR part-time students who are taking only 3-6 hours per semester).
- b) Meeting the requirements of specific courses.
- c) Completing programmatic milestones in a timely manner (e.g. identification of major professor and formation of committee, portfolio activities/approval, oral exams, thesis/dissertation proposal, etc).
- d) Engaged in appropriate scholarly activities (e.g., attending conferences appropriate to student's academic level, making presentations, producing publications, working on thesis/dissertation proposal or the actual thesis/dissertation, depending on their stage in the program).
- e) Engaged in the appropriate clinical work or internship (if appropriate for their program of study) and performing those roles in a satisfactory manner.
- f) Performing their RA, GA or TA role in a satisfactory manner.
- g) Performing their instructor role (if applicable) in a satisfactory manner.
- h) Other criteria the faculty may feel is appropriate to assess for a given student.

Satisfactory with concerns students are:

- a) To some extent falling short on one or more of the above criteria.
- b) Provided with a detailed plan for remediation for the student as well as a timeline on which the plan will be assessed.
- c) Expected to return to satisfactory progress no later than the next evaluation period.

Unsatisfactory students are:

- a) Significantly falling short on one or more of the above criteria.
- b) Provided a plan for remediation for the student as well as a timeline on which the plan will be assessed.
- c) Required to schedule periodic meetings with the student's major professor and provide written updates of progress.
- c) Subject to dismissal if a previous evaluation was satisfactory with concerns but the student did not improve to a satisfactory level by the next evaluation period.
- d) Subject to dismissal after receiving two unsatisfactory annual evaluations in a row.

The graduate faculty may recommend dismissal for students who are falling short in a major way despite previous remediation OR when there is a transgression that is serious enough to warrant dismissal without a plan for remediation first being put into place.

- 5. Recommendations for students' annual evaluation will be approved by the Graduate Faculty at an April meeting.
- 6. Upon the graduate faculty's approval, major or initial 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 must be included. The Graduate Coordinator incorporates the narrative summary into a letter to be sent to the student by the end of the spring semester.
- 7. Decisions on departmental assistantships will be based on students' annual evaluation performance. An assistantship should not be awarded to a student who is not making clear progress toward the requirements for graduation or fails to perform tasks associated with the assistantship. Every effort will be made to inform students about funding for the following year before the end of spring semester. Students who are consistently away from campus during internships, remote practica, or collecting thesis or dissertation data are not eligible for department funded assistantships.

## Portfolio Requirements

Scholarship can be demonstrated through accomplishments in publishing and presenting research, teaching, and outreach. The graduate faculty in the Department of Human Development and Family Science has a set of procedures and portfolio standards for evaluating students' proficiency in the areas of knowledge, scholarship, research, and outreach relevant to the field.

- Because the portfolio requirements serve as partial fulfillment for a degree in Human Development and Family Science, all students are required to meet the portfolio requirements associated with the level of the degree sought.
- Only activities accomplished during your graduate program at UGA can be included in the portfolio and all activities must have already taken place rather than be based on planned future activities (i.e., a presentation at an upcoming conference).
- The masters and doctoral level portfolio checklists can be found at Appendix I-1 and Appendix I-2 respectively.
- The checklist items for the masters' portfolio are a subset of the items on the doctoral checklist. Activities completed to satisfy the masters' portfolio can be "rolled over" and applied to the doctoral checklist.
- The masters' portfolio should be approved by the student's committee no later than the scheduled defense of the master's thesis.
- You must complete your doctoral portfolio and obtain approval from your advisory committee prior to the scheduling of your final dissertation oral examination.
- A sample cover page for the portfolio can be found in Appendix J.

Previously approved portfolios can be viewed by going to the P Drive using a Dawson Hall Computer. The Network Share P: drive is provided to those PCs/Macs that have been joined to the UGA MYID Active Directory. Contact the HDFS EITS Department for instructions at [www.fcs.uga.edu/otis](http://www.fcs.uga.edu/otis).

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

**PUBLICATIONS:** *One first-authored article accepted in a peer-reviewed journal.*

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

- How to find the ISI Web of Science Journal Citation Reports
  - 1) Go to UGA library main page
  - 2) Select the link to Galileo
  - 3) Use the "Select a Database" drop down menu to select Web of Science
  - 4) Select the yellow tab at the top of the page that says Select a Database
  - 5) Click Journal Citation Reports
  - 6) Use the radio buttons on the left to select either the Science version or the Social Science version and use the radio buttons on the right to select a subject category
- Required Documentation:
  - 1) Letter of acceptance from the journal (Doctoral students)
  - 2) A copy of the manuscript, page proofs, or article reprint.

**PRESENTATIONS:**

- Four presentations at meetings of national/international academic/professional organizations, you must be single author or first author for at least two. If, because of your field, it is not possible to make the required number of national/international presentations, *two* state or regional presentations (e.g. Quint State) can be substituted for *one* of the national/international presentations.
  - Required Documentation:
    - 1) Append a copy of acceptance letters or a copy of program pages.
    - 2) Citations of all presentations.

**TEACHING and/or OUTREACH:**

- Professional level performance in teaching, outreach, or teaching/outreach. Document *one of the following* (all requirements related to these options must be met while in residence as a doctoral student in the department):
  1. Co-teach a course in the department. For additional information on meeting this requirement, see the section below on Teaching Courses in the Department. Students must enroll in HDFS 9920: Internship in HDFS when they are co-teaching a course.
    - Required Documentation:
      - 1) Append course syllabus.
      - 2) Student evaluations (numerical) and all written comments.
      - 3) Supervisor evaluation of effectiveness of teaching.
  2. Primary responsibility for a programmatic series of six to ten (6-10) presentations for local service agency. The scope, content, and number of presentations in the series must be approved in advance by the advisory committee.
    - Required Documentation:
      - 1) Identify program for which presentations were made.
      - 2) Include list of all related presentations.
      - 3) Peer (expert) evaluation of quality of material and presentation.
      - 4) Evaluation completed by audience for whom presentations were made.

3. On-going (at least 40 contact hours) clinical/work/outreach in an institutional setting (e.g., hospital, school, service agency, etc.) with a specialized population.
  - Required Documentation:
    - 1) Identification of the institutional setting and specialized population.
    - 2) Append any educational/professional material developed for the institutional setting.
    - 3) Evaluation by direct supervisor.
    - 4) Evaluation by those receiving consultation, if outreach.
  
4. Significant involvement in research evaluation for a specific program, including creation of an evaluation report
  - Required Documentation:
    - 1) Identification of program evaluation.
    - 2) Complete the checklist for program evaluation
    - 3) Append report.
    - 4) Append all correspondence with the sponsor of the evaluation.
  
5. Production of a significant document for outreach purposes or an outreach publication.
  - Required Documentation:
    - 1) Citation of document and a copy of the document
    - 2) Complete checklist for document
    - 3) Append copy of program product.
    - 4) Append evaluation from peer review of the document.

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

1. Maintaining membership in a professional society (AAMFT) beginning from the first year in the program.
2. 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 advisory committee):
  - Reviewing proposals for presentations at a conference or publications in a journal.
  - Service on departmental, university, outreach, or professional organization committees.
  - Membership on professional or service organization boards.
  - Volunteer work at state, multistate, national or international conferences.
  - Election to office in a state, multistate, national, or international organization.
  - Appointment or election for committee involvement in state, multistate, national, or international organizations.
  - Moderation of a session at a state, multistate, national, or international meeting.
  - Significant involvement in the Graduate Student Organization.
  - Appointment or election to serve as a Graduate Student representative in programmatic planning.
  
- Required Documentation:
  - 1) Append official documentation showing appropriate participation.

## **Portfolio Approval**

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



## Co-Teaching Courses in the Department

- Doctoral students can gain experience in teaching in Human Development and Family Science under an apprenticeship model whereby they co-teach with faculty members. Students may choose to do this for their professional development or as a part of their portfolio requirements.
  - Students who choose to co-teach as part of their portfolio requirements complete a Co-Teaching Practicum. Co-teaching is not part of an assistantship; instead, students enroll in HDFS 9920 for 3 credit hours for the course co-taught. Students who complete the teaching practicum may include co-teaching on their vitae.
- Teaching plans are part of a student's Program of Study and must first be approved by the student's major professor and advisory committee. Preparation to co-teach for the first time should begin at least 2 semesters before the semester in which a student will actually teach. The following section details the procedures to follow for completing a teaching practicum.

## Completing a Co-Teaching Practicum

### Supervision

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

### Payment/Reimbursement for Teaching

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

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

1. Discuss with your major professor and advisory committee your intention to teach at least 2 semesters before you plan to teach. Identify possible courses to teach and discuss these ideas with your advisory committee.
2. Identify a faculty member who is teaching the course and who is willing to serve as the supervisor of your teaching experience and as instructor of record.
3. Obtain advisory committee approval as part of the approval of your Program of Study.
4. Note the class, semester, and supervisor for your Co-Teaching Practicum on your Program of Study form. Submit the Co-Teaching Permission and Request Form (Appendix M) to the graduate program assistant at least two semesters before teaching.
5. Complete GSRC 7770, a prerequisite for HDFS graduate student teaching, before the semester you teach. The section of this class that is offered for HDFS students is typically only offered during the spring semester so plan in advance. Other sections are offered both semesters and can be taken to fulfill this requirement. Please be aware that those sections not specific to HDFS topics may use examples and techniques from other disciplines. However, all sections of this class will provide you with information about UGA policies and current pedagogical techniques. You must complete GRSC 7770 before you begin teaching.
6. At the end of the co-teaching term, submit all handout material, examinations, and student evaluations to your supervisor together in a packet with a short, written report of your evaluation of the experience. Obtain feedback from your supervising faculty member to improve your teaching performance.
7. The faculty supervisor will provide an evaluation of the students' teaching performance (Appendix N), which will be included as one of the documents for the student annual evaluation.

8. Graduate students are strongly encouraged to work with the Center for Teaching and Learning (<http://www.ctl.uga.edu>) and administer mid- and end-of-term evaluations to their undergraduate students. *The official teaching evaluation provided by our college will only reference the instructor of record (the faculty member) and will not include a separate evaluation of the graduate student's teaching.* For additional enhancement of your teaching, consider participating in programs offered by the CTL.
9. Graduate students are also encouraged to consider submitting a teaching portfolio to the Graduate School for approval. This is a way to document your teaching and may be helpful to you when you are on the job market. More information can be found by following the above link.
10. Although there are varying views on the value of guest lectures and panel discussions in classes, the graduate faculty believe that a doctoral student who is co-teaching as part of his/her practicum should use these approaches sparingly and only for the purposes of exposing the students to a particular expertise. Do not extend guest lecturing opportunities to master's students.

## **Teaching in the Department *after* Completing a Teaching Practicum**

### **Approval**

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

### **Supervision**

- A faculty member must supervise all graduate students who are teaching a course. This includes the first time a student teaches as well as all additional instances of teaching. Prior to any instance of teaching, the graduate student must identify a faculty member who is willing to serve as the supervisor of the teaching experience.
- Though students teaching after completing the Teaching Practicum have more freedom with regard to teaching their course, all objectives, textbooks, materials, and lectures should be discussed with the teaching supervisor prior to the start of the class. Graduate students are encouraged to involve their teaching supervisor in course development and to solicit feedback about improving the course.

## **Written and Oral Comprehensive Examinations**

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

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

Written and oral comprehensive exams are:

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

- The timing, format, and assessment (including what constitutes a pass or fail as well as whether a student is permitted to retake all or a portion of a failed written question/exam) of the written exam is determined by the student's advisory committee. The scope of the exam should include broad foundational elements of the discipline of Human Development and Family Science (e.g., theory, methods) as well as the student's area(s) of specialization. The prospectus cannot serve as the written portion of the comprehensive exams.
  - Prior to the scheduling of the oral examination, an approved Advisory Committee Form and department and graduate school programs of study must be on file. *At least two full weeks before the date of the oral examination*, students must notify the departmental Graduate Program Assistant in writing by submitting the correct form. Forms can be found at [http://www.fcs.uga.edu/docs/Announcement Oral Examination for Candidacy interactive.pdf](http://www.fcs.uga.edu/docs/Announcement%20Oral%20Examination%20for%20Candidacy%20interactive.pdf) for doctoral students.
1. Inform the Graduate Program Assistant of the day, time, and place of the defense and names of the committee members.
  2. The Graduate Program Assistant will notify the Graduate School of the meeting.
  3. When the Graduate school receives this notice, a confirmation letter is sent to the major professor.
    - The oral comprehensive examination will be an inclusive examination within the student's field of study. This is often done in conjunction with the Area of Specialization for PhD students. Students should confer with members of their Advisory Committee for information on the structure of the written and oral exams.
    - An examination of the student's prospectus (proposal) may precede or follow the oral comprehensive examination but may not take the place of the oral comprehensive examination.

## Admission to Candidacy

Upon a successful oral examination and in accordance with University of Georgia Graduate School policy, the student is now eligible for admission to candidacy. Doctoral candidates who are not on assistantship pay in-state tuition beginning with the semester following admission to candidacy and continuing for the remainder of their degree program. *The student is responsible for initiating an application for admission to candidacy after the oral examinations have been passed.*

- Under ordinary circumstances, admission to candidacy for a doctoral student is requested coincident with the successful completion of the doctoral examination and after all other conditions for candidacy stated below have been met.
- **The application for admission to candidacy must be filed with the Dean of the Graduate School at least one full semester before the date of graduation.** This application is certification by the student's major department that the student has demonstrated the ability to do acceptable graduate work in the chosen field of study and that:
  1. All prerequisites set as a condition to admission have been satisfactorily completed.
  2. Research experience requirements, if applicable, have been met.
  3. The final program of study has been approved by the advisory committee, the Graduate Coordinator, and the Dean of the Graduate School. An average of 3.0 (B) or higher has been maintained in all graduate courses taken and in all completed graduate courses on the program of study. No course with a grade below C may be placed on the final program of study.
  4. Oral comprehensive examination has been passed and reported to the Graduate School.
  5. The advisory committee, including any necessary changes in the membership, is confirmed, and all members have been notified of the appointment.

6. The residence requirement has been met.

The form for the Application for Admission to Candidacy can be found online at the Graduate School Website at: [http://grad.uga.edu/wp-content/uploads/2014/11/body\\_candphd.pdf](http://grad.uga.edu/wp-content/uploads/2014/11/body_candphd.pdf)

## Continuous Enrollment Requirement

The Graduate Enrollment Policy specifies that, “All enrolled students pursuing graduate degrees at the University of Georgia must maintain continuous enrollment from matriculation until completion of all degree requirements.

- Continuous enrollment is defined as registering for a minimum of three (3) credit hours in at least two semesters per year (fall, spring, summer) until the degree is attained or status as a degree-seeking graduate student is terminated.
- Doctoral students who have advanced to candidacy will be allowed to register at a rate equivalent to the prevailing in-state tuition rate.” All Graduate Enrollment policies can be found: <http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/>

## Dissertation

### Prospectus

- The major professor and advisory committee shall guide the student in planning the dissertation.
- *The student will prepare a prospectus and present it to the student's full committee at least one week prior to a prospectus meeting.*
- The prospectus must be formally considered by the advisory committee in a meeting with the student once the major professor certifies that the prospectus is satisfactory, and the committee has reviewed the prospectus.
- This formal consideration may not take the place of the comprehensive oral examination.

Approval of the prospectus signifies that members of the advisory committee believe that it proposes a satisfactory research study.

Approval of the prospectus requires the agreement of the advisory committee with no more than one dissenting vote as evidenced by their signing an appropriate form, which, together with the approved prospectus, is filed with the Graduate Coordinator.

## Obtaining IRB Approval for Research Involving Human Subjects

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

## Dissertation Style

According to the *Theses and Dissertations: Student Guide to Preparation and Processing* published by the Graduate School, there are two formats for the organization of the main-body sections for dissertations.

- The first format, referred as *chapters*, is the traditional format.
- The other format, referred as *manuscript style*, is the alternative format approved by the Graduate School. In manuscript style format, journal manuscripts or articles are used as regular chapters for the main-body sections of dissertations.
- HDFS graduate students may choose either format to organize the main-body sections for their dissertations. Students selecting manuscript style dissertations must include as a minimum, an introductory chapter and a concluding chapter in addition to embedded manuscripts.

## Procedures for Dissertation Defense

**Defense.** Before a defense can be scheduled for a dissertation, the student must:

- (1) complete the portfolio requirements
- (2) obtain the signed approval of the major professor and advisory committee members
- (3) and turn in the approval form in Appendix O to the Graduate Program Assistant.

[http://www.fcs.uga.edu/docs/Announcement\\_Dissertation\\_Defense\\_interactive.pdf](http://www.fcs.uga.edu/docs/Announcement_Dissertation_Defense_interactive.pdf)

***You must notify the Graduate Program Assistant in writing a minimum of two weeks before the date of the final defense.***

Please use the following procedures:

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

### Defense Requirements.

- The student must be registered for a minimum of three hours of credit the semester the defense is held. When the major professor is satisfied with the completed dissertation, he or she will certify that it has his or her approval and that it is ready to be submitted to the advisory committee.
- The student may then schedule a final oral defense. Per Graduate School rules, the committee members **must have a minimum of three weeks to read and evaluate the completed document.** Once an oral defense for a dissertation has been scheduled, the graduate program assistant will notify the Graduate School at least two weeks prior to the oral defense. The Graduate School will announce the time and place of the dissertation defense to the University community. The advisory committee will determine the steps, strategies, and/or guidelines in preparing the dissertation for the final defense.
- The **dissertation** will not be forwarded to the University Library until the degree is conferred. All dissertations must be submitted via the web in electronic PDF format and must conform to the Graduate School style manual located at: <http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-guidelines/theses-and-dissertations-overview/>
- The defense of the dissertation will be chaired by the student's major professor and attended by all members of the advisory committee. All of the members of the advisory committee must be present for the entire defense. If, for a good reason, a member cannot be present, the student must choose one of the following options:

- The absentee member may participate via a teleconference or video conference in which all participants can hear each person's comments. The chair of the committee must sign the approval form for the absentee member and register his/her vote and indicate that member's participation was by teleconference/video conference.
- A substitution may be made with another faculty member who can replace the former member in expertise of the subject field and who has knowledge of the student's research project. A revised advisory committee form must be submitted to the Graduation Office prior to the examination.
- The defense may be rescheduled at a later date and the Graduate School must be notified.

- The advisory committee must approve the student's dissertation and defense with no more than one dissenting vote and must certify their approval in writing using the Approval Form for Doctoral Dissertation and Final Oral Examination located at [http://grad.uga.edu/wp-content/uploads/2014/09/body\\_appphddis.pdf](http://grad.uga.edu/wp-content/uploads/2014/09/body_appphddis.pdf)

**Note that the student is to print out this form and bring it to the final defense. No approval form comes from the graduate school.**

- The Approval Form for Doctoral Dissertation and Final Oral Examination must be submitted to the Graduation Office before the corrected copy of the electronic dissertation will be accepted as the final "official" copy. The deadline for this is two weeks prior to graduation. Information on deadlines can be found at: <http://grad.uga.edu/index.php/current-students/important-dates-deadlines/>
- The major professor's vote of approval is required for the student to pass the examination. An abstention is not an appropriate vote for the defense of the dissertation. The committee, after having read the dissertation, should verify whether or not human subjects were used in the student's research and indicate so by verifying that the appropriate box is checked on the approval form. The student must provide the IRB's protocol number for the defense form or provide the statement from the IRB that approval was not required.

### **Upon Completion of the Defense**

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

### **Dissertation Submission**

- The Graduate School will not accept a dissertation until the student has been admitted to candidacy for the Ph.D. degree. The year on the title page of the dissertation shall be the same as the year in which the dissertation is approved by the Dean of the Graduate School following approval by the student's advisory committee. The dissertation will not be forwarded to the University Library until the degree is conferred.
- All dissertations must be submitted via the web in electronic PDF format and must conform to the Graduate School guidelines at: <http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-guidelines/theses-and-dissertations-overview/>
- If the student hires a typist, it is the student's responsibility to inform the typist of the formatting guidelines set forth in the Graduate School Style Manual. Any questions concerning formatting should be directed to the Graduation Office at [gradinfo@uga.edu](mailto: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 [gradinfo.uga.edu](http://gradinfo.uga.edu) or call (706) 542-1739.

## Graduation

The student must apply to graduate **the semester prior** to the one in which degree requirements are completed (the deadline to apply for graduation is EARLY in the preceding semester).

The application for graduation form is available at <http://grad.uga.edu/index.php/current-students/important-dates-deadlines/>

## Time Line for Completing the Program

Many circumstances affect the length of time necessary for a student to complete a degree. The program is designed so that under ordinary conditions, students with a COAMFTE approved Master's degree generally take five years, including the 9-12 month required clinical internship component.

## Expiration of Course Credits

All requirements for the PhD except the dissertation and oral defense must be completed within a period of six years following initial enrollment. Doctoral candidates must successfully defend their dissertation within five years after the admission to **candidacy**. When a student's candidacy expires, readmission to candidacy through taking another oral examination is required. The student may also be asked to produce additional written products related to his or her Area of Specialization prior to the new oral examination.

## Assistantship Policy

Assistantships are funded through several sources:

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

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

### Award

- Assistantships are awarded to both incoming and continuing students. Departmental assistantships generally are awarded for a term of one academic year (August – May) and are not provided during summer semester.
- Some Graduate School Assistantships for doctoral students are awarded for 21 consecutive months.
- Research assistantships are academic year (10 months) with the possibility for summer support depending on the funding source. As HDFS graduate students are primarily students, we do not support fiscal appointment.
- These assistantships can be a .33 assistantship with 13 hours per week obligation, a .40 assistantship with 16 hours per week obligation, or a .50 assistantship with 20 hours per week obligation.
- It is expected that students with positive annual evaluations on both scholarly work and assistantship work may receive assistantships funded by the department for up to four years at the doctoral level.



- Students who are away from campus for internships, remote practica, or are away from campus during the academic term gathering thesis or dissertation data are not eligible for department-funded assistantships.
- Doctoral students also may qualify for funding from the Graduate School (for example, a dissertation completion award) during their last year.

## Assignment

Graduate assistantships are assigned by the Department Head in consultation with the Graduate Coordinator and faculty. Faculty needs, and preferences are matched to skills and preferences of students insofar as is possible.

- Assignment preference is given to faculty who are funding assistantships with grants as long as overall department needs are not placed in jeopardy.
- Students on an assistantship must register for 12 credit hours for every fall or spring term they hold an assistantship.
- They must register for 9 credit hours *if they hold a summer assistantship*. This is typically achieved by registering for 9 hours of course credit and 3 hours of assistantship credits (HDFS 9005) during the fall and spring terms. There is no additional classroom obligation or work obligation for 9005 beyond your assistantship assignment.

There are three major categories of assistantships.

- (1) Graduate Teaching Assistants (TAs) typically assist with teaching-related responsibilities, assist in classrooms or labs, meet with students, and grade papers. TAs are required to register for GRSC 7770 during or prior to their first semester as a TA.
- (2) Graduate Student Assistants (GAs) have varied responsibilities as defined by their supervisor. These may include research not related to their own research interests, production of scholarly materials, and may include assisting with teaching-related responsibilities.
- (3) Graduate Research Assistants (RAs) have research related responsibilities and typically do not engage in teaching-related activities.

## **Evaluation**

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

## **Continuation**

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

## **Additional Policies**

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

(a) Academic Honesty Policy found at <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>

(b) Responsible Conduct in Research policy <https://research.uga.edu/research-announcements/2017/03/22/uga-updates-research-misconduct-policy/>

(c) Sexual and Discriminatory Harassment policy at <https://eoo.uga.edu/definitions/prohibited-discrimination-harassment>

(d) Grievance Policy at [https://legal.uga.edu/grievance\\_and\\_disciplinary\\_review\\_policy](https://legal.uga.edu/grievance_and_disciplinary_review_policy)

(e) Grade Appeal Policy at <https://ovpi.uga.edu/student-opportunities-resources/student-resources/student-academic-appeals/appeal-process/grade>

# Appendix A: Suggested Study Progressions

## Qualitative Concentration

### Qualitative Concentration

Year/Semester	Course	Credits	Total Credits
<b>Year 1</b>			
<b>Fall</b>	HDFS 6100: Theory and Issues in Human Development	3	12
	HDFS 7170: Stats 1	3	
	GRSC 8550: Responsible Conduct of Research	1	
	HDFS 8910: Pro Sem	2	
	HDFS: 9000: Research credits	1	
	Assistantship Credits	2	
<b>Spring</b>	HDFS 6640: Theory and Issues in Family Relationships	3	12
	HDFS 8810: Qual 1	3	
	HDFS 8910: Pro Sem	2	
	HDFS: 9000: Research credits	1	
	Assistantship Credits	3	
<b>Year 2</b>			
<b>Fall</b>	HDFS 8710: Advanced human development	3	12
	GRSC 7770: Graduate Teaching Seminar	3	
	HDFS 8910: Pro Sem	2	
	HDFS: 9000: Research credits	1	
	QUAL 8410: Data Collection	3	
<b>Spring</b>	HDFS 8800: Advanced Research Methods	3	12
	QUAL 8420: Analysis	3	
	HDFS 8910: Pro Sem	2	
	HDFS: 9000: Research credits	1	
	Assistantship Credits	3	
<b>Year 3</b>			
<b>Fall</b>	HDFS 8720: Diversity	3	

	Area of Specialization	3	12
	Qual elective	3	
	Assistantship Credits	3	
Spring	Theory/Method Depth	3	12
	Area of Specialization	3	
	QUAL 9400: Teaching	3	
	Assistantship Credits	3	
Year 4			
Fall	Area of Specialization	3	12
	Theory/Method Depth	3	
	Theory/Method Depth	3	
	Assistantship Credits	3	
Spring	Theory/Method Depth	3	12
	HDFS 9000: Comps	6	
	Assistantship Credits	3	
Year 5			
Fall	HDFS 9000: Prospectus	3	12
	HDFS 9300: Dissertation	6	
	Assistantship Credits	3	
Spring	HDFS 9000: Research Credits	3	12
	HDFS 9300: Dissertation	6	
	Assistantship Credits	3	
			Credits: 120+

Courses offered outside the department are subject to scheduling changes

## Quantitative Concentration

Year/Semester	Course	Credits	Total Credits
Year 1			
Fall	HDFS 6100: Theory and Issues in Human Development	3	12
	HDFS 7170: Stats 1	3	
	GRSC 8550: Responsible Conduct of Research	1	
	HDFS 8910: Pro Sem	2	
	HDFS: 9000: Research credits	1	
	Assistantship credits	2	
Spring	HDFS 6640: Theory and Issues in Family Relationships	3	12
	HDFS 8730: SEM	3	
	HDFS 8910: Pro sem	1	
	HDFS: 9000: Research credits	2	
	Assistantship credits	3	
Year 2			
Fall	HDFS 8710: Advanced human development	3	12
	GRSC 7770: Graduate Teaching Seminar	3	
	HDFS 8850: Quant 4	3	
	HDFS 8910: Pro sem	1	
	HDFS: 9000: Research credits	2	
Spring	HDFS 8800: Advanced Research Methods	3	12
	HDFS 8840: Quant 3	3	
	HDFS 8910: Pro sem	1	
	HDFS: 9000: Research credits	2	
	Assistantship Credits	3	
Summer			

<b>Year 3</b>			
<b>Fall</b>	<b>HDFS 8720: Diversity</b>	<b>3</b>	<b>12</b>
	<b>Area of Specialization</b>	<b>3</b>	
	<b>QUANT elective</b>	<b>3</b>	
	<b>Assistantship Credits</b>	<b>3</b>	
<b>Spring</b>	<b>Area of Specialization</b>	<b>3</b>	<b>12</b>
	<b>Theory/Method Depth</b>	<b>3</b>	
	<b>QUAL 9400: Teaching Qual</b>	<b>3</b>	
	<b>Assistantship Credits</b>	<b>3</b>	
<b>Summer</b>			
<b>Year 4</b>			
<b>Fall</b>	<b>Area of Specialization</b>	<b>3</b>	<b>12</b>
	<b>Theory/Method Depth</b>	<b>3</b>	
	<b>Theory/Method Depth</b>	<b>3</b>	
	<b>Assistantship Credits</b>	<b>3</b>	
<b>Spring</b>	<b>Theory/Method Depth</b>	<b>3</b>	<b>12</b>
	<b>HDFS 9000: Comps</b>	<b>6</b>	
	<b>Assistantship Credits</b>	<b>3</b>	
<b>Year 5</b>			
<b>Fall</b>	<b>HDFS 9000: Prospectus</b>	<b>3</b>	<b>12</b>
	<b>HDFS 9300: Dissertation</b>	<b>6</b>	
	<b>Assistantship Credits</b>	<b>3</b>	
<b>Spring</b>	<b>HDFS 9000: Research Credits</b>	<b>3</b>	<b>12</b>
	<b>HDFS 9300: Dissertation</b>	<b>6</b>	
	<b>Assistantship Credits</b>	<b>3</b>	
			<b>Total Credits: 120+</b>

Courses outside the department are subject to scheduling changes

For course description and past syllabi go to <http://www.bulletin.uga.edu/CoursesHome.aspx>.

# Appendix B: Department Program of Study Form:

Direct to PhD Doctoral Curriculum

Graduate School Plan of Study Forms can be found here:

**Preliminary Plan of Study Form:**

[http://grad.uga.edu/wp-content/uploads/2014/11/body\\_prephdprg.pdf](http://grad.uga.edu/wp-content/uploads/2014/11/body_prephdprg.pdf)

Please bring a completed copy of the preliminary plan of study form to your initial plan of study meeting.

**Final Plan of Study Form:** <http://grad.uga.edu/wp-content/uploads/2014/11/finalphdprg.pdf>

Name \_\_\_\_\_

## Department Program of Study Form

Human Development and Family Science

Direct to PhD. Doctoral Curriculum:

### I. Individual Development and Family Relations (Minimum of 12 credits)

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 6100: Theory and Issues in Human Development	3				
HDFS 6400: Theory and issues in Family Relationships	3				
HDFS 8710: Advanced Human Development	3				
HDFS 8720: Ecological Perspectives on Individual and Family Diversity	3				

### II. Teaching (Minimum 3 credits)

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
GRSC 7770: Graduate Teaching Seminar	3				

III. **Research** (Minimum of 31 credits)

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 7170: Introduction to Applied Statistics in HDFS	3				
GRSC 8550: Responsible Conduct of Research	1				
HDFS 8800: Advanced Research Methods in HDFS	3				
GRSC 8550: Responsible Conduct of Research	1				
HDFS 8910: Current Research & Issues in HDFS	8	F. Year 1 – Sp. Year 2			
*HDFS 9000: Doctoral Research	7+				
*HDFS 9300: Doctoral Dissertation	3+				

\*Dissertation hours (HDFS 9000 and HDFS 9300) must total 9 hours or more

IV. **Methodology: Qualitative or Quantitative Concentration Required** (Minimum of 12 credits)

**Quantitative Concentration:**

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8730: Quantitative Family Science II	3				
HDFS 8840: Quantitative Family Science III	3				
HDFS 8855: Quantitative Family Science IV	3				
Quant Elective Course #: _____	3				



**Qualitative Concentration:**

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
HDFS 8810: Introduction to Qualitative Research	3				
QUAL 8410: Designing Qualitative Research	3				
QUAL 8420: Analyzing Qualitative Research	3				
QUAL 9400: Teaching Qualitative Methods	3				
QUAL elective Course #: _____	3				

**V. Theoretical and/or Methodological Depth (Minimum of 12 credits)**

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

VI. **Area of Specialization** (Minimum of 9 credits) May include coursework taken either in or outside of the Department. At least **3 credit hours** for this section must be taken **outside of the department**. **Courses listed in Sections I-V may NOT be included on this list.**

Area of Specialization: \_\_\_\_\_

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

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

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

Proposed Format for Area of Specialization:

Semester:

Year:

**Advisory Committee Approval**

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

\_\_\_\_\_  
Major Professor:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Coordinator:

\_\_\_\_\_  
Date

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

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

## **Appendix C: Extensive List of Course Offerings for AOS or Theoretical/Methodological Depth**

**Courses can NOT be used for both Theoretical and Methodological Depth and AOS**

GLOB 7100: Foundations of Global Health  
GLOB 7750: Global Perspectives on Health and Risk Communication  
GLOB 8500: Comparative Global Health Care Systems  
GLOB 8900: Special Topics in Global Health  
GRSC 7880S: Community-Engaged Research Methods  
GRSC 8200: Communicating Research and Scholarship  
HDFS 6020: Introduction to Relational Therapies  
HDFS 6080: Advanced Child Development  
HDFS 6090: Advanced Infant Development  
HDFS 6130: Family Policy  
FDNS(HDFS)(KINS) 6260: Childhood Obesity  
HDFS 6500: Aging and the Family  
HDFS 6810: Hospitalized Child and the Family  
HDFS 6820: Child Life Interventions for Children and Families in Health Care Settings  
HDFS 6830: Death, Dying, and Bereavement Across the Lifespan  
HDFS 6870: Human Sexuality Across the Lifespan  
HDFS 6880/6880W (W = writing intensive): Family Life Education Methodology  
HDFS 7120: Observation and Assessment Techniques  
HDFS 7130: Therapeutic Benefits of Play  
HDFS 7140: Group Programs for Young Children  
HDFS 7150: Families, Schools, and Communities  
HDFS 7160: Qualitative Methods in Family Science (?)  
HDFS 7500: Aging and Social Inequalities  
HDFS 8120: History of Childhood and the family in the US  
HDFS 8820: Evaluation Methods in HDFS  
HDFS 8950: Special Topics (changes regularly, check course listings)  
HPAM 7010: Introduction to Health Policy and Management  
HPAM 7050: Health Policy and Obesity  
HPAM 7100: Current Topics in Health Policy and Management  
PHRM (HPAM): Ethical Issues in Research  
HPAM 7400: Public Health, Law, and Society  
ETAP (QUAL) (ERSH) 7500: Action Research  
ERSH (QUAL) 7800: Topics in Educational Research  
LLED (QUAL) 8030: Critical Discourse Analysis and Linguistic Ethnography  
ETAP (QUAL) 8040: Video Ethnography of Education  
ETAP (QUAL) 8100: Historical Inquiry and Research Methods  
QUAL 8200: Introduction to Action Research in Organizations  
QUAL 8210: The Practice of Action research in Organizations  
QUAL 8220: Analyzing and Reporting Action Research  
QUAL 8405: Philosophy in Social Science Research Methods  
QUAL 8513: Evaluation Theory  
QUAL 8515: Practicing Qualitative Program Evaluation  
QUAL 8520: Interviewing Research  
QUAL 8525: Narrative Analysis  
QUAL 8530: Case Study Research  
QUAL 8535: Oral History Research Methods

QUAL 8540: Fieldwork and Participant Observation  
QUAL 8454: Digital Technology and Qualitative Research  
QUAL 8547: Working with Online Qualitative Data  
QUAL 8550: Writing Up Qualitative Research  
QUAL (ESSE) 8555: Interpretative Research with Children  
QUAL 8560: Ethnomethodological and Conversation Analytic Studies  
ETAP (QUAL) 8565: Theoretical Frameworks for Doctoral Studies in the Human Sciences  
ETAP (QUAL) 8570: The Postmodern Turn: Theories and Methods  
QUAL (ERSH) 8575: Mixed Methods Approach to Research  
ESSE (QUAL) 8580: Postmodern Qualitative Research  
QUAL 8585: Hermeneutics in Research  
QUAL 8587: Practicing Phenomenological Research  
LLED (QUAL) 8590: Arts-Based Inquiry in Diverse Learning Communities  
QUAL 8990: Qualitative Research Methodologies Doc Seminar  
QUAL 9800: Issues in Qualitative and Quantitative Research  
WMST 7060: Black Women's Narratives  
WMST 7070: Feminist Ethnography  
WMST 8010: Women and the Construction of Knowledge  
WMST 8011: Feminist Research Methods  
WMST 8020: Feminist Theories  
EADU (WMST) 8180: Feminist Pedagogy  
ETAP 7210: Social Class, Poverty, and Class-Sensitive Pedagogy  
ETAP 8150: Research and Theory in Family-School-Community Interactions  
ETAP (EDUC) 8250: Theory and Practice in School-University Partnerships

This list is offered as a guide and it is not exhaustive.

## Appendix D: Research Project Approval Form

The research/clinical project of \_\_\_\_\_, entitled

\_\_\_\_\_

has been submitted for examination to the following members of the student's Research/Clinical Project Committee for approval.

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_

Committee member: \_\_\_\_\_

Part II - \_\_\_\_\_ (To be signed by the members of the Research/Clinical Project Examining Committee) The

Examining Committee reports the following action on the above project:

Approved \_\_\_\_\_; Approved with suggested changes \_\_\_\_\_; Disapproved \_\_\_\_\_

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_

Committee member: \_\_\_\_\_

Part III - \_\_\_\_\_

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

Passed \_\_\_\_\_ Failed \_\_\_\_\_

Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Committee member: \_\_\_\_\_

Committee member: \_\_\_\_\_

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

## Appendix E: Doctoral Student Co-Teaching Permission Form

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

Student: \_\_\_\_\_ Date: \_\_\_\_\_

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

<p><b>Approval from your advisory committee (each member must sign):</b></p> <p>Major Professor: _____ Date: _____</p> <p>Committee Member: _____ Date: _____</p> <p>Committee Member: _____ Date: _____</p> <p>Committee Member: _____ Date: _____</p> <p>Committee Member: _____ Date: _____</p> <p>Graduate Coordinator: _____ Date: _____</p>
---

*Return the completed and signed form to the Graduate Program Assistant*

# Appendix F: Doctoral Student Co-Teaching Evaluation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ Semester: \_\_\_\_\_

Graduate Faculty Supervisor: \_\_\_\_\_

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

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

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

Average= \_\_\_\_\_

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

Things that could be done to improve this course:

Things that were done well in this course:

*Return the form to the graduate program assistant.*



# Appendix G: Graduate Annual Self-Evaluation Form

Name

I am a student in the following program: MS MS/CL BS/PhD PhD PhD/MFT

I entered my program in:

My initial advisor or Major Professor is: First Name, Last Name

My Committee members are:

Member 1

Member2

Member 3

Member4

My date for advancing to candidacy (for PhD only) was/Is:

My expected graduation date is:

Awards received in the past 12 months are:

How many national or international presentations did you have in the current year?

None One Two

Three or more

Please provide the citation for each of your presentations completed in 2017: (Authors, Year, Title of Presentation, Presentation Type-Poster, Paper, Symposium, Conference Name, City, State, Country)

How many papers did you submit for publication in a peer-reviewed journal in the current year?

None One Two

Three or more

Of these papers submitted to a peer-reviewed journal in the current year, how many were first-authored?

None One Two

Three or more

Please provide the citation for each of your submitted papers in 2017 (Authors, Year, Title of paper, journal; indicate under review or revise & resubmit)

How many of your papers in peer-reviewed journals were accepted, in press, or in print in the current year?

None One Two

Three or more

Please provide the citation for each of your papers accepted, published or in press in 2017 (Authors, Year, Title of paper, journal, volume, issue, pages, doi, indicate accepted, in press, or published)

Did you teach a course as an instructor or co-instructor in the current year?

No

Yes

If yes, please provide the name of the course:

How many guest lectures have you given in the current year?

None One Two

Three or more

Please provide the title and date of each guest lecture in 2017 ( other than as co-instructor)

How many public service and outreach presentations have you made for local services agencies in 2017?

None One Two

Three or more

Please provide the date and title for each public service or outreach presentation made in the current year.

Did you complete a clinical or outreach project in the current year?

No

Yes

Please provide the agency name and dates of the 40 contact hours.

Have you been involved in the research evaluation of a specific program in the current year?

No

Yes

Please provide name of agency and a brief description of evaluation project.

Have you been involved in a production of a significant document for outreach purposes?

No

Yes

Please provide a title and date the project was completed.

Are you a member in a professional society?

No

Yes

Please provide name of professional society:

Please indicate all leadership and/or professional activities (check all that apply)

Reviewing proposal for presentation at a conference or publication in a journal

Service on departmental, university, outreach, or professional organization committee

Volunteer work at state, multistate, national, or international organization Election to office in a state.  
multistate, national, or international organization Appointment or election for committee involvement in  
state, multistate, national, or international organization

Moderation of a session at a state, multistate, national, or international meeting

Significant involvement in the Graduate Student Organization

Significant involvement in the planning and implementation of Quint State (predominantly for MS student).

Is there a particular faculty you would be interested in working with? See link above

No

Yes

If yes, list the name(s) of the faculty member(s) you are interested in working with.

# Appendix H: Graduate Assistant Evaluation Form

Human Development and Family Science

Graduate Assistantship Evaluation

Spring 2017

Please complete the following evaluation on Graduate Assistant (GA), Research Assistant (RA), and/or Teaching Assistant (TA). Return this form to me by Monday, May 1, 2017 before 5 P.M.

Name of Student:

Last:

First:

Degree of Program:

Supervisor:

Cohort:

Rating: Meets Criteria

Exceeds Criteria

Does not meet Criteria

Comment Section:

## Appendix I: Portfolio Checklists

These forms are for your use only and is not to be included in the final portfolio submitted to the department.

### Appendix I-1: Master's Portfolio Checklist

1. **Table of Contents:** This should tell your committee members on what page of your portfolio the items below can be found.
2. **Publications**
  - a. Single or co-author manuscript that is acceptable (as determined by the student's major professor and advisory committee) for submission or that has been submitted to a peer-reviewed, scholarly journal.
3. **Presentations**
  - a. Single author or co-author presentation at meetings of state/national/international academic/professional organization
  - b. Copy of acceptance letter or program page
  - c. Complete Citation for the presentation in APA format
2. **Teaching and/or Outreach (Document one of the following)**
  - a. Four guest lectures in undergraduate or graduate level courses and supporting documentation (See Appendix J for guest lecture evaluation sheet)
  - b. Involvement in a programmatic series of 2 to 4 presentations for local service agency with supporting documentation
  - c. Involvement in on-going (at least 40 hours) clinical/work/outreach in an institutional setting with a specialized population with supporting documentation
  - d. Involvement in research evaluation for a specific program, including creation of an evaluation report with supporting documentation
  - e. Involvement in production of a significant document for outreach purposes or an outreach publication with supporting documentation
3. **Leadership and/or Citizenship (Both "A" and "B" are required)**

A—Professional Association Membership  
Maintaining membership in a professional society beginning from the first year in the program

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

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

Documentation of other professional accomplishments:

## Appendix I-2: Doctoral Portfolio Checklist

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

### 2. Publications

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

### 3. Presentations

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

#### Substituted State presentations (2 state count for 1 national)

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

### 4. Teaching and/or Outreach (*at least one of the following*)

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

**5. Leadership and/or Citizenship** (*Both “A” and “B” are required*)

A—Professional Association Membership

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

B—Participation in leadership and/or professional (at least two are required)

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

## **Appendix J: Sample Cover Page for the Portfolio**

Portfolio of

(Your Name)

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

Under the Direction of

Your Major Professor's Name

Semester and Year Approved



# Appendix K: Sample Portfolio Table of Contents

## [Last Name] Portfolio Table of Contents

### Section 1: Publication

- Publication: [Publication title]
- Article Acceptance Letter/Email

### Section 2: Presentations

- Presentation Acceptance email 1
  - Type of presentation (e.g. Poster, research session, etc.)
- Presentation Acceptance email 2
  - Type of presentation (e.g. Poster, research session, etc.)
- Presentation Acceptance email 3
  - Type of presentation (e.g. Poster, research session, etc.)
- Presentation Acceptance email 4
  - Type of presentation (e.g. Poster, research session, etc.)

### Section 3: Teaching or Outreach

- Pertinent Documentation

### Section 4: Leadership and Citizenship

- Verification of continuous professional organization membership
- Other pertinent Documentation

# Appendix L: Portfolio Approval Form

A copy of this signed form should be the first page of your portfolio after the title page and before the table of contents. The original signed form should be turned in to the Graduate Program Assistant.

Portfolio Approval by Advisory Committee Department of Human Development and Family Science, The University of Georgia

\_\_\_\_\_ 's portfolio has been reviewed and approved by her/his advisory committee as having met all portfolio requirements.

_____ Major Professor	_____ Signature	_____ Date
_____ Committee Member	_____ Signature	_____ Date
_____ Committee Member	_____ Signature	_____ Date
_____ Committee Member	_____ Signature	_____ Date
_____ Committee Member	_____ Signature	_____ Date

---

Note: The portfolio must be completed and approved before the thesis, clinical project, or dissertation defense can be scheduled.

# Appendix M: Request for the Announcement of Oral Comprehensive Examination

(For ADVANCEMENT TO CANDIDACY)

Department of Human Development and Family Science  
University of Georgia

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

Student Name: \_\_\_\_\_

ID #: \_\_\_\_\_

Exam \_\_\_\_\_

Exam Start Time: \_\_\_\_\_

Location: \_\_\_\_\_

Title of Specialization Project: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Major Professor's Name: \_\_\_\_\_

Committee Members: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Appendix N: Request for the Announcement of Doctoral Dissertation Oral Defense

(For DISSERTATION FINAL DEFENSE)

Department of Human Development and Family Science  
University of Georgia

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

Student Name: \_\_\_\_\_

ID #: \_\_\_\_\_

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

---

Exam Date: \_\_\_\_\_

Exam Start Time: \_\_\_\_\_

Location: \_\_\_\_\_

Title of Dissertation: \_\_\_\_\_

---

Major Professor's Name: \_\_\_\_\_

Committee Member \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_