



# **MASTERS PROGRAM HANDBOOK**

Department of Child and Family Development

College of Family and Consumer Sciences

The University of Georgia

Athens, Georgia

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## Welcome

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

This handbook is designed to guide you as you plan your career as a masters student in the Department of Child and Family Development. It is organized according to the major actions and decisions you will need to take or make while here. In addition, it is absolutely critical that students be familiar with the Graduate School's regulations and services, available on line at <http://www.grad.uga.edu/>.

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.

## Developing Your Program of Study

This handbook will describe the milestones you need to accomplish in earning your graduate degree. The first is to develop your program of study. A program of study outlines departmental requirements for coursework, research, teaching, and service. The program of study is developed in consultation with your major professor and your advisory committee.

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

### *Temporary Advisor*

The temporary advisor provides guidance for the student's educational experience and will represent the student in various ways, including signing advising forms and representing the student in annual evaluations. The temporary advisor will serve for up to two semesters, by which time a major professor should be chosen. Meeting frequently with your temporary advisor will help ease your transition into the graduate program. Failure to do this can result in extending the length of your program of study. Your temporary advisor can also be a great resource in selecting a major professor.

### ***Major Professor***

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

### ***Advisory Committee***

Selection of the Advisory Committee should also be done by the end of the second semester in residence. All committee member selection decisions should be made in consultation with your major professor. Once you have selected a committee, provide written notification to the Graduate Program Assistant using the form in Appendix A. Also, report the names of your committee members to the graduate school using the form at [http://www.uga.edu/gradschool/forms&publications/body\\_advcomms.pdf](http://www.uga.edu/gradschool/forms&publications/body_advcomms.pdf).

The major professor and at least one other member of the advisory committee must be members of the Graduate Faculty. Additional voting members may be appointed to the committee, including no more than one non-UGA faculty, who must hold the terminal degree in their field of study. If there are more than three members, there must be greater than 50% Graduate Faculty representation. At least two committee members must be from the Department of Child and Family Development.

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

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

Replacements for members of the advisory committee must be approved by the dean of the Graduate School prior to their service in any capacity. A revised advisory committee form showing the reconstituted committee must be submitted to the Graduate School.

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

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

Changes can be made to the Graduate School Program of Study at any time after its approval by your committee by submitting a Recommended Change in Program of Study form

([http://www.uga.edu/gradschool/forms&publications/body\\_recochgprog.pdf](http://www.uga.edu/gradschool/forms&publications/body_recochgprog.pdf) ) to the Graduate School.

## **Curriculum**

### ***Coursework Requirement***

The Departmental Program of Study for Master's students includes three sections: substantive/theoretical, research methods and statistics, and area of specialization. Table 1 lists courses required for the Masters of Science in Child and Family Development.

The Master of Science program with an emphasis in Child Life is offered for students who are interested in working with children and families within a healthcare setting. Students in this option will complete the required Child and Family Development and Child Life coursework shown in Table 2. Explanation of the child life internship requirement can be found in Appendix B.

### ***Statistics Requirement***

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

Statistics courses offered by the department of Education, Psychology, Sociology, or Statistics may be taken to fulfill this requirement. Students also gain statistical knowledge from the research methods courses taught within the department (CHFD 6800, Research Methods; CHFD 8950, Seminar in CFD: Statistical Application using SPSS); from their research assistantships, or from volunteering on research projects.

Additional statistics courses may be required by the student's major professor and advisory committee. Students who already have taken a graduate level statistics or research methods course prior to beginning the program may not be required to take all the courses listed in the curriculum. However, proof of competency may be required by submitting official transcripts, course syllabi, or taking a proficiency test. Recommended statistics courses offered by other departments are listed in Table 3.

***CFD Master's Degree Core Curriculum***

Year 1		
Fall	Spring	Summer
CHFD 6100 Theories and Issues in Human Development	CHFD 6630 Theories of Family Relationships	Electives
Basic graduate level statistics ERSH 6300/PSYCH 6410/SOC 6620	CHFD 6640 Issues in Family Relationships	
Elective*	CHFD 6800 Research Methods	
Elective	Elective	
CHFD 8910 (Pro-Seminar)	CHFD 8910 (Pro-Seminar)	
Year 2		
Fall	Spring	Summer
Thesis Research hours	Thesis hours (CHFD 7300)	

\* CHFD 7005 (assistantship) can be used as an elective.

***Child Life Core Curriculum***

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

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

\*Possible electives:

- |                |   |
|----------------|---|
| CHFD 7005      | Assistantship   |
| CHFD 8720      | Ecological Perspective on Individual and Family Diversity |
| CHFD 7010      | Special problems: Medical Terminology                     |
| MNPO/SOWK 6612 | Ethics and Professional Practice                          |
| MNPO 6060      | Fundraising and Development for Nonprofit Organizations   |
| HFRB 6420      | Health Education and Early Childhood Education            |
| IHDD 6000      | Disability Issues   |
| IHDD 7010      | Directed Study in Disability                              |

**Recommended Statistics Courses**

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

**Graduate Student Annual Evaluation**

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

1. Graduate Program Assistant distributes the Assistant Evaluation Rating forms to faculty supervising graduate assistants. The forms will be returned to the Graduate Program Assistant by May 1<sup>st</sup> and December 15<sup>th</sup> for the Fall and Spring semester, respectively.
2. Graduate students submit an annual progress report and other required documents to the Graduate Program Assistant by March 1<sup>st</sup> (see Appendix C).

3. Each student will be evaluated initially by their major professor and advisory committee. If the student has a major professor but not a committee, it will be done by the major professor. Should a student not yet have a major professor or committee, the evaluation will be done by the temporary advisor. The evaluator is responsible for completion of the evaluation by March 15<sup>th</sup> and summarizing students' evaluations and recommendations, and then forwarding the summaries to the Graduate Coordinator who will submit them to the graduate faculty for review and approval.
4. Each student's progress shall be evaluated using the following 5-level classification system:
  - (a) Satisfactory, with no concern,
  - (b) Satisfactory, with concerns,
  - (c) Unsatisfactory, with probation warning
  - (d) Unsatisfactory, with probation (i.e., a time line for improvement is imposed)
  - (e) Dismissal.
5. Recommendations for students' annual evaluation will be approved by the Graduate Faculty by April 1st.
6. Upon the Graduate Faculty's approval, major or temporary advisors provide the Graduate Coordinator a narrative summary for each of their student's evaluation in the area of coursework, publication, presentation, teaching/outreach, and/or leadership/citizenship. For areas that need improvement, suggestions for the course of actions are also included. The Graduate Coordinator incorporates the narrative summary into a letter to be sent to the student by April 15th.
7. Decisions on departmental assistantships will be based on students' annual evaluation performance. An assistantship should not be awarded to a student who is not making clear progress toward the requirements for graduation.

### **Master's Portfolio Requirements**

A Master of Science degree in Child and Family Development is a degree program designed for students who do not wish to continue toward a doctorate, but want to seek a specialized focus in some aspect life-span human development or family studies in preparation for professional employment in academic, government, or non-profit organizations.

This educational background will give students a deeper understanding of issues that families and children may face under various circumstances. Professional development in pursuing a career within the field of Child and Family Development can be demonstrated through accomplishments in writing about research and presenting research, teaching, and outreach.

The Graduate Faculty in the Department of Child and Family Development has developed the set of procedures and portfolio standards for evaluating students' proficiency in the areas of knowledge, scholarship, and research relevant to the field. After obtaining approval from your advisory committee, portfolios containing the evidence of fulfilling masters requirements should be forwarded to the Portfolio Review Committee for the approval. The Portfolio Review Committee will meet as required for this purpose. One hard copy and one copy on disk as a pdf file should be submitted for evaluation to the Graduate Coordinator. These will be retained by the department so students should make a copy for themselves.

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

Required Documentation:

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

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

Required Documentation:

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

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

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

Required Documentation:

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

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

Required Documentation:

- Identify program for which presentations were made.
- Include list of all related presentations.
- A letter of evaluation from program sponsor or supervisor.

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

Required Documentation:

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

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

Required Documentation:

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

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

Required Documentation:

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

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

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

Required Documentation:

- Append the receipts for membership fee.

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

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

Required Documentation:

- Append official documentation for all activities listed

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

1. Nominations for honors and awards for scholarship, teaching, or outreach.
2. Honors and awards for scholarship, teaching, or outreach.
3. Membership on important scientific teams.
4. Special fellowships for research or selection for tours of duty at special institutes for advanced study.
5. Obtaining competitive grants and contracts to finance the development of ideas (research, teaching, clinical, or outreach), when these grants and contracts are subject to rigorous peer review and approval.
6. Evaluation by students being trained in clinical, laboratory, field or teaching hospital activities.
7. Evidence of effective and diligent mentoring/advisement of students in pursuing their chosen academic programs.
8. List of invited outreach presentations. (Append invitation and information about the meeting.)
9. List of workshops developed and delivered along with information about the meeting; indicate your level of involvement in development and delivery.
10. Program and project development not included in standards documentation: list with indication of your level of involvement.
11. Consultation and technical assistance.
12. List of special outreach activities.
13. List of program/project coordination activities.
14. Guest lectures in classes.
15. Preparation of innovative teaching materials or instructional techniques.
16. UGA Graduate School Teaching portfolio and/or certificate

Required Documentation:

- Append official documentation for all activities listed

## **Thesis**

### ***Prospectus***

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

### ***Procedures for Thesis Defense***

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

*Thesis Defense Requirements.* The student must be registered for a minimum of three hours of credit the semester the defense is held. The student also must have applied to graduate within the

semester prior to the one in which degree requirements are completed (the deadline to apply for graduation is EARLY in the preceding semester). The application for graduation form is available online at <http://www.gradsch.uga.edu:5080/forms/newgradms.htm>

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

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

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

The advisory committee must approve the student's thesis and defense with no more than one dissenting vote and must certify their approval in writing using the Approval Form for Master's Thesis, Defense and Final Examination ([http://www.uga.edu/gradschool/forms&publications/body\\_apprform.pdf](http://www.uga.edu/gradschool/forms&publications/body_apprform.pdf))

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

The Master's Thesis, Defense and Final Examination form must be submitted to the Graduation Office before the corrected copy of the electronic thesis will be accepted as the final "official" copy. The deadline for this is two weeks prior to graduation. information on deadlines is at: <http://www.uga.edu/gradschool/academics/deadlines.html>

### *Upon Completion of the Defense*

Return the white copy of "Approval Form for Master's Thesis, Defense, and Final Oral Examination" to the Graduate School. All requirements associated with the thesis must be completed within one semester after the defense. These include making any revisions required by your committee. If these are not completed within one semester, the student must re-defend the thesis.

### *Using Manuscript Style for Theses*

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

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

1. The student must obtain the advisory committee's approval at the prospectus meeting. Signatures of the advisory committee members are required on an intent letter to the Graduate Coordinator.
2. A minimum of one manuscript with 20 or more pages in each is required.
3. The manuscripts must have a coherent theme and be serial in nature.
4. Manuscripts that are theoretical/conceptual reviews or empirical reports based on qualitative and quantitative data may be included. However, at least one manuscript must be empirically based, employing qualitative, quantitative, or mixed methods.
5. The manuscripts have been or will be submitted to scholarly journals related to child and family development involving rigorous peer review processes.
6. The student must be either the sole author or the first author of all manuscripts.
7. When manuscripts have been published or accepted for publication, evidence of permission to use articles must be included in the thesis.

### **Thesis Submission**

The thesis will not be forwarded to the University Library until the degree is conferred. **All theses must be submitted via the web in electronic PDF format and must conform to the**

**Graduate School style manual located at:**

<http://www.uga.edu/gradschool/academics/thesis.html>.

If the student hires a typist, it is the student's responsibility to inform the typist of the formatting guidelines set forth in the Graduate School Style Manual. Any questions concerning formatting should be directed to the Graduation Office at: (706) 542-4803, or [gradinfo@uga.edu](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 [etdhelp@gradsch.uga.edu](mailto:etdhelp@gradsch.uga.edu) or call (706) 583-8095

### **Time Line for Completing the Program**

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

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

### **Continuous Enrollment Requirement**

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

### **Assistantship Policy**

Assistantships are funded through several sources:

1. state money budgeted to the department,
2. other department funds,
3. the Graduate School, and
4. funded projects.

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

### ***Award***

Assistantships are awarded to both incoming and continuing students. They generally are awarded for a term of one academic year although some graduate school assistantships are awarded for two years. Written notice regarding an assistantship award is customarily made before the end of spring semester preceding the award year.

Because of the demand for assistantship support and the expectation that students finish their degree programs in a timely fashion, students who are awarded assistantships generally will be supported on a nine-month, one-third time assistantship. It is expected that students with positive annual evaluations can receive assistantships funded by the department for a maximum of two years in the Masters program.

### ***Assignment***

Graduate assistantships are assigned by the Department Head in consultation with the Graduate Coordinator and faculty. Faculty needs and preferences are matched to skills and preferences of students insofar as is possible. Assignment preference is given to faculty who are funding assistantships with grants as long as overall department needs are not placed in jeopardy.

### ***Evaluation***

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

Students on an assistantship must register for 3 credit hours of CHFD 7005/9005 for every term they hold an appointment. Toward the end of each semester, the Graduate Program Assistant distributes rating forms (see Appendix F) to faculty who have graduate assistants. The rating evaluation is to be completed by the supervising faculty member. The evaluation is returned to the Graduate Program Assistant and used as one of the criteria for the graduate student annual evaluation to determine assistantship award and assignments for the following year.

### ***Continuation***

The continuation of an assistantship is not automatic. Assistantship evaluation and annual evaluations will be used determine whether assistantships will be continued and all continuations are dependent upon available funding. Faculty with grant money may choose their assistants without regard for the ranking, but they may use the ranking if they wish. Continuation of an assistantship may not be offered by any faculty member except in consultation with the Department Head and the Graduate Coordinator.

## **Additional Policies**

Additional UGA policies that play an important role in your experience are the following: (a) Grievance Policy found at <http://www.uga.edu/legal/drp.htm>, (b) The Academic Honesty Policy found at [http://www.uga.edu/ovpi/academic\\_honesty/academic\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm), (c) the Sexual and Discriminatory Harassment policy at <http://www.uga.edu/legal/NDAH.htm>, and (d) Responsible Conduct in Research and Scholarship policy at <http://www.ovpr.uga.edu/rinteg/>. Students are expected to be familiar with and adhere to these policies.

## Appendix A

### Notification of Major Professor and Advisory Committee

Department of Child and Family Development  
The University of Georgia

#### I. Major Professor

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

#### II. Advisory Committee

I have asked \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_ and  
\_\_\_\_\_ to serve as members of my Advisory Committee, and they have agreed to serve in this capacity.

Student Name (print) \_\_\_\_\_

Signature of Student \_\_\_\_\_

Signature of Major Professor \_\_\_\_\_

Date \_\_\_\_\_

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

## Appendix B

### Child Life Program Information

Department of Child and Family Development  
The University of Georgia

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

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

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

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

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

Often Child Life internships are not paid and few programs offer free housing or meals for interns. Many hospitals require a small fee to apply to the program, however some also require a larger fee to participate in the internship program. Every hospital has different policies regarding student internships and inquiries should be made directly to the hospital to determine their specific guidelines and policies on Child Life interns.

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

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

## Appendix C

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

Report Period: March 1, 20\_\_ - February 28, 20\_\_

Name: \_\_\_\_\_ Program: \_\_\_\_\_ Years in Program: \_\_\_\_\_ Major Advisor: \_\_\_\_\_ Assistantship: \_\_\_\_\_

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

	Area	Completed To Date	In Process
<b>1. Research</b>	Independent Research Project		
	Conference Presentation		
	Publication		

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

**\*\*Notes:**

**1. Ratings of assistantship performance by assistantship supervisor will be included in the review.**

**2. Additional Information Needed:**

(a) Your cumulative GPA: \_\_\_\_\_

**3. Please attach the following documents to this report:**

(c) Curriculum vita

(d) Program of study with grades

## Appendix D

### Checklist for Publication, Presentation, Evaluation, Other Materials

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

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

Name of entry in  
documentation \_\_\_\_\_

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

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

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

## Appendix E

### Request for the Announcement of Master's Thesis Oral Defense

Department of Child and Family Development  
University of Georgia

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

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

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

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

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

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

Title of Thesis: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_

## Appendix F

### Graduate Assistant Rating Form

**Student Name** \_\_\_\_\_ **Evaluator** \_\_\_\_\_ **Assistantship Type** \_\_\_\_\_

Approximate percent of time student is assigned to you \_\_\_\_\_

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

Circle the appropriate number.

#### **Area A: Conscientiousness/Responsibility:**

##### **1. Promptness** (Comments: \_\_\_\_\_ )

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

##### **2. Completion of Tasks** (Comments: \_\_\_\_\_ )

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

##### **3. Attends to Detail** (Comments: \_\_\_\_\_ )

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

##### **4. Exhibits Self-Initiative** (Comments: \_\_\_\_\_ )

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

##### **5. Accessibility** (Comments: \_\_\_\_\_ )

1-----2-----3-----4-----5					
Consistently inaccessible (Improvement Mandatory)	<u>Sometimes</u> <u>inaccessible</u> (Improvement Mandatory)	Accessible	Frequently exceeds Expectations on Accessibility	Consistently exceeds expectations on Accessibility	Check here if no knowledge or does not apply

#### **AREA B: Professional Skills**

##### **1. Intellectual Skills** (Comments: \_\_\_\_\_ )

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

**2. Technical Management Skills** (Comments: \_\_\_\_\_ )

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

**3. Problem Solving Skills** (Comments: \_\_\_\_\_ )

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

**4. Willingness to Use Skills** (Comments: \_\_\_\_\_ )

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

**AREA C: Personal/Social Relationship Skills**

**1. Relationships with Others** (Comments: \_\_\_\_\_ )

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

**OVERALL PERFORMANCE AS AN ASSISTANT** (check one)

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

Comments: (attach additional comments if necessary)

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

Signature of Evaluator \_\_\_\_\_

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

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

## Appendix G

### Master's Portfolio Checklist

#### 1. Publications

- Documentation of one article accepted in a peer-reviewed journal or thesis

#### 2. Presentation

- Documentation of co-authored presentation at meeting of national/international academic/professional organization

#### 3. Teaching and/or Outreach (Two of the following)

- Documentation (lecture notes and letter from faculty who supervised) for four guest lectures in undergraduate or graduate level course.

OR

- Documentation of involvement in a programmatic series of 2-4 presentations for local service agency.

OR

- Documentation of involvement in on-going (at least 40 contact hours) clinical/work/outreach in an institutional setting

OR

- Documentation of involvement in research evaluation for a specific program, including creation of an evaluation report.

OR

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

#### 4. Leadership and/or Citizenship (*Both "A" and "B" are required*)

##### A—Professional Association Membership

- Documentation of having maintained membership in a professional society beginning from the first year in the program

##### B—Participation in leadership and/or professional activities (Document ONE of the following. Other activities may be added with approval from the student's advisory committee)

- Volunteer work at state, multistate, or national conferences
- Election to office in a state, multistate, or national organization
- Appointment or election for committee involvement in state, multistate, or national organization
- Moderation of a session at a state, multistate, or national meeting
- Significant involvement in the Graduate Student Organization
- Significant involvement in the planning and implementation of Quint State
- Other \_\_\_\_\_
- Other \_\_\_\_\_

#### 5. Other Professional Accomplishments.

- Documentation of other professional activities

