



DOCTORAL 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 doctoral 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 doctoral degree in Child and Family Development. It also offers that degree with a specialization in marriage and family therapy.

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

Progressing Through the Program

This handbook describes the tasks you need to accomplish to earn your doctoral degree. To aid you in your transition into the department and help you with initial course scheduling you will be assigned a temporary advisor, but the first task is to choose a major professor and advisory committee. The second task 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.

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_advcomphd.pdf

The advisory committee must consist of a minimum of three members of the Graduate Faculty, including the student's major professor, who will serve as chair of the committee. Additional voting members may be appointed to the committee, including no more than one non-UGA faculty, who must hold the terminal degree in their field of study. If there are more than three members, there must be greater than 50% Graduate Faculty representation. 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 doctoral committees: professor, associate professor, assistant professor, public service assistant, public service associate, senior public service associate, assistant research scientist, associate research scientist, and senior research scientist. Persons having the following ranks may not serve on doctoral 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.

Once you are a doctoral candidate, 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 entire reconstituted committee must be submitted to the Graduate School.

Program of Study and Approval Meeting

Before the end of the third semester in residence the student will present to his or her Advisory Committee the following using the department program of study forms:

1. A list of courses proposed for inclusion in the Ph.D. program (Appendix B). Note that students in the MFT specialization must also include the appropriate MFT Specialization Course Requirement Worksheet included in Appendix C.
2. A summary of total research experience to date and a brief proposal concerning the research experiences that are planned in order to meet the portfolio requirements.
3. A summary of total service experience to date and a brief proposal concerning the service experiences that are planned in order to meet the portfolio requirements.
4. A summary of total teaching experience to date and a brief proposal concerning proposed teaching experiences.

All members of the student's committee should participate in this meeting. Emphasis is placed on the active involvement of all members of the committee in decisions affecting the student's study.

A Preliminary Doctoral Program of Study must be submitted to the Advisory Committee for signatures when the committee approves the Departmental Program of Study for students (http://www.uga.edu/gradschool/forms&publications/body_prephdprg.pdf). This form is submitted to the Graduate Program Assistant, not to the Graduate School.

Students who are fully admitted to the degree program and who have submitted the Advisory Committee form may submit the Final Doctoral Program of Study. This should be submitted in the first year of residency, but must be submitted by the time oral comprehensive examinations are scheduled. It can be found at <http://www.uga.edu/gradschool/forms&publications/finalphdprg.pdf> .

Changes can be made to the Final Doctoral Program of Study at any time after its approval by submitting to the Graduate School a Recommended Change in Program of Study form (http://www.uga.edu/gradschool/forms&publications/body_recochgprog.pdf).

Graduate Coordinator Approval of Final Program of Study
(Approved by Graduate Faculty on February 2, 2007)

The graduate coordinator will verify that each student has met the department's program of study course requirements prior to their graduation. This can occur at any time including prior to the student's advancement to candidacy. To obtain this approval the student is to submit their signed department program of study along with a copy of their unofficial transcript to the graduate coordinator. The graduate coordinator's signature on the candidacy form verifies that all program of study requirements having been met. This policy applies to all students in the program as of February 2, 2007.

Curriculum

Coursework Requirement

The Departmental Program of Study for doctoral students includes three sections: substantive/theoretical, research methods and statistics, and area of specialization. Table 1 lists

courses required for the doctorate in child and family development. Table 2 lists courses required for the doctorate in child and family development with a specialization in marriage and family therapy. All courses required for the curriculum that are offered in the department must be taken in the department.

Exempting Core Courses

(Approved by Graduate Faculty on February 2, 2007)

All doctoral graduates of the department are expected to have mastered the content in all courses within the core curriculum (including 6000-level courses), either in our program or in a previous related-degree program. Topics covered in these first year courses (as of Spring 2007) are listed in Appendix O.

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

The committee's decision on an exemption must receive approval from the graduate coordinator. If the grad coordinator believes there is an issue with giving that approval, he or she will take it to the Program and Policies Committee for their decision. The student may appeal any exemption decision made at any level to the Program and Policies Committee. In any case, the decision of Program and Policies Committee is final.

The expectation of mastery of core curriculum content, and the process to request exemptions, applies to all students in the program who did not have approved before February 2, 2007, a departmental program of study on file in the department office. That program of study must have signatures of all committee members and the graduate coordinator.

Statistics Requirements

Graduate students are expected to develop an understanding of a broad range of statistics and to demonstrate competence in their use. Through specific coursework students will gain mastery of measures of central tendency, probability, correlation, chi-square tests, t-tests, analysis of variance, how to work with covariates, basic psychometrics, multiple regression, and/or structural equation modeling. Students are required to take at least two graduate level statistics courses offered by the department of Education, Psychology, Sociology, or Statistics. Students also gain statistical knowledge from the research methods courses taught within the department (CHFD 6800, Research Methods; CHFD 8090, Marriage and Family Therapy Research Methods; CHFD 8950, Seminar in CFD (Statistical Application using SPSS); and CHFD 8800, Quantitative Methods in CFD), from their research assistantships, or from volunteering on research projects. Additional statistics courses may be required by the student's major professor

and advisory committee. Students who already have taken a graduate level statistics or research methods course prior to beginning the program may not be required to take all the courses listed in the curriculum. However, proof of competency may be required by submitting official transcripts, course syllabi, or taking a proficiency test. Recommended statistics courses offered by other departments are listed in Table 4.

Master's Thesis or Report Requirement

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

Area of Specialization

Students seeking the Ph.D. degree in Child and Family Development must have an area of specialization that includes 15+ hours in one identified area (e.g., marriage and family therapy, early childhood education, gerontology, special education, parent-child relationships, gender identity development, adolescence, divorce, attachment, statistics, family assessment, developmental methodology, etc.). Courses comprising the specialization may be taken in this department or in another department, must be beyond the core requirements of this program, and must be regarded as a logical whole by the student's committee. Because the doctoral student's oral examination will be on the area of specialization, students are encouraged to avoid too general a definition of the area and to be certain that it is an area in which they can demonstrate depth and breadth of expertise.

Post-Baccalaureate to MS to Ph.D.

The department strongly encourages all post-baccalaureate students who are admitted to the doctoral program to complete a Master's of Science degree. The following procedures must be followed to complete the MS while maintaining your position as a doctoral student.

1. Submit a letter of intent to complete the MS. This letter should be addressed to the department head and the graduate coordinator. A sample of a letter of intent can be found in Appendix M.
2. The department will review your letter of intent and, after its approval, will forward your letter to the graduate school.
3. During your first meeting with your committee, you will provide two graduate school programs of study. One will show your proposed program for the MS; the other will show your proposed program for the PhD. Samples of these programs of study are in Appendix N. Your committee will assist you in determining the sequence and relevance of coursework. Note that these graduate school programs of study are do not show all department degree requirements.
4. After approval of these programs of study, you will submit both to the graduate school according to the deadlines posted on the graduate school website (all forms for current students are at http://www.uga.edu/gradschool/forms&publications/currentstudent_forms.html).

5. Upon receipt of those programs of study forms, the graduate school will open an additional file for your master's work and will temporarily deactivate the doctoral file. However, the graduate school will continue to list you as a doctoral student.
6. As you progress through the program, submit the various forms required by the graduate school and discussed in this handbook. It is your responsibility to complete those forms and submit them to the graduate school in accordance with deadlines posted on the graduate school website
7. When you have completed your MS graduate school program of study, you must complete and file forms with the graduate school (transfer of credit if applicable, application for graduation, filing of thesis, etc.) according to posted deadlines
8. When all forms have been received and processed by the graduate school, the graduate school will complete the MS screen and your doctoral screen will automatically reactivate.
9. You may attend the graduation and receive your master's degree and your studies within the department will continue uninterrupted.

Curriculum Tables

(Note: These tables reflect Spring 2007 changes of semesters in which several courses will be taught).

During any semester in which you are funded on an assistantship you must register for 3 hours of CHFD 7005 or CHFD 9005 (7005 for master's students, 9005 for doctoral students). These are not shown on the tables and may be addition to what is shown or an elective.

CFD Core Curriculum for Post-Bachelor Degree Students

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/STAT 6210	Second statistics course*	
CHFD 8910 Pro-Seminar	CHFD 6800 Research Methods	
Elective	CHFD 8910 Pro-Seminar	
Elective	Elective	

Year 2		
Fall	Spring	Summer
CHFD 8700 Philosophy of Science	CHFD 8710 Advanced Human Development	Electives
CHFD 8810 Qualitative Methods	CHFD 8090 Couple and Family Intervention Research Methods	
Elective	CHFD 8950 SPSS	
CHFD 6640 Issues in Family Relationships	Elective	
Year 3		
Fall	Spring	Summer
CHFD 8720 Diversity	CHFD 8060 Contemporary Approaches in MFT	Electives
Elective	Elective	
Elective	Elective	
Elective	Elective	

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

MFT Core Curriculum for Post-Bachelor Degree Students

Year 1		
Fall	Spring	Summer
CHFD 6100 Theories and Issues in Human Development	CHFD 6630 Theories in Family Relationships	CHFD 6010 Issues in MFT (Maymester every 3 years)
Basic graduate level statistics ERSB 6300/PSYCH 6410/STAT 6210	ECHD 6030 Counseling Skills	CHFD 9070 MFT Practicum
CHFD 6020 Introduction to Relational Therapies	CHFD 6800 Research Methods	Second statistics course*
CHFD 9070 MFT Practicum	CHFD 9070 MFT Practicum	
CHFD 8910 Pro-Seminar	CHFD 8910 Pro-Seminar	

Year 2		
Fall	Spring	Summer
CHFD 6640 Issues in Family Relationships	CHFD 8060 Contemporary Approaches in MFT	CHFD 8130 Behavioral Medicine in MFT (Maymeseter every other year)
CHFD 8050 Mechanisms of Change in MFT	CHFD 8040, Family Psychopathology & Assessment through the Life Span (every other year)	CHFD 9070 MFT Practicum
CHFD 9070 MFT Practicum	CHFD 9070 MFT Practicum	
Elective	Elective	
Year 3		
Fall	Spring	Summer
Elective	CHFD 8090 Couple and Family Intervention Research Methods	CHFD 9070 MFT Practicum
CHFD 8810 Qualitative Methods	CHFD 8070 Couple & Sex Therapy (every other year)	
CHFD 9070 MFT Practicum	CHFD 9070 MFT Practicum	
Elective	CHFD 8950 SPSS	
Year 4		
Fall	Spring	Summer
CHFD 8700 Philosophy of Science	CHFD 9080 MFT Supervision	
CHFD 8720 Diversity	CHFD 8710 Advanced Human Development	
CHFD 9070 MFT Practicum	CHFD 9070 MFT Practicum	
Elective	Elective	

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

CFD Core Curriculum for Post-Master Degree Students**

Year 1		
Fall	Spring	Summer
CHFD 8700 Philosophy of Science	CHFD 8710 Advanced Human Development	Electives
First statistics course*	Second statistics course*	
Elective	CHFD 8910 Pro-Seminar	
CHFD 8910 Pro-Seminar	CHFD 8950 SPSS	
Elective	Elective	
Year 2		
Fall	Spring	Summer
CHFD 8720 Diversity	CHFD 8060 Contemporary Approaches in MFT	Electives
CHFD 8810 Qualitative Methods	CHFD 8090 Couple and Family Intervention Research Methods	
Elective	Elective	
Elective	Elective	

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

** Students must show graduate work covering the areas listed in Appendix C.

MFT Core Curriculum for Post-Master Degree Students**

Year 1		
Fall	Spring	Summer
CHFD 8050 Mechanisms of Change in MFT	CHFD 8060 Contemporary Approaches in MFT	CHFD 9070 MFT Practicum
First statistics course*	Second statistics course*	
CHFD 9070 MFT Practicum	CHFD 9070 MFT Practicum	
CHFD 8910 Pro-Seminar	CHFD 8910 Pro-Seminar	
Elective	Elective	
Year 2		

Fall	Spring	Summer
CHFD 8810 Qualitative Methods	CHFD 8090 Couple and Family Intervention Research Methods	CHFD 9070 MFT Practicum
CHFD 9070 MFT Practicum	CHFD 8070 Couple & Sex Therapy (every other year)	
Elective	CHFD 9070 MFT Practicum	
Elective	CHFD 8950 SPSS	
Year 3		
Fall	Spring	Summer
CHFD 8700 Philosophy of Science	CHFD 9080 MFT Supervision	
CHFD 8720 Diversity	CHFD 8710 Advanced Human Development	
CHFD 9070 MFT Practicum	CHFD 9070 MFT Practicum	
Elective	Elective	

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

** Students must show graduate work covering the areas listed in Appendix C

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 1st and December 15th for the Fall and Spring semester, respectively.
2. Graduate students submit an annual progress report and other required documents to their major professor or temporary advisor by January 15th (see Appendix F).
3. Each student will be evaluated initially by their major professor and advisory committee. If the student has a major professor, but not a committee, it will be done by the major professor. Should a student not yet have a major professor or committee, the evaluation will be done by the temporary advisor. The evaluator is responsible for completion of the evaluation by February 1st and summarizing students' evaluations and recommendations, and then forwarding the summaries to the Graduate Coordinator who will submit them to the graduate faculty for review and approval.

4. Each student's progress shall be evaluated using the following 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 March 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 March 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.

Doctoral Portfolio Requirements

According to the University of Georgia Graduate School, the doctoral degree will be granted, "in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge, not upon completion of any definite amount of work specified in advance." The Graduate Faculty in the Department of Child and Family Development has a set of procedures and portfolio standards for evaluating students' proficiency in the areas of knowledge, scholarship, and research relevant to the field. Because the portfolio requirements serve as partial fulfillment for a doctoral degree in Child and Family Development granted by the University of Georgia, all students, including those who enter our program with a master's degree, are required to meet the doctoral portfolio requirements. Some accomplishments from one's master's degree can be counted. After obtaining approval from your advisory committee, portfolios containing the evidence of fulfilling requirements should be forwarded to the Portfolio Review Committee for the approval of students' qualification for doctoral oral examination. The Portfolio Review Committee will meet as required for this purpose. One copy as a pdf file on disk should be submitted for evaluation to the Graduate Coordinator. These will be retained by the department so students should make a copy for themselves. Portfolios should be constructed and formatted like those at:

<http://www.fcs.uga.edu/cfd/grad/ApprovedPortfolios.html>.

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

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

Required Documentation:

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

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

Required Documentation:

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

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

- a. Full responsibility for one class at The University of Georgia. For additional information on meeting this requirement, see the section below on Teaching Courses in the Department.

Required Documentation:

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

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

Required Documentation:

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

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

Required Documentation:

- Identify program for which presentations were made.
- Include list of all related presentations.
- Peer (expert) evaluation of quality of material and presentation.
- Evaluation completed by audience for whom presentations were made.

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

Required Documentation:

- Identification of the institutional setting and specialized population.
- Append any educational/professional material developed for the institutional setting.
- Evaluation by direct supervisor.
- Evaluation by those receiving consultation, if outreach.

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

Required Documentation:

- Identification of program evaluation.
- Complete the checklist for program evaluation (see attached).
- Append report.
- Append all correspondence with the sponsor of the evaluation.

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

Required Documentation:

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

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

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

Required Documentation:

- Append the receipts for membership fee.

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

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

- (d) Volunteer work at state, multistate, or national conferences. (Append correspondence or other acknowledgment information).
- (e) Election to office in a state, multistate, or national organization.
- (f) Appointment or election for committee involvement in state, multistate, or national organizations.
- (g) Moderation of a session at a state, multistate, or national meeting.
- (h) Significant involvement in the Graduate Student Organization.
- (i) Significant involvement in the planning and implementation of Quint State.

Required Documentation:

- o Append official documentation for all activities listed

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

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

Required Documentation:

- o Append official documentation for all activities listed.

Teaching Courses in the Department

(Includes changes approved at Graduate Faculty meeting February 2, 2007)

Doctoral students have the opportunity to gain experience in teaching in child and family development. Students may choose to do this for their professional development or as a part of their portfolio requirements for teaching/outreach. Student who choose to teach as part of their portfolio requirements complete a Teaching Practicum. After the completion of a Teaching Practicum, students may continue to teach for their professional development.

A student's Major Professor, Advisory Committee and the Department Head must be involved in planning a graduate student's teaching schedule. Teaching plans are part of a student's Program of Study. As such, they must be approved by the student's Advisory Committee. Students must also contact the Department Head to ensure that any course they wish to teach fits into the department's schedule. Teaching for the first time requires a great deal of planning. A separate section detailing the procedures for teaching after the completion of a teaching practicum follows the instructions below, which pertain to the Teaching Practicum.

Completing a Teaching Practicum

Supervision

All graduate student teaching must be supervised by a faculty member. This includes the first time a student teaches as well as all additional instances of teaching. Prior to any instance of teaching, the graduate student must identify a faculty member who is willing to serve as the supervisor of the teaching experience. This individual can be a person who teaches the class, your major professor, or some other faculty member. It cannot be a student. The teaching supervisor will be identified as the instructor of record for the course.

Payment/Reimbursement for Teaching

Because the goal is to provide an important learning experience for the graduate student, in most instances students will not be paid for teaching. Students completing a Teaching Practicum as part of their portfolio will not be paid.

Doctoral students must register for three hours of CHFD 9920, Internship in CHFD each semester they teach as part of a Teaching Practicum.

Timing

Because course schedules are prepared well in advance of when courses are actually offered, preparation to teach any course should begin at least 2 semesters before the semester in which a student will actually teach.

Steps to be taken to teach for the first time:

1. Discuss with your Major Professor and Advisory Committee your intention to teach as early as possible. Identify possible courses to teach and discuss these ideas with your Advisory Committee.
2. At least 2 semesters prior to teaching, meet with the Department Head about the class you wish to teach. Determine if the class you wish to teach fits with the department's teaching schedule.

3. Identify a faculty member who is willing to serve as the supervisor of your teaching experience. This individual can be a person who teaches the class, your major professor, or some other faculty member. It cannot be a student. This individual will be identified as the instructor of record for the class when you teach it as part of a Teaching Practicum.
4. Obtain Advisory Committee approval as part of the approval of your Program of Study. You will need to note the class, semester, and supervisor for your Teaching Practicum on your Program of Study form. Submit the Teaching Permission and Request Form (see Appendix D) to the Department Head at least two semesters before teaching.
5. Meet with the faculty member who regularly teaches the class you will teach and the instructor of record for the class you will teach (your teaching supervisor). Discuss your plans with these individuals. Make plans to sit in on the course for an entire semester before teaching it. Students sitting in on a class are not expected to perform any duties, nor is the instructor of record required or expected to perform any particular mentoring role. A doctoral student may sit in with another doctoral student teaching a class if it is the second time the observed student is teaching the particular class. Although the student teaching the class will not be in any supervisory role, they will be asked to verify that the student sat in on classes. It is expected that you will attend all class sessions and submit to your supervising faculty member a log of class attendance. The student preparing to teach is not serving an apprenticeship; they are simply required to observe the class to become familiar with the content being presented.
6. Complete GSRC 7770, a prerequisite for CFD graduate student teaching, before the semester you teach. This class will provide you with information about UGA policies and current pedagogical techniques. Because you will have access to others to share ideas and problems, it is recommended that you take this course while sitting in on the course you will teach or after sitting in on the course you will teach. You must take GRSC 7770 before you begin teaching. To sign up for GRSC 7770, complete the following steps:
 - a. Determine when GRSC 7770 will be offered. It is generally only offered for general admission in the fall. There are two types of GRSC 7770 classes: general admission and department-specific. You will need to register for the general admission class. To determine when the next section of GRSC 7770 will be offered for general admission, contact the Center for Teaching and Learning or look at a course listings on the registrar's website. The instructor will be Quick.
 - b. To register for the class, email the instructor (pauquick@uga.edu) to get approval from the CTL department. Once you have been notified that you have permission of the department, register for the class on OASIS.
7. Obtain your teaching supervisor's approval of your detailed course outline, objectives, and teaching materials prior to beginning the teaching experience. When teaching a class for the first time, the doctoral student is expected to teach the class in a way that is nearly identical to how it is has recently been taught. Significant changes in the syllabus (e.g., textbook and topics covered) should not be made. In particular, the goals and objectives of the course, which are recorded at the institutional level, may not be changed.
8. Arrange dates when your supervisor can visit the class.
9. At the end of the 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 instructor to improve your teaching performance.

10. The faculty supervisor will provide an evaluation of the students' teaching performance (see Appendix E), which will be included as one of the documents for the student annual evaluation.
11. For additional enhancement of your teaching, consider participating in programs offered by the Center for Teaching and Learning. These are described at http://www.ctl.uga.edu/teach_asst/programs.htm. 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. More information can be found by following the above link.

Teaching Suggestions

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 teaching should use these approaches sparingly, and only for the purposes of exposing the students to a particular expertise. Students who teach as part of their Teaching Practicum should not be extending opportunities to master's students to fulfill their guest lecture portfolio requirements.

When choosing films, tapes, etc., be sure that they are not regularly shown in other classes.

Teaching in the Department after Completing a Teaching Practicum

Approval

If a student wishes to teach an additional class after completing their first practicum, it should be arranged with the department head. The student will present the department head with whatever materials he or she requires. Upon review of those materials, the department head will approve or disapprove the student's request.

Supervision

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

Though students teaching after a 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.

Payment/Reimbursement for Teaching

Because the goal is to provide an important learning experience for the graduate student, in most instances students will not be paid for teaching. On rare occasions, students may be paid or reimbursed through time out of an assistantship for teaching courses that fit a department need. This reimbursement is dependent upon the department budget, course needs, and faculty availability. Please be aware that offering to teach after completing a Teaching Practicum is

intended to provide an opportunity for professional development of the graduate student and payment for teaching will likely not be possible.

Doctoral Oral Examination

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

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

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

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

Admission to Candidacy

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

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

4. an average of 3.0 (B) or higher has been maintained on all graduate courses taken and on all completed graduate courses on the program of study (no course with a grade below C may be placed on the final program of study);
5. oral comprehensive examination has been passed and reported to the Graduate School;
6. the Doctoral Portfolio has been approved by the Portfolio Review Committee
7. the advisory committee, including any necessary changes in the membership, is confirmed and all members have been notified of the appointment; and
8. 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://www.uga.edu/gradschool/forms&publications/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) 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. Doctoral students who have advanced to candidacy will be allowed to register at a rate equivalent to the prevailing in-state tuition rate.” All Graduate Enrollment policies can be found at <http://www.uga.edu/gradschool/academics/registration.html>

Dissertation

Prospectus

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

Procedures for Dissertation Defense

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

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

Dissertation Defense Requirements. The student must be registered for a minimum of three hours of credit the semester the defense is held. The student also must have applied to graduate within the semester prior to the one in which degree requirements are completed (the deadline to apply

for graduation is EARLY in the preceding semester). The application for graduation form is available at <http://www.gradsch.uga.edu:5080/forms/newgradms.htm> .

When the major professor is satisfied with the completed dissertation, he or she will certify that it has his or her approval and is ready to be submitted to the advisory committee. The student may then schedule a final oral defense. The committee members will have three weeks to read and evaluate the completed dissertation. Once an oral defense for a dissertation has been scheduled, the graduate coordinator will notify the Graduate School at least two weeks prior to the oral defense. The Graduate School will announce the time and place of the dissertation defense to the University community.

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

The defense of the 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:

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

The advisory committee must approve the student's dissertation and defense with no more than one dissenting vote and must certify their approval in writing using the Approval Form for Doctoral Dissertation and Final Oral Examination located at http://www.uga.edu/gradschool/forms&publications/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 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.

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 is at: <http://www.uga.edu/gradschool/academics/deadlines.html>

Upon Completion of the Defense

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

Using Manuscript Style for Dissertations

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

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

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

Dissertation Submission

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

approval by the student's advisory committee. The dissertation will not be forwarded to the University Library until the degree is conferred.

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

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

Time Line for Completing the Program

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

Expiration of Course Credits.

According to the UGA Graduate Bulletin, "all requirements for the [Doctor of Philosophy] degree, except the dissertation and final oral examination, must be completed within a period of six years. This time requirement dates from the first registration for graduate courses on a student's program of study." In other words, students must pass comprehensive examinations and complete departmental requirements for the admission to candidacy within six years after your acceptance to the doctoral program. The graduate course credits begin to expire after six years.

Expiration of Candidacy.

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

Time Line Considerations for MFT Students

Largely because of the internship requirement, students pursuing the marriage and family therapy specialization can anticipate about five and one-half years to complete the degree if they begin at the master's level. The time for students with a Master's degree depends on the number of courses students need to take from the graduate curriculum. Students with a Master's degree

should meet with their temporary advisor prior to or immediately upon entering the program to discuss a program of study and timeline for completing the doctoral program.

Assistantship Policy

Assistantships are funded through several sources:

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

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

Award

Assistantships are awarded to both incoming and continuing students. They generally are awarded for a term of one academic year (August – May) although some graduate school assistantships for doctoral students 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 ten-month, one-third time assistantship. It is expected that students with positive annual evaluations can receive assistantships funded by the department for a maximum of two years in the Master's program, three years in the Doctoral program; Doctoral students who are admitted to candidacy by the end of Fall Semester of their third year in the program may request an assistantship for a fourth year. Doctoral students also may qualify for funding from the Graduate School (for example, a dissertation completion award) during their last year.

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 J) to faculty who have graduate assistants. The rating

evaluation is to be completed by the supervising faculty member. The evaluation is returned to the Graduate Program Assistant and used as one of the criteria for the graduate student annual evaluation to determine assistantship award and assignments for the following year.

Continuation

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

Additional Policies

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

Appendix A

Department declaration of Major Professor and Advisory Committee

Department of Child and Family Development
The University of Georgia

I. Major Professor

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

II. Advisory Committee

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

Student Name (print) _____

Signature of Student _____

Signature of Major Professor _____

Date _____

Submit this form to the Graduate Program Assistant

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

Appendix B

Department Program of Study Form Department of Child and Family Development The University of Georgia

Name _____

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

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

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

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

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

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6800, Research Methods	3				
CHFD 8090, Couple & Family Intervention Research Methods	3				
CHFD 8810, Qualitative Methods in CFD	3				
CHFD 8950, Seminar in CFD (SPSS)	3				
Statistics:	3				
Statistics:	3				
One of the following: <input type="checkbox"/> Additional Quantitative Methods or Statistics <input type="checkbox"/> Additional Qualitative Methods or Analysis	3				
CHFD 9010, Directed Study in CFD	3-6				
**CHFD 9000D, Doctoral Research	3-9				
**CHFD 9300D, Doctoral Dissertation	3-9				
Elective:					
Elective:					
Elective:					
Elective:					

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

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

III. Area of Specialization (15+ hours) May include coursework taken either in or outside of the Department, courses listed in Sections I & II may not be listed in this section.

Area of Specialization: _____

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

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

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

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

VII. Format for Area of Specialization Exam and Expected Date: The area of specialization or admission to candidacy exam can be administered in many formats (e.g. a publishable paper on the topic, questions similar to the comprehensive exam). Please provide a proposed format. Remember that to pass this exam you will be required to meet with your advisory committee and answer questions about the exam. Additionally, these exams must be scheduled with the department office and are public.

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

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.

MFT SPECIALIZATION COURSE REQUIREMENTS
Post COAMFTE Accredited Masters Degree Students

Name _____

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

Doctoral Curriculum

VII. Theoretical Foundations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8050: Mechanisms of Change in MFT	3				
CHFD 8060: Contemp Approaches in MFT	3				

VII. Clinical Practice

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

IX. Individual Development and Family Relations

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8710: Advance Human Development	3				

X. Clinical Supervision

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

XI. Research

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8810: Qualitative Methods	3				
CHFD 8090: Couple and Family Intervention Research Methods	3				
CHFD 8950: SPSS	3				
Statistics:	3				

XII. Additional Learning

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8130: Behavioral Medicine in MFT	3				
CHFD 8700: Philosophy of Science	3				
CHFD 8720: Diversity	3				
Statistics:	3				
Elective:	3				

Approvals

Major Professor Signature

Date

Major Professor Print

MFT Faculty Representative Signature:

Date

MFT Faculty Representative Print

MFT SPECIALIZATION COURSE REQUIREMENTS
Post Bachelors and Non-COAMFTE Accredited Masters Degree Students

Name _____

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

Master's Curriculum

I. Theoretical Foundations

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

II. Clinical Practice

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6020: Intro Relational Therapies	3				
CHFD 8040: Family Psychopathology & Assessment Through the Life Span	3				
CHFD 8130: Behavioral Medicine in MFT	3				
ECHD 6030: Counseling Skills	3				

III. Individual Development and Family Relations

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

IV. Professional Identity and Ethics

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 6010: Issues in MFT	3				

V. Research

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

VI. Additional Learning

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

Doctoral Curriculum**VII. Theoretical Foundations**

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8060:Contemporary App in MFT	3				

VII. Clinical Practice

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

IX. Individual Development and Family Relations

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

X. Clinical Supervision

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

XI. Research

Course Number and Title	Credits	Semester/ Year Scheduled	Date Completed	Grade	Institution
CHFD 8810: Qualitative Methods	3				
CHFD 8090: Couple and Family Intervention Research Methods	3				
CHFD 8950: SPSS	3				
Statistics:	3				

XII. Additional Learning

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

Approvals

Major Professor:

Date

Major Professor Print

MFT Faculty Representative:

Date

MFT Faculty Representative Print

Appendix D

Doctoral Student Teaching Permission Form

Once completed this form shows that _____ has completed the minimum requirements to teach:

Course # and Title: _____

Semester: _____ Year: _____

Additional requirements may be added by your advisory committee or the department head.

1. Observation of course taught by faculty member: _____ Semester _____ Faculty Member's Signature _____	
2. Course on teaching: Semester GSRC 7770 was completed _____	
3. Course preparation and supervision: I have worked with this student to prepare to teach this class and I have agreed to supervise this student while teaching _____ Supervising faculty member _____ Date _____	
4. Approval from your advisory committee: Major Professor _____ Date _____ Committee Member _____ Date _____ Committee Member _____ Date _____	
5. Approval from the Department Head: Department Head: _____ Date _____	

Appendix E

Doctoral Student Teaching Evaluation Form

Department of Child and Family Development
University of Georgia

STUDENT INSTRUCTOR NAME: _____ COURSE #: _____

FACULTY SUPERVISOR: _____

Faculty supervisor: Listed below are several qualities, which describe aspects of student instructor's behavior. Rate the student instructor on each of the question below by assign a number best reflecting the student instructor's perform.

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

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

Average= _____

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

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

2. Things that were done well in this course:

Return the form to the Graduate Program Assistant

Appendix F

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

Report Period: January 1, 20__ - December 31, 20__

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

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

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

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

****Notes:**

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

Appendix G

Checklist for Publication, Presentation, Evaluation, Other Materials

The purpose of this checklist is to show in the portfolio documentation the student's level of involvement
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 H

Request for the Announcement of Doctoral Oral Examination (For ADVANCEMENT TO CANDIDACY)

Department of Child and Family Development
University of Georgia

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

Student Name: _____

ID #: _____

Exam Date: _____

Exam Start Time: _____

Location: _____

Title of Specialization Project: _____

Major Professor's Name: _____

Committee Members: _____

Appendix I

Request for the Announcement of Doctoral Dissertation Oral Defense (For DISSERTATION FINAL 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 Dissertation: _____

Major Professor's Name: _____

Committee Members: _____

Appendix J

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> not prompt (Improvement Mandatory)	<u>Is sometimes</u> prompt (Improvement Mandatory)	<u>Frequently</u> Adequate <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 or does not apply

2. Completion of Tasks (Comments: _____)

1-----	2-----	3-----	4-----	5	
Consistently does not complete tasks (Improvement Mandatory)	<u>Sometimes</u> does not complete tasks (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	
<u>Consistently</u> inattentive to detail (Improvement Mandatory)	<u>Sometimes</u> inattentive to detail (Improvement Mandatory)	<u>Frequently</u> Attends to detail 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)	Sometimes requires close supervision (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)	Sometimes inaccessible (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)	Sometimes below position requirement (Improvement Mandatory)	Meets Position Requirement	Frequently exceeds position requirement	Consistently exceeds position requirement	Check here if no knowledge or does not apply

2. Technical Management Skills (Comments: _____)

1-----	2-----	3-----	4-----	5	
Consistently <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 15th for the Fall semester and May 1st for the Spring semester.

Appendix K

Doctoral Portfolio Approval By Advisory Committee
Department of Child and Family Development
The University of Georgia

_____ 's portfolio has been reviewed and approved by her/his
advisory committee.

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

Doctoral Portfolio Approval By Portfolio Review Committee

_____ 's portfolio has been reviewed and approved by the portfolio
review committee.

Committee Chair	Signature	Date
-----------------	-----------	------

Appendix L

Doctoral Portfolio Checklist

1. Publications

- One article accepted in a peer-reviewed journal
- One additional article accepted/published or submitted with positive reviews
- Is one of the articles single or first authored?
- Complete documentation for articles

2. Presentations

- Presentation at meetings of national/international academic/professional organization
- Presentation at meetings of national/international academic/professional organization
- Single author or first author presentation at meetings of national/international academic/professional organization
- Single author or first author presentation at meetings of national/international academic/professional organization
- Complete documentation for presentations

Substituted State presentations (2 state count for 1 national)

- Two state or mutistate presentations at meetings of academic/professional organization
- Two state or mutistate presentations at meetings of academic/professional organization

3. Teaching and/or Outreach (*Document two of the following*)

- Full responsibility for one class at the University of Georgia and supporting documentation
- Full responsibility for a second class at the University of Georgia with supporting documentation
- 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

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

A—Professional Association Membership

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

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

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

Appendix M

Sample of Letter of Intent to Obtain Master's Degree :

Dr. XXXXXXXXXXXX, Department Head
Dr. XXXXXXXXXXXX, Graduate Coordinator
Department of Child and Family Development
University of Georgia
Athens, Georgia 30602

Dear Drs. XXXXXXXXXXXX and XXXXXXXXXXXX

It is my intent to complete a Master's of Science degree in the Department of Child and Family Development. It is also my intent to continue my studies in the department as a doctoral student. I understand that I will complete two programs of study while a Post-Baccalaureate student; one for the MS and one for the PhD. I will work with my committee to fulfill these requirements and will file the appropriate forms with the graduate school.

Sincerely,

(Your name)

Appendix N
Sample Graduate School Programs of Study

Program of Study for Master of Arts and Master of Science Candidates

Reset Form

The University of Georgia
Graduate School, Room 352 Boyd

(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

Name		SSN			
Address		Degree	MS		
		Major	Child and Family Development		

Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
*CHFD 6100	3		SEM yr	*STAT	3		SEM yr	CHFD 7300	3 min		SEM yr
*CHFD 6830	3		SEM yr	*CHFD 6840	3		SEM yr	CHFD 7000	3		SEM yr
*CHFD 6800	3		SEM yr	Elective	3		SEM yr				
Elective	3		SEM yr								

TOTAL NUMBER OF HOURS 30

HOURS OPEN ONLY TO GRADUATE STUDENTS: exclude thesis and research courses in this total. 15

I understand that if human subjects are involved in my research, it is my responsibility to file a research protocol application with the Institutional Review Board (Boyd GSRC, Room 606) before I begin collecting data. I acknowledge that failure to secure this permission prior to conducting my data collection using human subjects will negate the use of that data for my master's thesis. (Human subject information available at: <http://www.cprga.edu/hss/>)

--	--

Student's Signature (all students must sign)

Date

Research Skills Requirement (if applicable) leave this blank

Departmental Requirements leave this blank

Master's Advisory Committee: (Please type all names, sign and date.)

Name (Typed)	Signature	Date
(Chair)		

Graduate Coordinator Date

APPROVAL

Graduate Dean Date

Courses start to expire at the beginning of GPA

Copy	Student	Graduate School	Major Professor	Graduate Coordinator
------	---------	-----------------	-----------------	----------------------

Final Doctoral Program of Study

The University of Georgia

Graduate School, Room 332 Boyd

(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

Reset Form

Name SS# . .

Address Degree

Major

Relevant Master's or Other Graduate Degree Courses

Course #	Hours	Course	Hours	Course#	Hours	Course#	Hours	Course#	Hours
<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>

Doctoral Courses

Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
CHFD 8700	3		FA yr	CHFD 8910	1		FA yr	CHFD 9300	3		SEM yr
CHFD 8710	3		SP yr	CHFD 8910	1		SP yr	CHFD 9000	6		SEM yr
CHFD 8090	3		SP yr	CHFD 8950	3		SP yr	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
2nd STAT	3		SEM yr	CHFD 8720	3		SEM yr	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
CHFD 8800	3		SEM yr	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>
<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 60px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	Total Hours	<input style="width: 30px; height: 20px;" type="text" value="32"/>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>

Research Skills Requirement (if applicable)

Departmental Requirements

Doctoral Advisory Committee (Please type name, sign and date) Chair

Graduate Coordinator Date

APPROVALS

Graduate Dean Date

Courses start to expire at the beginning of: GPA:

Appendix O

Topics covered in 6000-level core courses

CHFD 6100: Theories and Issues in Human Development

Topics covered:

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

CHFD 6630: Theories of Family Relations

Topics covered:

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

CHFD 6640: Issues in Family Relations

Topics covered:

- Changing demography of America's families
- Historical perspectives on family studies
- Dating, sex, and mate selection
- Cohabitation and transition to marriage
- Marital quality
- Motherhood and Fatherhood
- Parenting—predictors and consequences
- Work and family—employment and household labor
- Violence—child abuse and intimate partner violence
- Divorce and remarriage
- Social context and family—religion, neighborhoods
- Diversity within the family

CHFD 6800: Research Methods

Topics covered:

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

Appendix P

RESEARCH PROJECT APPROVAL FORM*

Part I - (The chairperson of the Research Project Examining Committee completes and returns this form to the department Graduate Coordinator)

The research project of _____, entitled

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

Chair: _____

Date _____

Part II - (To be signed by the members of the Research Project Examining Committee)

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

Approved____; Approved with suggested changes____; Disapproved____

Date _____

Chair: _____

Part III - (To be signed by the chairperson and returned to the department Graduate Coordinator)

The Research Project Examining Committee held the final oral examination over the above research project on (date)_____ and reports the following

action: Passed____ Failed____

Date _____

Chair: _____

*The Graduate Coordinator will send one copy of this completed form to the student, one to the major professor and keep one copy on file.