# TABLE OF CONTENTS

OVERVIEW ........................................................................................................................................... 3

CORE AREAS OF STUDY PROGRAM ................................................................................................. 3

MARRIAGE AND FAMILY THERAPY PROGRAM .............................................................................. 12

CERTIFICATE PROGRAMS ................................................................................................................ 13

GENERAL INFORMATION FOR ALL GRADUATE STUDENTS ..................................................... 13

ADMISSION REQUIREMENTS ............................................................................................................. 16

FINANCIAL AID ................................................................................................................................. 17

INTERNSHIPS ..................................................................................................................................... 19

PROGRAM ADMINISTRATION ............................................................................................................ 20

DEPARTMENTAL FACILITIES ........................................................................................................... 22

SUGGESTED TIME LINE FOR CORE AREAS .................................................................................. 23

SUGGESTED TIME LINE FOR MFT .................................................................................................. 25

GRADUATE FACULTY ......................................................................................................................... 26
OVERVIEW

The Department of Human Development and Family Studies offers two programs of study leading to a master of science degree in Human Development and Family Studies, as well as two 14 to 15-credit graduate certificate programs. The goal of the department’s graduate programs is to provide students with an understanding of theory and methods and to prepare them to work with individuals and families in therapeutic, educational, and community or corporate settings. The first M.S. program has two Core Areas of Study: Adolescent Development and Child Development. Students may elect a thesis or comprehensive examination option. The second M.S. program, the Marriage and Family Therapy Program, is accredited by the Commission on Marriage and Family Therapy Education (COAMFTE) and requires a minimum of two years of full-time study, including two summers. The certificate program has one area of study, Adolescent Development, and may be completed in one year.

CORE AREAS OF STUDY PROGRAM

- **Adolescent Development** – This core area of study is designed to develop general competence in understanding and applying theory and research regarding adolescents within the context of their families and communities. Students are expected to participate in projects involving adolescents and their families and to complete a practicum in a program serving adolescents.

- **Child Development** – This core area of study is designed to develop general competence in understanding children from infancy through the early school years. Students are prepared to work in a variety of educational and social service positions, and will complete an internship in a child-focused setting.

Program requirements include:

1) Completion of the 12-credit core curriculum that includes HDFS 991, Professional Issues for Family Specialists; HDFS 993, Theoretical Approaches to Human Development and Family Studies; and HDFS 994, Research Seminar.
2) Twenty-two hours of coursework, including four semester hours of unpaid practicum or internship (HDFS 911), and a graduate-level statistics course.
3) Successful completion of a research thesis (6-10 credits in HDFS 899) or a comprehensive written examination, plus eight credits of approved electives in place of HDFS 899.
For complete information about course requirements for the Core Areas of Study, see Appendices A-5 – A-6.

Students may take their practicum at one time or in two-credit blocks. Up to six of the twenty-two credit hours may be Independent Study. Students should take a graduate-level statistics course as early in their academic plan as possible. It is advisable to complete the statistics course prior to enrolling in HDFS 994, Research Seminar. The composition of the student’s plan of study will be determined by the student in consultation with his or her advisor.

**Thesis Option**
Students electing to complete a research thesis must write and defend a thesis based on original research. Students must earn a minimum of six credits of HDFS 899 (Master’s Thesis). See Appendix A-2 for thesis procedures.

**Comprehensive Examination Option**
Students electing to complete a comprehensive examination must take an additional eight credits of approved electives in place of thesis credits. The comprehensive examination consists of a timed, three-hour, closed-book portion and a one-week, take-home exam. See Appendices A-3 and D-10 – D-12 for procedures and forms for the comprehensive examination.

Proper preparation for the comprehensive examination includes consultation with the comprehensive examination chairperson, as well as review and meaningful integration of graduate coursework. In order for students to be as prepared as possible for their comprehensive exams, students are responsible for downloading and/or taking complete and accurate notes on course articles posted on Blackboard during the semester in which a class is taken. Once the Blackboard site is made unavailable at the end of the semester, there is no guarantee that the materials will be available after that time.

Note: Students who change their plan of study from thesis to comprehensive examination must do so prior to registering for thesis credits. Thesis credits may not transfer to Independent Study credits.

**Continuing Enrollment**
It is possible for a student to complete all his or her academic requirements for the program prior to completing his or her thesis or comprehensive examination. The University policy states that “unless a leave of absence is granted, graduate students are required to maintain continuous enrollment each semester of the academic year until their degree is formally awarded by registering for course credits, research, or continuing enrollment.” If the student is not using campus facilities (library, computer, etc.) while working on finishing the thesis or
comprehensive examination, then the student must be enrolled during Fall or Spring semester in GRAD 800. Students registered for GRAD 800 are considered part-time, 0 credits. If the student is using campus facilities, then s/he must be enrolled in either HDFS 899 or GRAD 900.

MARRIAGE AND FAMILY THERAPY PROGRAM

The Marriage and Family Therapy Program prepares students to work in mental health, family service, medical, and human service settings. The emphasis is on structural, strategic, and systemic approaches to marriage and family therapy. Clinical training is provided under the direction of an approved supervisor of the American Association for Marriage and Family Therapy (AAMFT) in the department’s Marriage and Family Therapy Center. Second-year students have the opportunity to participate in a community-based experience (external internship) that accompanies clinical practicum on campus. The clinical training emphasizes treating the individual, couple, and family in relationship to the larger systems that influence them. Supervised practica continue throughout the program. The program is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and meets the academic requirements for clinical membership in the American Association for Marriage and Family Therapy. AAMFT standards require five hundred (500) hours of clinical practice during the program. Additional hours of clinical practice under supervision are required after graduation to meet state licensure standards and qualify for clinical membership in AAMFT. See http://www.aamft.org for information on clinical membership.

Program requirements include:

1) The twelve-credit core curriculum (HDFS 991, HDFS 993, and HDFS 994).
2) Thirty-five – thirty-six (35-36) semester hours of coursework, including HDFS 841, Marital and Family Therapy; HDFS 930, Child Development in Context; HDFS 942, Advanced Systems of Marital and Family Therapy; HDFS 945, Family Therapy Practice I; HDFS 946, Critical Problems in Family Life; HDFS 947, Family Therapy Practice II; HDFS 952, Clinical Interventions in Couples Therapy; HDFS 954, Sex Therapy, and one 3-4 credit elective approved by the student’s advisor.
3) Successful completion of twenty-four credits of HDFS 898 (500 hours of supervised clinical practice).
4) Completion and presentation of an integrative paper and video representing the student’s theory of change. More information regarding the integrative paper will be distributed to each MFT student at the beginning of his or her second semester in the program.
MFT students are required by the university to carry liability insurance. The cost is approximately $15 per year. This insurance ($1 million per occurrence/$3 million total liability) is to be purchased every year that a student is in practicum. Students will be billed directly by the university.

CERTIFICATE PROGRAM

Adolescent Development
The certificate program in adolescent development is intended for individuals who are working in the field but who lack specific knowledge about adolescent development, such as professionals employed by social-service agencies, juvenile justice facilities and child welfare programs, educational institutions, and independent programs that provide programming and services to adolescents. The program is also intended for those who are changing careers or who are already working in related fields, such as education, recreation management, sociology, psychology, women’s studies, and social work, and need to meet continuing education requirements or desire additional academic preparation.

The certificate program builds general competence in understanding and applying theory and research regarding adolescent development, with particular emphasis on the influences of families and communities. The program is grounded in an ecological approach that focuses on supporting the health and well-being of all adolescents, with special attention to using a developmental perspective to develop programs, policies, and other interventions that address contemporary risk and protective factors.

Program of Study
Requirements include (1) completion of the 2-course core curriculum (HDFS 950 and HDFS 995); and, (2) an additional two elective courses, one of which must be a Human Development and Family Studies course. For complete information about course requirements, see Appendix C-1.

Credits from the Certificate Program may be transferred into the Core Areas of Study program.

GENERAL INFORMATION FOR ALL GRADUATE STUDENTS

The graduate student mailbox is located in Pettee Hall, Room 206.2. In addition, all graduate students will be assigned a UNH e-mail account. Graduate students should check the Human Development and Family Studies mailbox and their UNH e-mail
regularly (at least once a week), as notices from the graduate school and departmental graduate program coordinator, as well as other notices and announcements, are distributed in this manner rather than being sent to home addresses.

Graduate students are encouraged to become actively involved with faculty and other students in the department. From time to time, when graduate student input is important, graduate students may be asked to participate in departmental affairs and may be asked to serve on a departmental committee, such as a search committee. MFT students are routinely included as part of the interview committee for applicants to the MFT program and two student representatives serve on the MFT Advisory Committee.

Graduate students are urged to participate in the Graduate Student Senate (GSS). The GSS represents the interests of master’s and Ph.D. students at UNH, advocating for grad student concerns, serving as a liaison between the student body and university faculty and administration, and working to improve student life by staging social events and promoting grad student recognition. Information about the GSS is available at:

https://wildcatlink.unh.edu/organization/gss

**Faculty Advisors**

Upon admission to the graduate program, each student is assigned a faculty advisor who is responsible for:

1. Providing the student with necessary information about the expectations of the program (students are responsible for ensuring that program expectations are met).
2. Ensuring that each student fulfills the core curriculum requirements.
3. Signing the student’s first semester registration.
4. Working with the student to identify a thesis or comprehensive examination advisor. If the student elects a comprehensive examination in lieu of a thesis, he or she must complete eight additional hours of approved coursework.
5. Ensuring the student signs the Human Development and Family Studies Ethics Statement for their program. These forms can be found in Appendices D-1 through D-3.
6. Completing yearly reviews of student’s progress in the program.

**Plan of Study**

Each student will, in consultation with his or her advisor, develop a program of study. This should be done by the time the student has completed twelve credit hours. For students completing the program on a part-time basis, this step is particularly important in ensuring that all requirements are met in a timely manner. Plan of study worksheets can be found in Appendix A-1 for the Core Areas of Study, Appendix B-1 for the MFT Program, and Appendix C-1 for the Certificate Program.
Graduate-level courses are given 800 and 900-level course numbers. Eight-hundred-level courses are almost always cross-listed with 700-level courses, meaning that these courses have both graduate and undergraduate students enrolled. While it is departmental policy to reserve a certain number of slots for graduate students in cross-listed courses, it is usually advisable for a graduate student interested in taking one of the 800-level courses to sign up with the course instructor during the undergraduate registration period, as space may be limited. A graduate student may take up to twelve credits of 700-level courses outside his or her department with appropriate approval (see the Graduate Catalog for more information).

Student Progress
A graduate student who fails a course must immediately attend a mandatory meeting with the instructor of the course, the Human Development and Family Studies Graduate Coordinator, and, if desired, the student’s advisor. If a graduate student receives grades below “B-” in two or more courses, the Human Development and Family Studies Graduate Coordinator will make a recommendation to the Graduate School that the student be dismissed from the Human Development and Family Studies graduate program.

Student Reviews
The purpose of student reviews is to provide feedback on each student’s status and to evaluate readiness to move on to more advanced stages of the program. Guidelines and procedures for progress in the program can be found in Appendix D-4.

The progress of every Core Area student will be reviewed in April or May of each year by the student and his or her advisor. Review forms can be found in Appendices D-7 and D-8. Core Area student review forms are due before the end of spring semester and are placed in students’ files.

The progress of every full-time and part-time MFT student will be reviewed each December by the student and his or her advisor. Review may also take place any time there is a faculty concern. The MFT review form can be found in Appendix D-9.

Support Services for Students with Disabilities
Students who have a disability and need support services should contact Disability Services for Students. Students may visit the Disability Services web page at:

http://www.unh.edu/disabilityservices/
Disability Services for Students:

1. Provides academic accommodations for students with documented disabilities, including LD, ADHD, deaf/hearing impaired, blind/low vision, psychiatric, medical, and physical mobility.
2. Arranges for building and program access.

**English as a Second Language**

Graduate students who require help with English as a second language may take advantage of support that is offered through the following courses:

- **ENGL 400**  
  English as a Second Language. Listening comprehension, speaking, reading, and writing. Four credits; may be repeated up to a total of sixteen credits. No letter grade; pass/fail.

- **ENGL 600**  
  English as a Second Language for Graduate Students. Listening comprehension, speaking, reading, and writing. Four credits; may be repeated up to a total of sixteen credits. No letter grade; pass/fail.

- **ENGL 401A**  
  Freshman English for ESL Students. Reading and writing in an academic context. Frequent individual conferences for every student. Satisfies the University’s freshman English requirement; four credits.

Matriculated UNH students can choose these courses as part of their regular course schedule.

The University also offers the English as a Second Language (ESL) Program through the ESL Institute each summer as well as during the academic year. The institute is designed for students who wish to develop their English Language skills and learn more about American culture and/or prepare for study at an American university.

For more information about the ESL Program, refer to their web site at:

[http://www.unh.edu/esl](http://www.unh.edu/esl)

**ADMISSION REQUIREMENTS**

Students in good academic standing with undergraduate degrees in any related field are encouraged to apply to the Human Development and Family Studies Graduate Program. If a student’s undergraduate program does not include an introductory statistics course...
or the equivalent, successful completion of such a course is required before completing graduate work. Students seeking admission to the M.S. programs must submit an application, available at the UNH Graduate School website (see http://www.gradschool.unh.edu), a personal statement, official transcripts from their undergraduate institutions, and three letters of recommendation. Students seeking admission to the certificate program must submit an application, a personal statement, official transcripts from their undergraduate institutions, and two letters of recommendation.

Applicants to the MFT program are required to submit answers to five MFT-specific questions in lieu of the personal statement (see http://www.chhs.unh.edu/hdfs/mft-admission-requirements) and complete a personal interview.

Applications for fall semester are due at the Graduate School for the certificate program and for the Core Areas of Study by May 15; however review of Core Area of Study applications begins on January 15, and applications must be received by that date to be considered for department financial aid. All MFT applications are due January 15.

Applications for spring semester are accepted for the Core Areas of Study and the certificate programs only. Applications for spring admission to Core Areas of Study and the certificate program are due December 1st.

Students who apply for admission after taking graduate-level non-degree credits at UNH should be aware that they must complete a Transfer of Non-Degree Credits Form in order for those credits to count towards their graduate degree and appear on their graduate transcript. The form is available at:


**FINANCIAL AID**

Financial aid is available to students in Human Development and Family Studies from a number of sources. Awards of financial assistance are made on a competitive basis by the department (i.e., tuition waivers, scholarships), the Graduate School (http://www.gradschool.unh.edu/), and by granting agencies.

Graduate students who are enrolled at least half-time in a degree program (5 or more credits per semester) and are U.S. citizens or eligible non-citizens may be considered for Federal Financial Aid. Graduate students who apply for Federal Financial Aid are reviewed for loans and work study only; there are no Federal grants or scholarships awarded to graduate students by the UNH Financial Aid Office.
To apply for Federal Financial Aid, students must submit a Free Application for Federal Student Aid (FAFSA), or a renewal application. Applicants can complete a hard copy form or apply online at www.fafsa.ed.gov. The FAFSA/renewal application must be received by the federal processor no later than March 1, which is also the UNH priority deadline for applying for financial aid. Students whose FAFSA forms do not reach the federal processor by March 1 will be eliminated from consideration for all forms of Federal Financial Aid except the Federal Stafford Loan, which is not subject to the priority deadline.

Graduate students must also complete a Graduate Student Aid Verification Form and a Graduate Student Credit Verification Form before their application can be reviewed. These forms are available at the UNH Financial Aid Office or can be found on their website at www.unh.edu/financial-aid. Be aware that the Financial Aid Office will make their offer of aid based on your actual tuition charges. If you will be enrolled for less than 9 credits or paying reduced tuition in either semester, your aid package may be adjusted. If you change your status (i.e., from full to part time), receive a scholarship, tuition waiver or other resource, or correct and/or change the information on the FAFSA, an aid adjustment may result.

All full-time students may apply for a departmental assistantship. Human Development and Family Studies assistantships are awarded on a case-by-case basis according to the needs of the faculty and the respective research projects that are ongoing in the department. Information on assistantships can be found in Appendix D-5. Some students with assistantships may be asked to sign an agreement of ownership of research data (see Appendix D-6)

The Department of Human Development and Family Studies currently has four half-time research assistantships to award to incoming and continuing graduate students who are enrolled full-time, although the number of assistantships may vary from year to year. Half-time assistantships consist of ten paid hours of work per week and a one-half waiver of in-state tuition. A limited amount of departmental scholarship money is also available. Part-time students may apply for scholarship funds through the Graduate School.

Continuing students will be notified of the availability of financial aid through the department in April of each year. Students who wish to be considered for departmental funds should apply through the Graduate Program Coordinator.

In addition, there are a variety of off-campus fellowships, awards, and related types of financial aid. It is always useful to take some time and research these other forms of financial aid. The UNH Graduate Office keeps a list of current fellowships and awards that are available for faculty and students.
Students may also wish to contact the following departments and offices to inquire about available assistantships or hourly work:

- Browne Center
- Carsey School of Public Policy
- Center for Teaching Excellence
- College of Health and Human Services
- Cooperative Extension
- CSDC
- Diversity Initiatives
- Family Research Laboratory
- Institute on Disability
- Judicial Programs
- Justice Works
- Psychology
- Sociology
- Student Health Services
- UNH Graduate School
- Women’s Studies
- Writing Center

**INTERNSHIPS**

1. Successful completion of at least one internship is required in both of the Core Areas programs. Internships must be arranged by the student, and an agreement regarding supervision must be negotiated between the student and her/his Human Development and Family Studies advisor. All internships require pre-approval by the student’s advisor.

2. These are variable (2-6) credit experiences. In general, a student should plan to work 2.5 hours per credit, per week over a 14-week semester, or 35 hours for every credit over the course of the entire semester. For a four-credit internship, for instance, a student would be expected to work 10 hours per week, for a total of 140 hours over the course of the entire semester. During the summer, a student may be able to negotiate longer hours each week in order to complete the internship during a shorter timeframe.

3. These are credit/fail experiences and are ungraded.

4. Students interested in receiving UNH Human Development and Family Studies credit for internship experience must complete several steps:

   a. Draft a one-page proposal that outlines the following: goals and objectives; proposed activities; proposed written assignments; evaluations; and deadlines.
b. Obtain approval from a Human Development and Family Studies faculty member who is willing to supervise the student’s work.

c. Complete the Human Development and Family Studies Internship Contract.

d. Review and sign the Ethical Standards for Human Development and Family Studies Internships and Practica form.

5. Students who receive approval for an internship must:

a. Complete time sheet entries on each visit. These are to be initialed, and each completed page signed by the on-site supervisor.

b. Complete all required work by the negotiated dates.

6. Students should be aware that some organizations may require a criminal background check before an internship placement is finalized. Arrangements for criminal background checks are the responsibility of the student and the requesting organization, not the Department of Human Development and Family Studies.

Information about finding internship placements is available at:

https://www.unh.edu/uacc/career/internships

Internship forms are attached as Appendix E.

PROGRAM ADMINISTRATION

The graduate program is governed by the Graduate Program Coordinator and the graduate committee. Governance of the MFT program also includes the MFT Advisory Committee. Roles and responsibilities of these parties are:

Graduate Program Coordinator
The Graduate Program Coordinator is a member of the graduate faculty appointed by the department faculty to a two-year term. The graduate program coordinator serves as:

1. Chair of the Graduate Committee
2. Member of the MFT Advisory Committee
3. Departmental liaison to the Graduate School
Graduate Committee
The three-member Graduate Committee consists of 1) the Graduate Program Coordinator; 2) two members of the graduate faculty, one of whom must be the MFT program director or associate program director, appointed by the chair to one-year renewable terms; and, 3) the Department Chair (as an ad hoc member). In all cases, the Graduate Committee represents the diversified core areas of study content within the department.

The Graduate Committee is responsible for overseeing all aspects of the graduate program. Specific duties include:

1. Establishing and reviewing policies and procedures subject to approval by the graduate faculty.
2. Establishing and reviewing criteria for graduate faculty status, subject to approval by the graduate faculty.
3. Recommending conferral of graduate faculty status.
4. Reviewing graduate faculty performance and recommending continuation/non-continuation of graduate faculty status.
5. Viewing applications for admission to the graduate program and making decisions regarding admission.
6. Serving as a review board for graduate student concerns and complaints.

MFT Advisory Committee
The MFT Advisory Committee consists of the MFT Program Director and Associate Director, the MFT faculty (full-time departmental faculty who regularly teach required MFT courses), two MFT student representatives, and, as ex-officio members, the Graduate Program Coordinator and Department Chairperson. The MFT Advisory Committee is responsible for overseeing all aspects of the MFT Program, and especially for ensuring that COAMFTE accreditation requirements are met. Specific duties include:

1. Reviewing applications for admission to the MFT Program, conducting interviews with the applicants, and making decisions regarding admission to the program.
2. Reviewing the progress of each MFT student on a regular basis.
3. Handling unresolved grievances of the MFT students and recommending disciplinary action when appropriate.
4. Ensuring that the clinical and academic elements of the MFT program maintain their integrity and function in cooperative and complementary ways.

Grievances
Students are encouraged to work out problems by talking with the individual faculty member involved. If a resolution cannot be achieved, even upon consultation with the
Graduate Program Coordinator and/or the Department Chair, then the student should follow the procedure set forth in the UNH Student Handbook. MFT students should follow the procedure set forth in the MFT Appeals Procedure. This process is outlined in Appendix B-3.

**Policies**
Students should carefully read the more general policies and procedures outlined in the Graduate Catalog and the MFT Handbook.

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**DEPARTMENTAL FACILITIES**

**Child Study and Development Center**
The Child Study and Development Center (CSDC) is a child-development laboratory affiliated with the Department of Human Development and Family Studies. The CSDC employs 20 full-time staff and operates seven programs for over 120 children from six weeks to six years of age. The center is nationally known for its innovative early childhood programs, as well as its teacher training and research activities. Observation booths and documentation technology are available throughout the facility to support research and practica. The CSDC welcomes graduate students who wish to focus on inquiry-based education, student-teacher mentorship, community outreach, and childcare administration.

**Marriage and Family Therapy Center**
The Marriage and Family Therapy Center provides assistance to individuals, couples, and families experiencing a wide range of personal or relationship problems. Therapy is provided by advanced graduate students specializing in marital and family therapy under the direct supervision of senior department faculty, who are themselves clinical members and approved supervisors of the American Association for Marriage and Family Therapy.

**Family Connections Centers**
The Family Connections Centers (FCCs) are a cooperative effort between the New Hampshire Department of Corrections and the UNH Department of Human Development and Family Studies. The centers, now located in all NH prisons, are intended to strengthen the connection between incarcerated parents and their families while facilitating ties to their community through education and support. HDFS students may intern or collaborate with faculty on research projects at the Family Connections Centers.
**Graduate Student Offices**
The Human Development and Family Studies Graduate Student Office is located in Pettee Hall Room 301.

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**SUGGESTED TIME LINE FOR CORE AREAS OF STUDY PROGRAM – THESIS AND EXAM OPTIONS**

<table>
<thead>
<tr>
<th>Action</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student is assigned a Faculty Advisor in his/her core area of study by Graduate Program Coordinator.</td>
<td>Upon program acceptance.</td>
</tr>
<tr>
<td>2. Select Thesis or Exam Advisor. Student and Advisor agree on a graduate plan of study.</td>
<td>Before registering for the second semester.</td>
</tr>
<tr>
<td>3. Thesis student presents an outline of his or her proposed thesis to his or her Thesis Advisor.</td>
<td>By the middle of the second semester.</td>
</tr>
<tr>
<td>4. Student and Core Area of Study Advisor agree on two additional members for the student’s Thesis or Examining Committee. Student completes committee selection form and gives to Graduate Coordinator so that the Thesis or Examining Committee can be appointed by the Dean of the Graduate School.</td>
<td>By the middle of the second semester.</td>
</tr>
<tr>
<td>5. Student presents a written thesis proposal to the Thesis Committee for their approval.</td>
<td>To be scheduled with Thesis Advisor.</td>
</tr>
<tr>
<td>6. Student submits Notice of Intent to Graduate form to Graduate School.</td>
<td>Check the Graduate School's on-line calendar for the deadline, usually about a month and a half prior to commencement.</td>
</tr>
</tbody>
</table>
7. Student electing exam option coordinates with the Examining Committee to schedule the exam. To be scheduled with the chair of the Examining Committee.

8. Thesis students will coordinate with their Thesis Committee to schedule a date for the presentation and defense of the thesis, notify Graduate Coordinator and department administrative assistant. Beginning of the fourth semester or as scheduled by the Thesis Committee

9. Thesis student must submit copies of their thesis to the graduate school for binding.** Check the Graduate School's on-line calendar for the deadline, usually about two weeks prior to commencement.

10. Concluding experiences must be successfully completed and all work must be accepted and passed by the Thesis or Examining Committee. No later than two weeks before the end of the fourth semester or at the discretion of the Thesis or Examining Committee.

Note: This is the ideal time line. In practice, it is possible that some students will take longer than two years to complete the program.

**Information on the process for electronic submission of theses is available at:

http://www.gradschool.unh.edu/pdf/td_sub_instrc.pdf

The Graduate School's thesis manual is available at:

## SUGGESTED TIME LINE FOR MFT PROGRAM

<table>
<thead>
<tr>
<th>Action</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student is assigned a Faculty Advisor by Graduate Program Coordinator.</td>
<td>Upon program acceptance.</td>
</tr>
<tr>
<td>2. Student and Faculty Advisor review plan of study.</td>
<td>By the end of the first semester.</td>
</tr>
<tr>
<td>3. Student receives a positive assessment for clinical readiness.</td>
<td>By the end of the second semester.</td>
</tr>
<tr>
<td>5. Student begins to see clients.</td>
<td>By the beginning of the second semester.</td>
</tr>
<tr>
<td>6. Student submits Notice of Intent to Graduate form with the Graduate School and begins work on final project.</td>
<td>Check the Graduate School’s on-line calendar for the deadline, usually about a month and a half prior to graduation.</td>
</tr>
<tr>
<td>7. Student completes 500 hours of supervised therapy.</td>
<td>By the end of the final semester.</td>
</tr>
<tr>
<td>8. Student presents integrative paper and video to faculty and graduate students.</td>
<td>No later than two weeks before the end of the final semester.</td>
</tr>
</tbody>
</table>
GRADUATE FACULTY

Barbara R. Frankel (1988)
Associate Professor of Human Development and Family Studies and Director, Marriage and Family Therapy Program and Center; B.A., University of Wisconsin at Madison, 1970; M.S.W., Kent State University, 1976; Ph.D., Purdue University, 1988. Family therapy training/supervision, family treatment for substance abuse problems, gender and cultural issues in family therapy and families with children with disabilities.

Tyler Jamison (2014)
Assistant Professor of Human Development and Family Studies; B.A., Miami University, 2006; M.S., University of Missouri, 2008; Ph.D., ibid, 2012. Cohabitation: trends, types, and implications for relationships, emerging adulthood, couple and family resilience in the context of poverty, post-divorce family relationships.

Kerry Kazura (1995)
Associate Professor of Human Development and Family Studies; B.A., University of Southern Maine, 1989; M.S., Auburn University, 1992; Ph.D., ibid, 1995. Children of incarcerated parents; children's social and emotional development, preschoolers’ understanding of conflict resolution, differential effects of maternal and paternal attachment relationships.

Mark Moses (2005)
Associate Clinical Professor and Associate Director, Marriage and Family Therapy Program and Center; B.A., Northeastern University, 1971; Ph.D., Ohio University, 1979. Couples therapy, grievous loss and the family, active therapy techniques, adult psychotherapy from a systemic perspective, clinical supervision.

Erin Hiley Sharp (2009)
Associate Professor of Human Development and Family Studies; B.S., Virginia Commonwealth University; M.S., Pennsylvania State University; Ph.D., ibid, 2006. Adolescent development and emerging adulthood, with a focus on activity involvement as a context for the development of identity and future perspective; parental, family, and broader contextual influences on adolescent development; prevention research and theory from a positive youth development perspective.

Corinna Jenkins Tucker (2000)
Professor of Human Development and Family Studies and Graduate Program Coordinator; B.A., Clark University, 1992; M.S., Pennsylvania State University, 1995; Ph.D., ibid, 1998; C.F.L.E., National Council on Family Relations, 2000. Children's, adolescents', and emerging adults’ parent/child and sibling relationships; contextual, parental, and sibling influences on individual development; parenting.
Appendices
APPENDIX A-1

PLAN OF STUDY FOR MASTER’S DEGREE IN HDFS
CORE AREA OF STUDY - ADOLESCENT DEVELOPMENT

Name

Admitted ____________________________
(semester)  (year)

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Semester/Year</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 876 Children, Adolescents and the Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDFS 950 Contemporary Issues in Adolescent Development</td>
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<td>HDFS 993 Theoretical Approaches to Fam Studies</td>
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<tr>
<td>HDFS 994 Research Methods Seminar</td>
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<tr>
<td>HDFS 911 Adolescent Development Internship Statistics</td>
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</tr>
</tbody>
</table>

Electives:  


Concluding Experience:
HDFS 899 Thesis, (up to ten credits)  Topic/date passed: ________________  Date passed: ________________
Comprehensive Written Examination

All core areas of study require a minimum of 40 credits to graduate. Students electing to complete a thesis must complete 34 credits of coursework plus 6-10 credits of master’s thesis, for a total of 40-44 credits. Students electing to complete a comprehensive written exam instead of a research thesis must complete 42 credits of coursework. For more information on course requirements, see the Graduate Handbook.

Faculty Advisor Signature  Student Signature

Date  Date

NOTE: A signed copy of this completed Plan of Study form must be filed with the Graduate Coordinator.
PLAN OF STUDY FOR MASTER’S DEGREE IN HDFS
CORE AREA OF STUDY - CHILD DEVELOPMENT

Name _____________________________________________________________

Admitted _______________________________________________________
(semester) (year)

<table>
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<th>Course Number and Name</th>
<th>Semester/Year</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
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<tr>
<td>HDFS 991 Professional Issues for Family Specialists</td>
<td>__________</td>
<td>______</td>
<td>______</td>
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<td>HDFS 993 Theoretical Approaches to Fam Studies</td>
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<tr>
<td>HDFS 994 Research Methods Seminar</td>
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<tr>
<td>HDFS 911 Child Development Internship</td>
<td>__________</td>
<td>______</td>
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<tr>
<td>_____ Statistics</td>
<td>__________</td>
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Electives:

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<th>Course Number and Name</th>
<th>Semester/Year</th>
<th>Credits</th>
<th>Grade</th>
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</table>

Concluding Experience:

HDFS 899 Thesis, (up to ten credits) Topic/date passed: _________________
Comprehensive Written Examination Date passed: _________________________

All core areas of study require a minimum of 40 credits to graduate. Students electing to complete a thesis must complete 34 credits of coursework plus 6-10 credits of master’s thesis, for a total of 40-44 credits. Students electing to complete a comprehensive written exam instead of a research thesis must complete 42 credits of coursework. For more information on course requirements, see the Graduate Handbook.

__________________________________________  ________________________________
Faculty Advisor Signature  Student Signature

__________________________________________  ________________________________
Date  Date

NOTE: A signed copy of this completed Plan of Study form must be filed with the Graduate Coordinator.
# APPENDIX A-2

## PROCEDURES FOR COMPLETING A THESIS

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Required Activities</th>
</tr>
</thead>
</table>
| **1st Semester (Fall)**            | 1. Student is assigned a temporary advisor  
                                           2. Student declares as a thesis student                                                  |
| **By the End of the 1st Semester**| 3. Student chooses a thesis advisor. The thesis advisor will serve as the student’s principal advisor during the thesis process, and will keep the graduate coordinator informed of the student’s progress. |
| **2nd Semester (Spring)**         | 4. Student and thesis advisor select two additional members for the student’s thesis committee, both of whom must be members of the graduate faculty. One member of the committee may be selected from outside the department, when appropriate. The thesis committee provides guidance to the student throughout the production of the thesis.  
                                           5. Student and thesis advisor submit a completed Master’s Supervisory Committee Form to the Graduate Coordinator, who seeks formal approval by the Graduate Dean (see Appendix A-4, or go to: http://www.gradschool.unh.edu/pdf/frm_master_comm.pdf).  
                                           6. Student and thesis advisor conduct a preliminary meeting with the thesis committee regarding the student’s research topic and possible research question (see attached checklist). |
| **Early in 3rd Semester (Fall)**  | 7. Student and thesis advisor conduct a thesis committee meeting, where the student submits and defends the thesis proposal.  
                                           8. Student submits appropriate paperwork to IRB if thesis research includes human or animal subjects. |
| **Early in 4th Semester (Spring)**| 9. Student checks the general Graduate School defense deadlines that must be met in order to graduate at the end of the semester.  
                                           10. Student submits Intent to Graduate form (the exact deadline, usually about a month and a half prior to graduation, is listed on the Graduate School’s calendar at: http://gradschool.unh.edu/dates.php) |
### 4th Semester (Spring)

11. Student collects and analyzes research data and writes thesis.

12. Student schedules defense to meet Graduate School deadlines (see attached checklist) and notifies Human Development and Family Studies Graduate Program Coordinator and department administrative assistant.

13. Student defends thesis. The student’s defense will be evaluated as pass, conditional pass (student passes only when certain additional requirements are met), or fail, and the student must attain an evaluation of pass to receive the M.S. degree.

### At Least Two Weeks Prior to Commencement

14. Student submits binding-ready copies of the thesis to the Graduate School, ensuring there is a copy for the department, one for any committee member who wants a hard copy, and as many as the student wishes for personal use. Guidelines for electronic thesis submission are available at: [http://www.gradschool.unh.edu/pdf/td_sub_instrc.pdf](http://www.gradschool.unh.edu/pdf/td_sub_instrc.pdf)

---

### Checklist for Preliminary Thesis Committee Meeting

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<tbody>
<tr>
<td>☐</td>
<td>Coordinate time and date so that all parties can attend.</td>
</tr>
<tr>
<td>☐</td>
<td>Reserve meeting room.</td>
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<tr>
<td>☐</td>
<td>Work with thesis advisor to plan the structure of the meeting.</td>
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<tr>
<td>☐</td>
<td>Circulate drafts two weeks ahead of time so that all committee members can review prior to the meeting.</td>
</tr>
<tr>
<td>☐</td>
<td>Consult with thesis advisor regarding procedures and your responsibilities in facilitating the meeting.</td>
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<tr>
<td>☐</td>
<td>During the meeting, take notes on the discussion.</td>
</tr>
<tr>
<td>☐</td>
<td>After the meeting, send a summary statement containing agreed-upon goals, changes, expectations, and timeline to all committee members.</td>
</tr>
</tbody>
</table>
## Checklist for Thesis Defense

- Coordinate time and date so that all parties can attend.
- Reserve meeting room.
- Notify Human Development and Family Studies Graduate Program Coordinator and department administrative assistant of defense date and time.
- Announce defense to department and include a brief thesis abstract.
- Circulate drafts two weeks ahead of time so that all committee members can review prior to the defense.
- Consult with thesis advisor regarding procedures and your responsibilities in facilitating the defense.
- During the meeting, take notes on the discussion.
- After the meeting, send a summary statement containing agreed-upon goals, changes, expectations, and timeline to all committee members.
COMPREHENSIVE EXAMINATION PROCEDURE

1. Each student must work with his or her initially assigned Academic Advisor to confirm the best choice for a Core Area of Study Advisor. This advisor also will serve as the Chair of the student’s Supervisory Committee and coordinate the comprehensive examination. A student may not take any portion of the exam prior to the start of their last semester of graduate work. Only students who are officially registered for the comprehensive examination option may take the comprehensive examination.

2. The Student and his or her Advisor will ask two other graduate faculty to serve as members of the Supervisory Committee and complete the “Master’s Supervisory Committee Form” (see Appendix A-4). One member may be from outside the department. Once the Supervisory Committee has been formally appointed by the Dean of the Graduate School, the Committee becomes officially charged with all elements of the examination process, including creating the examination questions, scheduling the exam, supervising the exam, and rating the results as pass or fail.

3. The Chairperson of the Supervisory Committee will keep the student apprised of all pertinent aspects of the exam, such as scheduling, the nature of the exam questions and general preparation for the exam. The Supervisory Committee will work with the student to determine the best time to schedule the exam.

4. The open-book, take-home portion of the exam will consist of two integrative questions. The student is expected to complete this portion of the exam as an individual project, i.e., no collaboration with others. Students will have exactly seven days from the time (e.g., 1:00 P.M.) they are given the take-home part of the exam to return three copies in a sealed envelope to a designated person who will sign and date/time it upon receipt. This portion of the exam is usually given first.

5. The closed-book portion of the exam is limited to a three-hour block of time and will be completed in a designated area of Pettee Hall. The student will answer one required question and two other questions selected from a list that includes the following:
   a. Ethics
   b. Research methods
   c. Theory
   d. Core Areas of Study

The student will be responsible for pacing his or her answers to fit the time available. The Department of Human Development and Family Studies will provide a test-secure computer with a standard word processing software package (e.g., Microsoft Word) that can be used for constructing the responses to the questions. Students will be responsible for editing and spell checking their work and formatting their responses during the three-hour allocated time. When the three hours are completed, the student will return the computer to the department office. All responses must be saved only to the hard disk and to a disk provided with the computer.

6. The student will sign a formal acknowledgment letter attesting that the student is on his or her honor to abide by the ethical standards of the Department of Human Development and
Family Studies and the University of New Hampshire in doing their own work on all sections of the exam.

7. The Supervisory Committee will have full responsibility for using their discretion involving every element of the written examination including, but not limited to, creation of the questions, scheduling, evaluating answers, and making specific decisions as to what action to take in the event a student fails the exam. To pass each portion of the exam, the student cannot earn lower than a B- on any one question. If a student fails one or both portions of the exam due to insufficient content, the student may be given the option to retake the failing question(s) no sooner than one month but no later than six months from the original exam date. A student cannot retake a question more than once. The committee also may require a brief (one-hour) oral exam of the student to help them make appropriate assessments before rendering a final decision.

8. Students will receive notification in the form of a letter and the completed Comprehensive examination Results form in Appendix D-12 within one month from the date of completion of the last portion of the comprehensive examination. A copy of the completed Comprehensive examination Results form will be placed in the student’s file.

Note: Thesis students who change their plan of study and elect to take the comprehensive examination must do so prior to signing up for thesis credits. Students who choose the comprehensive examination option must take eight additional credits in place of thesis credits. Thesis credits do not automatically convert into Independent Study credits.
APPENDIX A-4

MASTER’S SUPERVISING COMMITTEE NOMINATION FORM
UNIVERSITY OF NEW HAMPSHIRE
Graduate School, Thompson Hall, 105 Main Street, Durham, NH 03824-3547

Student Name __________________________ Student ID Number __________________________

Major __________________________ Degree __________________________

Type of committee being nominated (check one):

☐ Examining Committee: To be appointed when a final oral or written examination is required. Normally three members of the graduate faculty are required. The Dean of the Graduate School is also an ex officio member.

☐ Thesis Committee: To be appointed when a thesis is required. The committee is normally composed of the thesis director and two other graduate faculty members.

☐ Thesis/Examining Committee: To be appointed when a thesis and a final examination are required. The committee is normally composed of the thesis director and two other members of the graduate faculty.

Nature of Research (check one):

☐ My thesis will involve the use of human subjects. (Institutional Review Board approval required)

☐ My thesis will involve the use of vertebrate animals. (Institutional Animal Care and Use Committee approval required)

☐ My thesis will in no way involve the use of vertebrate animals or human subjects.

__________________________________________   ________________________
Student’s Signature   Date

NOTE: Individuals who are not regular members of the graduate faculty may be nominated to serve on committees in accordance with individual program policies. A current vita must accompany this form for any individual so nominated.

Committee Membership (New ☐ Revised ☐):

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Chair</td>
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</tbody>
</table>

Nominated by: ____________________________   ________________________
Graduate Program Coordinator (Signature)   Date

Approved by: ____________________________   ________________________
Graduate School (Signature)   Date
Department of Human Development and Family Studies Master of Science Degree

Core Area of Study: Adolescent Development

The Department of Human Development and Family Studies at the University of New Hampshire offers a program of study leading to a master of science degree in Human Development and Family Studies with a core area of study in Adolescent Development. This core area of study is designed to develop general competence in understanding and applying theory and research regarding adolescent development with particular emphasis on the influences of families and communities. This core area of study is grounded in an ecological approach that focuses on supporting the health and well-being of all adolescents, with special attention to using a developmental perspective to develop programs, policies, and other interventions that address contemporary risk and protective factors. Those accepted into the program for this area of study will be expected to participate in a research project involving adolescents and also to complete an internship with a program working with, or for, adolescents.

Admission Requirements
Students in good academic standing with undergraduate degrees in any field and a specific interest in working with adolescents are encouraged to apply. If a student’s undergraduate program does not include an introductory statistics course or the equivalent, successful completion of such a course is required before beginning graduate work. Additional admissions information and personal interviews may be required of applicants.

Applications for fall admission to the Core Areas of Study are due at the Graduate School by May 15. However, review of Core Areas of Study applications will begin on January 15, and only applications received by that date will be considered for department financial aid. Applications for spring admission to the Core Areas of Study are due at the Graduate School by December 1.

M.S. Degree Requirements
Requirements include: 1) completion of the 12-credit core curriculum: HDFS 991 Professional Issues for Family Specialists; HDFS 993 Theoretical Approaches to Family Studies; HDFS 994 Research Seminar; 2) an additional 22 credits of course work, including HDFS 950, Adolescent Development, and at least four credits of HDFS 911
Practicum in Adolescent Development and an advanced statistics course; plus 3) successful completion and defense of a research thesis (HDFS 899 for 6-10 credits) OR a comprehensive written examination plus eight additional credit hours.

Students will design a program of study that may include other departmental courses such as HDFS 876 Children, Adolescents, and the Law; HDFS 857 Race, Class, and Gender; HDFS 846 Human Sexuality; HDFS 860 Family Programs and Policies; and HDFS 894 Families and the Law. Students may also select related courses in other departments, such as EDUC 800 Educational Structure and Change (focusing on gender issues); and SW 814 Introduction to Addiction.

Contact Information
For more information, contact Corinna J. Tucker at 603-862-2146 or via e-mail at cjtucker@unh.edu. Application for admission to the Graduate School must be made on the appropriate forms obtained directly from the Graduate School, 109 Thompson Hall, University of New Hampshire, Durham, NH 03824-1497. Visit UNH’s graduate school website at http://www.gradschool.unh.edu and the Human Development and Family Studies departmental website at http://www.chhs.unh.edu/hdfs.
APPENDIX A-6

Department of Human Development and Family Studies
Master of Science Degree

Core Area of Study: Child Development

The Department of Human Development and Family Studies at the University of New Hampshire offers a program of study leading to a master of science degree with a core area of study in Child Development. In this core area, students examine the roles of social, cultural and political contexts in the lives of young children. Students will explore the ways in which a child’s social, emotional, moral, and cognitive development impacted by human attachments, support systems, and the social networks of the people and institutions of community and society.

This core area of study presents an ecological and social constructivist framework for understanding the development of children from infancy through the early school years, considering both micro contexts, such as the family, and macro issues, such as social oppression. Students will be expected to develop a deep understanding of how the social construction of childhood has shaped and continues to shape parenting, schooling, and social policy. Students will be required to complete an internship in a child-focused setting.

This core area of study is intended for students with experience working with young children and their families and who desire leadership roles in a variety of social service and educational positions. In addition, professionals seeking to enter interdisciplinary doctoral programs with a focus on research, leadership and practical applications can develop advanced knowledge and understanding of child development in context through this program of study.

Admission Requirements
Students in good academic standing with undergraduate degrees in any related field and a specific interest in working with children are encouraged to apply. If a student’s undergraduate program does not include an introductory statistics course or the equivalent, successful completion of such a course is required before beginning graduate work. Additional admissions information and personal interviews may be required of applicants.

Applications to the Core Areas of Study are due at the Graduate School by May 15. However, review of Core Areas of Study applications will begin on January 15, and only applications received by that date will be considered for department financial aid. Applications for spring admission to the Core Areas of Study are due at the Graduate School by December 1.

M.S. Degree Requirements
Requirements include completion of a 12-credit core curriculum: HDFS 991 Professional Issues for Family Specialists; HDFS 993 Theoretical Approaches to Family Studies and HDFS 994 Research Seminar; (2) an additional 22 credits of course work including HDFS 930 Child
Development in Context, at least 4 credits of HDFS 911 Graduate Internship, and an advanced statistics course; and (3) successful completion and defense of a research thesis (HDFS 899 for 6-10 credits) OR a comprehensive examination in the core area of study plus 8 additional credits of electives.

Students will design a program of study that may include other departmental courses such as HDFS 843: Families, Schools and Community; HDFS 857 Race, Class, Gender and Families; HDFS 871 Observation and Assessment of Young Children; and HDFS 894 Families and the Law. Students may select related courses in other departments as well, such as EDUC 941 Diversity and Child Development; EDUC 942 Sociocultural Perspectives on Teaching and Learning; SOC 873 Sociology of Childhood; and SOC 975 Sociology of the Family.

Resources
Child Study and Development Center - http://www.csdc.unh.edu/

Contact Information
For more information, contact Corinna J. Tucker at 603-862-2146 or via e-mail at cjtucker@unh.edu. Application for admission to the Graduate School must be made on the appropriate forms obtained directly from the Graduate School, 109 Thompson Hall, University of New Hampshire, Durham, NH 03824-1497. Visit UNH’s graduate school website at http://www.gradschool.unh.edu and the Human Development and Family Studies departmental website at http://www.chhs.unh.edu/hdfs.
Plan of Study for Master’s Degree in HDFS Marriage and Family Therapy Program

Name ________________________________

Admitted _______________________________
               (semester)       (year)

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<th>Course Number and Name</th>
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<th>Credits</th>
<th>Grade</th>
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<tr>
<td>HDFS841 Marital and Family Therapy</td>
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<tr>
<td>HDFS898 Practicum (24 credits total)</td>
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<td>HDFS930 Child Development in Context</td>
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<td>HDFS942 Advanced Systems of Marital and Family Therapy</td>
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<td>HDFS946 Critical Problems in Family Life</td>
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<td>HDFS947 Family Therapy Practice II</td>
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<td>HDFS952 Clinical Interventions in Couples Therapy</td>
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<td>HDFS 954 Sex Therapy</td>
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<td>HDFS991 Professional Issues</td>
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<td>HDFS993 Theoretical Approaches</td>
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<tr>
<td>HDFS994 Research Methods Seminar</td>
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</tbody>
</table>

Elective (approved by advisor):

|               |         |         |       |

Final Theory of Change Paper Date passed ________________________________

All clinical paperwork certified complete: Date ________________________________

Department of Human Development and Family Studies
Page xiii

2014-2015
APPENDIX B-2

POLICIES REGARDING MFT COURSES

1. Students may start the clinical practicum in the Fall semester only. Only in rare instances will students be allowed to start in Spring or Summer semesters. Exceptions to this guideline will be reviewed by petition only.

2. For those students choosing to complete the program on a less-than-full-time basis, it is not required that they begin the clinical component of the program immediately. These students, if they so choose, may take only non-clinical courses their first years. Part-time students must request transition to the clinical component of the program by January 15th of the year in which they wish to enroll.

3. Every student, whether full-time or part-time, must take HDFS 841, Marital and Family Therapy, either concurrently or prior to starting the clinical practicum.

4. Every student, whether full-time or part-time, must take HDFS 945, Family Therapy Practice I while concurrently enrolling in HDFS 898, Marriage and Family Therapy Practicum.

5. Once a student starts the clinical practicum, it is expected that s/he will be continuously enrolled in HDFS 898 Practicum until his or her 500 supervised hours are completed. Exceptions to this guideline will be reviewed by petition only.

6. A student who has completed his or her course requirements and is close to completing his or her integrative paper and 500 hours of supervised client contact must sign up for one credit hour of HDFS 898 Practicum in the semester s/he plans on completing the requirements. The student will be exempt from completing remaining weeks of the practicum:

   • When integrative paper has been completed and presented;
   • When 500 hours of supervised client contact has been completed; and
   • When s/he has transferred, referred or terminated his or her clients.

7. If a student has completed his or her 500 hours of supervised therapy and will be continuing into the following semester to complete the integrative papers, s/he must enroll in four credits of HDFS 898 Practicum. An exception this policy may be petitioned and a decision will be made by the MFT Advisory Committee on a case-by-case basis.

8. The procedure for assessing clinical readiness for the first-year Marriage and Family Therapy students consists of the following steps:

   a) Students must be currently enrolled in or have completed the required coursework, HDFS 841 Marriage and Family Therapy, and HDFS 945 Family Therapy Practice I.

   b) Students must be currently enrolled in HDFS 898 Marriage and Family Therapy Practicum.

   c) Students’ clinical readiness is assessed based upon satisfactory progress in all required coursework and in clinical practicum, and satisfactory ratings on the Clinical Readiness Scale.
d) Students will be assessed for clinical readiness in the first semester. Students generally spend the first semester involved in live supervision, individual supervision, and teamwork, and are ready to begin clinical work at the beginning of the spring semester. Depending on the resources that students bring to their graduate program, they may request and/or respond to a supervisor’s suggestion for an early clinical readiness assessment.

e) Students meet with their clinical supervisor to discuss the results of the Clinical Readiness Scale at the time of evaluation and no later than the end of the first semester.

The decision about clinical readiness is made solely by the clinical supervisors. If factors indicate that a student is performing satisfactorily in all courses and appears prepared for clinical work, the student then progresses to the next stage in the program by assuming clinical responsibilities.
APPENDIX B-3

MFT APPEALS PROCESS

The MFT Appeals Process is specifically designed for the Marriage and Family Therapy Graduate Program within the Department of Human Development and Family Studies to handle matters in which a student challenges a faculty evaluation, decision, or action which directly impacts her/him.

In the Marriage and Family Therapy Program, faculty are expected to evaluate graduate student progress integrating academic and professional/clinical functioning. Consequently, faculty fill multiple roles, which include teacher, supervisor, advisor, evaluator, mentor, and role model.

This means that faculty evaluations of students are based on far more than standard academic written assignments and exams. It is the faculty’s responsibility to evaluate clinical progress in a careful, conscientious, and constructive manner. Most difficulties that emerge as a result of the complex nature of the working contract between faculty and student in a clinical training program should be able to be resolved through open discussion between the two parties without having to resort to the Appeals Procedure.

MFT APPEALS PROCEDURE

1. An Appeals Board shall be formed. Its membership shall consist of the faculty who serve on the Marriage and Family Therapy Advisory Board (excluding the faculty member involved in the Grievance), one faculty from the Department of Human Development and Family Studies, and one Marriage and Family Therapy graduate student.

2. The initial step in the appeals process will be a meeting for the purpose of discussion and resolution between the faculty person and graduate student.

3. If the concerns raised are not resolved by the discussions between the faculty person and the graduate student, either party has ten working days to request that a mediator from the Appeals Board be present for one additional meeting to resolve the dispute.

4. If no satisfactory resolution is reached, the student must submit a written statement to the Appeals Board within seven working days following that meeting. The faculty person will respond to the statement in writing to the Appeals Board within seven working days of receiving the statement.

5. The Appeals Board will review these documents and may seek any further information from the specific people involved and/or from outside people. The Appeals Board must reach its decision from the submitted and additional data. The Board’s decision must be presented in writing to the parties involved within thirty days of receiving the faculty person’s response statement.

6. If either the student or faculty member is not satisfied with the Appeals Board decision, the Dean of the College of Health and Human Services should be notified and the appropriate University of New Hampshire (student or faculty) grievance procedure can be initiated (see UNH Student Handbook and Faculty Handbook).
The Marriage and Family Therapy (MFT) Program is fully accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and meets the academic requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT - see http://www.aamft.org). Clinical training that emphasizes treating the individual, couple, and family in relationship to the larger systems that influence them is provided under the direction of an approved supervisor of the AAMFT in the department’s Marriage and Family Therapy Clinic. Students in the program are prepared to work in mental health, family service, medical, and human service settings.

Admission Requirements
Students in good standing with undergraduate degrees in any related field and a specific interest in marriage and family therapy are encouraged to apply. If a student’s undergraduate program does not include an introductory statistics course or the equivalent, successful completion of such a course is required before beginning graduate work. Applicants to the Marriage and Family Therapy Program submit the answers to 5 MFT-specific questions in lieu of the standard personal statement required as part of the UNH Graduate School application (available at http://www.chhs.unh.edu/hdfs/mft-admission-requirements), and a personal interview is required. Applications to the Marriage and Family Therapy Program are due at the Graduate School by January 15.

MS Degree Requirements
Program requirements include: 1) the 12-credit core curriculum (HDFS 991 Professional Issues for Family Specialists, HDFS 993 Theoretical Approaches to Family Studies, and HDFS 994 Research Methods Seminar); 2) thirty-five – thirty-six (35-36) credits of additional coursework, including HDFS 841 Marital and Family Therapy; HDFS 930 Child Development in Context (or an approved substitute); HDFS 942 Advanced Systems of Marital and Family Therapy; HDFS 945 Family Therapy Practice I; HDFS 946 Critical Problems in Family Life; HDFS 947 Family Therapy Practice II; HDFS 952 Clinical Interventions in Couples Therapy; HDFS 954, Sex Therapy; and one 3-4 credit elective approved by the student’s advisor; 3) successful completion of twenty-four (24) credits of HDFS 898 (500 hours of supervised clinical practice); and 4) completion and presentation of an integrative paper and video representing the student’s theory of change.

Resources
The MFT Program operates the Marriage and Family Therapy Center, where supervised students in training provide assistance to individuals, couples, and families experiencing a wide range of personal or relationship problems. The center is committed to a treatment approach in which individual growth and development is best understood and promoted within the context of
family and community relationships, and recognizes diversity in our society. The Marriage and Family Therapy Center embraces a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual. For more information about the center, see: http://www.chhs.unh.edu/marriage-and-family-therapy-center.

Contact Information
For more information, contact Corinna Jenkins Tucker at 603-862-2146 or via e-mail at cjtucker@unh.edu. Application for admission to the Graduate School must be made on the appropriate forms obtained directly from the Graduate School, 109 Thompson Hall, University of New Hampshire, Durham, NH 03824-1497. Visit UNH’s graduate school website at http://www.gradschool.unh.edu and the Human Development and Family Studies departmental website at http://www.chhs.unh.edu/hdfs.
APPENDIX C-1

PLAN OF STUDY FOR GRADUATE CERTIFICATE
IN HUMAN DEVELOPMENT AND FAMILY STUDIES - ADOLESCENT
DEVELOPMENT

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Semester/Year</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 950 Contemporary Issues in Adolescent Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HDFS 995 Seminar and Special Problems - Human Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives (as approved by advisor; one course must be HDFS):

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Semester/Year</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate certificates require a minimum of 14 credits to graduate.

Faculty Advisor Signature                                      Student Signature

Date                                                      Date

NOTE: A signed copy of this completed Plan of Study form must be filed with the Graduate Coordinator.
The Department of Human Development and Family Studies at the University of New Hampshire offers a one-year, 14 to 15-credit, multidisciplinary program of study leading to a graduate certificate in adolescent development. The certificate program is intended for individuals who are working in the field but who lack specific knowledge about adolescent development, such as professionals employed by social-service agencies, juvenile justice facilities and child welfare programs, educational institutions, and independent programs that provide programming and services to adolescents. The program is also intended for those who are changing careers or who are already working in related fields, such as education, recreation management, sociology, psychology, women’s studies, and social work, and need to meet continuing education requirements or desire additional academic preparation.

The certificate program builds general competence in understanding and applying theory and research regarding adolescent development, with particular emphasis on the influences of families and communities. The program is grounded in an ecological approach that focuses on supporting the health and well-being of all adolescents, with special attention to using a developmental perspective to develop programs, policies, and other interventions that address contemporary risk and protective factors.

**Admission Requirements**

Students in good academic standing with undergraduate degrees in any related field are encouraged to apply. The application for admission may be completed on-line at [http://www.gradschool.unh.edu/apply.php](http://www.gradschool.unh.edu/apply.php). Additional admissions information and personal interviews may be required of applicants. Applications to the certificate program are due at the Graduate School by May 15 for admission in the fall semester and December 1 for admission in the spring semester.

**Program of Study**

Requirements include (1) completion of the 2-course core curriculum; and, (2) an additional two elective courses, one of which must be a Human Development and Family Studies course.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 950 Contemporary Issues in Adolescent Development</td>
<td>4</td>
</tr>
<tr>
<td>HDFS 995 Seminar and Special Problems - Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**HDFS Electives (choose at least one)**

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 846 Human Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>HDFS 860 Family Programs and Policies</td>
<td>4</td>
</tr>
</tbody>
</table>
Program Advantages
The certificate program in adolescent development is:

Timely – The certificate program may be completed in one year.

Affordable – The certificate program costs far less than a two-year master’s program, providing an efficient, affordable avenue for students to acquire expertise in adolescent development.

Flexible - Many of the suggested courses are offered once per week in a three-hour block, and/or are offered in the late afternoon or evening, and one of the two core courses is an independent study that gives working students flexibility in scheduling.

Contact Information
For more information, contact Corinna J. Tucker, Human Development and Family Studies Graduate Program Coordinator, at 603-862-2146 or via e-mail at cjtucker@unh.edu. For more information on graduate programs in Human Development and Family Studies, please visit the departmental website at http://www.chhs.unh.edu/hdfs/graduate-programs-3 and UNH’s graduate school website at www.gradschool.unh.edu.
Guidelines for HDFS 995: Seminar and Special Problems – Human Development (Independent Study)

1. Familiarize yourself with APA writing style and publications guidelines.

2. Decide on a topic or area of expertise you would like to develop for your final paper.

3. Create a week-by-week semester timeline that includes specific goals and due dates toward completion of the final paper.

4. Identify multidisciplinary literature you will review.

5. Analyze and organize the literature relevant to your topic. Consider developing an annotated bibliography that includes and organizes the following:
   a. Key terms (with definitions)
   b. Key statistics
   c. Strengths (both substantive and methodological)
   d. Weaknesses (both substantive and methodological)
   e. Major trends or patterns (synthesize what you have read)
   f. Gaps in the literature and why they may exist
   g. Relevant theories
   h. Relationships between studies

   Keep your review focused on your topic; consider creating a table to organize and summarize findings.

6. Develop an outline of your paper:
   a. Consider your purpose and voice before you write.
   b. Answer the question “Why is this topic important?”
   c. Create a topic outline that organizes your argument.
   d. Do not just summarize a series of studies; this paper must involve analysis/synthesis.
   e. Demonstrate your command of your area of expertise substantively and methodologically.
   f. Present conclusions and implications.
   g. Suggest specific directions for future work.

7. Writing your paper:
   a. Provide an overview of your goals early in your paper.
   b. Specify your point of view early in the review.
   c. Use topic sentences.
   d. Use sub headlines.
   e. Use transitions to help the reader.
   f. Check flow of argument for coherence.

APPENDIX D-1

ETHICAL STANDARDS FOR HDFS DEPARTMENT GRADUATE STUDENTS IN THE CORE AREAS

Human service professionals, whether they are students, faculty, or clinicians, promote and encourage the unique values and characteristics of human service. In so doing, students and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth. Although ethical codes are not legal documents, they may be used to assist in the resolution of issues related to ethical human service behavior.

Graduate students in Human Development and Family Studies are expected to be honest and professional in their conduct. Students in some courses are in direct contact with individuals and families through practica, assignments, and/or clinical work. Therefore, each student is expected to:

1. Respect the integrity and welfare of children, adolescents, adults and families at all times. Each person should be treated with respect, acceptance, and dignity.

2. Protect each child's, adolescent's, adult's, and/or family's right to privacy and confidentiality except when such confidentiality would cause harm to that individual or others. The student will adhere to all state laws regarding confidentiality and mandated reporting requirements relative to abuse and neglect, as well as any specific agency policies as appropriate.

3. Seek appropriate consultation and supervision to assist in decision-making when there is a legal, ethical, or other dilemma.

4. Avoid dual relationships and other situations that might impair judgment or increase the risk of exploitation when working with children, adolescents, adults and/or families because of the influential position the student might have with them. These situations include, but are not limited to, close personal, social, or business relationships.

5. Avoid illegal behavior and act with integrity, honesty, genuineness, and objectivity.

6. Complete all class work, assignments, and exams honestly. See Section 09, Academic Honesty, under Academic Policies in the Student Rights, Rules and Responsibilities.

7. Strive to personify characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism), and strive for self-awareness and personal growth.

8. Refrain from inappropriate use of technology (i.e., use of technology for personal or non-business reasons).

Penalties for violating ethical standards may be severe, including a warning, probation, reduction of grade, and/or assignment of a failing grade. Removal from the program may be considered for behaviors considered unethical or unprofessional.
The program reserves the right to refrain from providing professional recommendation or recommendation for licensure for any student who violates academic, professional, or ethical standards.

I, ______________________________ (print name), accept and endorse the above standards of ethical conduct and will, to the best of my ability, uphold the principles of behavior outlined by these standards when involved directly with children, adolescents, adults and/or families.

______________________________ (Student’s Signature)  __________________________ (Date)


Note: A signed copy of this statement must be filed with the Graduate Coordinator each year prior to the commencement of graduate study.
APPENDIX D-2

ETHICAL STANDARDS FOR HDFS
GRADUATE STUDENTS IN MARRIAGE AND FAMILY THERAPY

Human service professionals, whether they are students, faculty, or clinicians, promote and encourage the unique values and characteristics of human service. In so doing, students and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth. Although ethical codes are not legal documents, they may be used to assist in the resolution of issues related to ethical human service behavior.

Graduate students in the Marriage and Family Therapy Program are expected to be honest and professional in their conduct. Marriage and Family Therapy graduate students are in direct contact with and present information about individuals, couples, and families through practica, assignments, and clinical work. Therefore, each student is expected to:

1. Respect the integrity and welfare of children, adolescents, adults, and families at all times. Each person should be treated with respect, acceptance, and dignity.
2. Protect each child’s, adolescent’s, adult’s, and/or family’s right to privacy and confidentiality except when such confidentiality would cause harm to that individual or others. The student will adhere to all state laws regarding confidentiality and mandated reporting requirements relative to abuse and neglect, as well as any specific Marriage and Family Therapy Center and agency policies as appropriate.
3. Seek appropriate consultation and supervision to assist in decision-making when there is a legal, ethical, or other type of dilemma.
4. Avoid dual relationships and other situations that might impair judgment or increase the risk of exploitation when working with children, adolescents, adults, and families because of the influential position the student might have with them. These situations include, but are not limited to, personal, social, or business relationships.
5. Avoid illegal behavior and act with integrity, honesty, genuineness, and objectivity at all times.
6. Complete all class work, assignments and exams honestly. See Section 09, Academic Honesty, under Academic Policies in the Student Rights, Rules and Responsibilities.
7. Strive to personify characteristics typically associated with the Marriage and Family Therapy profession and strive for self-awareness and personal growth.
8. Refrain from inappropriate use of technology (i.e., use of technology for personal or non-business reasons).

Penalties for violating ethical standards may be severe, including a warning, probation, reduction of grade, and/or assignment of a failing grade. Removal from the program may be considered for behaviors considered unethical or unprofessional.

Students who appear to pose a danger to themselves or others, or who create an unsafe environment, may be removed from the MFT program at the department’s discretion.
The department and its faculty may withhold professional recommendations for students who have violated the department’s conduct policies.

I, _______________________________ (print name), accept and endorse the above standards of ethical conduct. I understand and agree to the penalties for violation of the ethical standards, and will, to the best of my ability, uphold the principles of behavior outlined by these standards when involved directly with faculty, staff, other students, children, adolescents, adults, and/or families.

______________________________  ______________________________
(Student’s Signature)            (Date)


Note: A signed copy of this statement must be filed with the Graduate Coordinator each year prior to the commencement of graduate study.
APPENDIX D-3

ETHICAL STANDARDS FOR HDFS GRADUATE STUDENTS IN THE CERTIFICATE PROGRAM

Human service professionals, whether they are students, faculty, or clinicians, promote and encourage the unique values and characteristics of human service. In so doing, students and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth. Although ethical codes are not legal documents, they may be used to assist in the resolution of issues related to ethical human service behavior.

Graduate students in Human Development and Family Studies are expected to be honest and professional in their conduct. Students in some courses are in direct contact with individuals and families through practica, assignments, and/or clinical work. Therefore, each student is expected to:

1. Respect the integrity and welfare of children, adolescents, adults and families at all times. Each person should be treated with respect, acceptance, and dignity.

2. Protect each child’s, adolescent’s, adult’s, and/or family’s right to privacy and confidentiality except when such confidentiality would cause harm to that individual or others. The student will adhere to all state laws regarding confidentiality and mandated reporting requirements relative to abuse and neglect, as well as any specific agency policies as appropriate.

3. Seek appropriate consultation and supervision to assist in decision-making when there is a legal, ethical, or other dilemma.

4. Avoid dual relationships and other situations that might impair judgment or increase the risk of exploitation when working with children, adolescents, adults, and/or families because of the influential position the student might have with them. These situations include, but are not limited to, close personal, social, or business relationships.

5. Avoid illegal behavior and act with integrity, honesty, genuineness, and objectivity.

6. Complete all class work, assignments, and exams honestly. See Section 09, Academic Honesty, under Academic Policies in the Student Rights, Rules and Responsibilities.

7. Strive to personify characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism), and strive for self-awareness and personal growth.

8. Refrain from inappropriate use of technology (i.e., use of technology for personal or non-business reasons).

Penalties for violating ethical standards may be severe, including a warning, probation, reduction of grade, and/or assignment of a failing grade. Removal from the program may be considered for behaviors considered unethical or unprofessional.
The program reserves the right to refrain from providing professional recommendation or recommendation for licensure for any student who violates academic, professional, or ethical standards.

I, _____________________________ (print name), accept and endorse the above standards of ethical conduct and will, to the best of my ability, uphold the principles of behavior outlined by these standards when involved directly with children, adolescents, adults and/or families.

__________________________ (Student’s Signature)  ____________________________ (Date)


**Note:** A signed copy of this statement must be filed with the Graduate Coordinator each year prior to the commencement of graduate study.
APPENDIX D-4

GUIDELINES AND PROCEDURES FOR PROGRESS IN THE PROGRAM

The Human Development and Family Studies departmental policy for dismissal from the graduate degree program is as follows: Students may be recommended for dismissal if they accumulate 8 credits of grades below the “B-” level, and/or fail to make adequate progress in other aspects of their graduate program. Graduate students admitted on conditional or provisional basis must meet the conditions or provisions as stated in the letter of admission in order to remain in the program.

In order to supplement the University’s policy for dismissal, the Human Development and Family Studies Faculty has further defined inadequate academic progress. Inadequate progress is defined as, but not limited to, inadequate GPA; academic misconduct such as cheating, misrepresentation, or plagiarism (see Student Rights Rules and Responsibilities); inadequate progress towards completion of thesis (for thesis students only); and failing comprehensive examinations (for comprehensive examination students). In addition, termination of degree for MFT students can result from ethical misconduct or other significant breach of the clinical policies and procedures as outlined in the MFT policy and procedures manual and failing to satisfactorily complete their final paper and presentation.

When an advisor has concerns about a graduate student’s scholarship performance, the advisor will meet with the student. During this meeting, the advisor and student will review the department’s requirement for adequate progress toward a degree. The advisor will inform the student of the responsibilities that the student is failing to meet. The advisor will then provide a timeline for the student to improve to a satisfactory level of performance. This timeline is expected to be reasonable and adequate. Within one week of the meeting, the advisor will provide a letter to the student summarizing the meeting, and a copy will be sent to the Graduate Program Coordinator and the Human Development and Family Studies Department Chair. If the student fails to perform at a satisfactory level by the end of this timeline, the student will be recommended for dismissal from the graduate program.

In some instances, a student may be placed on probation and if the behavior occurs again, or another serious infraction occurs, the student will be recommended for immediate dismissal. The faculty of the Human Development and Family Studies Department reserves the right to recommend a student for dismissal immediately if a violation is severe enough to warrant such action.

When a graduate student is recommended for dismissal, the graduate coordinator will forward the recommendation in writing to the Associate Dean of the Graduate School, with a copy to the affected student. The Associate Dean of the Graduate School will act on the faculty recommendation and inform the student and the graduate program coordinator or department chair of the action taken.

A student disagreeing with the action taken should make every effort to resolve the situation through informal discussions with the individuals involved in the decision. If the recommendation to dismiss is changed at this point, the Associate Dean will be notified and after review will notify the student of the decision. If the decision to dismiss stands, a student wishing to enter a formal appeal shall follow the procedure outlined below. A student who has been dismissed for failure to make satisfactory academic progress may, with the permission of
the Dean of the Graduate School, enroll as a special student in courses in his/her program pending a final decision on the appeal.

If the decision to dismiss stands, a student wishing to enter a formal appeal shall follow the procedure outlined below. A student who has been dismissed for professional, ethical, or behavioral misconduct may, with the permission of the Dean of the Graduate School, enroll as a special student in courses in his/her program pending a final decision on the appeal.
APPENDIX D-5

GRADUATE STUDENT ASSISTANTSHIPS
HUMAN DEVELOPMENT AND FAMILY STUDIES DEPARTMENT

Duties
The main purpose of a graduate assistantship is to further the professional and/or academic development of the graduate student. Although the graduate assistant’s duties may involve some clerical work, the assistantship is expected to serve as a meaningful learning experience. The graduate assistant’s responsibilities may include, but are not limited to, support of teaching, research, administration, and other professional activities. Efforts are made to place students in areas related to their own studies. Graduate assistantships are considered jobs and should be treated as such. Therefore, graduate assistants should arrive to work on time, call if they will be late or absent, complete tasks on time, and behave ethically at all times.

Work Hours
Graduate assistantships require either ten or twenty hours of work per week during the academic year that the student is hired. Students’ scheduling of weekly hours will be determined in consultation with the faculty supervisor. Start date begins a week prior to classes starting in the fall semester, continues through the semester break, and ends following exams in May. The Graduate Program Coordinator will provide specific dates each year. You may be asked to keep a time sheet and log of your work. Graduate assistants are expected to work every week during their designated assistantship period unless otherwise negotiated with their faculty supervisor.

Policies
Maintaining a graduate assistantship requires that the student’s grade average be a ‘B’ level or higher, and that the work assignment is performed in an acceptable manner. Graduate assistants are expected to conduct themselves in a professional and ethical manner at all times (see Graduate Handbook for more information). A graduate assistantship requires a student to register for a minimum of nine credits. If a student enrolls for fewer than nine credits, or pays reduced tuition in either semester due to a newly acquired scholarship, tuition waiver, or other resource, her/his aid package may be reduced.

Procedures for Termination of Assistantships due to Inadequate Performance
Termination of an Assistantship can result from a graduate student’s unsatisfactory scholarship or inadequate work performance. A determination that a student is failing to perform at a satisfactory level of scholarship may be due to, but is not limited to, inadequate GPA, ethical or legal violations such as plagiarism or noncompliance with the MFT handbook.

Termination due to inadequate work performance may include but is not limited to a) failing to meet deadlines; b) failing to show up for designated work hours; c) ethical violations; d) failing to complete work at the level required by the supervisor; e) inadequate knowledge to meet work demands.

When a supervisor has concerns about a graduate assistant’s scholarship or work performance, the supervisor will meet with the assistant. During this meeting, the supervisor and assistant will review the duties, work hours, and responsibilities of the assistantship. The supervisor will inform the assistant of the responsibilities that the assistant is failing to meet. The supervisor will then provide a timeline for the assistant to demonstrate improvement to a satisfactory level.
of performance. If the assistant fails to perform at a satisfactory level by the end of this time period, the assistantship will be terminated. This timeline is expected to be reasonable and adequate. Within one week of this meeting, the supervisor will provide a letter to the assistant summarizing the meeting, and a copy will be sent to the Graduate Program Coordinator and the Human Development and Family Studies Department Chair.

In some instances, assistants may be placed on probation and if the behavior occurs again the assistantship will be terminated immediately. The faculty of the Human Development and Family Studies Department reserves the right to terminate an assistantship immediately if the violation is severe enough to warrant such action.

A graduate assistant who is terminated will receive a letter from the Human Development and Family Studies Department Chair stating the reason(s) for and date of the termination. At this time, the student may elect to initiate the appeals process that is outlined in the graduate student catalog (see http://www.unh.edu/grad-catalog/choosecatalog.cfm).

Parts of this policy have been adapted from: Penn State Graduate School Polices Appendix IV. (n.d.). Retrieved April 13, 2004, from http://www.gradsch.psu.edu/about/appendix4.html
AGREEMENT ON OWNERSHIP OF RESEARCH DATA AND PRODUCTS

This agreement is between __________________________, __________________________
of Human Development and Family Studies at the University of New Hampshire, and
______________________________,
graduate student at the University of New Hampshire and graduate assistant during the ________ academic year.

This agreement is to clarify the ownership of research data and any related products (including, but not limited to, written manuscripts and publications, audio and video materials and images, presentations, transcripts, computer files, theoretical models, data analyses, literature reviews, and photocopied materials).

______________________________ has sole and exclusive ownership of any materials (as listed above) that may be passed between __________________________ and
______________________________ in the context of the student’s work as a graduate assistant to __________________________, except to the extent that these materials are protected by prior copyright. This exclusive ownership extends to transcripts, reviews, media, computer models and other materials created by the graduate assistant at the direction of ____________.

In addition, the graduate student named in this agreement agrees to abide by confidentiality with regards to the contents of any original materials, data or ideas shared as part of working as a graduate assistant to

______________________________

______________________________

______________________________

In signing below the named parties agree to the above understanding regarding ownership of research related materials and confidentiality.

Signature of Graduate Assistant
______________________________ Date

Signature of Faculty Member
______________________________ Date
APPENDIX D-7

REVIEW OF GRADUATE THESIS STUDENT

Name

__________________________________________

Student I.D.

__________________________________________

Advisor

__________________________________________

Working Title of Master’s Thesis

__________________________________________

Members of Thesis Committee:

__________________________________________

__________________________________________

__________________________________________

__________________________________________

1. Assess the year in terms of your coursework, professional/ethical behavior, service learning, and research/writing for your thesis.

2. Please outline your objectives for the remainder of the program and propose a timetable for completing your master’s thesis.

__________________________________________   __________________________
Signature of Graduate Student                  Date
To be completed by the student’s advisor:

1. Comment on the student’s year in terms of coursework, professional/ethical behavior, service learning, and research/writing for thesis.

2. Comment on the student’s timetable for completing the program.

I have met with the student to discuss his or her progress.

________________________________________________________________________

Signature of Advisor

________________________________________________________________________

Date

Return to Human Development and Family Studies Graduate Coordinator when completed.

Cc: Student
APPENDIX D-8

REVIEW OF GRADUATE COMPREHENSIVE EXAMINATION STUDENT

Name ____________________________________________________________

Student I.D. _____________________________________________________

Advisor _________________________________________________________

Expected Comprehensive Date ________________________________

Members of Comprehensive Exam Committee:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

1. Assess the last year in terms of your coursework, professional/ethical behavior, and service learning.

2. Please outline your objectives for the remainder of the program and propose a timetable for completing your comprehensive exam.

_________________________________________________________  ______
Signature of Graduate Student                        Date
To be completed by the student’s advisor:

1. Comment on the student’s year in terms of coursework, professional/ethical behavior, and service learning.

2. Comment on the student’s timetable for completing the program.

I have met with the student to discuss his or her progress.

__________________________________________    ______________
Signature of Advisor                                Date

Return to Human Development and Family Studies Graduate Coordinator when completed.

Cc: Student
APPENDIX D-9

Review of Graduate MFT Student

Name  

Student I.D.  

Advisor  

Expected Theory of Change Paper and Presentation Date 

1. Assess the semester or year in terms of your coursework, professional/ethical behavior, MFT competencies, and readiness to progress in the program.

2. Outline your objectives for the remainder of the program and propose a timetable for completion of the program.

Signature of Graduate Student Date

To be completed by the student's advisor:

1. Comment on the student’s semester or year in terms of coursework, professional/ethical behavior, MFT competencies, and readiness to progress in the program.
2. Comment on the student’s objectives for the remainder of the program and proposed timetable for completing the program.

I have met with the student to discuss his or her progress.

______________________________________________  __________________________
Signature of Advisor                               Date

Return to MFT Program Director when completed.
APPENDIX D-10

COMPREHENSIVE EXAMINATION INSTRUCTIONS
PART ONE: TAKE HOME QUESTIONS

Instructions

1. This is an exciting and perhaps somewhat stressful step and your Graduate Committee wishes you the very best in responding to this first component of your Comprehensive examination.

2. You are receiving this section of the examination at _____________ AM/PM on ________.
   You must return this examination and your responses to Professor ________________________
   or his or her designee in Pettee Hall ______ no later than ________ AM/PM on ________.
   Your responses cannot be accepted after this deadline.

3. Your responses must be typed on letter-sized (8.5” x 11) paper, double-spaced with one inch margin, and using 12 point Times or Times New Roman. You are limited to a maximum of five (5) pages per question (not including your references).

4. You will sign a formal acknowledgement that you are on your honor to abide by the ethical standards of the Department of Human Development and Family Studies and the University of New Hampshire. You agree to do your own work and only your own work on both sections of this exam. You acknowledge receiving a copy of this page.

5. While you may use print sources in responding to these questions you may not utilize the Internet. You may not discuss the questions or possible responses in any way with others.

6. Your Graduate Committee will have full responsibility for every element of this examination including the evaluation of your responses and a decision on whether you have successfully passed the exam. This Committee also will determine what action to take in the event that you do not successfully complete any portion (see Graduate Handbook for more information about all procedures regarding comprehensive examinations). If you have any questions, please contact Professor ________________ by email or at the phone numbers provided.
Acknowledgement

I certify that I acknowledge that I am on my honor to abide by the ethical standards of the Department of Human Development and Family Studies and the University of New Hampshire. I agree to do my own work and only my own work on both sections of this exam. I understand the instructions given to me regarding the comprehensive examination procedure.

I further certify that I will not share any information about this examination with anyone other than the members of my Graduate Committee:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I understand that my Graduate Committee will be compelled to fail any student who does not adhere to the policies outlined here and in the Graduate Handbook. Such failure will result in termination from the program and the department.

Signed,

________________________________________________________________________  ____________________________
Graduate Student Signature  Date

________________________________________________________________________  ____________________________
Graduate Committee Chair  Date

Please provide your contact information so that we may notify you of your exam results.

________________________________________________________________________
Mailing Address

________________________________________________________________________
Phone

________________________________________________________________________
E-Mail Address
APPENDIX D-11

COMPREHENSIVE EXAMINATION
PART TWO: ONSITE QUESTIONS

Instructions

1. You are receiving this section of the examination at ______________ AM/PM on ______________. You must hand this examination and your responses to Professor ______________ or his or her designee in Pettee Hall __________ no later than ______________ AM/PM today (three hours from now). Your responses cannot be accepted after this deadline.

   IF APPLICABLE ONLY - For ACCESS reasons, you are being provided an additional ___ minutes beyond the normal three hours.

2. You are being provided a computer. Your responses will be printed on letter sized (8.5” x 11) paper, double-spaced with one-inch margin, and using 12-point Times or Times New Roman font. It is your responsibility to allocate sufficient time to proof your work. You will save your work only to a folder on the desktop with your name on it and to a backup to be provided.

   NOTE – Melissa Leavy, Administrative Manager, will configure her laptop with seven days notice for the student to use.

3. You have already signed a formal acknowledgement that you are on your honor to abide by the ethical standards of the Department of Human Development and Family Studies and the University of New Hampshire. You agree to do your own work and only your own work on both sections of this exam. You will receive a copy of this page of instructions.

4. You may take no items into the exam room. Melissa Leavy will keep any and all personal items secure for you. Paper and pens/pencils will be provided and must be returned. The Committee will be compelled to fail any student who appears to cheat, and such failure will result in termination from the program and the department.

5. Your Graduate Committee will have full responsibility for every element of this examination including the evaluation of your responses and a decision on whether you have successfully passed the exam. This Committee also will determine what action to take in the event that you do not successfully complete any portion (see the Graduate Handbook for more information about all procedures regarding comprehensive examinations). If you have any questions, Prof. ______________ will try to answer them.
APPENDIX D-12
UNIVERSITY OF NEW HAMPSHIRE
DEPARTMENT OF HDFS
COMPREHENSIVE EXAMINATION RESULTS

Student Name: _________________________________

ID Number: _________________________________

The Department of Human Development and Family Studies’ Graduate Comprehensive Take-Home Examination was taken on ___________ and the student:

☐ Passed
☐ Failed

Comments:

________________________________________________________________________

________________________________________________________________________

The Department of Human Development and Family Studies’ Graduate Comprehensive On-Site Examination was taken on ___________________________ and the student:

☐ Passed
☐ Failed

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Student ________________________________ Date ____________

Signature of Student’s Advisor __________________________ Date ____________

Signature of Graduate Program Coordinator __________________________ Date ____________
APPENDIX E-1

Ethical Standards for Department of HDFS Students
In Internships or Practica

Human service professionals and those who educate them, regardless of whether they are students, faculty, or practitioners, promote and encourage the unique values and characteristics of human service. In so doing, interns and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

1. The intern respects the integrity and welfare of the client at all times. Each client is treated with respect, acceptance, and dignity.

2. The intern protects the client’s right to privacy and confidentiality except when such confidentiality would cause harm to the client or others. The intern will adhere to all state laws regarding confidentiality as well as agency policy.

3. The intern seeks appropriate consultation and supervision to assist in decision-making when there is a legal, ethical, or other dilemma.

4. The intern will adhere to all university policies and all state laws (including all mandated reporting relative to abuse and neglect) during their interactions with clients and others.

5. The intern acts with integrity, honesty, genuineness, and objectivity.

6. The intern is aware of the influential position he or she has with clients and makes decisions to strengthen that trust and avoids situations that might impair his or her judgment or increase the risk of exploitation. These situations include, but are not limited to, close personal or business relationships.

7. The intern adheres to the commitment made to his or her employer and to his or her faculty supervisor.

8. The intern strives to personify characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism), and strives for self-awareness and personal growth.

9. The intern refrains from inappropriate use of technology (i.e., use of technology for personal or non-business reasons).

I, _____________________________ (print name), accept and endorse the above standards of ethical conduct and will, to the best of my ability, uphold the principles of behavior outlined by these standards during my internship/practicum.

________________________________________________________________________
(Student’s Signature) 

________________________________________________________________________
(Faculty Supervisor’s Signature) 

________________________________________________________________________
(Site Supervisor’s Signature) 

(Date) 

(Date) 

(Date)

## UNH Department of Human Development and Family Studies
### HDFS 911 Graduate Internship Contract

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>ID #:</th>
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<tbody>
<tr>
<td>Campus Address:</td>
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<td>Phone(s):</td>
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<td>E-mail:</td>
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<td>Beginning Date:</td>
<td>Ending Date:</td>
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<td>Usual Working Hours:</td>
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<td>Number of Credits:</td>
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<td>Internship Site:</td>
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<td>On-Site Supervisor:</td>
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<td>Phone(s):</td>
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<td>E-Mail:</td>
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<td>Mailing Address:</td>
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<td>Student Responsibilities:</td>
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### Requirements:
- [ ] Time Sheet
- [ ] Midterm Evaluation
- [ ] Final Evaluation
- [ ] Journal
- [ ] Final Paper
- [ ] Other (specify): [ ]

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
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<tr>
<td>On-Site Supervisor:</td>
<td>Date:</td>
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<tr>
<td>UNH Faculty Sponsor:</td>
<td>Date:</td>
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**Copies:** Student, On-Site Supervisor, Faculty Supervisor, Student File
## HDFS Internship Timesheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Subtotal</th>
<th>Initials</th>
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On-Site Supervisor ___________________________ Date ___________________________

1. The on-site supervisor must regularly initial the student’s time sheets, as well as sign each page.
2. Time sheets must reflect actual hours worked. Any student whose time sheet is not an accurate reflection of time worked will not receive credit.
3. Please submit this timesheet to your HDFS faculty supervisor upon completion.
APPENDIX E-4
HDFS 911 Internship
Midterm Self-Evaluation by Student

Student Name: ____________________________________________

1. Have you been dependable?
   □ Exceptional  □ Very Good  □ Good  □ Fair  □ Poor

2. Have you been prepared?
   □ Exceptional  □ Very Good  □ Good  □ Fair  □ Poor

3. What do you do well at this point?

4. What should you continue to work on?

5. How would you rank your performance?
   A. Awareness of the Agency
      □ Exceptional  □ Very Good  □ Good  □ Fair  □ Poor
   B. Awareness of the “Big Picture”
      □ Exceptional  □ Very Good  □ Good  □ Fair  □ Poor
   C. Planning
      □ Exceptional  □ Very Good  □ Good  □ Fair  □ Poor
   D. Implementation
      □ Exceptional  □ Very Good  □ Good  □ Fair  □ Poor
E. Conducts Self in a Professional Manner

☐ Exceptional  ☐ Very Good  ☐ Good  ☐ Fair  ☐ Poor

F. Communication Skills

☐ Exceptional  ☐ Very Good  ☐ Good  ☐ Fair  ☐ Poor

G. Incorporates Constructive Feedback

☐ Exceptional  ☐ Very Good  ☐ Good  ☐ Fair  ☐ Poor

6. Would you be ready to assume the role of an entry-level professional in this organization tomorrow?

☐ Yes, without reservation
☐ Yes, with some guidance
☐ Yes, with significant assistance
☐ Unsure at this time, because ____________________.

7. Do you have any other comments you wish to share?

______________________________________________  _______________________
Student Date

Please return in the enclosed envelope by _____________________. Thank you.
APPENDIX E-5
HDFS 911 Internship
Midterm Evaluation of Student by On-Site Supervisor

Student Name: ___________________________________________________________

On-Site Supervisor: _____________________________________________________

1. Has this student been dependable?
   -☐ Exceptional   -☐ Very Good   -☐ Good   -☐ Fair   -☐ Poor

2. Has this student been prepared?
   -☐ Exceptional   -☐ Very Good   -☐ Good   -☐ Fair   -☐ Poor

3. What does this student do well at this point?

4. What should this student continue to work on?

5. How would you rank the student’s performance?
   A. Awareness of the Agency
      -☐ Exceptional   -☐ Very Good   -☐ Good   -☐ Fair   -☐ Poor
   B. Awareness of the “Big Picture”
      -☐ Exceptional   -☐ Very Good   -☐ Good   -☐ Fair   -☐ Poor
   C. Planning
      -☐ Exceptional   -☐ Very Good   -☐ Good   -☐ Fair   -☐ Poor
   D. Implementation
      -☐ Exceptional   -☐ Very Good   -☐ Good   -☐ Fair   -☐ Poor
E. Conducts Self in a Professional Manner

☐ Exceptional    ☐ Very Good    ☐ Good    ☐ Fair    ☐ Poor

F. Communication Skills

☐ Exceptional    ☐ Very Good    ☐ Good    ☐ Fair    ☐ Poor

G. Incorporates Constructive Feedback

☐ Exceptional    ☐ Very Good    ☐ Good    ☐ Fair    ☐ Poor

6. Would this student be ready to assume the role of an entry-level professional in your organization tomorrow?

☐ Yes, without reservation
☐ Yes, with some guidance
☐ Yes, with significant assistance
☐ Unsure at this time, because ____________________.

7. Do you have any other comments you wish to share?

________________________________________

On-Site Supervisor

________________________________________

Date

Please return in the enclosed envelope by _________________. Thank you.
APPENDIX E-6
HDFS 911 Internship
Final Self-Evaluation by Student

Student: ____________________________________________________________

1. Have you been dependable?
   □ Exceptional   □ Very Good   □ Good       □ Fair       □ Poor

2. Have you been prepared?
   □ Exceptional   □ Very Good   □ Good       □ Fair       □ Poor

3. What do you do well at this point?

4. What should you continue to work on?

5. How would you rank your performance?
   A. Awareness of the Agency
      □ Exceptional   □ Very Good   □ Good       □ Fair       □ Poor
   B. Awareness of the “Big Picture”
      □ Exceptional   □ Very Good   □ Good       □ Fair       □ Poor
   C. Planning
      □ Exceptional   □ Very Good   □ Good       □ Fair       □ Poor
   D. Implementation
      □ Exceptional   □ Very Good   □ Good       □ Fair       □ Poor
   E. Conducts Self in a Professional Manner
F. Communication Skills

☐ Exceptional    ☐ Very Good    ☐ Good    ☐ Fair    ☐ Poor

G. Incorporates Constructive Feedback

☐ Exceptional    ☐ Very Good    ☐ Good    ☐ Fair    ☐ Poor

6. Would you be ready to assume the role of an entry-level professional in this organization tomorrow?

☐ Yes, without reservation
☐ Yes, with some guidance
☐ Yes, with significant assistance
☐ Unsure at this time, because ____________________.

7. Do you have any other comments you wish to share?

__________________________________________  _____________________________
Student                                           Date

Please return in the enclosed envelope by ______________________. Thank you.
APPENDIX E-7
HDFS 911 Internship
Final Evaluation of Student by On-Site Supervisor

Student Name: 

On-Site Supervisor: 

1. Has this student been dependable?
   - [ ] Exceptional
   - [ ] Very Good
   - [ ] Good
   - [ ] Fair
   - [ ] Poor

2. Has this student been prepared?
   - [ ] Exceptional
   - [ ] Very Good
   - [ ] Good
   - [ ] Fair
   - [ ] Poor

3. What does this student do well at this point?

4. What should this student continue to work on?

5. How would you rank the student’s performance?
   - A. Awareness of the Agency
     - [ ] Exceptional
     - [ ] Very Good
     - [ ] Good
     - [ ] Fair
     - [ ] Poor
   - B. Awareness of the “Big Picture”
     - [ ] Exceptional
     - [ ] Very Good
     - [ ] Good
     - [ ] Fair
     - [ ] Poor
   - C. Planning
     - [ ] Exceptional
     - [ ] Very Good
     - [ ] Good
     - [ ] Fair
     - [ ] Poor
   - D. Implementation
     - [ ] Exceptional
     - [ ] Very Good
     - [ ] Good
     - [ ] Fair
     - [ ] Poor
E. Conducts Self in a Professional Manner

☐ Exceptional  ☐ Very Good  ☐ Good  ☐ Fair  ☐ Poor

F. Communication Skills

☐ Exceptional  ☐ Very Good  ☐ Good  ☐ Fair  ☐ Poor

G. Incorporates Constructive Feedback

☐ Exceptional  ☐ Very Good  ☐ Good  ☐ Fair  ☐ Poor

6. Would this student be ready to assume the role of an entry-level professional in your organization tomorrow?

☐ Yes, without reservation
☐ Yes, with some guidance
☐ Yes, with significant assistance
☐ Unsure at this time, because ____________________.

7. Do you have any other comments you wish to share?

________________________________________________________________________

On-Site Supervisor ___________________________ Date ________________

Please return in the enclosed envelope by ____________________ . Thank you.
APPENDIX F-1

UNH GRADUATE SCHOOL POLICY – DUAL DEGREES

The Graduate School allows UNH students to pursue two degrees at UNH and count credits toward both degrees under the circumstances detailed below. Such credit will be granted only for graded course work completed with a grade of “B” or higher. Application of such credit toward a student’s program for a second degree is subject to departmental recommendation and approval by the Graduate School. Dual degrees should be interpreted to include separate majors within the same degree, or a combination of two different degrees. Students will receive separate diplomas for each degree program. **Note: No dual degrees will be awarded retroactively.**

1. **Five-year Bachelor’s/Master’s Degrees (early admission).** Qualified senior students at the University of New Hampshire may be admitted to the Graduate School provided they have followed normal application procedures; they must have been admitted for the semester in which they wish to enroll in courses for graduate credit. A 3.20 cumulative grade point average is normally required to be considered for early admission. Such seniors are normally admitted prior to the start of their last undergraduate semester. Seniors who have been admitted under early admission may register for a maximum of 12 credits of graduate-level courses prior to completing their bachelor’s degree. Such courses may upon recommendation of the department and approval of the Graduate School count toward both a bachelor’s and master’s degree.

2. **Consecutive Master’s Degrees.** Enrollment in consecutive master’s degrees refers to admission and matriculation in a second master’s degree program at the University of New Hampshire after the completion of the requirements for a first master’s degree earned at The University of New Hampshire. A student may apply up to 12 credits earned in the first master’s degree awarded at The University of New Hampshire toward a second master’s degree with approval of the student’s graduate advisory committee and/or graduate program coordinator in the second master’s program. Thesis or research credits from the first program may not be counted toward the requirements of the second program.

3. **Concurrent Dual Degrees.** Enrollment in concurrent dual degrees occurs when a student is admitted to and matriculated in two graduate degree programs at the University of New Hampshire simultaneously. A student may pursue concurrent degrees only with approval of the appropriate graduate program coordinator(s) and the Dean of the Graduate School. With approval of the student’s graduate advisory committee(s) and/or the graduate program coordinator(s), a student may apply up to 12 credits of University of New Hampshire credits earned in one master’s degree toward the requirements for a second master’s degree. A student must complete the capstone requirements for both programs. Completion of degree requirements for the two programs need not be at the same time.

4. **Integrated Dual Degrees.** Integrated dual degrees occurs when two graduate programs have formalized a program of study which create an integrated program linking the two disciplines, while continuing to award separate degrees. Students must be admitted to both programs and complete the requirements for both degrees. Integrated dual degree programs may include a single admissions process, submission of a single thesis or capstone experience, and a single advisory committee composed of members from both programs. The number of required credit hours for integrated dual degrees must not be less than 80% of the total minimum hours required to complete each degree separately. **Integrated dual**
degree programs must be approved by the Graduate Council and the Dean of the Graduate School.

All standard policies relating to time to degree, residency requirements, academic standards, and minimum GPA required to graduate apply to any dual degree arrangement.

If the student withdraws from one of the participating programs, the dual degree arrangement is automatically nullified.

If a student’s tuition is funded by one or more units, it is up to the funding unit to decide if tuition may cover courses taken solely for completion of the second program.
APPENDIX F-2

UNH GRADUATE SCHOOL POLICY –
STANDARDS OF CONDUCT

Dismissal for Professional, Ethical, or Behavioral Misconduct – Reproduced from the UNH Graduate Catalog:

http://www.unh.edu/grad-catalog/gi.cfm?thisid=184&masterid=125&headingid=125#184

Graduate students shall conduct themselves in a manner consistent with the norms and practices of their program and/or discipline.

A department chairperson or graduate program coordinator, upon the recommendation of the appropriate faculty committee at the department/program level, may recommend dismissal for a student who is failing to meet the professional, ethical, and behavioral expectations of the program or otherwise fails to act in ways that are consistent with the norms and standards of the profession or discipline. This recommendation shall be forwarded in writing to the associate dean of the Graduate School with a copy to the affected student. The associate dean of the Graduate School shall act on the faculty recommendation and inform the student and the graduate program coordinator or department chair of the action taken. A student disagreeing with the action taken should make every effort to resolve the situation through informal discussions with the individuals involved in the decision. If the recommendation to dismiss is changed at this point, the associate dean will be notified and after review will notify the student of the decision. If the decision to dismiss stands, a student wishing to enter a formal appeal shall follow the procedure outlined below. A student who has been dismissed for professional, ethical, or behavioral misconduct may, with the permission of the dean of the Graduate School, enroll as a special student in courses in his/her program pending a final decision on the appeal.

Appeals Process for Graduate Students Dismissed for Failure to Make Satisfactory Academic Progress or Professional, Ethical, or Behavioral Misconduct

Step 1: The student shall request that the faculty member or committee making the original recommendation reconsider their decision, generally within 10 working days after the receipt of the official decision from the Graduate School. The student's request shall be written and shall contain any information which the student feels warrants a reconsideration of the decision. A copy of the request shall be sent to the dean of the Graduate School. As soon as possible after receiving this request, the faculty member or committee group will reconsider their decision and notify the student and the dean of the Graduate School of the result of their deliberations in writing. If the original recommendation is reversed at Step 1, the associate dean will review the new material and act on the recommendation and inform all parties involved.

Step 2: If the student is not satisfied with the decision reached in Step 1, he or she may request that the chairperson of the appropriate department or program convene a meeting of all graduate faculty members in the department or program to review the decision. The student's request shall be in writing, and a copy shall be sent to the dean of the Graduate School. After the meeting, the chairperson will provide the student and the dean of the Graduate School with written notification of the decision of the faculty. If the recommendation to dismiss is reversed by the graduate faculty, the associate dean will again review the case, act on the recommendation and inform all parties involved.
Step 3: If the student is dissatisfied with the decision reached in Step 2, he or she may request that the dean of the Graduate School review the decision. The student must request such a review in writing and stipulate the reasons for dissatisfaction with the decisions reached in the earlier steps in the review procedure. Within a reasonable period of time, the dean of the Graduate School will hold separate meetings with the student and the appropriate faculty and the associate dean to discuss the case. After these meetings and after reviewing any other information deemed appropriate, the dean of the Graduate School will inform the college dean about the appeal process to date. In consultation with the Graduate Council, the dean of the Graduate School will then arrive at a final decision, which will be communicated in writing to the student, the department or program faculty, and the college dean.

In Steps 1 and 2, the student may, at the discretion of the faculty body involved in hearing the appeal, be present to state their case during the review of the appeal. A member of the University community may appear with the student, as an advisor, before the dean of the Graduate School and before any faculty meeting, which the student is permitted to attend. An advisor may be present, but may not directly participate, in any of these proceedings. Students shall not be present during deliberations.
UNH Policy on Plagiarism

Academic Honesty is a core value at the University of New Hampshire. The Student Rights, Rules, and Responsibilities handbook defines academic honesty both inside and outside the classroom. The handbook specifically defines plagiarism in article 09.3:

"09.3 Plagiarism

The unattributed use of the ideas, evidence, or words of another person, or the conveying of the false impression that the arguments and writing in a paper are the student’s own. Plagiarism includes, but is not limited to the following:

• The acquisition by purchase or otherwise of a part or the whole of a piece of work which is represented as the student’s own;

• The representation of the ideas, data, or writing of another person as the student’s own work, even though some wording, methods of citation, or arrangement of evidence, ideas, or arguments have been altered;

• Concealment of the true sources of information, ideas, or argument in any piece of work."

The penalties for plagiarism can be stiff, from an "F" for an assignment to an "F" for a course, or, in some cases, expulsion from the university. It is in your best interest to make sure you understand the UNH policy.

To see helpful examples of what is and is not considered plagiarism, please visit the tutorial maintained by the College of Liberal arts at:

http://cola.unh.edu/plagiarism-tutorial