

# Human Development and Family Studies

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## **I. Introduction**

This handbook gives Human Development and Family Studies graduate students detailed information about their programs. It lists requirements, suggested schedules for completion of degrees, policies, information about financial aid, and opportunities for professional development. It is an important source of advice, but students are also expected to stay in touch with their assigned advisors each semester and be aware of all department and UNH guidelines and policies.

## **II. Program 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 one 15 credit minimum graduate Certificate Program. The mission of the department's graduate program is to promote the health and well-being of individuals and families through research, teaching, and service. Programs emphasize both theoretical and practical knowledge about development across the lifespan, family dynamics, teacher and parent education, and prevention and intervention programs that aid individuals and families. The department is committed to supporting diversity, providing an educational environment that stresses excellence and innovation, and to developing exemplary programs and research to serve students, helping professionals, and the larger community.

The first M.S. program, Marriage and Family Therapy, is accredited by the Commission on Marriage and Family Therapy Education (COAMFTE) and requires a minimum of two years, full-time study, including two summers. The second M.S. program, Core Areas of Study, has two options: Adolescent Development and Child Development. Students may elect a thesis or the comprehensive examination option. The Adolescent Development Certificate Program may be completed in one year.

## **III. Admission Requirements**

The grad program participates in two main recruiting efforts: 1) A listing with Peterson's Guide; and, 2) an electronic contact management program through the UNH Graduate School.

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.

Applicants to the MFT program are required to submit answers to five MFT-specific questions in lieu of the personal statement (see [MFT Admission Requirements](#)) and complete a personal interview.

Students seeking admission to the Core Areas M.S. Programs must submit an application, available at the [UNH Graduate School](#) website, 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.

All MFT applications for full-time status are due January 15. Fall semester applications for the part-time MFT, the Core Areas of Study and the Certificate Program are due at the Graduate School by May 15. Review of Core Areas of Study applications begins on January 15, and applications must be received by that date to be considered for department financial aid.

Applications for spring semester are accepted for the Core Areas of Study and the Certificate Programs only, and are due by December 1<sup>st</sup>.

The department offers the opportunity to seniors in good academic standing to apply to the accelerated Master's Core Areas of Study Program in Adolescent or Child Development. Students will be permitted to take up to 12 credits for dual credit. See the [UNH Graduate School](#) website for general information on accelerated master's programs.

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.

### **Statement of Nondiscrimination**

The University of New Hampshire seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. We do not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. This applies to admission to, access to, treatment within, or employment in UNH programs or activities.

### **International Applicants**

All prospective international students, living outside of the United States are required to submit the [UNH Graduate School Pre-application form](#). Students currently living in the United States (on a H1B visa, etc.), do not have to submit a Pre-application.

Approval of a pre-application is not a guarantee of getting accepted into the program; rather, it indicates that applicants have a fair chance of being admitted.

### **IV. New Students - General Information**

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.

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 graduate 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 graduate student recognition.

### **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 Core Areas of Study students to identify a thesis or comprehensive examination advisor. If a 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. Ensuring the student signs the Human Development and Family Studies Acknowledgment of Risk and Consent for Graduate Internship. This form can be found in Appendices E-8.
7. Completing yearly reviews of student's progress in the program.

### **Registration**

Registration is available online, you can use the [Course Search Form](#) and [Course Catalog](#) to help you find what you need. For complete registration information, visit the [Registrar's](#)

[Office Website](#). For detailed information go to the [graduate website](#).

## **Plan of Study**

Full-time students 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 B-1 for the MFT Program, Appendix A-1 for the Core Areas of Study, and Appendix C-1 for the Certificate Program.

Graduate-level courses are given 800-900-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 (12) credits of 700-level courses outside his or her department with appropriate approval, see the [Graduate course catalog](#).

## **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. Students are allowed one retake of a failed course.

## **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 full-time and part-time MFT student will be reviewed each December by the student and his or her advisor. The MFT review form can be found in Appendix D-9.

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. Finally, a review will take place any time there is a faculty concern.

## **Student Retention**

The Marriage and Family Therapy Program is committed to ensure all students complete the program. The program has several ways that support graduate students in achieving their goals. These include

mentoring from continuing students, close connections with faculty and building and maintaining a sense of community. There are many opportunities for students to give and receive feedback about academic and clinical course work (course evaluations), clinical training (supervision and practicum feedback), and the program as a whole (community meetings). The program collects formal and informal feedback from students, faculty, supervisors, community internships and continues to continually improve the program.

### **Support Services for Students with Disabilities**

Students who have a disability and need support services should contact [Disability Services for Students](#).

#### 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.

### **V. Program Outcomes**

The Department of Human Development and Family Studies offers two programs of study leading to a Master's of Science degree in HDFS, [Marriage and Family Therapy](#) and [Core Areas of Study](#).

The goal of both programs is to provide students with an understanding of theory and methods relevant to human development and family studies and to prepare them to work with families in therapeutic, educational, and community or corporate settings.

The Certificate Program is intended for individuals who are already working in the field, as well as those individuals who are changing careers or who are already working in related fields and need to meet continuing education requirements or desire additional academic preparation. The goal of the Certificate Program is to build general competence in understanding and applying theory and research, and to develop competency in planning, implementing, and evaluating programs and policies that impact adolescents and families.

### **MFT Mission Statement**

The mission of the Marriage and Family Therapy Program at the University of New Hampshire is to educate and train qualified students to become competent marriage and family therapists who are knowledgeable about the principles of marriage and family therapy and understand the relationship between theory and practice within a systemic multicultural sensitive and research informed context.

### **MFT Program Goals and Student Learning Outcomes**

#### **Goals**

1. Marriage and Family Therapy Theoretical Foundation: The program will ensure that students demonstrate a knowledge of the major models of marriage and family therapy and other systems related theories that support the MFT field
2. Clinical Competence: The program will ensure that students will obtain the clinical skills to assess and treat a wide range of problems from a systems paradigm
3. Multicultural, Contextual and Developmental Perspectives: The program will ensure that students will demonstrate an understanding of multicultural diversity, larger systems and family/individual development across the lifespan
4. Professional Ethical Behavior: The program will prepare students to develop ethical principles and practices in the field of marriage and family therapy
5. Integrated Theory, Practice and Research: The program will ensure students develop systemic knowledge of marriage and family therapy research, striving toward a theoretically driven and research informed clinical practice.

#### **Outcomes**

1. Students and graduates will demonstrate knowledge of major marriage and family therapy models and other systems related theories.
2. Students and graduates will demonstrate competencies in assessing and treating varied populations and problems through a systemic lens.
3. Students and graduates will demonstrate an understanding, sensitivity and respect for multicultural

populations.

4. Students and graduates will develop an awareness for a larger systems and family/individual developmental perspective.
5. Students and graduates will demonstrate competency in understanding and practicing the ethical principles of the AAMFT / Code of Ethics and ethical decision making.
6. Students and graduates will demonstrate knowledge of MFT Research.
7. Students and Graduates will demonstrate understanding of the relationship between theory, research and practice.

## **VI. Degree Requirements and Areas of Study**

### **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 Program generally takes two years and two summers to fulfill all the requirements to graduate with a Master's of Science degree. The emphasis is on structural, strategic, solution-focused 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 the 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. The program requires five hundred (500) hours of clinical practice in order to graduate. Additional hours of clinical practice under supervision are required after graduation to meet state licensure standards and qualify for [clinical membership](#) in AAMFT.

Program requirements include:

1. The twelve-credit core curriculum includes HDFS 991 Professional Issues for Family Specialists; HDFS 993 Theoretical Approaches to Human Development and Family Studies; and HDFS 994 Research Seminar.
2. Thirty-five to 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 Practicum (500 hours of supervised clinical practice).
4. Completion and presentation of an integrative paper and video presentation representing the student's theory of change.

MFT students are required by UNH 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.

### **Part-time MFT Students**

Part-time MFT students will be admitted for the fall semester only. Part-time admission to the MFT is available on a case-by-case basis until May 15th to begin matriculation in the fall semester. Interested applicants should contact Dr. Corinna Tucker, the Graduate Coordinator, for information. An interview may be required. Part-time MFT students are not accepted for the spring semester.

### **Core Areas of Study Program**

#### **Adolescent Development**

This Core Areas of Study – Adolescent Development - 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 Areas of Study – Child Development - 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 Practicum.

For complete information about course requirements for the Core Areas of Study, see Appendices A-1, A-5, and 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. Students should consider presenting their thesis work at the Graduate School's [Graduate Research Conference](#), which takes place every spring.

### **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, D-10, D-11 and D-12 for the comprehensive examination procedures and forms.

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 Canvas during the semester in which a class is taken. Once the Canvas 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.

### **Internships**

Successful completion of at least one internship (HDFS 911) is required for the Core Areas program. Internship experiences must be reflective of the HDFS Core Areas of Study and a master's-level student experience. Internships must be arranged by the student, approved by his/her advisor, and an agreement regarding supervision must be negotiated between the student and her/his Human Development and Family Studies advisor.

1. All internships require pre-approval by the student's advisor.
2. Students are responsible for finding their own [internship placements](#). If a student is unable to secure a placement prior to the semester and after three (3) attempts, the student may fail the internship course (HDFS 911)
3. Internships are a critical experience for the Human Development and Family Studies degree. Professional and ethical behavior is expected, and students must demonstrate the ability to work in an approved setting and exhibit qualities consistent with our practice-oriented discipline.

4. Students are expected to pass their internship (HDFS 911) in order to satisfy the degree requirements.
5. Internships 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.
6. These are credit/fail experiences and are ungraded.
7. 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. Internship forms are attached as Appendix E.
  - d. Review and sign the Ethical Standards for Human Development and Family Studies Internships and Practica form.
8. 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.
9. 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.
10. See Appendix D-4 for procedures when difficulties arise for the student at the internship site.

### **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 Continuing Enrollment. Students registered for GRAD 800 Continued Enrollment are considered part-time, 0 credits. If the student is using campus facilities, then she/he must be enrolled in either HDFS 899 Practicum or GRAD 900 Master's Continuing Research.

### **Accelerated Master's Program**

Juniors and seniors with a 3.2 GPA or higher can apply for early admission to the Core Area program in either Child or Adolescent Development. Accepted seniors will begin their accelerated program in the spring of their senior year. Accepted juniors start taking classes in the fall of their senior year. Students will be permitted to take up to 12 credits for dual credit. See the [Graduate School Website](#) for general information on the accelerated master's programs. The deadline for senior applicants is October 15<sup>th</sup>. The deadline for juniors to be considered for the fall of their senior year is March 15<sup>th</sup>.

### **Adolescent Development Certificate Program**

The Adolescent Development 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.

#### **Program of Study**

Requirements include: (1) completion of the 2-course core curriculum (HDFS 950 Contemporary Issues in Adolescent Development and HDFS 995 Seminar and Special Problems); 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.

Up to 12 credits may be applied to the Human Development and Family Studies master of science program in Adolescent Development or Child Development.

## **VII. Programs and Timelines**

<b>Marriage and Family Therapy Program</b>	
<b>Timeframe</b>	<b>Required Activities</b>
Upon program acceptance	Student is assigned a Faculty Advisor by the Graduate Program Coordinator.
Prior to second semester	Student and Faculty Advisor review plan of study.
By the end of the first semester	Student receives a positive assessment for clinical
By the beginning of the second semester	Student begins to see clients.
By the end of the final semester	Student completes 500 hours of supervised therapy.
Fourth semester/summer	Student submits Notice of Intent to Graduate form with the Graduate School and begins work on final project (usually about a month and a half prior to graduation, see the <a href="#">Graduate School's calendar</a> ).
No later than two weeks before the end of the final semester	Student presents integrative paper and video to faculty and graduate students.

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.

<b>Core Areas of Study Program – Thesis Option</b>	
<b>Timeframe</b>	<b>Required Activities</b>
Upon program acceptance	Student is assigned a Faculty Advisor in his/her Core Areas of Study by the Graduate Program Coordinator.
1st semester	Student declares as a thesis student.
By the end of the 1st semester	Student chooses a Thesis Advisor. The Thesis Advisor will serve as the student’s principle advisor during the thesis process, and will keep the Graduate Coordinator informed of the student’s progress.
2nd semester	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.
	Student and Thesis Advisor submit a completed <a href="#">Master’s Supervisory Committee Form</a> to the Graduate Coordinator, who seeks formal approval by the Graduate Dean (see Appendix A-4).
	Student and Thesis Advisor conduct a preliminary meeting with the thesis committee regarding the student’s research topic and possible research question.
Early in 3rd semester	Student and Thesis Advisor conduct a thesis committee meeting, where the student submits and defends the thesis
	Student submits appropriate paperwork to IRB if thesis research includes human or animal subjects.
Early in 4th semester	Student checks the Graduate School defense deadlines that must be met in order to graduate at the end of the semester.

	Student submits notice of Intent to Graduate form with the Graduate School (usually about a month and a half prior to graduation, see <a href="#">the Graduate School's calendar</a> ).
4th semester	Student collects and analyzes research data and writes thesis.
	Student schedules defense to meet Graduate School deadlines and notifies Human Development and Family Studies Graduate Program Coordinator and department Administrative Assistant.
	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. The student must attain an evaluation of pass to receive the M.S. degree.
At least two weeks prior to Commencement	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. See <a href="#">guidelines for electronic thesis</a> .

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.

The Graduate School's thesis manual is available at: [Thesis and Dissertation Manual](#)  
Information on the process for electronic submission of theses is available at: [Thesis and Dissertation Submission Instructions](#)

<b>Core Areas of Study Program – Examination Option</b>	
<b>Time frame</b>	<b>A</b>
Upon program acceptance	Student is assigned a Faculty Advisor in his/her Core Areas of Study by Graduate Program Coordinator.
Prior to second semester	Select Exam Advisor. Student and Advisor agree on a graduate plan of study.
	Student works with Advisor on test preparation plan.
Beginning of third semester	Student and Core Area of Study Advisor agree on two additional members for the student's Examining Committee. Student completes the <a href="#">Master's Supervisory Committee Nomination form</a> (Appendix A-4) and gives to the Graduate Coordinator. The Graduate Coordinator will sign and forward so that the Examining Committee can be appointed by the Dean
Beginning of the 4th/final semester	Student coordinates with the Examining Committee to schedule the exams.
During the 4th/final semester	Student completes the take-home portion of the Exam (Part I).
	Student completes the closed-book portion of the Exam (Part II).
	Student submits Notice of Intent to Graduate form with the Graduate School (usually about a month and a half prior to graduation, see the <a href="#">Graduate School's calendar</a> ).
Within a month from the date of completion of the last portion of the comprehensive	Students may need to complete re-takes of Part I or II or pass an oral defense of examination work.

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.

## **VIII. Financial Aid**

### **Federal 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](#), 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 [Regional & Federal \(FAFSA\)](#), or a renewal application. Applicants can complete a hard copy form or apply online. 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.

Forms are also available at the [UNH Financial Aid website](#). 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.

### **Graduate School Assistance**

#### **Merit Scholarships**

The [Graduate School](#) maintains a limited number of scholarships to reward students for outstanding potential and/or performance in a graduate program. Availability and criteria for award of these scholarships are announced annually by the Graduate School.

#### **Scholarships for Part-Time Students**

Students who are part-time may be granted tuition scholarships, which provide a partial waiver of tuition charges. The scholarships are awarded each semester of the academic year. Applications are available at the Graduate School. University employees or family members who

are eligible for staff benefits are not eligible to receive scholarships for part-time students.

### **Department Assistance**

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, the respective research projects that are ongoing in the department and recruitment goals. 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 generally 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 and waiver of technology fee. 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. Continuing students who wish to be considered for departmental funds should apply through the Graduate Program Coordinator in late March.

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

## **New England Regional (NER) Student Program**

Under the [New England Regional \(NER\)](#) student program, admitted graduate students from New England may qualify for regional tuition rates (New Hampshire resident tuition, plus 50 percent).

To qualify, the Core Areas of Study or Marriage and Family Therapy Master's programs would not be available at any of their home state/public institutions. Inquiries may be directed to the Graduate School's Assistant Dean, [Dovev Levine](#) or the New England Board of Higher Education.

## **IX. Student Health Benefits Plan (SHBP)**

Students should be made aware that all full-time degree students are required to have health insurance as a condition of enrollment. Thus, graduate students who are registered for 9 or more credits (6 credits if on assistantship) or GRAD 900 (master's continuing research) during a semester are required to have health insurance, and will be automatically be enrolled and billed in the [Student Health Benefits Plan \(SHBP\)](#) unless they waive it due to holding their own health insurance.

## **X. UNH Graduate School**

[The Graduate School office](#) can help with an array of questions related to student experience, including petitions for exceptions to academic policy and changes to student records (e.g., requests for leaves of absence, etc.). Also, students can use the Graduate School as a resource in the event that they are unable to get answers or responses to their questions.

## **XI. Important UNH Policies**

The following important [UNH policies](#) can impact, in some cases, student roles (particularly as graduate assistants).

### **Academic Honesty**

[Academic Honesty](#) is a core value at the University of New Hampshire. Penalties include, but are not limited to failure of an assignment, exam, and the course.

### **Consensual Amorous Relationship Policy**

[Consensual Amorous Relationship](#) Policy is specifically designed to prevent conflicts of interest

that can occur when two members of the UNH community whose institutional roles place them in an uneven power dynamic engage in a consensual amorous relationship.

### **Discriminatory Harassment Policy**

It is the University of New Hampshire's policy to uphold the constitutional rights of all members of the university community and to abide by all United States and New Hampshire State laws applicable to discrimination and harassment. In accordance with those laws, all members of the UNH community will be responsible for maintaining a university environment that is free of intimidation and harassment. Therefore, no member of UNH may engage in harassing behavior within the jurisdiction of the university that unjustly interferes with any individual's required tasks, career opportunities, learning, or participation in university life. As employees of the university and as graduate students, graduate students are protected under the policies UNH has put in place to discourage, to investigate, and to address instances of harassment.

Graduate assistants should also take responsibility for conducting themselves professionally, and should be aware of the ways that power dynamics shape their various roles at UNH. If charges against a graduate assistant are brought forward by a fellow graduate or an undergraduate student, the person making the charge may choose between pursuing charges under the policy outlined in the Student Code of Conduct or under the Discriminatory Harassment Policy as enforced by the Office of Affirmative Action. Published by the Affirmative Action Office, this document contains information about [UNH's harassment policy](#), offers examples of harassment and provides outlines of guidelines and procedures.

### **Family Rights and Privacy Act of 1974**

Graduate assistants should be aware of confidentiality issues as they pertain to student records, both their own and those of others, such as students enrolled in a TA-taught course. Social security numbers and grades are protected by federal law under the Family Educational Rights and Privacy Act of 1974, often referred to as the "Buckley Amendment." The University System Policy to the Buckley Amendment may be found in the [Student Rights, Rules and Responsibilities bulletin](#) published each fall by the University.

### **University Specific Sexual Assault Reporting Requirements**

These requirements are available through the University's Sexual Harassment & Rape Prevention Program: [Report it! On-line](#).

### **Title IX**

Title IX is the landmark federal civil rights legislation that prohibits sex discrimination in educational institutions that receive federal funding. It is not just about sports: the law protects all students, faculty, and staff persons, regardless of their sex, gender identity, or gender expression from discrimination in all aspects of education programming and specifically addresses sexual violence and harassment. At the University of New Hampshire, sexual violence includes sexual harassment, sexual assault, unwanted sexual contact, sexual misconduct, domestic violence,

relationship abuse, dating violence, and stalking (including cyber-stalking). The definitive resources on the University's policies and procedures on sexual violence and harassment can be found in these two documents:

1. Undergraduate and Graduate Students: [UNH Student Rules, Rights, and Responsibilities](#)
2. Faculty, Staff and Teaching Assistants: [The UNH Discrimination and Discriminatory Harassment Policy](#)

Inquiries regarding sexual violence and harassment and reporting responsibilities of such incidents should be directed to: [UNH Director & Title IX Coordinator of Affirmative Action and Equity](#). The Title IX Coordinator works with University constituents to establish policies, provide training and awareness on sex discrimination and sexual violence and harassment issues, and manages the complaint process, overseeing investigations and hearings and taking action to ensure that persons impacted can continue their education and work safely and free of further infringement.

## **XII. Graduate Faculty Listing**

### **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.

### **Kimberly Nesbitt** (2015)

Assistant Professor of Human Development and Family Studies; B.A., University of Kansas,

2003; M.S., North Carolina State University, 2007; Ph.D., *ibid*, 2010. The development of young children's cognition, namely executive function, memory and academic skills, with a focus on internal/external influences, examining the educational and instructional practices that contribute to the emergence of sophisticated cognitive abilities.

**[Erin Hiley Sharp](#)** (2009)

Associate Professor of Human Development and Family Studies; B.S., Virginia Commonwealth University, 1999; M.S., Pennsylvania State University, 2003; 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.

**[Jill Trumbell](#)** (2015)

Assistant Professor of Human Development and Family Studies; B.S., Central Michigan University, 2007; M.S., *ibid*, 2009; Ph.D., Purdue University, 2014. Child-mother attachment relationships, quality of caregiving, and contextual factors (i.e., marital conflict) impacting parent-child relationship processes.

**[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.

### **XIII. 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 practice. 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) is 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 Office**

Human Development and Family Studies Graduate Student Office is located in Pettee Hall Room 301. The office is equipped with a computer, telephone, desks and lounge area.

### **Adjunct Faculty Office**

Human Development and Family Studies Adjunct Office is located in Pettee Hall Room 302. The office is equipped with a desk, telephone and computer.

## **XIV. Orientations & Welcomes**

There are several UNH orientations and welcomes (mostly in early Fall) for new graduate students; some of these are mandatory, depending on student status:

1. **HDFS Graduate Orientation:** First day of the fall semester and is mandatory for new and returning students. Students are familiarized with department resources and expectations for the coming year are outlined.
2. [University Day Picnic & Student Activities Fair](#) Celebrates the beginning of the academic year with a picnic and outdoor festivities and is held on the lawn of Thompson Hall.
3. [International Student Orientation](#): Orientation to familiarize international students with UNH.
4. [Graduate Assistant Orientation](#): A mandatory orientation prior to each semester for all the new graduate assistants.
5. [Graduate Resource Fair](#): The graduate student resource fair is an event put on by the UNH Commuter Services Office in the Memorial Union Building (MUB) to provide information on campus services as well as an opportunity to meet other students.
6. [Non-Traditional Student Orientation](#): Helps non-traditional students become familiar with UNH and transition to academic life.

7. [Commuter & Transfer Survival Day](#): A way for commuters, transfer, and non-traditional students to get to know UNH.

## **XV. Graduate Student Governance**

Graduate students are encouraged to participate in the [Graduate Student Senate \(GSS\)](#), the official voice of UNH's graduate student body. The GSS advocates for graduate students and meets bi-weekly throughout the academic year. It also fosters community and social engagement among graduate students via an array of activities (monthly get-togethers, etc.).

## **XVI. 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. Reviewing graduate faculty performance and recommending continuation/non-continuation of graduate faculty status.
4. Reviewing applications for admission to the graduate program and making decisions regarding admission.
5. Serving as a review board for graduate student concerns and complaints.

### **MFT Advisory Committee**

Governance of the MFT program also includes the MFT Advisory Committee. Roles and responsibilities of these parties are:

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 the progress of each MFT student on a regular basis.
2. Handling unresolved grievances of the MFT students and recommending disciplinary action when appropriate.
3. Ensuring that the clinical and academic elements of the MFT program maintain their integrity and function in cooperative and complementary ways.

### **Grievances**

In addition to the program grievance policy, the university has a formal policy regarding the handling of grievances. Students have several other avenues for addressing complaints that are not resolved at the departmental level. Those avenues are outlined in the UNH Student Rights, Rules and Responsibilities, Section 27 [Handbook Grievance and Complaint Procedures](#)

The university also has grievance procedures for persons who experience discrimination based on their gender, race, sexual orientation, ethnicity, religion, ability status, veteran status, etc., or who experience sexual harassment. Those procedures are outlined in the UNH Student Rights, Rules and Responsibilities Manual, Section 10 [Handbook: Affirmative Action and Equity Policies](#).

### **Policies**

Students should carefully read the more general policies and procedures outlined in the Graduate Catalog and, if applicable, the MFT Handbook.

## **XVII. Graduation**

Information on graduation, including filing intent to graduate, submitting theses to the Graduate School, and Commencement, is available at [Graduate School – Graduation](#).

## **XVIII. Graduate School Resources**

The UNH Graduate School offers a variety of resources for students, including professional development workshops and opportunities. (see [Graduate School's website](#).)

### **Preparing Future Faculty Program**

The [Preparing Future Faculty \(PFF\) program](#) helps aspiring faculty members with their careers by preparing them to conduct original research and to teach and render service in a variety of institutions.

### **Travel Grants**

The Graduate School makes available [travel grants](#) to assist graduate students presenting papers and posters at professional meetings and conferences. Travel grants are also available to students who are attending professional development workshops and seminars that will enhance their research agendas. Travel grants will not exceed \$200 per student per conference, or \$400 per student per year.

### **Thesis Workshops**

The Graduate School holds [monthly information sessions](#) on the rules and processes for formatting and submitting final theses. The Graduate School sends a notice of dates for these to program coordinators at the start of each semester, and also posts the dates on its homepage.

### **Graduate Research Conference**

Each April, over 200 UNH graduate students, from all academic disciplines, present at the [Graduate Research Conference](#) over the course of two days. The presentations showcase the results of their scholarly, engaged, and creative research. Interested students should talk with their advisor.

## **XIX. Additional Student Resources:**

### **1. [Business Services Office](#)**

For paying tuition bills, refunds, picking up loan and scholarship payments, and related items.

#### **1. [Campus Maps](#)**

#### **2. [Campus Recreation](#)**

For information on fitness center options, club and intramural sports and other

recreation-based activities.

3. **[Campus Safety](#)**  
The UNH Police Department offers resources and classes related to campus safety. Students are highly encouraged to sign up for [campus alerts](#).
4. **[Firearm Policy](#)**
5. **[Counseling Center](#)**  
The Counseling Center is the primary mental health facility on campus. It offers a variety of services that are designed to enhance students' ability to fully benefit from the University environment and academic experience. This includes providing counseling and therapy for students who may be experiencing situational or ongoing psychological difficulties, providing programming to meet the developmental needs of the student population, and encouraging a University atmosphere conducive to personal and intellectual growth as well as psychological well-being.
6. **[Dining and ID Office](#)**  
For obtaining UNH ID cards and signing up for meal plans.
7. **[Disability Services](#)**  
The Disability Services for Students Office (DSS) serves students with documented disabilities.
8. **[Durham Directory](#)**  
Includes information on Durham-based stores and restaurants.
9. **[Financial Aid Office](#)**  
Provides assistance on applying for financial aid.
10. **[Graduate Study Carrels](#)**  
Unassigned carrels are available for graduate students in Room 441 of Dimond Library (Level 4) and are meant for quiet study. The room has a variety of seating options, WiFi, electrical outlets, and lockers.
11. **[Health Services](#)**  
Offers medical care and wellness education services to UNH students, faculty and staff.
12. **[Housing on and off-campus](#)**  
UNH Housing provides two on-campus options for graduate students: Babcock Hall, a traditional residence hall for graduate or non-traditional students, and Forest Park, a family housing complex on campus for those who are arriving with families (married, civil unions, or those with dependent children). The Memorial Union Building also provides a searchable listing for local housing. Other online resources for the seacoast:

13. [UNH Classified Ads](#)
14. [Foster's Daily Democrat](#)
15. [Seacoast On-Line](#)
16. [Important Dates](#)  
See the UNH Graduate School Academic Calendar for registration deadlines, add/drop dates, and refund periods.
17. [Information on the Seacoast of New Hampshire](#)  
Portsmouth, Dover events; dining, housing options and other items.
18. [Information Technology](#)  
Provides IT services for faculty, staff and students.
19. [The Inside Track](#)  
This listserv, maintained by UNH's Commuter Services Office, is geared towards helping graduate, non-traditional and military connected students get acclimated to the University.
20. [Library](#)
21. [Memorial Union Building](#)  
Provides a vast array of organizations, facilities and events of interest to graduate students.
22. [Transportation Services](#)  
For information on parking and transportation to campus locations and surrounding towns.
23. [Train](#)  
Daily Amtrak service available from the Durham campus to Boston and Portland (and points within).
24. [UNH Mobile](#)  
Available on iOS and Android platforms. The app features individual modules which include a course catalog, directory, dining menus, maps, game schedules, and more.
25. [Veterans Services](#)  
Veterans Services provides support and assistance for veterans, active duty military, Guard/Reserves, and their dependents.

# Appendices

## APPENDIX A-1

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

Name \_\_\_\_\_

Admitted \_\_\_\_\_  
(Semester) (Year)

Course Number and Name	Semester/ Year	Credits	Grade
HDFS 876 Children, Adolescents and the Law	_____	_____	_____
HDFS 950 Contemporary Issues in Adolescent Development	_____	_____	_____
HDFS 991 Professional Issues for Family Specialists	_____	_____	_____
HDFS 993 Theoretical Approaches to HDFS	_____	_____	_____
HDFS 994 Research Seminar	_____	_____	_____
HDFS 911 Adolescent Development Internship	_____	_____	_____
Statistics Course	_____	_____	_____

**Electives:**

**Concluding Experience:**

HDFS 899 Master’s 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.**

**PLAN OF STUDY FOR MASTER’S DEGREE IN HDFS  
CORE AREAS OF STUDY - CHILD DEVELOPMENT**

Name \_\_\_\_\_

Admitted \_\_\_\_\_  
(Semester) (Year)

<b>Course Number and Name</b>	<b>Semester/ Year</b>	<b>Credits</b>	<b>Grade</b>
HDFS 930 Child Development in Context	_____	_____	_____
HDFS 991 Professional Issues for Family Specialists	_____	_____	_____
HDFS 993 Theoretical Approaches to HDFS	_____	_____	_____
HDFS 994 Research Seminar	_____	_____	_____
HDFS 911 Child Development Internship	_____	_____	_____
Statistics Course	_____	_____	_____

**Electives:**

**Concluding Experience:**

HDFS 899 Master’s 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

<b>Checklist for Preliminary Thesis Committee Meeting</b>	
	Coordinate time and date so that all parties can attend.
	Reserve meeting room.
	Work with Thesis Advisor to plan the structure of the meeting.
	Circulate drafts two weeks ahead of time so that all committee members can review prior to the meeting.
	Consult with Thesis Advisor regarding procedures and your responsibilities in facilitating the meeting.
	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.

<b>Checklist for Thesis Defense</b>	
	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.

## APPENDIX A-3

### 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. The student is required to obtain and maintain all related course materials in preparation for the exam.
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
6. 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 memory stick provided with the computer.

7. 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.
8. 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.
9. 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 convert into Independent Study credits.

## APPENDIX A-4

**MASTER'S SUPERVISORY 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/Exam 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 ):

**Member Name**

**Department**

Chair \_\_\_\_\_

\_\_\_\_\_

Nominated by: \_\_\_\_\_  
Graduate Program Coordinator (Signature)

\_\_\_\_\_  
Date

Approved by: \_\_\_\_\_  
Graduate School (Signature)

\_\_\_\_\_  
Date

## APPENDIX A-5

The Department of Human Development and Family Studies at the University of New Hampshire offers a program of study leading to a Master's of Science degree in Human Development and Family Studies with a Core Area of Study in Adolescent Development. This Core Areas 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 areas 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.

### **Accelerated Master's program for the Core Area Program**

Seniors with a 3.2 GPA or higher can apply for early admission to the Core Area program in either Adolescence Development by October 15<sup>th</sup>. Accepted students will begin the accelerated program in the spring of their senior year. Students will be permitted to take up to 12 credits for dual credit. See the [UNH Graduate School](#) website for general information on accelerated master's programs.

## **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 Human Development and 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; (3) successful completion and defense of a research thesis (HDFS 899 Master's Thesis 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: Assessment and Intervention.

## **Contact Information**

For more information, contact Corinna J. Tucker at 603-862-2146 or via e-mail at [c.j.tucker@unh.edu](mailto:c.j.tucker@unh.edu). Application for admission to the Graduate School must be made on the appropriate forms obtained directly from the UNH Graduate School. Visit [UNH's Graduate School](#) website and the [Human Development and Family Studies](#) departmental website.

## APPENDIX A-6

The Department of Human Development and Family Studies at the University of New Hampshire offers a program of study leading to a Master's 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 Areas 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 Areas 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.

## **Accelerated Master's Program**

Seniors with a 3.2 GPA or higher can apply for early admission to the Core Area program in either Child Development by October 15<sup>th</sup>. Accepted students will begin the accelerated program in the spring of their senior year. Students will be permitted to take up to 12 credits for dual credit. See the [UNH Graduate School](#) website for general information on accelerated master's programs

## **M.S. Degree Requirements**

Requirements include: (1) completion of a 12-credit core curriculum: HDFS 991 Professional Issues for Family Specialists; HDFS 993 Theoretical Approaches to Human Development and 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 Master's Thesis for 6-10 credits) OR a comprehensive examination in the core areas 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 Socio-cultural Perspectives on Teaching and Learning; SOC 873 Childhood and Social Policy; and SOC 975 Sociology of the Family.

## **Resources**

[Child Study and Development Center](#)

## **Contact Information**

For more information, contact Corinna J. Tucker at 603-862-2146 or via [e-mail](#). Application for admission to the Graduate School must be made on the appropriate forms obtained directly from the Graduate School. Visit [UNH's Graduate School](#) website and the [Human Development and Family Studies](#) departmental website.

## APPENDIX B-1

### PLAN OF STUDY FOR MASTER'S DEGREE IN HDFS MARRIAGE AND FAMILY THERAPY PROGRAM

Name \_\_\_\_\_

Admitted \_\_\_\_\_  
(semester) (year)

Course Number and Name	Semester/ Year	Credits	Grade
HDFS 841 Marital and Family Therapy	_____	_____	_____
HDFS 898 Practicum (24 credits total)	_____	_____	_____
HDFS 930 Child Development in Context	_____	_____	_____
HDFS 942 Adv 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	_____	_____	_____
HDFS 991 Professional Issues for Family Specialists	_____	_____	_____
HDFS 993 Theoretical Approaches to HDFS	_____	_____	_____
HDFS 994 Research Seminar	_____	_____	_____

**Elective (approved by advisor):**

Final Theory of Change Paper Date passed-in \_\_\_\_\_

All clinical paperwork certified complete: Date \_\_\_\_\_

*Students must complete 72 credits*

## 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 15<sup>th</sup> 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 998 Marriage and Family Therapy Practicum.
5. Once a student starts the clinical practicum, it is expected that she/he will be continuously enrolled in HDFS 998 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 998 Practicum in the semester she/he plans on completing the requirements. The student will be exempt from completing remaining weeks of the practicum when:
  - a. Integrative paper has been completed and presented
  - b. 500 hours of supervised client contact has been completed
  - c. She/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, she/he must enroll in four credits of HDFS 998 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 998 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).

## **APPENDIX B-4**

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](#)). 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 Center.

Students in the program are prepared to work in mental health, family service, medical, and human service settings.

The Marriage and Family Program has been accredited through COAMFTE beginning in 1994 and continuing through November 2020.

### **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](#), 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. 12-credit core curriculum (HDFS 991 Professional Issues for Family Specialists; HDFS 993 Theoretical Approaches to Human Development & Family Studies; and HDFS 994 Research 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 Practicum (500 hours of supervised clinical practice).
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.

### **Contact Information**

For more information, contact Corinna Jenkins Tucker at 603-862-2146 or via [e-mail](#). Application for admission to the Graduate School must be made on the appropriate forms obtained directly from the Graduate School. Visit [UNH's Graduate School](#) website and the [Human Development and Family Studies](#) departmental website.

## APPENDIX C-1

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

Name \_\_\_\_\_

Admitted \_\_\_\_\_  
(semester) (year)

Course Number and Name	Semester/ Year	Credits	Grade
HDFS 950 Contemporary Issues in Adolescent Development	_____	_____	_____
HDFS 995 Seminar and Special Problems	_____	_____	_____

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

**Graduate certificates require a minimum of 15 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.**

## APPENDIX C-2

The Department of Human Development and Family Studies at the University of New Hampshire offers a one-year, 14-15 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. 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.

<u>Core Courses</u>	<u>Credits</u>
HDFS 950 Contemporary Issues in Adolescent Development	4
HDFS 995 Seminar and Special Problems	4
<u>HDFS Electives (choose at least one)</u>	<u>Credits</u>
HDFS 846 Human Sexuality	4
HDFS 860 Family Programs and Policies	4

HDFS 857	Race, Class, Gender, and Families	4
HDFS 876	Children, Adolescents, and the Law	4
HDFS 897	Special Topics (prior approval required)	4
HDFS 991	Professional Issues for Family Specialists	4
HDFS 993	Theoretical Approaches to Human Development & Family Studies	4

### Suggested Multidisciplinary Electives

EDUC 810C	Youth Organizations	4
EDUC 817	Growing Up Male in America	4
SOC 815	Criminological Theory	4
SOC 820	Sociology of Drug Use	4
SOC 840	Sociology of Mental Health	4
SOC 876	Family Violence Research Seminar	4
SOC 975	Sociology of the Family	4
SW 805	Child/Adolescent Risks & Resiliency	3
SW 815	Practice with Gay, Lesbian, Bisexual & Transgender People	3
RMP 805	Management and Policy in Therapeutic Recreation	3
RMP 830	Camp Administration and Leadership	3
RMP 860	Community Sports Orgs: Administration & Leadership	3

Other Human Development and Family Studies or multidisciplinary courses may be selected as electives. All chosen electives are done in consultation with the student's advisor.

### **Program Advantages**

The Certificate Program in Adolescent Development is:

1. **Timely** – The may be completed in one year.
2. **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.
3. **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](mailto:cjtucker@unh.edu). For more information on graduate programs in Human Development and Family Studies, please visit the [department](#) website and [UNH's Graduate School](#) website.

## APPENDIX C-3

### 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 headings.
  - e. Use transitions to help the reader.
  - f. Check flow of argument for coherence.

Source: Galvan, J. (2006). *Writing literature reviews: A guide for students of the behavioral sciences*. Glendale, CA: Pyczak Publishing.

## APPENDIX D-1

### ETHICAL STANDARDS FOR HDFS GRADUATE STUDENTS IN MARRIAGE AND FAMILY THERAPY<sup>1</sup>

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, adolescents, adults, 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. [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.

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(Student's Signature)

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(Date)

<sup>1</sup>Adapted from the Ethical Standards of Human Service Professionals (2000), *Human Service Education*, 20(1), 61-68. National Organization for Human Service Education Council for Standards in Human Service Education.

**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 DEPARTMENT GRADUATE STUDENTS IN THE CORE AREAS<sup>1</sup>

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 Core Programs 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, adolescents, adults, 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. [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)

<sup>1</sup>Adapted from the Ethical Standards of Human Service Professionals (2000), *Human Service Education*, 20(1), 61-68. National Organization for Human Service Education Council for Standards in Human Service Education.

**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<sup>1</sup>

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 Certificate Program 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, adolescents, adults, 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. [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.

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(Student's Signature)

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(Date)

<sup>1</sup>Adapted from the Ethical Standards of Human Service Professionals (2000), *Human Service Education*, 20(1), 61-68. National Organization for Human Service Education Council for Standards in Human Service Education.

**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 HDFS GRADUATE PROGRAMS**

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 meet expected behavioral, professional or academic standards 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); failing comprehensive examinations (for comprehensive examination students; and failure of internship or externship). In addition, termination of degree for MFT students can result from ethical or professional 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 academic behavioral, professional or ethical 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 may 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 consider 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 in [28.2 Policy and Appeals Procedure for Graduate Students Dismissed for Failure to Make Satisfactory Academic Progress or Professional, Ethical, or Behavioral Misconduct](#). 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.

### **Internships and Externships**

In the case where a student cannot successfully obtain an internship placement after three interviews, the student may be recommended for dismissal from the HDFS graduate program. All students must be able to perform the essential functions required of any internship placement.

Students who fail internships or externships may retake the course once. However, in the case of ethical, behavioral or professional misconduct, the Graduate Coordinator, in conjunction with the HDFS Department Chairperson and student advisor, may recommend the student for dismissal with no opportunity for a retake.

Successful completion of a Master's degree in HDFS requires passing the internship or externship. When difficulties arise at the site due to student ethical, behavioral or professional misconduct, the student's advisor will notify the department Graduate Coordinator or a member of the graduate committee in cases where the Graduate Coordinator is the advisor.

The Advisor will meet with the student to address the problem(s) directly. If problems can be addressed in a way that is satisfactory to the site and department, a mediation plan is developed. Recommendation plans must include areas of improvement, time frames, and measures for assessing improvement and will be created in conjunction with the site supervisor and Graduate Coordinator. Everyone must sign the remediation plan. However, in some cases, the student must be removed from the site. The decision to end a placement is done in consultation, but not limited to, the site supervisor, Graduate Coordinator and department HDFS Chairperson.

## **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 and professionally 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. 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](#).

Parts of this policy have been adapted from: Penn State Graduate School Policies Appendix IV. (n.d.). Retrieved April 13, 2004, from <http://www.gradsch.psu.edu/about/appendix4.html>

## APPENDIX D-6

### 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 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











## APPENDIX D-10

### COMPREHENSIVE EXAMINATION INSTRUCTIONS PART ONE: TAKE HOME QUESTIONS

#### Instructions:

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.

1. 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.
2. 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).
3. 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.
4. 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. You may be asked to submit your work through a plagiarism checking tool on Canvas.
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 Appendix A-3 regarding comprehensive examination procedures). If you have any questions, please contact Professor \_\_\_\_\_ by email or at the phone numbers provided.

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 INSTRUCTIONS PART TWO: ON-SITE 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 Rm \_\_\_\_\_ 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** – Carolyn Hale, Administrative Assistant, 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. Your work may be submitted to a plagiarism checking tool on Canvas.
4. You may take no items into the exam room. Carolyn Hale 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 Appendix A-3 regarding comprehensive examination procedures). If you have any questions,

Prof. \_\_\_\_\_ will try to answer them.

**APPENDIX D-12**

**UNIVERSITY OF NEW HAMPSHIRE DEPARTMENT OF  
HUMAN DEVELOPMENT AND FAMILY STUDIES  
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<sup>1</sup>**

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.

1. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.
2. The intern respects the integrity and welfare of the client at all times. Each client is treated with respect, acceptance, and dignity.
3. 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.
4. The intern seeks appropriate consultation and supervision to assist in decision-making when there is a legal, ethical, or other dilemma.
5. 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.
6. The intern acts with integrity, honesty, genuineness, and objectivity.
7. 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.
8. The intern adheres to the commitment made to his or her employer and to his or her faculty supervisor.
9. 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.

10. 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)

(Date)

(Faculty Supervisor's Signature)

(Date)

(Site Supervisor's Signature)

(Date)

<sup>1</sup>Adapted from the Ethical Standards of Human Service Professionals (2000), *Human Service Education*, 20(1), 61-68. National Organization for Human Service Education Council for Standards in Human Service Education.

## APPENDIX E-2

UNH Department of Human Development and Family Studies HDFS 911 Graduate Internship Contract	
Student Name:	ID #:
Campus Address:	
Phone(s):	
E-mail:	
Beginning Date:	Ending Date:
Usual Working Hours:	
Number of Credits:	
Internship Site:	
On-Site Supervisor:	
Phone(s):	
E-Mail:	
Mailing Address:	
Student Responsibilities:	
Requirements:	
Time Sheet	3wk initial Feedback/Expectations between Supervisor and Advisor*
Midterm Evaluation	Final Evaluation
Journal	Final Paper
Other (specify): _____	
Student:	Date:
On-Site Supervisor:	Date:
UNH Faculty Sponsor:	Date:
<b>*Students must be able to perform the essential functions of the Master's Level Internship. (If at 3 weeks, Issues/Misconduct are identified, the policies and Procedures in Appendix B-3 will be followed)</b>	
<b>Copies: Student, On-Site Supervisor, Faculty Supervisor, Student File</b>	



**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.**



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.**



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-8

### University of New Hampshire Department of Human Development and Family Studies Acknowledgment of Risk and Consent for Graduate Internship

#### Section 1 (To be completed by internship student)

In consideration of being given the opportunity to participate in an internship course offered in connection with my studies in the Department of Human Development and Family Studies at the University of New Hampshire, I hereby:

Acknowledge that there are certain risks inherent in my participation in the internship course that are different in kind and nature than studying in a classroom, including, but not limited to risks arising from:

- Driving to and from the internship site, or while in the course of internship activities;
- Unpredictable or violent behavior of certain client populations served by the internship site.
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other blood borne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Internship Site's policies and procedures designed to identify and control risks, including safety and security procedures and blood borne pathogen policies, and to obtain any immunizations, which the Internship Site may recommend or the University require. I agree to complete any additional pre-screening procedures required by the internship site including criminal background checks. I represent that I am otherwise capable, with or without accommodation, to participate in this internship.

I fully and voluntarily accept and assume all such risks and all responsibility for losses, costs, and damages I incur as a result of my participation in the internship course.

Should I require emergency medical treatment as a result of accident or illness arising during the internship, I consent to such treatment. I acknowledge that the University of New Hampshire does not provide health and accident insurance for internship participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I acknowledge that I have been given the option to purchase students' health insurance through the University. I will notify my Internship Instructor if I have medical conditions about which emergency personnel should be informed. I understand that for the purpose of this internship I am neither an employee of the University of New Hampshire nor of the internship site.

I release, hold harmless, discharge, and covenant not to sue the University of New Hampshire, its administrators, directors, agents, officers, volunteers and employees, (the releases) from and against all claims, demands, actions, and causes of action for damages I may have due to personal injury, death, or property damage arising from my participation in the internship course, whether or not the result of negligent acts or omissions on the part of the releases.

I will defend and indemnify the University of New Hampshire, its administrators, directors, agents, officers, volunteers and employees from and against all claims, demands, actions, and causes of action for damages sustained or incurred by anyone other than me due to personal injury, property damage or death, arising from my willful misconduct while participating in the internship course.

I agree to abide by the code of ethics of my professional organization and/or the one I signed at orientation in all my work at the internship site and during the internship course. I agree that if I am unclear on the ethics of a situation during the course of internship that I will seek consultation with the internship instructor for my course. I agree to follow all agency policies and regulations except where they may conflict with the ethics code.

I agree to complete all hours of my internship course as delineated in my individual learning agreement. I agree to be bound by the policies of the internship course as outlined in the internship syllabus.

By my signature below, I acknowledge that I have ready, understand, and agree to abide by the terms of this agreement.

Name of Internship Site: \_\_\_\_\_

Address of Internship Site: \_\_\_\_\_

Academic Years of Internship: \_\_\_\_\_

Printed Name of Student: \_\_\_\_\_

Signature of Student

Date

Signature of Academic Advisor

Date

## Appendix E-9

### Human Development and Family Studies Graduate Internship Guidelines

1. Successful completion of at least one internship is required in all 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.

## **Section 2 (General Information)**

### **Statement on Disability:**

The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Student Accessibility Services (SAS). Contact SAS at (603) 862-2607 or visit them in Smith Hall Rm 201. If you have received Accommodation Letters for this course from SAS, please provide me that information privately so that we can review those accommodations.

### **Counseling Center**

The Counseling Center offers free confidential services including individual counseling, emergency assistance, group counseling, and consultation. The [Counseling Center](#) can be accessed via the web or phone at: 862-2090.

### **UNH Affirmative Action Statement:**

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. It does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff. Inquiries regarding discriminatory harassment should be directed to Donna Marie Sorrentino, Director of Affirmative Action and Equity, Room 305 Thompson Hall, 105 Main Street, Durham, N.H. 03824, phone (603) 862-2930 (Voice/TTY), fax (603) 862-2936, or to the Regional Director, Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491. There are various grievance procedures to provide for the resolution of complaints under this policy. Information may be obtained at the Affirmative Action and Equity Office or on the Affirmative Action and Equity Web site at [www.unh.edu/affirmativeaction](http://www.unh.edu/affirmativeaction).

**Note: A signed copy of this statement must be filed with the Graduate Coordinator each**

**year prior to the commencement of graduate study.**

## 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](#).

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.

## APPENDIX F-3

### 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:

#### Article 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:

1. 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.
2. 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.
3. 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](#).

## **APPENDIX F-4**

### **MFT Appeals Process and Procedure MFT GRIEVANCE PROCESS**

The MFT Grievance 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 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).