

2018 — 2019

**Human Development
and
Family Studies
GRADUATE HANDBOOK**



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WELCOME!

Welcome to the Graduate School of the University of Connecticut, and to the Graduate Programs in Human Development and Family Studies (HDFS). This Handbook is designed to provide you with basic information concerning what we have to offer, what you should expect of us, and what we expect of you. *It is in your interest to read it carefully and to consult with your Major Advisor or the Associate Department Head for Graduate Studies about any unclear points.* Students in the Marriage and Family Therapy (MFT) clinical program may also wish to direct questions to the Director of the clinical training program. We encourage you to ask questions as they arise, so that you can avoid unnecessary complications.

This Handbook is not meant to displace or in any way void the Graduate School catalog. All University of Connecticut graduate students are held to the basic requirements and regulations of the Graduate School as designated in the catalog. Various programs adopt requirements that apply in addition to the overall Graduate School requirements, and this Handbook includes certain requirements that we have added.

In entering this program, you are joining a creative and innovative field. The career you make for yourself at the University of Connecticut and beyond will depend largely upon your own resourcefulness and initiative as you choose from the range of available options. Required courses in our program are oriented toward presenting you with a content overview, basic research skills, and a range of alternative academic and professional directions from which you can choose. After that, the range of options to practice and hone your skills will depend largely on your choice of directions. Our MA and PhD programs are small enough to be tailored to your personal needs and goals, yet large enough to provide considerable diversity and exposure to a variety of perspectives.

We look forward with excitement to our mutual association, and hope that both you and we may find it a challenging and rewarding experience.

Sincerely yours,

Eva Lefkowitz, Ph.D., Department Head, HDFS

Edna Brown, Ph.D., Associate Department Head for Graduate Studies, HDFS

SIGNIFICANT DATES 2018-2019

Academic Calendar

<http://registrar.uconn.edu/academic-calendar/>

Department Holiday Party
December 5, 2018

Graduate Student Annual Review
March 29, 2019

Scholarship and Fellowship Applications
April 19, 2019

End-of-Year Recognition
May 8, 2019

I. THE GRADUATE PROGRAMS

Cohesiveness and Purpose

The key word for the graduate programs in Human Development and Family Studies is context. All of the HDFS programs are concerned with human behavior and family patterns and processes as these are influenced by physical, social, cultural and historical factors. The foci of the program extends to how these different ecological or environmental factors influence the varied trajectories of individual and family development over time. This appreciation of real world contexts leads many HDFS professionals to view human development and family life through action- and change-oriented lenses.

Consequently, the graduate program within HDFS is designed to prepare professionals to become involved in investigations of individuals and families in various stages of development in ways that lead to change. Some students, through our clinical Marriage & Family Therapy (MFT) program, will learn to effect change through the process of treatment. Others will learn to effect change through prevention, public policy, program evaluation or through research focused on developmental and family processes within physical, social, and cultural contexts.

Our graduate programs of study have been designed to encourage and support students' personal and professional growth and development. Our programs are predicated on the belief that intellectual curiosity is an intrinsic part of being a successful and contributing professional and that students must feel free to pursue their curiosities while engaged in our programs of study.

A. THE MASTER OF ARTS PROGRAMS

M.A. Academic Requirements

Students design their POS in conjunction with their advisory committee. In doing so, M.A. students are encouraged to:

1. Design and successfully complete a Plan of Study (POS) that is consistent with the Graduate School requirements for the thesis (Plan A) or non-thesis (Plan B) track. See below for more information on **MA Thesis** requirements. The POS is developed in consultation with the student's Major Advisor and advisory committee and is designed to meet the student's interests and goals as well as the Graduate School's requirements for the M.A. degree. Thus, the exact number of courses in a POS depends on each student's preparation and specific area of study. See additional information below on **Plan of Study**.
2. Include the following courses on their POS - **HDFS 5001: Proseminar in Human Development and Family Studies, HDFS 5003: Research Methods in Human Development and Family Studies I, and HDFS 5215: Models and Concepts of Lifespan Human Development, and HDFS 5310: Patterns and Dynamics of Family Interaction**. These courses should be taken as early as possible in the academic program because of their foundational content. In addition, other courses within our department will ordinarily be a part of MA programs of study outside of the Marriage and Family Therapy specialization: **HDFS 5005: Qualitative Methods; EPSY 5605: Quantitative Methods in Research I**; one human development course (choose from HDFS 5101 Infant and Toddler Development, HDFS 5102 Early and Middle Childhood Development, HDFS 5103 Adolescent Development, or one of several adult development courses).
3. Complete additional HDFS courses in their area of specialization* and,
4. Organize a practicum experience in collaboration with a research project or service agency and their Major Advisor or an appropriate other faculty; enroll in Research Practicum (HDFS 5030) or

Supervised Fieldwork in Family Development (HDFS 5088) A minimum of 100 hours will satisfy this requirement, but students may elect to pursue more extensive experiences to promote their professional competencies.

5. Students must maintain a “B” average (3.0 GPA) throughout their course of study. All students must pass a “final” oral examination. See additional information below under **Oral Examination**.
6. Complete additional requirements of the Master’s Degree Portfolio (see below) deemed essential by their advisory committee.

The student’s Major Advisor and the HDFS Associate Department Head for Graduate Studies can offer students guidance in the form of suggested “MA Tracks” that detail course sequences and options in several of the areas of specialization.

The Graduate School requires a minimum of 30-credits for a master’s program. Some programs may require more than 30-credits. The typical number of credits in the M.A. program in HDFS is about 30-45 course credits including nine thesis credits (for Plan A degrees) and 3-6 practicum credits. The number of credits for students pursuing clinical training through the MFT program is approximately 55-60.

A master’s degree must be completed within six years according to Graduate School regulations. However, the overall time for completion of a master’s degree is expected to range from 1½ to 3 years. For full-time students, this is likely to include two years of full-time graduate study and may also include contiguous summers.

A one-time extension of the student’s terminal date of no longer than two (2) years is considered only when there is substantial evidence that the student has made regular and consistent progress toward completion of degree requirements. A detailed recommendation to extend the terminal date must be signed by the major advisor and submitted in a timely manner to the Dean of The Graduate School.

Please Note: *HDFS Students in the M.A. program in MFT have specific required and recommended courses, clinical practica, and professional experience requirements. MFT students are referred to the Marriage and Family Therapy Program Handbook for specific information pertaining to their licensure requirements.*

Additional Information Concerning the M.A. Degree

Faculty Advisory Committee

A faculty advisory committee should be formed *before* the end of the student's first full-time year in the M.A. program, and as early as reasonable according to the student’s plans and goals. According to the policies established by the Graduate School, this committee must consist of *at least* three members: a major advisor and two associate advisors. The Major Advisor and one of the associate advisors must be HDFS faculty and two of the three must be appointed to the Graduate Faculty (which includes most but not all members of the HDFS faculty). The Major Advisor is automatically the chair of this committee. More detail on the faculty advisory committee, the relationship with the Major Advisor, and other advising issues is given later in the Handbook.

Plan of Study

The Graduate School requires that students submit an approved Plan of Study (POS) to the Graduate Records Office when they have completed approximately half of their expected course work. Practically, this means that the POS should be submitted near the completion of the second semester of the first year of full-time graduate study. Please note that courses listed on the master's POS may not appear on the Ph.D. POS . To be able to file a POS a student must have a Major Advisor and a full advisory committee. Once completed, changes to the POS require the submission of a "revision to the plan of study form" that must be approved by the student's advisory committee. The Plan of Study forms (Plan A [with thesis] and Plan B [non-thesis]) are available on-line at (<http://www.grad.uconn.edu/forms.html>) .

Portfolio

A Terminal Master's Degree Portfolio includes nine benchmarks that should be completed before graduation.

| | Benchmark | Evaluation Criteria |
|---|--|--|
| 1 | Curriculum Vitae | |
| 2 | Approved and completed M.A. Plan of Study in one or more areas of specialization. Incorporate signed POS form. | Approved by Advisory Committee; submitted to HDFS Associate Department Head for Graduate Studies and the Graduate School. |
| 3 | Core courses. Courses should incorporate readings essential to the student's program of study. | Informal Transcript. Instructor grade. |
| 4 | Completion of <i>Professional Proseminar</i> and <i>Professional Development Modules</i> on research ethics, standards, and procedures. | Grade in Proseminar, evidence of completion of required training. |
| 5 | Plan A - M.A. thesis in HDFS specialization area; Plan B - final project or professional writing sample: <ul style="list-style-type: none">- Book chapter, journal manuscript, technical report- A program evaluation or portion of an evaluation- Literature review- Qualitative/Quantitative/Mixed Methods study- Policy Analysis- Case study – based on practicum experience – includes evaluative elements | Approval by committee and oral defense to department. Signed paperwork (Report on the Final Examination for the Master's Degree) submitted to HDFS Associate Department Head for Graduate Studies and the Graduate School. |

| | | |
|---|--|---|
| 6 | <p>Leadership and/or Citizenship</p> <ul style="list-style-type: none"> - Membership in a professional society beginning the first year in the program <p>And at least one of the following (or other activities as designated by the committee):</p> <ul style="list-style-type: none"> - Conference attendance - Membership on professional or service organization boards - Reviewing proposals for presentations or publications - Service on departmental, university, outreach, or professional organizations committees - Volunteer work at local, state, or national conferences - Appointment or election for committee involvement in local, state or national organization - Attendance in Department colloquia | Evidence of membership in national organization(s) and participation in activities at departmental, local, state, regional, and national levels. |
| 7 | <p>Teaching and/or Public Engagement</p> <p>Document at least two of the following:</p> <ul style="list-style-type: none"> - Two guest lectures in undergraduate or graduate level courses - Involvement in a series of 2 or more presentations/trainings for local service agency - Involvement in research evaluation for a specific program, including creation of an evaluation report - Involvement in production of a significant document (review, report, or publication) reflecting public engagement/engaged scholarship | Supporting documentation in the form of letters, publications, or technical reports |
| 8 | <p>Documentation of completion of 100 hrs of supervised practicum experience in a community or State agency, hospital research unit, or other practicum site approved by the advisor or ADHG (preferably during academic year*).</p> | Signed practicum contract by faculty and community supervisor describing negotiated hours, activities. Feedback from community supervisor on quality of work. |
| 9 | <p>One presentation/poster at state, regional, national, or international conferences, as primary presenter or as part of a research team. Posters/presentations scheduled to be presented during the student's UConn graduate career are acceptable.</p> | Power Points slides/posters, papers, or other formats of presentation. If student is 3 rd + author, then she/he should complete and include checklist form explaining role(s). |
| <p>* Students and faculty should understand that the University extends liability to graduate students on internship/training during Fall and Spring semesters, but not during summer.</p> | | |

Master's Thesis: Plan A

As noted above, all M.A. students are required to write a thesis, thesis equivalent, or project approved by the committee. If a student wishes to register a Master's Thesis with the Graduate School and have a Master's Thesis recorded on their official University of Connecticut transcript, the student ***must*** register for nine credits of GRAD 5950: Master's Thesis Preparation. It should be noted that M. A. students desiring to continue for a Ph.D., here or at another university are advised to register a thesis. There are many types of appropriate theses. Options for completing a thesis or thesis equivalent include:

1. Original Research Project

In this option, the most traditional type of M.A. thesis, students design a study in which they collect data, and write a thesis entirely on their own data. This should be done in close collaboration with one's advisor, so that the process does not overwhelm the student. A wide range of topics and approaches are satisfactory to the Department, dependent on agreement by one's advisory committee. These include quantitative and qualitative studies or policy analysis, etc.

2. Replication

In some instances a thesis can take the form of a replication of a previously conducted study. Re-doing a study with additional controls or a younger or older age sample are examples of how a replication can serve as an M.A. thesis. .

3. Secondary Data Analysis

Today more so than ever before in the history of the field, there are national data sets available that can be used for research purposes. There are faculty in the department who are able to help students access and use these archived data bases. Students are able to use these resources for their M.A. theses involving topics such as poverty and child development, women's employment and parenting roles, parent-child relations, and health and mental health issues among cancer survivors and in members of minority families. Alternately, several faculty members have interview and other data sets available that have not yet been analyzed. The use of these materials is an appropriate route for an M.A. thesis and benefits all concerned.

4. Ongoing Research

Another route used for completing the thesis requirement is through involvement with faculty or doctoral research that is being planned or is underway. M.A. students might collaborate on or extend these ongoing projects in ways that are mutually beneficial to all involved.

5. Jointly Conducted Investigation Across Graduate Students

On a few occasions in the past graduate studies have jointly conceived and conducted a research project that served as a basis for their respective M.A. theses. . In this case, the students might share in the design and execution of the study, but focus on different research questions or aspects of the study for their respective theses. Put another way, a joint project can benefit students when there is mutual help and productive sharing of data. The separate M.A. theses report the common elements but analyze and interpret different aspects of the study.

6. Completion of the Certificate in Program Evaluation through the Department of Educational Psychology

The required project for the Certificate in Program Evaluation through the Department of Educational Psychology may satisfy the M.A. thesis requirement in HDFS contingent on the approval of the advisory committee. The thesis must conform to the guidelines for preparing the thesis, scheduling the defense, and necessary steps for submitting posted by the Graduate School. Details for the Certificate in Program Evaluation can be found on the Ed Psych website:

(http://www.education.uconn.edu/departments/epsy/mea_gcppe.cfm)

The Graduate School website (www.grad.uconn.edu/masters.html) provides guidelines for the preparation of the thesis, scheduling the defense, and necessary steps for submitting the thesis

Master's Non-Thesis: Plan B

The Plan B track allows students to undertake a capstone project that will be presented in their MA oral examination. This project takes different forms in different areas of specialization. For example, students specializing in Marriage and Family Therapy prepare a Theory of Change paper that is presented in their final semester; students in Prevention and Early Intervention, Gerontology, or Health and Well-Being may undertake an evaluation of a program or service as part of their practicum experience. For students interested in applying for admission to our doctoral program, a suitable substitute for a MA thesis may be a thesis equivalent paper, which is a published or under review research article to which the graduate student has made substantive contributions as attested to by their co-authors and/or agreed upon by their faculty advisor. Students electing the Certificate in Program Evaluation may use their evaluation project as a MA thesis equivalent if approved by the student's advisory committee.

Oral Examination

All students within the M.A. program are required to complete an oral examination. The oral examination is seen as providing closure on the M.A. program experience. It is an educational experience that provides students with an opportunity to demonstrate their competence within their area of specialization within a professional setting.

The oral examination will be scheduled late in the student's program. If the student has written a thesis, the oral exam will be a presentation of that thesis. If a student chooses to not register a thesis with the Graduate School, his or her oral presentation will concern the thesis equivalent project. The student's advisory committee will determine the scheduling, format, and focus of the oral exam.

Prior to taking the oral examination, the student must prepare The Report on the Final Examination for the Master's Degree form for the signatures of his/her Major Advisor and members of the advisory committee. The form is available at www.grad.uconn.edu/forms.html. For the protection of the student's interests, we recommend that three original copies are signed. Immediately following the examination, the student must submit one original to the Graduate School and provide the HDFS Associate Department Head for Graduate Studies with one of the three copies, which will be placed in the student's file in the HDFS graduate office. The student should retain a signed original for their personal records.

B. THE DOCTOR OF PHILOSOPHY PROGRAM

The Human Development and Family Studies (HDFS) program is one of a very limited number of programs in the U.S. that offers a Ph.D. in Human Development and Family Studies (HDFS). Ph.D. students will develop an area of specialization in conjunction with their Major Advisor and the members of their advisory committee. The research conducted by doctoral students in the Department is expected to be original, of high quality, and to extend the existing research within the HDFS field.

Admission to the Ph.D. Program

Students are admitted into the Ph.D. program based on clear evidence of their scholarly potential. Admittance may be attained via one of three routes:

1. The traditional route is one in which the applicant has completed a master's degree with a research thesis within HDFS or within a related field of study.
2. It is possible, as well, for an applicant who has completed a master's program in HDFS or a related field without having conducted a thesis to be admitted to the doctoral program if they can present evidence of their scholarly potential in the form of work that the HDFS Admissions Committee considers the equivalent of a research thesis. An example of work that might serve as the equivalent of a research thesis is (co-) authorship of a published article with letters from mentors attesting to the quality of the applicant's contribution to the work. Students admitted to study for the degree of Doctor of Philosophy may earn a Master's degree in HDFS under either Plan A or Plan B of the Graduate School.
3. Students may be admitted with no post-baccalaureate training (i.e., directly from a bachelor's degree) if they show substantial scholarly potential in the form of work that the HDFS Admissions Committee considers the equivalent of a research thesis. Examples of work that might demonstrate this potential include evidence of high-level research-focused courses, letters from faculty with whom the student did undergraduate research, an undergraduate Honor's thesis that was research-based, employment as a research assistant involved in multiple aspects of significant research investigations that resulted in (co-) authorship of a published article with letters from mentors attesting to the quality of the applicant's contribution to the work. Students admitted to study for the degree of Doctor of Philosophy may earn a Master's degree in HDFS under either Plan A or Plan B of the Graduate School (i.e., the student is required to complete a master's thesis or thesis equivalent as a step in his or her Ph.D. program).

Regardless of route, the Graduate Record Examination (GRE) is required as part of the application process. In rare instances, an applicant may request a waiver of the GRE; such requests will be evaluated on a case-by-case basis. A formal written request for waiver with a detailed explanation of the reason for the request must accompany the application for admission.

Requirements of the Program

The Graduate Faculty of the HDFS (then the School of Family Studies) approved the following curriculum for all Ph.D. students matriculating in Fall of 2000 and thereafter. A student may request a waiver of required core courses if she/he has completed similar course work. However, the waiver must be discussed with and approved by the student's Major Advisor *and* the Associate Department Head for Graduate Studies. In some cases, the student will be asked to discuss his or her background and qualifications with the instructor of a specific course to allow that faculty person to have input into the decision as to whether or not to waive the requirement.

Please Note: *The student should always consult the current University of Connecticut Graduate Catalog for detailed descriptions of general requirements for the Ph.D. degree.*

The Ph.D. Degree in Human Development and Family Studies Curriculum

Areas of Research Specialization

The Ph.D. in HDFS needs to be viewed from multiple perspectives. First and foremost, the "field of study" of the degree is "human development and family studies." This means it includes examination of theory, research, and intervention/practice and their interplay across the full lifespan of individual development and within the context of family and social systems. It also includes an appreciation for, and exploration of, the diverse ways in which persons develop within their social and familial contexts. Thus, it includes a core curriculum designed to provide all students with that foundation.

All students' programs of study within the graduate program involve an emphasis on:

- Lifespan Human Development (in ecological context)
- Diversity & Culture
- Promoting Healthy Individuals and Families (prevention, intervention, and policy)
- Basic and Applied Research

Second, all doctoral students will develop an "area of specialization" that will be reflected in their plan of study and serve as the basis for their doctoral research. For most students, this area of specialization will be within one of six well-developed areas of faculty research within the Department. All include a focus on how human development and family relations are inextricably linked. These areas are:

- **Couple Relationships** - Several of the faculty and graduate students within the program are interested in the patterns, dynamics, and characteristics of same-sex and other-sex romantic relationships in diverse populations. Some of the topics actively being studied in our department include:
 - social and cultural contexts of marital relationships;
 - marital processes and risks associated with the probability of divorce;
 - postdivorce adjustment; remarriage and stepfamilies;
 - identity formation and negotiation during family transitions (e.g., parenthood, (re)marriage, divorce);
 - sexuality among racial, ethnic, and sexual minorities; sexual and reproductive health;
 - intra- and interpersonal characteristics of high conflict couples; therapeutic interventions for couples;
 - methodological and measurement issues with dyadic data;
 - family of origin experiences as these relate to the structure and experience of adult partnerships.
- **Gerontology** - The gerontology specialization in HDFS provides students with a comprehensive background in theory and research in social gerontology, within the broader context of Human Development and Family Studies, highlighting the value of aging and the positive aspects of development. The curriculum is flexible so that students can pursue areas of individual interest. Faculty researchers aim to improve the health and well being of older individuals and communities by engaging in collaborative, multi-disciplinary research. Current research includes projects that aim to:
 - Analyze the effects of federal, state and local policies on the lives of older adults, their families and caregivers.
 - Understand the impact of chronic illness, particularly cancer, on the health and well being of older adults and their families in the United States.
 - Examine the needs of caregivers and care-receivers to help identify services and/or programs to assist in providing quality care to family members.
 - Understand the influence of culture, gender, and race on aging, health, and health disparities.
- **Health and Well-Being in Social Context** - Faculty and graduate Students in this area of specialization are concerned with investigation into the processes that promote health and well-being at the individual, familial, community, and societal levels. Working within a Human Development and Family Studies framework, researchers examine these processes across the life span and in interaction with socio-economic, community, cultural, environmental, and institutional systems. Adopting the World Health Organization's definition of health as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity," HDFS faculty use multidisciplinary and interdisciplinary approaches as well as a variety of quantitative and qualitative methods to better understand the social and psychological contexts of health and well-being.

Research projects in this area encompass basic, applied and policy-oriented research. Some of the numerous topics actively being studied in our department include:

- prevention and intervention activities in various contexts and across the life span;
- strategies for coping with chronic illness and disabilities;
- children's conduct and mood disorders;
- youth development;
- risk, resilience, & interventions for at-risk youth and families;
- postpartum depression;
- cancer survivorship and personal development;
- family law and policy.

Graduate students in HDFS are offered opportunities to be involved at all levels of research via investigator-initiated, externally-funded grants as well as through government-funded contracts. Research practicum experiences in health and policy settings are encouraged as students' progress through their doctoral experience.

- **Marriage and Family Therapy** – Engaging students and faculty in collaborative clinical, research, and educational activities, the MFT program's mission is to provide highly qualified professionals at the master's and doctoral level, who possess the knowledge, skills, and dispositions to improve the quality of well-being, for individuals, families, and wider social systems. The MFT program in the Department of Human Development and Family Studies is dedicated to promoting cultural competence in addressing diverse local, national, and global communities. Our training philosophy also includes a strong emphasis on the self of the therapist. The development of skills must be balanced with attention to personal growth and development of the therapist as genuine, empathic, and responsive to clients, peers, supervisors, and others in one's relational network.

The faculty is committed to preparing individuals who can serve as leaders in the field of marriage and family therapy. Some will choose to become highly trained practitioners. Others will choose to become leaders in research and theory. Regardless, we believe that all students must possess a solid grounding in the basics of clinical practice, research, and theory. The rapid developments in the field of marriage and family therapy over the last several decades demands that those entering the field have a broad appreciation for the knowledge base that informs MFT and an understanding of the challenges facing the profession as it continues to evolve.

The COAMFTE-Accredited Master's and doctoral training provide high-quality, comprehensive education in the field of marriage and family therapy. Building on the Department of Human Development and Family Studies mission, the MFT program works with local, state, national, and international partners to advance the knowledge base and strengthen the conditions that enhance family functioning. Clinical training and outreach gives balanced attention to the range of physical/organic, interpersonal, relational, and cultural/contextual factors that can cause or exacerbate the issues presented for treatment. Emphasis is placed upon multiple points of intervention that can foster positive change within clients' life space and interrupt constraining interactions that may exist in their wider socio-cultural and sociopolitical context. Faculty researchers in the field of marriage and family therapy have a variety of research interests including:

- theory building,
- creating facilitative environments for optimal family functioning,
- promoting equity and social justice,
- advancing effective clinical supervision and training
- examining the process and outcomes of therapy.

- **Parenthood and Parent-Child Relationships** - Our department has remarkable breadth and depth in the area of parenthood and parent-child relationships. A large and strong group of researchers are concerned with aspects of parenting which, in aggregate, covers the lifespan, addresses multiple aspects of social contexts, encompasses both basic and applied research, and addresses a large number of outcomes associated with parenting. Several important parenting intervention programs and lines of research evaluating parenting intervention have their origins or are currently based in our department.

Some of the topics actively being studied in our department include:

- how parenthood is construed in different cultures and in different economic contexts;
- caregiving relationships between children and their aging parents;
- couples' parenting priorities and division of parenting labor;
- young children's empathy and parent-child relationships;
- parenting biracial teenagers;
- parental acceptance;
- foster and step-parenting;
- child temperament
- how family of origin experiences impact on the structure and experience of parenthood and parenting

- **Prevention and Early Intervention** - Prevention and early intervention policies and practices that address health, education, economic behavior, relationships, and well-being are prevalent in our society and throughout the world. Prevention and early intervention can be engaged in at any point in the lifespan. In the department of Human Development and Family Studies, graduate students have the opportunity to study and engage in prevention and early intervention training with faculty specializing in Family-level Prevention, or Infancy-, Childhood-, and Youth-level Prevention, or Adulthood-level Prevention. Faculty are involved in studying implementation and outcomes of programs that provide:

- paraprofessional and professional infant mental health services
- supportive housing programs for at risk families with young children
- teacher training in early care and education settings
- case worker training targeted for youth transitioning from foster care to adulthood
- paraprofessional and professional educator training in after school programming
- youth mentoring in a variety of settings
- family-focused diversion models for youth at risk
- supportive housing programs for families or elderly and disabled persons
- reduction in disparities that limit access to health care

Graduate students play an important role in the design and evaluation of prevention and intervention efforts that are implemented at the local, state, and national levels. Student involvement ranges from gathering policy information from community or state agencies, to observing and documenting program activities with families or children, to project management that includes supervision of undergraduate students involved in activities with children and youth, to providing or evaluating parent education or individualized interventions to families enrolled in prevention and early intervention programs.

The HDFS faculty is committed to providing opportunities for advanced study that are both responsive to the individual needs and goals of students chosen for HDFS matriculation and consonant with the goals and expertise of the faculty. Students and their advisors have considerable latitude in defining an area of specialization. Most individual students are likely to elect to have one of these areas of specialization.

However, some students may prefer to use a broader definition of their program, based on a thematic approach to their studies that may span several of these areas. Unique configurations may be developed and pursued as long as the student ascertains that there are sufficient faculty and resources available to work with the student in her or his specialization area. Students typically complete 21-24 credits in their chosen specialization area.

Students should select courses that reflect a combination of the core HDFS graduate curriculum for all students, regular courses available in their area of specialization from throughout the University, and special courses, such as Special Topics (HDFS 5000), Research Practicum (HDFS 5030), Practicum in Teaching (HDFS 5010), and other practicum and internship experiences related to policy, and practice. Although a student need not choose a specialization, those who do so will have a clearer direction for advising.

Through a process of discussion, reflection and negotiation with her/his Major Advisor and advisory committee, a student will develop a doctoral Plan of Study (POS) that reflects the structure of our Human Development and Family Studies program. The POS will include:

- Required Core Courses;
- Methodology Courses;
- Area of Specialization or Thematic Courses;
- Practicum Experiences and/or Apprenticeships; and

15 Graduate Dissertation credits (GRAD # 6950). The graduate school maintains that there is a cap of 9 credits of GRAD 6950 per semester.

It should be noted that the Graduate School requires that an approved *Plan of Study for the Degree of Doctor of Philosophy* be on file in the Graduate Records Office approximately when half of the expected course work has been completed. Practically, this means that the POS should be submitted in the second year of course work – though students can submit their POS later than their second year within the program. The student should plan on completing and submitting a POS as soon as the course work that has been taken and will be taken is clear. Please note that courses listed on the master's POS may not appear on the Ph.D. POS. The POS form is available at <http://www.grad.uconn.edu/forms.html>.

Course of Study

The goal of course work is to provide each student with the prerequisite knowledge, skills, and abilities to be a contributing professional working in the area of human development and family studies. Overall, the intent of course selection is to enable the student to understand the dynamic interplay between human development and family systems from a lifespan perspective. In addition, recommended coursework focused on the areas of statistics and research methods is designed to prepare students to conduct high quality research.

Typically, such course work comprises approximately 50-60 course credits (post-M.A. with thesis) or 80 – 85 credits (post baccalaureate or master's without a Master's thesis) including an appropriate combination of courses oriented towards human development, family dynamics, family systems, prevention, intervention, and policy. Practicum, apprenticeship, and internship activities are also components of the Ph.D. program in HDFS.

Although certain minimum requirements are set by The Graduate School, it is important for students to realize that work toward this degree is not merely a matter of accumulating course credits or of satisfying other requirements. The degree will be conferred only after the advisory committee and the Graduate Faculty are convinced that the student has developed independence of judgment and mature scholarship in the chosen field. The student consults, in the early stages, with her or his assigned Major Advisor and, later, with a chosen Major Advisor and committee to develop a comprehensive POS.

All work must be completed within a period of eight (8) years of the beginning of the student's matriculation in the Ph.D. program. Failure to complete the work within the periods specified or failure to maintain Continuous Registration (See "Continuous Registration.") will require reevaluation of the student's entire program and may result in a notice of termination. A one-time extension of the student's terminal date of no longer than two (2) years is considered only when there is substantial evidence that the student has made regular and consistent progress toward completion of degree requirements. A detailed recommendation to extend the terminal date must be signed by the major advisor and submitted in a timely manner to the Dean of the Graduate School.

REQUIRED CORE COURSES for all Ph.D. students in HDFS * - 19 credits

| | |
|-----------|---|
| HDFS 5001 | Proseminar (1-credit HDFS orientation course for new students) |
| HDFS 5215 | Models and Concepts of Lifespan Human Development |
| HDFS 5310 | Patterns and Dynamics of Family Interaction |
| HDFS 5311 | Theories of Family Development |
| HDFS 5340 | Prevention, Intervention, and Policy Approaches in Family Studies |
| HDFS xxx | One course in child or adolescent development |
| HDFS yyy | One course in adulthood or aging |

METHODOLOGY COURSES * - 12-15 credits selected from the following:

| | |
|-----------|--|
| HDFS 5003 | Research Methods in Human Development and Family Relations I |
| HDFS 5005 | Qualitative Research Methods in HDFS |
| HDFS 5004 | Research Methods in Human Development and Family Relations II |
| EPSY 5605 | Quantitative Methods in Research I |
| EPSY 5607 | Quantitative Methods in Research II (or appropriate advanced research courses with focus on quantitative or qualitative methods with approval of advisory committee) |

AREA OF SPECIALIZATION OR THEMATIC PROGRAM ADVANCED COURSES *- Approximately 21-24 credits

Using the current research specialization topics (See Areas of Specialization section, pp 12 –15), students and their advisory committees will select an appropriate mix of basic and advanced courses, independent study, and research activities to develop a high level of expertise in a selected area of study.

PRACTICUM EXPERIENCES/APPRENTICESHIPS * – Credits determined by advisory committee; approximately 3-6 credits

This includes some combination of teaching, applied research/policy, service/outreach, and basic research apprenticeships as appropriate for the student's plan of study.

GUIDELINES FOR INDEPENDENT TEACHING BY A GRADUATE STUDENT

Opportunities may be available at the Storrs and regional campuses for Doctoral students to teach undergraduate HDFS courses independently a Principal Instructor Teaching Assistant (PITA). To be eligible for consideration as a course instructor, graduate students must have taken GRAD 6001 (Introduction to College Instruction and HDFS 5010 (Practicum in University Teaching of Human Development and Family Studies). The teaching practicum must be taken with a regular faculty member (adjunct faculty or graduate students are not eligible to serve as teaching practicum mentors), and whenever possible, the preference is for the practicum to be in the same course that the graduate student plans to teach.

To help us make decisions about assignments, students desiring to teach will need to submit a proposal request that includes relevant graduate courses taken, teaching assistantships/practica, related research, or/and work experience. We believe this process is also relevant for your professional development as it is similar to writing cover letters and research/teaching statements when applying to professional positions (faculty,

postdoctoral, research). Two semesters before a student would like to teach, s/he must send an email request to both the Associate Department Head for Graduate Studies and the Associate Department Head for Undergraduate Studies (cc/ major advisor). This request must include the following information: Semester GRAD 6001 and HDFS 5010 were taken, semester(s) during which the student would be willing to teach, and the course(s) interested in teaching. A request to teach does not guarantee that a student will be assigned a class. Decisions regarding teaching assignments for each semester are based upon departmental needs, availability of funds and the fit between students' qualifications and the course(s) that need an instructor. Although effort is made to provide interested students with the chance to serve as an instructor to gain teaching experience, actual opportunities may be limited by department circumstances. Students will be chosen for solo instruction on the basis of. Final decisions regarding teaching assignments are made by the Department Head after consultation with the Associate Department Heads.

November 15th – due date for subsequent Fall semester teaching requests

April 15th – due date for subsequent Spring semester teaching requests

*** Please Note:**

Doctoral students specializing in MFT have additional required and recommended courses, clinical internships, and professional experience requirements. Students are referred to the Marriage and Family Therapy Program Handbook for specific information pertaining to their degree and licensure requirements.

Student Portfolio

As of matriculation beginning in Fall 2008, Ph.D. students will complete a student portfolio. This policy applies to students entering the Ph.D. program beginning August 25, 2008 and after.

All of the benchmarks and criteria apply to Ph.D. students who matriculate with a B.A./B.S. degree; some apply to students who matriculate with a non- thesis M.A./M.S. degree; and others apply to students who matriculate with a thesis M.A./M.S. degree and to thesis M.A. students. The number of presentations/posters, manuscripts, etc., indicated are minimal requirements for satisfactory progress or completion of the Student Portfolio and requirements for the degree. Regular presentation of products, such as presentations and posters, in departmental venues such as research seminars, colloquia, etc., will be expected but not explicitly required.

Many of the items in the Portfolio will be part of a publicly-available package for each student, but selected items, such as evaluations and grades, will not be part of that publicly-available Portfolio. However, they will be included in the student's file and used in the Annual Review process. Timely progress in fulfilling these benchmarks will be evaluated during the Annual Review, and students will be given appropriate feedback and guidance.

Benchmarks and Evaluation Criteria

| # | Benchmark | Evaluation Criteria |
|---|---|---|
| 1 | Core courses and examinations. Courses should incorporate "essential" readings. | Instructor grade |
| 2 | Approved and completed M.A. Plan of Study. | Approved by Advisory Committee; submitted to HDFS Associate Department Head for Graduate Studies and the Graduate School. |

| | | |
|---|---|---|
| 3 | Completion of <i>Professional Proseminar</i> and <i>Professional Development Modules</i> on research ethics, standards, and procedures. | Grade in Proseminar, evidence of completion of required training. |
| 4 | M.A. thesis for students who enter Ph.D. program without a Master's Thesis or its equivalent (i.e., published or in press research article in peer-reviewed journal) in HDFS or related area. | Approval by committee and oral defense to department. Paperwork submitted to HDFS Associate Department Head for Graduate Studies and the Graduate School. |
| 5 | Student membership in appropriate national organization(s) required. Participation in departmental, state, regional, national, or international organizational activities strongly encouraged throughout graduate career. | Evidence of membership in national organization(s) and participation in activities at departmental, local, state, regional, and national levels. |
| 6 | Three presentations/posters at state, regional, national, or international conferences, as primary presenter or as part of a research team. Can include one presentation/poster presented prior to entering the program but at least two must be submitted while at UConn and presented (or scheduled to be presented) during the student's UConn graduate career. Those can occur at any point throughout graduate career. One of the presentations <i>may</i> be completed after submission of the Preliminary Portfolio and completion of the Literature Review. | Power Points slides/posters, papers, or other formats of presentation. If student is 3 rd + author, then she/he should complete and include checklist form explaining role(s). |
| 7 | Authorship of two manuscripts <i>published, in press, or submitted</i> to peer-reviewed journals or as chapters for edited volumes. Can include one article submitted prior to matriculation. <i>At least one</i> manuscript must be completed and submitted at any point throughout the student's graduate career in the HDFS Ph.D. program. One of the manuscripts <i>may</i> be completed after submission of the Preliminary Portfolio and completion of the Literature Review. | Manuscripts and editorial reviews, if available, of article submitted to a peer-reviewed journal or book editor. If student is 3 rd + author, then she/he should complete and include checklist form explaining role(s). |
| 8 | Approved Ph.D. Plan of Study. | Approved by Advisory Committee. Submitted to HDFS Associate Department Head for Graduate Studies and the Graduate School. |

| | | |
|---|--|---|
| 9 | Preliminary Portfolio | Preliminary Portfolio, including current CV and materials indicated in evaluation criteria for items 1-8, submitted to and approved by Advisory Committee. Submitted to HDFS Associate Department Head for Graduate Studies. |
| 10 | Comprehensive/General Exam/Literature Review: a comprehensive, critical review of the literature in a substantive area of the student's scholarly area of interest. Topic of literature review to be determined by the student's advisory committee. Literature Reviews must demonstrate the student's command of the literature and the ability to synthesize and explain the theoretical, conceptual, and empirical knowledge on the chosen topic. This paper is to be completed independently by the student. | Cannot be submitted before approval of Preliminary Portfolio. Evaluated by the Advisory Committee plus two additional department faculty designated for this purpose by the HDFS Associate Department Head for Graduate Studies. If all reviews indicate a pass, then the exam is complete. In the event that one or more reviews call for a fail, then detailed assessments of the paper by all reviewers are submitted to the ADH for GS, who has the discretion to pass the exam (if all advising committee members and one of the additional reviewers have rated the paper a pass, and the ADH for GS is in agreement) or call a meeting of the advising committee, two additional reviewers, and the ADH for GS in order to confer and seek consensus about a decision of pass or fail. A decision to pass must be approved unanimously by the advising committee. If not passed (i.e., decision is fail), the student will have one (and only one) opportunity to rewrite the Literature Review based on the detailed feedback provided by all reviewers. Upon approval, the ADH for GS will report to the Graduate School as successful completion of the comprehensive/general exam. |
| <p style="text-align: center;">Remaining Benchmarks (and Portions of Those above as Indicated) Will be Completed after Completion of Preliminary Portfolio, Submission Of Comprehensive/General Examination and Notification by the Graduate School of Ph.D. Candidacy</p> | | |
| 11 | Dissertation Proposal. | |

| | | |
|----|--|---|
| | | Proposal approved by Advisory Committee and reviewed/evaluated by at least two members of the faculty in addition to Advisory Committee. Following a review of the written dissertation proposal by the student's advisory committee, the dissertation proposal will be presented orally to department faculty (minimum of two additional faculty, beyond the advisory committee) and then revised in accordance with discussion at defense and discretion of the Advisory Committee. Dissertation proposal with signed approval page by Advisory Committee, noting additional faculty who participated in the oral defense, submitted to HDFS Associate Department Head for Graduate Studies and transmission to the Graduate School |
| 12 | Teaching experience, including as solo instructor, OR internship in research/teaching/clinical service settings. | Concomitant enrollment in appropriate supervisory course, including evaluation by supervisor. Syllabi and evidence of approach/philosophy for teaching. |
| 13 | Complete, Final Portfolio. | Portfolio, including current CV and all materials relevant to items 1-12 (e.g., the Preliminary Portfolio materials plus the Literature Review, Dissertation proposal, and evidence of teaching/research/clinical service), submitted to and approved by Advisory Committee. Submitted to HDFS Associate Department Head for Graduate Studies. |
| 14 | Dissertation. | Approval by student's Advisory Committee; Presentation to audience, including at least five faculty members as required by the Graduate School. Submitted to the Graduate School by major advisor and student. |

Lasted revised 8/21/2011

Comprehensive/General Exam

The Comprehensive/General exam approved by the Graduate Faculty consists of a comprehensive, critical literature review of the literature in a substantive area of the student's scholarly area of interest. Topic of literature review to be determined by the student's advisory committee. Literature Reviews must demonstrate student's command of the literature and the ability to synthesize and explain the theoretical, conceptual, and empirical knowledge on the chosen topic. This paper is to be completed independently by the student.

The Comprehensive/General Exam will be evaluated by the Advisory Committee plus at least two additional faculty designated for this purpose by the Associate Department Head for Graduate Studies (See Guidance for Faculty Review of General Exam – Appendix B). The exam cannot be submitted for review before approval of the Preliminary Portfolio. The exam must be approved by at least four of five reviewers. If not passed, a student will have one opportunity to rewrite the Comprehensive/General Exam based on comments by reviewers. The resulting reviews will be reported to the Associate Department Head for Graduate Studies for transmission to

Graduate School as completion of Comprehensive/General exam. See Benchmarks Table for procedures to resolve mixed reviews of the Comprehensive/General Exam.

Comprehensive Exam Process:

The exam process can begin when the student has completed course work for the “approved” plan of study. The completed exam cannot be submitted before approval of the Preliminary Portfolio.

First, the advising committee develops a question(s) based on the students’ research interest. The committee presents the formal question(s) and instructions to the student including the length of the exam and time to completion. The Associate Department Head for Graduate Studies (ADHGS) should be included in the email. Length of exams generally varies from 25-40 pages and time to completion varies from 30-90 days, depending on the committee. It is also advisable to send students the Comprehensive Exam Review Guidance form used to evaluate exams.

Next, completed exams are submitted to the advising committee. A PDF copy is also sent to the ADHGS, blinded if the student wishes blind review, and including a copy of the exam questions/instructions. The ADHGS asks two non-committee HDFS faculty to review the exam within 4-6 weeks; their identities remain confidential. Exams are evaluated according to criteria in the Comprehensive Exam Review Guidance form- which includes details for the pass/fail decision.

Reviewing faculty, including committee members, submit evaluations directly to the Associate Department Head for Graduate Studies who notifies both the student and the advising committee of the final decision. Comments from external reviewers (identities remain confidential) are also sent to the student and the major advisor to be shared with the advising committee.

Lastly, the student completes the **REPORT ON THE GENERAL EXAMINATION FOR THE DOCTORAL DEGREE form** to be submitted to the Graduate School. The ADHGS must include the names of all five faculty reviewers. The Graduate Coordinator transmits the form to the Graduate School.

Dissertation

Planning Process

After successfully completing the Comprehensive/General Exam, the student will construct his or her dissertation research project and proposal. The dissertation project should provide a significant and unique understanding of an appropriate topic in HDFS and upon its completion should make a significant contribution to the field. In the process of designing and conducting the research project, the student will become one of the world’s experts on that particular topic. To that end, the planning process requires the student to develop a depth of understanding of the literature in the area of specialization concerning the topic of interest and a proven ability to use appropriate methods to explore the topic and analyze resulting data in a professional way.

The planning process as well as the dissertation research itself will take a significant portion of the student’s time and effort in the Ph.D. program. Towards that end, any students matriculating beginning in Fall 1998, or later, are to take at least 15 credits of dissertation preparation (GRAD 6950) (The graduate school maintains that there is a cap of 9 credits of GRAD 6950 per semester. Timing of these credits will be worked out with the Major Advisor and the advisory committee. Typically, the time necessary to complete the dissertation will be at least one year of essentially full-time commitment.

Dissertation Proposal

After successfully completing the Comprehensive/General Exam/Literature Review, doctoral students must submit a Dissertation Proposal for approval by their advisory committee. The proposal is to be typed and double spaced, and it should be prepared with care and attention to style required for scholarly writing and publication. It should specify Background, Purpose for the Research, Research Question, Methods and Procedures, Analytic Procedures, Significance, and Limitations. It should be approximately 20 double-spaced pages in length of text, maximum of 25. Please note that the Graduate School form indicates that ten pages should be sufficient to provide adequate detail, but in our experience a well-constructed proposal will require more than ten pages of text. However, the general emphasis on being concise is indeed important. For example, the literature review should not contain the kind of detail expected in the dissertation but, instead, should provide essential information to enable reviewers to understand the goals and procedures of the proposed research.

Each student's advisory committee oversees the construction of dissertation proposal. When the advisory committee approves the proposal, each committee member must sign the Dissertation Proposal for the Ph.D. Degree approval page. The Graduate School provides detailed instructions for procedures as well as forms at <http://www.grad.uconn.edu>. Again, however, students should ignore the length of ten pages indicated on the form.

Oral Defense of the Dissertation Proposal

Following preliminary approval of the written proposal by the Advisory Committee, the student will undertake an announced oral defense to the Department faculty (minimum of two faculty outside of the Advisory Committee). Revisions may be suggested during the Oral Defense and the student will complete as required by the Advisory Committee. Successful completion of the dissertation proposal will be acknowledged by the Advisory Committee by signing the Dissertation Proposal for the Ph.D. Degree form (at least 3 original copies). The Associate Department Head for Graduate Studies will sign the original forms. One copy of the dissertation and original signature page are required to be held in the Department and one must be submitted to the Office of the Registrar.

Upon submission to the Registrar, a *pro forma* consideration and approval process will be conducted by the Executive Committee of that group, at which point the student will be allowed to deposit the dissertation upon its completion. *Please note that at the latest, the dissertation proposal final approval should be at least six months before the expected date of degree completion.*

Dissertation Research

Subsequently, the student and her or his advisory committee are responsible for completion of the dissertation in the form and manner proposed. Of course, relatively minor changes to the project may be made as the study or studies proceed. However, if the dissertation is altered dramatically, the student *must* resubmit the new dissertation version to the Graduate Faculty of the HDFS and the Graduate Council of the Graduate School for reconsideration.

Oral Defense of the Dissertation

The final stage of the dissertation process, doctoral candidates are required to participate in an “oral defense” of their study. The defense occurs after the advisory committee has approved the dissertation as complete. The *Graduate Catalog* and Graduate School Records Office *must* be consulted to insure that all formatting, announcements, and schedule requirements of the Graduate School are complied with fully.

Please Note: *A listing of resource materials designed to facilitate the successful completion of a dissertation is presented in Appendix C.*

Advising and Review Process

Advising and Advisory Committee (see also Section II on Rights, Responsibilities and Expectations))

A critical element influencing progress and satisfaction with the graduate program is advising. The most important person in that regard is one’s Major Advisor. When a student is admitted to the Ph.D. Program she or he is assigned a Major Advisor. The Graduate Admissions Committee (GAC), working with appropriate members of the faculty, assigns a Major Advisor on the basis of the apparent best combination of student and faculty interests and faculty advising loads. This preliminary Major Advisor provides consultation for initial course choices. However, as soon as possible in a Ph.D. student’s career—and not later than completing a year of full-time course work or its equivalent in part-time work—the student should select a permanent Major Advisor and in tandem form an advisory committee. This selection may be an affirmation of the assigned Major Advisor *or* it may be a different faculty member who is a better fit for the completion of the student’s graduate career in HDFs.

The Major Advisor serves many important roles. She or he:

1. Advises on class content, initially solely and later in conjunction with the student’s advisory committee;
2. Recommends appropriate members for the advisory committee;
3. Chairs the thesis or dissertation committee;
4. Provides the student with opportunity for professional exposure and advancement (informing about appropriate organizations, workshops, providing opportunities for co-presentations, etc.);
5. Works with the student to insure appropriate progress and satisfactory completion of all requirements;
6. Reports to the Associate Department Head for Graduate Studies and the entire Graduate Faculty about the student’s progress; and
7. Fulfills the goal of providing each student with a high quality education that is the foundation for professional advancement and satisfaction.

A successful relationship with a Major Advisor requires that a student must have reasonable expectations for what can and cannot be done by the advisor. Information about resolving potential conflicts in this relationship is provided under “Advising and Conflicts” in Section II

The second step after forming a relationship with a Major Advisor is selected is to complete the Advisory Committee with at least two other members of the Graduate Faculty. According to the Graduate School requirements, the advisory committee must consist of *at least* three members of the Graduate Faculty (which includes most but not all faculty), at least two of whom must be in Human Development and Family Studies. The Major Advisor is automatically the chair of this committee and oversees the general examination and dissertation process. Exact composition of this critical committee depends on the individual student’s interests and needs. The advisory committee will be responsible for:

1. Reviewing and approving the POS, which is a list of all course work applied to the Ph.D.;
2. Participating in the development and subsequent evaluation of the publishable review of related literature or grant proposal component of the General Exam;
3. Working with the student in all stages of the dissertation project from preparation of the proposal, to writing, to oral presentation;
4. Working in close collaboration with the student on Institutional Review Board (IRB) matters; and,
5. Evaluating and approving the thesis and/or dissertation, and
6. Completing all required paperwork and meeting appropriate deadlines.

Yearly Review of Doctoral Students

Purpose

- To preserve the academic integrity of the program;
- To invest resources in students excelling in their field; and
- To provide constructive guidance to students in the progression of their program.

Annual Reviews

In the Winter of the student's second year and beyond, the report should address all the elements of the Preliminary Portfolio relevant to the student's current and next anticipated graduate student milestone. The report must be prepared in conjunction with and approved by the Major Advisor before it is submitted to the Associate Department Head for Graduate Study. The report should include highlight:

- Significant progress on core courses.
- Completion of *Professional Development Modules* on research ethics, standards, and procedures.
- Conference presentations and publications.

Some general guidance can be offered by expected progress, with some latitude granted for specific circumstances.

1. Students in their second year of study should expect to report on
 - Significant progress on core courses.
 - Completion of *Professional Development Modules* on research ethics, standards, and procedures.
 - Student membership in at least one appropriate national organization.
 - *Submission* of presentation/poster to a state, regional, national, or international.
 - M.A. Plan of Study approved and submitted (if student enters with a Bachelor's degree).
2. In January of the student's third year, the following is expected:
 - Successful completion of all the core courses.
 - Presentation/poster at state, regional, national, or international conference, at least as part of a team.
 - Second presentation/poster submitted to state, regional, national, or international conference.
 - Submission of article with student as co-author to a peer reviewed journal or a chapter for an edited volume.
 - Completion of M.A. thesis, including oral defense (if student enters with a Bachelor's degree).
 - Ph.D. Plan of Study approved and submitted.
3. In January of the student's fourth year, the following is expected:
 - Preliminary Portfolio submitted.

- Literature review or conceptual/theoretical/applied paper submitted for review as general/comprehensive examination (may only be completed *after* preliminary portfolio submitted).
- Written dissertation proposal submitted and reviewed; oral defense of proposal before faculty Advisory Committee (may only be submitted *after* approval of completion of Comprehensive/General Exam).

4. Before degree conferral, the following is expected:

- Second article or chapter submitted; preferred as first author.
- Third presentation/poster at state, regional, national, or international conference.
- Teaching and/or service/clinical experience completed.
- Final portfolio submitted for evaluation.
- Dissertation approved, presented, and defended.

It is important to recognize that it is the student's responsibility to make satisfactory and in most cases, superior progress, exceeding the suggested minimum achievements detailed above. All students *must* continue to register under appropriate catalog numbers every semester or the Graduate School will terminate the student's candidacy even if the student and student's Major Advisor and advisory committee feel satisfactory progress *is* being made. However, simply continuing to pay continuous registration without progress on one's course work, thesis, general examination, or dissertation is *not* considered satisfactory progress. The Major Advisor is empowered to instruct the Graduate School to terminate a student's candidacy for lack of progress.

C. ARTICULATION POLICY

Admission from the M.A. to Ph.D. within Human Development and Family Studies

It is possible for students who were admitted initially to the M.A. program to apply for continuing study in the doctoral program. Typically this occurs when the students have or are near completing the M.A. program. Successful applicants will have demonstrated an outstanding record of academic achievement and significant involvement in scholarly research including conference presentation and publication (co-)authorship. Successful completion of the M.A. in HDFS is *not* sufficient for admission into the Ph.D. program. Students applying from within the HDFS program to the doctoral program are required to follow all application procedures. They can ask to have certain elements of their M.A. application to be included in their Ph.D. application (that is, they may ask that GRE scores or transcripts need not be resubmitted). However, they must provide new letters of recommendation (at least some of which may be from faculty with whom they have worked in their M.A. program here) and a new personal statement. In addition, each applicant must provide evidence of his or her scholarly work or potential, in the form of a thesis, publications in referred journals to which they made significant contributions, or other scholarly products.

Current M.A. students interested in pursuing a Ph.D. should talk to their Major Advisor, other faculty, and the Associate Department Head for Graduate Studies as early as possible to discuss their interests.

II. RIGHTS, RESPONSIBILITIES, AND EXPECTATIONS

Climate Statement for the Graduate Program in Human Development and Family Studies

The faculty, administrators, and graduate students in the Department of HDFS are committed to creating a social, intellectual, and interpersonal climate that enhances the experiences of graduate students and faculty. Graduate students and faculty occupy reciprocal and interdependent positions within the University. Any effort to enhance the climate must address both student and faculty contributions to the climate.

In order to create an optimal climate, we believe that it is important to make the responsibilities and rights of both graduate students and faculty explicit. Both are to act in professional and considerate ways. The Graduate Faculty within HDFS is committed to providing the best educational opportunities that they can for graduate students. Members of the Graduate Faculty will be responsive to student needs and will work to create an atmosphere that promotes academic rigor while respecting the rights, dignity, and privacy of HDFS graduate students. At the same time, graduate students are expected to participate actively in activities both inside and outside the classroom that are important to their educational experience and contribute to the broader academic community. Active participation in the academic life in the department entails graduate students taking responsibility for their own education and taking advantage of the unique learning opportunities available in our program.

What follows represents our effort to make explicit what graduate students can expect of faculty members as instructors, advisors, and supervisors. These expectations constitute what we agree are the rights of graduate students in HDFS. This document also makes explicit what the graduate faculty believe they should be able to expect of graduate students, and these expectations constitute what we think of as the rights of faculty. In developing this statement, we have addressed rights and responsibilities pertaining to graduate instruction, advising, assistantships, and overall participation in the University community.

Mutual Rights and Obligations:

- Faculty and graduate students will communicate with respect and dignity.
- Faculty and graduate students will discuss in advance how a graduate student's involvement in a faculty member's research will be recognized.
- Faculty and graduate students are expected to follow ethical standards for professional conduct.
- Faculty and graduate students will be knowledgeable about and abide by HDFS and University grievance procedures.
- Faculty and graduate students are expected to respond to contacts and requests for information in a timely fashion.
- Faculty and graduate students are expected to take responsibility for the overall climate of the department by working to resolve problems that arise in constructive ways.

Student Rights/Faculty Obligations:

- Faculty will be knowledgeable of and abide by the University's policies regarding sexual harassment, confidentiality, and non-discrimination based on race, gender, sexual orientation, religion, and disability.
- Faculty will respond to communications from students in a timely fashion (see the Practices and Policy Statement for HDFS).
- Faculty will provide students with timely feedback concerning course work, theses, proposals, comprehensive examinations, and dissertations (see the Practices and Policy Statement for the Department of Human Development and Family Studies below).
- Faculty will respect and protect student's right to express differing opinions.
- Faculty, as professional role models, will act in accordance with the ethical standards for professional conduct of their respective professional organization (AAMFT, APA, NCFR, etc.).
- Faculty will provide a clear, complete syllabus that includes a listing of all course requirements, with due dates, distributed at the first seminar meeting.
- Faculty will start and end class on time.
- Faculty will provide concrete feedback to graduate students and suggestions for improving the quality of their work (papers and exams should be returned to students with comments and feedback).

Student Rights/Major Advisor Obligations:

- Graduate students have the right to change advisors without recrimination.
- Major Advisors will provide accurate information about requirements for successful completion of degree requirements.
- Major Advisors will meet with their graduate advisees at least twice a year to discuss courses, graduation requirements, and advisee's concerns.
- Major Advisors will complete all academic and administrative paperwork required for advisees' progress in the program.
- Major Advisors will assist students in setting educational-career goals (when asked by the student).
- Major Advisors should provide concrete feedback and suggestions for improving the quality of the student's scholarly work.

Student Rights/Faculty Supervisor Obligations:

- Faculty supervisors will provide assigned graduate assistants with clear expectations regarding requirements and constructive feedback so each student is aware of the supervisor's evaluation of his or her performance.
- Faculty supervisor's demands on graduate assistants should conform to the job description relative to the funding source.

- Faculty supervisors will provide adequate notice to graduate assistants when they request that a student work hours outside of the student's normal work schedule.
- Faculty will not expect a graduate assistant to work beyond the contracted period.

Graduate Student Obligations/Faculty Rights:

- Graduate students will attend class and keep up with assigned readings and assignments.
- Graduate students will arrive for class on time and not leave until the end of class.
- Graduate students will actively participate in their classes, while not engaging in text messaging or other activities that are distracting to themselves and others.
- Graduate students will be involved in their own professional development to enhance their knowledge, professional skills and competencies by participation in educational activities such as colloquia, brown bag presentations, informal research discussion groups, etc.
- Graduate students will keep their Major Advisor informed about their progress and possible impediments to their progress.
- Graduate students will address any problems with faculty in a constructive manner. Graduate students will deal directly with a faculty member in addressing an issue or problem or will follow the appropriate grievance procedure.
- Graduate students will respect the multiple demands on faculty members' time.
- Graduate students will understand that faculty members' contracts are nine months (that is, from the first week of the Fall semester until graduation in May). Consequently, any work with a faculty member during the summer months will be based on individual negotiations.

Graduate Student Obligations/Supervisor Rights:

- Graduate students employed as graduate assistants for the academic year will work from the beginning of fall semester to the end of the spring semester, including semester break and exam periods (8/23 – 5/22). Students and supervisors will work out arrangements for distributing hours and tasks during the year so that they may be able to take advantage of periods of time away from the University and still fulfill their obligations.
- Students employed as graduate assistants will be responsible for assisting with departmental functions, such as proctoring undergraduate exams.
- Graduate students employed as graduate assistants, work-study, student labor, and in any other capacity will keep track of their hours worked and advise their supervisor if work demands exceed or fail to meet the contracted number of hours.

Practices and Policy Statement

As a rule, the following time periods should guide the review and return of student work in a timely manner. Please note that these rules apply during the academic year and not during the summer months.

For a student paper in a class, if the paper is turned in on time then a grade should be provided in a timely fashion and entered at the latest by the end of the semester. If a student receives an incomplete grade, she/he should turn in the work within the allotted time according to University policy. The faculty member has three months to submit a grade from the time they receive the materials to complete the course work.

For thesis/dissertation proposal, advisors should make their comments and return to the student within a period of approximately four to six weeks from receiving the proposal during the academic year.

For the dissertation, advisors should make their comments and return to students within a period of six to eight weeks (depending on the number of pages to be read). If this is not possible, students should be provided with a reasonable date when they would get their dissertation draft back not exceeding three months from the time that it was received by the advisor.

Response to student e-mail or telephone messages regarding assignments for class or advising should be within three to four days unless the faculty member is attending an activity at which he or she cannot access and respond to such messages. Even then, it should not be more than a week.

Grievance Procedure for Addressing Problems

It may happen, from time to time, that a graduate student in HDFs feels aggrieved or uncertain about whether or not they have been treated fairly by a member of the faculty or staff. In such situations, there are several routes that can be taken to seek resolution or redress. Many difficulties can result from misunderstandings, and so clear communication and informal mediation are usually the most effective and least anxiety-provoking ways of addressing grievances. The first approach in most cases is for the student to request a meeting with the faculty or staff member, to state the problem politely, and to attempt a direct solution. If that proves unsatisfactory, or should such a meeting seem undesirable given the particular circumstance, there are several choices. Sometimes appropriate mediation can be provided by other faculty or staff in the Department or at other campus units such as the Women's Center or one of the cultural centers or religious institutions. Alternatively, the student may consult with the Associate Department Head for Graduate Studies and the Department Head. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the Department report ultimately to the Department Head and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit University policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources, the Graduate School, or the Provost's Office regarding appropriate action.

Challenges to a Grade

The University Senate By-laws describe the process for appeals of final course grades. If a student believes that an error in grading has occurred, the student may request (within six months of the final grade being posted) that the instructor review the grade. If the student cannot contact the instructor, then the student should contact the department head. When the course is in a non-departmentalized school or college, the student should contact the dean or the dean's designee.

If the instructor agrees that a change is justified, the instructor will initiate the grade change using procedures described by the Registrar.

If the instructor believes that the original grade is correct, the student has 30 days to appeal the decision to the head of the department in which the course is taught. The department head will seek input from the instructor and the student to determine his/her opinion related to the merits of the grade appeal.

If after this review, the instructor and the department head agree that a grade change is justified, the instructor will initiate the grade change according to the procedures described by the Registrar.

If the instructor and the department head agree that a grade change is not justified, the department head shall notify the student in writing with a copy to the instructor. If the student is dissatisfied with the appeal decision, the student has 10 working days to request, through the dean of the school or college in which the course is taught, a review by a Faculty Grade Change Review Panel (follow link:

<https://guide.uconn.edu/instruction/challenges-to-a-grade/>

Conflicts Concerning Major Advisors

Although most relationships between graduate students and major advisors are characterized by trust and professionalism on both sides, on occasion conflicts may arise. If, due to personality conflicts or changes in either the student's or advisor's focus of research, one or both determine that the match is not satisfactory, then they should discuss the situation with the Associate Department Head for Graduate Studies. He or she may be able to mediate the differences or facilitate finding another person who would better serve the Major Advisor role for that student.

The Associate Department Head for Graduate Studies will do everything possible to insure that the student can continue to have high quality advising. Ultimately, however, it is the responsibility of the student to find another Major Advisor; indeed, in the case of the Ph.D. program, the Graduate School requires that if another Major Advisor cannot be located within six weeks of notification by the faculty member that he or she is unable to continue to serve as Major Advisor, the student's candidacy will be terminated.

The bottom line is that it is essential to a high quality graduate experience to have a positive working relationship with one's Major Advisor. Thus, if at any point that is not the case, students are free, and indeed encouraged, to find a more suitable match. The administration of both the Department and the Graduate School are prepared to assist in any way with that endeavor. However, it is important to note that a change of advisor may mean it will take longer to complete all requirements (for example, if a change occurs in the middle of General Exam or at the dissertation stage, necessitating review by a new Major Advisor or committee member and, perhaps, a change in the content of the dissertation).

Additional information on University Policy and Procedures can be found on the Graduate School's site <https://grad.uconn.edu/policies-and-procedures/>

III. DEPARTMENTAL AND UNIVERSITY RESOURCES AND OPPORTUNITIES OF SPECIAL INTEREST

Colloquia and Informal (aka Brown Bag) Research and Policy Discussions

Graduate students are expected to participate actively in both formal and informal extracurricular programs and activities in the department and University-wide. Full participation as a graduate student in the intellectual life of the community involves active involvement in seminars, lectures, colloquia, brown bag presentations, student presentations, and informal research discussions. The brown bag series of presentations are informal lectures and discussions given by members of the HDFS faculty and students, faculty from related fields, and professionals from outside the University. Several program areas and centers provide regular brown bag series.

The HDFS department arranges special colloquia and seminars throughout the year. Other relevant departments and centers on campus, such as Psychology, Sociology, Women's Center, Center on Health Prevention and Intervention, also offer relevant colloquia and seminars to which HDFS students are invited.

Schedules and announcements are posted as much in advance as possible so these activities can be planned for in students' calendars and time budgets.

Supervised Field Work: HDFS 5088

Graduate students in HDFS are encouraged to include at least one semester of supervised fieldwork in their graduate program. Students should consult with their Major Advisor well in advance of enrolling in the course to determine the scope of activity and create an understanding with the supervisors at the field setting. Students in the Marriage and Family Therapy specialization have practicum or internship responsibilities that cover this experience.

Graduate Laboratory

The Grad Lab (FS 205) is available to all graduate students in HDFS. Individual workstations are available upon request. Formal requests for space will be distributed to all graduate students at the beginning of each academic year. Any student may apply for space. Criteria for allocating individual workstations include ongoing work on dissertation, thesis or other research project, no other allocated space, and other extenuating circumstances underlying the request. Workstations will be awarded at the beginning of each academic year. Renewals must be submitted for subsequent years. Each year, all applications for space will be reviewed.

Students assigned to individual workstations as well as those who use the Grad Lab on a regular basis are expected to share responsibility for overseeing the use of space. To ensure the upkeep of the space, students who use the Grad Lab on a regular basis will be scheduled on a rotating basis to oversee proper upkeep of the space.

In addition to assigned workstations, a common area, kitchen, and computers are available for graduate students to share.

The UConn Council on Family Relations

The UConn Council on Family Relations (UCCFR) is a professional organization for graduate and undergraduate students who are preparing for academic careers in human development, family policy, and other related areas. We are located within the Department of Human Development and Family Studies, College of Liberal Arts and Sciences, at the University of Connecticut. UCCFR is a student affiliate of the National Council on Family Relations (www.ncfr.org), an organization committed to the development and dissemination of knowledge about families and family development and relationships. Some of our activities include:

- Discussing topics related to families, family development, and relationships
- Learning and practicing research presentation skills
- Attending and presenting at regional and national conferences
- Exploring careers in human development and family studies
- Sharing experiences about graduate school with interested undergraduates

Participation in Regional and National Associations

Another important avenue for graduate students to pursue as they develop a professional identity is membership in professional organizations and societies. Opportunities are available through annual meetings, conferences, and special lectures sponsored by other universities and national organizations and their regional affiliates, such as National Council on Family Relations (NCFR), Society for Research in Child Development (SRCD), American Association for Marriage and Family Therapy (AAMFT), American Psychological Association (APA), National Association for the Education of Young Children (NAEYC), Gerontological Society of America (GSA) and the American Society on Aging (ASA), New England Psychological Association (NEPA). Student and associate memberships are usually invited at a fairly nominal charge. Many organizations will waive or reduce registration fees for limited service at the conference. Joining, attending, and presenting at one or more of these national organizations' meetings and conferences or their regional meetings are part of the portfolio review process. Students are encouraged also to participate in student governance in their chosen organizations. Limited funds are available through the Department and the Graduate School for attending conferences, especially when one makes a presentation or poster.

Academic and Personal Counseling Resources

Throughout the course of one's academic career, many questions may arise regarding one's career goals, personal relationships, etc. The most frequently asked question in those cases is "Who do I turn to?" Your Major Advisor or the Associate Department Head for Graduate Studies can often be of help and should be turned to first. They know the various resources available and can make referrals if necessary.

The University's Department of Career Services has expanded the list of programs offered to graduate students. Lunch & Learn Seminars, Resume & CV Assistance, Mock Interviews, and On-Campus Recruiting are just some of the offerings. For more information, visit the UConn Webpages.

Computer Facilities and Assistance

Several terminals with connections to the university server with basic and specialized software belonging to the Human Development and Family Studies Program are available for student use. Two of these computers are located in the Graduate Student Lab in Room 205 of the Family Studies Building. Additional terminals are

located in FSB120, the Human Development Center as well as terminals located throughout campus. Portions of the campus, including the FSB, allow for wireless access.

The Computer Center offers regular short-term workshops designed to provide students and faculty with a working knowledge of both the software and the various programming systems available at the University. Graduate students in HDFS report that these workshops have provided them with many of the basic skills needed to proceed with the analysis of their thesis or other research data. The printed announcements describing these workshops will be posted in time to register for them.

In addition to participating in the software and programming workshops, students should consider utilizing the data sets available through the Institute for Social Inquiry (ISI) data archives. These data sets include political attitude and opinion studies, socialization and youth studies, and community studies. Consult the ISI for further information.

Libraries and Archives

University of Connecticut Library System

The University of Connecticut Library system holds the largest public collection of research materials in the state. More than two million volumes are shelved in the Babbidge Library, which houses nearly three million units of micro text, 180,000 maps, 35,000 reference volumes, and subscriptions to about 5000 current periodicals. The Libraries' World Wide Web site www.lib.uconn.edu provides access to a wealth of information resources in the library, the university, and from around the world. The library home page connects to over 10,000 full text journals, primary reference sources, hundreds of research databases, online encyclopedias, and other resources.

The Thomas J. Dodd Research Center houses a number of archives and special collections of interest to Human Development and Family Studies. Special collections include the Alternative Press Collection, a repository for radical and ephemeral publications from the activist movements for social, cultural, and political change. The Alternative Press Collection contains more than 7000 newspaper and magazine titles with approximately 200 on subscription, 5000 books and pamphlets, and other sources. Other relevant collections include the Hispanic History and Culture Collections and Children's Literature.

The Human Development and Family Studies Resource Center

The Resource Center (Room 111) contains a modest but useful collection of older journals and books in HDFS-related areas, especially gerontology.

The Lyman Maynard Stowe Library, University of Connecticut Health Center, Farmington, offers extensive holdings in biomedical sciences, including books, journals, audiovisuals, and computer software. The collection includes almost 50,000 books and 5,500 journal titles.

IV. FUNDING FOR GRADUATE EDUCATION: GRADUATE ASSISTANTSHIPS, FINANCIAL AID, AND STUDENT EMPLOYMENT IN HDFS

HDFS Statement Regarding Graduate Assistantship Funding

Graduate education is expensive from everyone's point of view. Even at a state-supported institution like UConn, the tuition and fees (plus living costs) are a considerable outlay for the student, and in our fields, at least, a top-level education is not likely to bring vast wealth --the rewards are less material. From the university's point of view, the cost in faculty time means that each graduate student, especially those in clinical or doctoral training, is a net expense, not a source of income. In this context, funding for graduate studies takes on great importance.

The goal in HDFS is to provide at least half-time support (10 hours per week), in most cases, three quarters (15 hours per week), and full-time support (20 hours per week) for Ph.D. students who request it and are making timely progress. If additional funding is available, support may also be provided to M.A. students. We make every effort to maintain funding for graduate students throughout the degree program for which they were accepted. At the same time, because of limitations in funds, we encourage students to be enterprising and creative in developing their own funding opportunities, as illustrated in several of the categories below.

There are essentially five sources of funds for graduate students in the Human Development and Family Studies Program (beyond the student him- or herself): HDFS funds, research grants, Graduate School funds, student fellowships, and "other." The largest of these consist of the departmental portion of funds provided by the higher administration for basic functioning at the University; they provide nearly 75 percent of the assistantships. These funds come from the legislature (and hence the taxpayers of Connecticut) and from the university pool of tuition dollars. The funds are provided in the form of "assistantships" and are allocated by the department Head, the Associate Head for Undergraduate Studies, and the Associate Department Head for Graduate Studies, for several kinds of purposes: primarily assisting in teaching undergraduate courses, independent teaching of an undergraduate course, assisting in the Student Services Center and supporting essential departmental functions. These assistantships come with a complete waiver of tuition (that is, additional support from the Graduate School), and access to University health insurance.

Funds from research grants are the second largest source in HDFS, and these also come with tuition payment and health benefits. These are funds provided by the federal government (National Institute of Health, National Science Foundation, etc.) or private foundations to members of the faculty to hire assistants in carrying out a specific research project. Sometimes these assistantships require special skills -- interviewing, data analysis, foreign language -- and the selection of assistants is the prerogative of the faculty researcher (the "Principal Investigator" for the grant). Research grants usually last between one and four years. Generally, faculty with research grants for assistantships work with the Department Head and Associate Department Head for Graduate Studies to identify appropriate students and to manage their support. Students desirous of such assistantships should make their wishes known to faculty who have or may be in the process of obtaining research funding.

A very small number of fellowships are available from the Graduate School. These include Graduate Scholarship awards, for those with outstanding academic records, and multicultural scholar awards, for students from under-represented groups. These are usually allocated for recruitment purposes or as a final step of support for students who are nearing completion of their studies.

On occasion, students obtain their own grants, usually for research, from the National Institute of Health or from foundations that have doctoral support programs, such as the Spencer Foundations. The application process usually involves a faculty sponsor, and it requires a high degree of academic maturity and motivation, but the process itself is educational and, when won, these fellowships mark an excellent beginning to an academic vita.

Finally, some HDFS students obtain assistantships from other departments at UConn for assisting in teaching, research, or student counseling.

Graduate Assistantship Appointments

As of A/Y 2015-2016 Graduate Assistants are members of the GEU-UAW bargaining unit and covered by the collective bargaining agreement. New and updated policies and procedures are currently being developed. One new policy involves the Supplemental Description of Duties forms required to be completed by faculty and research assistants and teaching assistants before or at the beginning of the start of their contract date. The form assures that both faculty and students are aware of expectations and requirements needed to fulfill the assistantship. Completed forms are filed with HDFS and maintained and submitted to the Department of Human Resource (faculty and student should keep copies).

Graduate School degree-seeking students who meet the criteria listed below are eligible. Appointments ordinarily are made for the nine-month period, late August through mid-May, but may be of shorter duration for a variety of reasons. Recipients usually serve the University as teaching assistants, readers, or laboratory and research assistants. They may take fewer than the usual number of courses per year because of this added workload.

To be appointed, to retain an appointment, or to be reappointed, a student must have been accorded (a) Regular (not Provisional) status, (b) must have been maintaining a cumulative average of at least B (3.00) in any course work taken, (c) must be eligible to register (i.e., must not have more than three viable grades of Incomplete on his or her academic record), (d) must be enrolled in a graduate degree program scheduled to extend through the entire period of the appointment or reappointment, and (e) must be a full-time student, counting course work and/or its equivalent together with assistantship duties throughout the period.

The holder of a full assistantship devotes one-half of available time to studies and one-half (approximately 20 hours per week) to assistantship duties, while the holder of a half assistantship ordinarily devotes three-quarters of available time to studies and one-quarter (approximately 10 hours per week) to assistantship duties. Assistantships are not available for less than 10 hours per week.

Ordinarily, a graduate student is not permitted to earn more in a given academic year than the applicable maximum stipend rate indicated below. With the written recommendation of the student's advisory committee and the consent of the Dean of the Graduate School, however, approval may be granted for a student's earnings from University sources to exceed the maximum stipend rate by a limited and specified amount.

Stipend rates for graduate assistants are calibrated in terms of progress toward the advanced degree and experience. Ordinarily, a graduate assistant may not exclude any part of the stipend from U.S. taxable federal gross income. The rates for a full-time (20 hour for two semesters) and half-time (10 hr. for two semesters) for the current academic year are listed at: http://payroll.uconn.edu/PY/for_departments/graduate.html Tuition (but not the General University Fee, the Graduate Matriculation Fee, or other fees) is waived for Graduate Assistants. If an assistantship begins or terminates during the course of a semester, tuition will be prorated on a weekly schedule – charged for that portion of the semester when the assistantship is not in force, waived when it is in force. This often results in an adjustment of the tuition charges, including partial assessment (if the student is registered throughout the semester for course work for which tuition is charged) or

a partial refund (if tuition has been paid). A graduate assistant is eligible for medical benefits (health insurance). Graduate assistants should be aware that it is necessary to complete the proper forms with the Division of Human Resources to activate the health insurance. The health insurance does not take effect automatically.

In exceptional cases a graduate assistant may be appointed on a 12-month basis, with the stipend being increased proportionately. There are, however, no additional benefits or waiver of tuition in the summer months.

When students become eligible for the Level M or Level P stipend rate, it is the responsibility of their department to request such an increase promptly, by filing a new employment authorization effective the first day of the biweekly payroll period following the date on which the student completes master's degree requirements (or satisfies master's degree equivalency) or the date on which the student passes the doctoral General Examination in its entirety. Students are responsible for ascertaining that any required documentation — such as a report of a master's final or doctoral general examination, a transcript, or a report of a pertinent incomplete grade made up — is promptly filed in the Graduate Records Office and that their current stipend conforms with their eligibility.

Other Potential Sources for Graduate Assistantships

Graduate students may seek graduate assistantships outside of Human Development and Family Studies. Graduate assistantships outside of HDFS may include responsibilities for programming and services, research, administrative and technical support.

Most recently, graduate assistantship and hourly employment opportunities have been available from various centers and programs. These include Career Services, the Individualized Major program, Graduate Student Senate, Resident Honors House Supervisor, UConn Writing Center, Neag School of Education University Program for College Students with Learning Disabilities, Student Health Services, and the University of Connecticut Health Center in Farmington.

Other Types of Financial Aid

Many additional sources of funding for graduate education exist through both internal and external opportunities. Opportunities to seek external funding can be found through the office of National Scholarships and Fellowships at onsf.uconn.edu. A searchable database of opportunities can be accessed through the website, in addition to resources helpful to graduate students seeking to prepare competitive applications. Additional internal awards are available in many programs, and students are encouraged to seek information about awards on program websites. Although not exhaustive, the Graduate School website maintains a list of internal funding opportunities.

Need-based financial aid includes: Federal Direct Stafford Loans (FDSL), Federal Work-Study (FWS), and University of Connecticut Tuition Remission Grants. Citizens or permanent residents of the United States apply for need based financial aid by completing the Free Application for Federal Student Aid (FAFSA) on the web at <http://www.fafsa.ed.gov> each year. UConn's on time deadline each year is March 1 (May 1, for entering graduate students). [**Note:** International students are not eligible to receive need-based financial aid.] All need-based financial aid recipients and University funded and merit scholarship recipients must meet Satisfactory Academic Progress (SAP) requirements, which are based on federal regulations.

These requirements include maintenance of an appropriate grade point average (3.00) and satisfactory completion of a percentage (75%) of the number of credit hours attempted in each award year, as well as not exceeding published credit maximums for the student's program plan. A warning is sent to students once they have reached their degree minimums. A complete text of this policy is available at <http://www.financialaid.uconn.edu/sap>. Assistantships, fellowships and other awards from University sources are used in combination with need-based aid to calculate final financial aid amounts offered either for a semester or an academic year. Additional information regarding need-based financial aid for Graduate students is available from the Office of Student Financial Aid Services at <http://financialaid.uconn.edu/index.php/Gradprocess>. The following list of assistantships, fellowships, and other forms of aid includes only the major sources of support available to students at this University. Other sources may be available upon further inquiry.

Tuition Assistance Program for Out-of-State Master's Degree Students

This program provides tuition assistance for selected students, who are classified as out-of-state for tuition purposes, in terminal master's degree tracks. A limited number of tuition grants are awarded each year on a competitive basis to out of-state master's students. These grants permit the selected students, in effect, to pay tuition at the in-state rate. The selection criteria for these grants include: full-time matriculation in a master's degree program that ordinarily does not lead to the doctorate, absence of graduate assistantship support (which carries with it a tuition waiver), out of-state residency status, evidence of academic excellence (based on grade point averages, test scores, etc.), and U.S. citizen or permanent resident status. Each student chosen for participation in this program is eligible for a maximum of four semesters of support. This program is administered by the Graduate School. Students are nominated by faculty members in terminal-track master's degree programs.

University Predoctoral Fellowships

These are awarded by the Graduate School on the recommendation of the graduate faculty in the degree program concerned. Students who intend to earn the D.M.A. or Ph.D. and who have demonstrated capability for completing a doctoral program may apply to their academic departments for such fellowships at any stage of their graduate career. Award amounts range from small amounts to full fellowships and/or tuition equivalency. Fellowship awards do not include the requirement of teaching, research, or any other service duties and are not considered to be employment. Predoctoral Fellows must be Regular (not Provisional), full-time students, regardless of the amount of the fellowship. Recipients must present evidence of such registration and payment or deferment of appropriate fees upon receipt of fellowship checks. The Dean of the Graduate School may cancel or reduce an individual award if the student fails to maintain satisfactory academic and financial standing.

Semi-annual Doctoral Dissertation Fellowships

Pending budgetary approval, The Graduate School awards a limited number of Spring and Fall Doctoral Dissertation Fellowships (DDF) awards for advanced students in doctoral programs requiring a dissertation. The DDF enables students to place a higher priority on writing their doctoral dissertation as expeditiously as possible.

Eligible applicants should fill out the Semi-Annual Doctoral Dissertation Fellowship Program form and forward it in person, by mail, fax or by email to The Graduate School prior to the deadline. <http://grad.uconn.edu/financial-resources/internal-funding-opportunities/semi-annual-doctoral-dissertation-fellowship-program/>

Summer Fellowships for Doctoral and Pre-Doctoral Students

Summer Fellowships are intended to support advanced graduate students during the summer months so that they may accelerate the process of completing their doctoral requirements. The Vice Provost for Graduate Education provides funds for this program directly to the academic units. Each unit uses its own criteria to

determine who will receive an award. The amount of each fellowship varies from department to department. Contact your graduate program staff for information on applying for this fellowship.

Part-time Employment Federal Work-Study

(FWS) is a federally funded financial aid work program for students with a demonstrated financial need, as determined by information submitted on the FAFSA. Unlike other forms of aid, a Federal Work-Study award is not applied to a student's fee bill. Students receive biweekly paychecks for hours worked.

The **Student Labor Program** is a work program open to all University of Connecticut students and designed to supplement regular staff with students seeking part-time employment. The Office of Student Financial Aid Services advertises available positions on their website: <www.studentjobs.uconn.edu>. Students are prompted to select the category y their job choice(s) and are provided with a list of supervisors seeking candidates for those jobs. Students then arrange interviews with prospective employers to discuss the details of the job.

Federal Loan Programs

Federal Stafford Loans (FSLs) are offered to students attending the University at least halftime. Subsidized FSLs are based on financial need; the interest on these loans is subsidized by the federal government. If a student does not qualify for a subsidized FSL, he or she may borrow an unsubsidized FSL. The student is responsible for the interest which accrues on the loan, and has the option to either pay the interest while in school or defer payment of the interest until repayment begins, six months following graduation. Annual loan limits for eligible graduate students are: \$8,500 in Subsidized FSL and \$10,000 in Unsubsidized FSL per academic year. After July 1, 2007, the unsubsidized loan limit for graduate students was increased to \$12,000. The maximum aggregate FSL (Subsidized and Unsubsidized) amount a graduate student may hold is \$138,500. An excellent, detailed source of information regarding federal aid programs and the financial aid process is **The Student Guide**, available at college and university financial aid offices.

Graduate Student Senate Short-Term Loan Fund

This fund is administered by the Graduate Student Senate (GSS), and is funded by graduate student activities fees. It provides loans of up to \$1000 to assist graduate students in dealing with financial emergencies. Loans are issued for 60-day periods and are interest free. Applications are available in the Graduate Student Senate Office, Student Union Room 213 and on the [GSS Web site](#).

International Students

Before their admission is complete and a student visa can be issued, non-immigrant international students must present documentary evidence of their ability to meet all expenses for at least the first year of study, together with an acceptable plan for financing the remainder of their program. International applicants are not eligible for need based financial aid. Grants providing tuition and the general University fee are available to a small number of international students who are sponsored by certain organizations [e.g., ATLAS and LASPAU] recognized by the Graduate School as being devoted to the promotion of advanced education programs and with which the University has a standing agreement.

Veterans Administration Educational Assistance & Tuition Waiver Program

The Office of Student Financial Aid Services provides information concerning benefits under the various educational assistance programs provided by the Veterans Administration. Students who attend the University and receive educational assistance under the following chapters must contact the Office of Student Financial Aid Services prior to the beginning of each semester: Chapter 31 (Vocational Rehabilitation Training Act for

Disabled Veterans); Chapter 32 (Post-Vietnam Veterans Educational Assistance); Chapter 35 (Dependents Educational Assistance Act: children, wives, and widows of totally disabled and deceased veterans – service connected deaths); Chapter 1606 (Montgomery G.I. Bill - Selected Reserve); Chapter 30 (Montgomery G.I. Bill – Active Duty). Veterans must notify the University every semester of their registration for certification of enrollment. Any changes in veteran status (credit load, withdrawal, etc.) must also be reported promptly to the University. Additionally, veterans may qualify for a tuition waiver under the State of Connecticut tuition waiver program. Veterans must provide a form DD214 (separation of service) and must be recognized as a resident of Connecticut at the time of admission or readmission to the University. Please see the tuition waiver criteria in the “Fees and Expenses” section of the catalog. Veterans seeking tuition waiver applications or assistance should contact the Office of Student Financial Aid Services, 233 Glenbrook Rd., U-4116, Wilbur Cross Building room 102, Storrs, Connecticut 06269-4116 or call (860) 486-2442

Travel Funds for HDFS Graduate Students

In 2007 the Department Head and faculty of the HDFS department instituted a policy of providing limited funds for travel to conferences when a student is presenting a paper or poster. A form is available on the HDFS Graduate HuskyCT site. Funds are limited, and thus maximum amounts per student varies year to year (**pending availability of funding**). Students are encouraged to apply as soon as they know a paper or poster has been accepted.

Additional Information and Sources

Federal & Private Loans:

- <http://www.gradloans.com/> -- One of the best Financial Aid sites available, containing deadline calendars, guides for choosing a loan, and specific information for financing your graduate education.
- <http://www.cashe.com/runsearch.html> -- Online Sallie Mae loan search. Includes loans for Graduate work.
- <http://www.fafsa.ed.gov/> -- Free Application for Federal Student Aid. Not all Federal Aid can apply to graduate course study, but there are some loans and grants available.
- <http://www.edu.gov/DirectLoan/students.html> -- Federal search/application for Direct Loans.

Grant Information:

- <http://www.ed.gov/funding.html> -- List of Federal funding sources and information.
- <http://www.ed.gov/GrantApps/> -- Applying for grants from the Department of Education.
- <http://www.grantsnet.com/> -- Searchable database of Biomedical grants and funding.

V. RESEARCH AND SERVICE CENTERS IN HDFS

There are six direct service, research, and advanced training facilities included within the department of Human Development and Family Studies, each offering a unique opportunity to students and to a larger academic or public audience:

The Center for Applied Research in Human Development, a joint enterprise with the Cooperative Extension Service in the College of Agriculture and Natural Resources, specializes in meeting the needs of community, state, and federal agencies for high quality training, evaluation, and consultative services. These resources are increasingly in demand as human service programs are required to document the need for the services they offer and to evaluate their impact on the individuals and families being served.

The University of Connecticut Child Development Laboratories (CDL) is licensed by the state of Connecticut and accredited by the National Academy of Early Childhood Programs. The Laboratory serves the university, the HDFS department, the Storrs community, and the New England region as a research facility for the study of child development, providing state-of-the-art training for students whose goal is a career in direct service to young children, as well as serving 66 local children and their parents as a model child care and education center. The CDL is a member of the Council of Child Development Laboratory Administrators.

The Frederick G. Humphrey Clinic for Individual, Couple, and Family Therapy is the primary on-campus training site for students in the Department's nationally accredited programs in Marriage and Family Therapy. The Clinic offers services to the local and university communities for a reasonable fee. Master's and Doctoral students provide clinical services and receive supervision from clinical faculty as part of their clinical training requirements.

The Center for the Study of Culture, Health, and Human Development is a University-wide resource for faculty from various disciplines focusing on the scientific understanding and active promotion of healthy human development in its cultural context, including HDFS, Anthropology, Nursing, Nutritional Sciences, Pediatrics, and Education. The Center also manages the University-wide Graduate Certificate in Culture, Health, and Human Development.

The (Ronald and Nancy Rohner) Center for the Study of Interpersonal Acceptance and Rejection is an internationally-recognized center devoted to understanding healthy parental-child relations and the pathologies of child maltreatment. Faculty at the Center coordinate several national and international research projects, host visiting scholars from around the world, and consult with state and national agencies on the assessment and promotion of sound parent-child relations.

VI. THE FACULTY AND PROFESSIONAL STAFF

The following is a brief description of the Department of Human Development and Family Studies' faculty members and their research interests. More in-depth information regarding faculty can be found in at the HDFS website. See <http://familystudies.uconn.edu/faculty/>

Adamsons, Kari L.

Associate Professor and Associate Department Head for Undergraduate Studies

Education: B.S., College of William and Mary; M.S., Ph.D., University of North Carolina at Greensboro

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Parenting and fathering in diverse families; research methodology.

Bellizzi, Keith M.

Associate Professor

Education: B.A., Quinnipiac University; M.A., Central Connecticut State University; M.P.H., George Washington University; Ph.D., University of Connecticut

Disciplinary Background: Human Development and Family Studies and Epidemiology

Areas of Interest: Cancer survivorship and aging; health behaviors, resilience in the context of life threatening illness; family coping and illness; public health

Berthelot, Terry

Lecturer

Education: BA, University of Rhode Island; MSW, Syracuse University; JD, University of Mississippi,

Disciplinary Background: Law and Social Work

Areas of Interest: Social justice; Medicare Benefits; Medicare Appeals; Healthcare Access; Hospice; End-of-Life Care; Healthcare Decision Making

Bladen, Anne

Lecturer, Executive Director Child Development Laboratories

Education: B.A. Bryn Mawr College; M.A., University of Connecticut

Disciplinary Background: Anthropology and Special Education

Areas of Interest: Early childhood teacher education and preparation; social-emotional development of young children; special education and early intervention; administration and staff development; families and parenting

Brenick, Alaina

Associate Professor

Education: B.A., Psychology, University of Maryland; Ph.D., Human Development, University of Maryland, College Park, Post Doctoral Training, Human Behavior in Social and Economic Change, Friedrich-Schiller-University of Jena

Disciplinary Background: Developmental Psychology, Social Psychology

Areas of Interest: The intergroup stereotypes and attitudes of adolescents and children, especially those living in areas of high conflict or identifying as a member of a group in conflict, moral reasoning regarding social inclusion and exclusion. The influence of culture, context, and identity on evaluations of intergroup relations,

immigration and the changing conceptions of self and other identity and their role in intergroup dynamics. The role of intergroup contact in reducing prejudice. The role of the media in promoting or eliminating stereotypes, media and contact based intervention development and evaluation.

Britner, Preston A.

Professor

Education: B.A., University of Miami; M.A., Ph.D., University of Virginia

Disciplinary Background: Developmental Psychology and Community Psychology

Areas of Interest: Child-parent attachment/caregiving interactions, especially in preschool years; child maltreatment and foster care correlates and issues; primary prevention; social policy and law affecting children and families; youth mentoring.

Brown, Edna

Associate Professor and Associate Department Head for Graduate Studies

Education: B.A., Mount Holyoke College; M.S.W., Ph.D., University of Michigan

Disciplinary Background: Developmental Psychology

Areas of Interest: Aging and health, social relations across the lifespan; race and gender similarities and differences in marital relations and outcomes; religion and spirituality and well-being.

Card, Noel

Professor

Education: BS, Biochemistry, Michigan State University; PhD, Clinical Psychology, St. John's University; Postdoctoral Fellowship, Quantitative Psychology

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Adolescent Development; Social Development; Peer relations; Aggression and Peer Victimization; Meta-Analysis; Longitudinal Data Analysis

Csizmadia, Annamaria

Associate Professor

Education: M. A., German Literature, University of Missouri-Columbia; Ph.D., Human Development & Family Studies, University of Missouri; Graduate Minors: Black Studies; International Development.

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Social-emotional development of multiracial children and youth, social-emotional and academic adjustment of racial and ethnic minority children and adolescents, multiracial and monoracial identity development, immigrant and low-income families, families of color and interracial families

Donorfio, Laura

Associate Professor

Education: B.A., Central Connecticut State University; M.S., University of Connecticut; Ph.D., University of Connecticut

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Intergenerational relations; filial responsibilities and family dynamics via providing and receiving care.

Eaton, Lisa

Associate Professor

Education: BA, University of Connecticut, Ph.D. University of Connecticut; Post Doctoral Appt. Yale University

Disciplinary Background: Social Psychology

Areas of Interest: Health disparities, HIV treatment and prevention interventions, maternal health, international and domestic multi-level intervention.

Ego, Michael

Professor

Education: B.A., Physical Education/Physics, California State University, Dominguez Hills; M.S., Recreation Management, California State University, Los Angeles, Ph.D., Leisure Studies and Services/Gerontology, University of Oregon, Post-Doc., Social Gerontology/Minority Aging, Miami University

Disciplinary Background: Leisure Studies and Gerontology

Research Interests: Asian Pacific American families; Asian Pacific American populations and Aging; Retirement Adaptation; Reminiscence Therapy, Sports and Dementia; Japanese Americans and World War II.

Galante-DeAngelis, Mary

Lecturer

Education: B.S., University of Connecticut; M.A., University of Connecticut, School of Education; M.A., University of Connecticut, Human Development and Family Relations

Disciplinary Background: Early Childhood Education

Areas of Interest: Infant toddler development and early childhood development, infant toddler and early childhood curriculum, reflection, intentional teaching and classroom presence, history education, violence prevention.

Gans, Kim

Professor

Education: B.S. Duke University; M.P.H., University of North Carolina; Ph.D., University of Rhode Island

Disciplinary Background: Nutrition, Public Health

Areas of Interest: Public education and screening for cardiovascular health and obesity; nutrition education; interventions for obesity prevention in adults and youth.

Halgunseth, Linda

Associate Professor

Education: B.A., University of Texas at Austin; M.S., Ph.D., University of Missouri

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Latino and African American Parenting; Cultural Influences on Parent-Child Relations and Parenting; Children of Immigrants; Culturally-Appropriate Measurement Development

Harkness, Sara

Professor and Director of the Center for the Study of Culture, Health, and Human Development

Education: B.A., Brown University; Ph.D., M.P.H., 1984, Harvard University

Disciplinary Background: Anthropology, and Maternal and Child Health and Population Sciences

Areas of Interest: Cultural structuring of human development; parents cultural belief systems and parenting; cognitive, affective and social development in early childhood, child language socialization; theories of culture and human development; cultural influences on health at the household and community levels; family policy.

Larrabee, Kim

Lecturer

Education: B.A. Unity College; M.A., C.W. Post College

Disciplinary Background: Special Education/Elementary Education

Areas of Interest: Early childhood development, special education, disabilities rights -school and community settings, family advocacy.

LaRusso, Maria

Assistant Professor

Education: B.S., Cornell University; MEd Harvard University; Ed.D. Harvard University; Post Doctoral Appt. University of Pennsylvania; Post Doctoral Appt. New York University

Disciplinary Background: Human Development and Family Studies/Psychology

Areas of Interest: Social and Emotional Development, Risk and Resilience, Middle Childhood and Adolescence, Social Contexts and Influences, School Settings, Evidence-Based Programs and Interventions

Lefkowitz, Eva

Professor and Department Head

Education: B.A., Brandeis University; Ph.D., University of California, Los Angeles

Disciplinary Background: Developmental Psychology

Areas of Interest: Sexual health across adolescence and the transition to adulthood; Romantic relationship development; The role of gender in sexuality development, romantic relationships, and risky behaviors

Lombardi, Caitlin McPherran

Assistant Professor

Education: B.A., The University of Vermont; Ph.D., Boston College; Postdoctoral Research Fellowship, Boston College, 2014-2016.

Disciplinary Background: Applied Developmental and Educational Psychology

Areas of Interest: Social policy and child development; child care, parental employment, and early education; economic and parenting supports for low-income families; statistical and methodological procedures for studying human development.

Mavridis, Caroline

Post Doctoral Fellow

Education: B.A. Anthropology and Religious Studies, Connecticut College; M.A., Anthropology, University of Connecticut; M.A., Human Development and Family Studies, University of Connecticut; Ph.D., Human Development and Family Studies, University of Connecticut

Disciplinary Background: Human Development, cultural anthropology

Areas of Interest: Cross-cultural, mixed-method approaches to the study of parenting and child development; self-care and positive adaptation to motherhood; the training and professional development of family service workers; home-based interventions to promote healthy development.

Mauldin Laura

Assistant Professor

Education: Ph.D., Sociology, City University of New York – Graduate Center, M.A., Deaf studies, Gallaudet University, B.A., Linguistics, University of Texas at Austin

Disciplinary Background: Sociology, disability studies, and women's studies

Areas of Interest: social, cultural, and ethical aspects of health, illness and healthcare, disability studies/Deaf studies, science and technology studies (STS), impact of medical knowledge on motherhood, disability/chronic illness and care negotiation in the family, feminist theory, the body, and identity

Puhl, Rebecca

Professor

Education: B.A., Queen's University (Canada); Ph.D., Yale University

Disciplinary Background: Clinical Psychology

Areas of Interest: Bullying, bias, and discrimination experienced by children and adults who have obesity; weight bias in health care; impact of weight bias on emotional and physical health; intervention strategies to reduce weight bias; policy remedies to address weight-based discrimination and bullying.

Russell, Beth

Associate Professor

Education: B.A., Medical Sciences, & Comparative Literature, Hampshire College; Ph.D., Human Development and Family Studies, University of Connecticut

Disciplinary Background: Child & Adolescent Development

Areas of Interest: Attachment and other close relationships, temperament, parental ethnotheory, physiological arousal/ stress response, and the socialization of affect. Impulse control in adolescence as it relates to the

process of socialization, risk behavior, and personal characteristics including somatization, catastrophizing, social desirability, and coping skills.

Samuel, Vida

Assistant Professor in Residence

Education: B.S.W. Wheelock College; M.A. New York University, Speech and Interpersonal Communication; Ph.D. Howard University, Intercultural Communication and Graduate Certificate in Women's Studies

Disciplinary Background: Disciplinary Background: Intercultural Communication, Human Sexuality and Gender Studies

Areas of Interest: Women and sexuality; Sexuality and aging; Intercultural and interpersonal communication in intimate relationships; Inter-gender communication; Communication at the intersections of gender, race, age and sexuality

Schwartz, Marlene

Professor

Education: B.A. Haverford College; Ph.D. Yale University

Disciplinary Background: Clinical Psychology

Areas of Interest: Childhood nutrition, health, and obesity; Parent-child feeding practices; Federal, state, and local food policies; School and child care wellness policies; food insecurity, nutrition, and health outcomes; youth nutrition and educational outcomes.

Super, Charles M.

Professor

Education: B.A., Yale University; Ph.D., Harvard University

Disciplinary Background: Developmental Psychology

Areas of Interest: Cultural regulation of human development, particularly biological, cognitive, and emotional development during infancy and childhood; parental and professional ethnotheories of child development and behavior; interventions to promote the physical and mental health of children and families; research methods appropriate for comparative and culturally based research.

Tabb, Mary

Lecturer

Education: B.S., University of Connecticut; M.A., University of Saint Joseph

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Early Childhood Education and Development; Infant Toddler Development and parent interaction; infant mental health

Tambling, Rachel

Associate Professor and Director of Marriage and Family Therapy Program

Education: B.S., Central Michigan University; M.A., Western Michigan University; Ph.D., University of Georgia; AAMFT Clinical Member and Approved Supervisor Candidate.

Disciplinary Background: Marriage and Family Therapy

Areas of Interest: Factors contributing to successful outcomes in couple therapy; client and therapist expectations about therapy; research methods and statistical techniques to address non-independence in dyadic and small group research; strategies for engaging and retaining clients in couple therapy.

Watson, Ryan

Assistant Professor

Education: B.A., UCLA; Ph.D., University of Arizona; Post-Doctoral Fellow, University of British Columbia,

Disciplinary Background: Family Studies and Human Development

Areas of Interest: Sexual minority youth and young adult health; family support and rejection; academic experiences and achievement; secondary data analysis

Weaver, Shannon

Associate Professor

Education: B.S., M.S., Ph.D., University of Missouri

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Family interaction; family theory; remarriage and stepfamilies; gender.

Wisensale, Steven K.

Professor

Education: B.A., Salem College; M.Ed., Temple University; M.A., Wesleyan University; Diploma, University of Stockholm; Ph.D., 1983, Brandeis University

Disciplinary Background: Public Policy and Gerontology

Areas of Interest: Family caregiving; human services; management and planning.

Emeritus Faculty

Anderson, Stephen A

Emeritus Professor

Education: B.S., Babson College; M.Ed., Northeastern University; Ph.D.

Kansas State University, AAMFT Clinical Member and Approved Supervisor, Connecticut Licensed Marriage and Family Therapist.

Disciplinary Background: Marital and Family Therapy

Areas of Interest: Family interaction; assessment of family functioning; family violence; clinical supervision and training; program evaluation.

Arms, Karen

Emeritus Associate Professor

Education: B.S., Northwest Missouri State University; M.S., University of Akron; Ph.D., Kent State University

Disciplinary Background: Education, Cognate areas of Family Studies and Early Childhood Education

Areas of Interest: Human development; education; community service; early childhood education; the process of change; leadership and administration.

Blank, Thomas O.

Emeritus Professor

Education: B.A., Concordia Senior College; M.A. Phil., Ph.D., Columbia University

Disciplinary Background: Social Psychology

Areas of Interest: Psychosocial aspects of life threatening disease; social psychology of adult development and aging; retirement choices and effects; close personal relationships.

Brown, Irene Q.

Emeritus Associate Professor

Education: B.A., University of Washington; M.A., Harvard-Radcliffe; Ph.D., Harvard University

Disciplinary Background: History

Areas of Interest: Family history; women's history; domesticity and feminism; marriage choice; widowhood; especially the history of friendship in England and America, 1650-1850.

Goldman, Jane A.

Emeritus Associate Professor

Education: B.S., Ph.D., University of Wisconsin-Madison

Disciplinary Background: Human Development

Areas of Interest: Social and personality development; observational research; substantive and methodological issues; early childhood education; environment and behavior; impact of food sensitivities on behavior.

McBreen, Edna

Emeritus Professor

Education: B.S., Cornell University; M.Ed., Texas A&M University; Ph.D., Cornell University

Disciplinary Background: Human Services Studies

Areas of Interest: Family resource management and family decision-making; the impact of public policy on families in the U.S. and internationally; the role of higher education in enhancing the quality of life in the U.S. and the developing world.

Rigazio-DiGilio, Sandra A.

Emeritus Professor

Education: B.S., University of Massachusetts; M.A., University of Connecticut; Ph.D., University of Massachusetts; AAMFT Clinical Member and Approved Supervisor, Connecticut Licensed Marriage and Family Therapist.

Disciplinary Background: Counseling Psychology

Areas of Interest: Cognitive-developmental theory and therapy; gender and ethnicity in family therapy; effectiveness of MFT training and supervision

Robinson, JoAnn L.

Emeritus Professor

Education: B.A., Connecticut College; Ph.D., Cornell University

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Prevention and early intervention for families and young children; impact of interventions on emotional development and parent-child relationships; infant mental health; assessment of emotional development ages 0-8 years.

Rohner, Ronald

Emeritus Professor and Director of the Ronald and Nancy Rohner Center for the Study of Parental Acceptance and Rejection

Education: B.S., University of Oregon; M.A., Ph.D., Stanford University

Disciplinary Background: Psychological Anthropology

Areas of Interest: Human development in cross-cultural perspective; research methods in natural settings; cross-cultural psychology; world-wide study of parental acceptance-rejection, including child abuse.

Sabatelli, Ronald M.

Professor

Education: B.A., M.A., Ph.D., University of Connecticut

Disciplinary Background: Human Development and Family Studies

Areas of Interest: Family interaction processes; processes mediating the formation, maintenance, and breakdown of intimate dyads

Sheehan, Nancy W.

Emeritus Associate Professor

Education: B.S., University of Massachusetts; M.S., Ph.D., University of Wisconsin-Madison

Disciplinary Background: Human Development

Areas of Interest: Life-span developmental psychology; socio-psychological aspects of aging; particular interest in women and aging; housing for the elderly.

APPENDIX A

Recommended Graduate Reading – Classics and Modern

Life Span Human Development

Ainsworth, M. D. S. (1989). Attachments beyond infancy. *American Psychologist*, 44, 709-716.

Baltes, P. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics of growth and decline. *Developmental Psychology*, 23, 611-626.

Baltes, P. (1997). On the incomplete architecture of human ontogeny: Selection, optimization and compensation as foundation of developmental theory. *American Psychologist*, 52, 4, 366-380.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Or

Bronfenbrenner, U. (1986). Ecology of the family as context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742.

Bronfenbrenner, U., & Ceci, S. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101(4), 568-586.

Bronfenbrenner, U. & Evans, G. W. (2000). Developmental science in the 21st Century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9, 1, 115-125.

Carstensen, L., Isaacowitz, D. & Charles, S. (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54, 165-181.

Elder, G. H. , Jr. & Rockwell, R. C. (1979). The life course approach and human development: An ecological perspective. *International Journal of Behavioral Development*, 2, 1-21.

Erikson, E. & Erikson, J. (1982). *Life cycle completed*. New York: Norton.

Hartup, W. W. (1989). Social relationships and their developmental significance. *American Psychologist*, 44, 120-126.

Lerner, R. (2002). *Concepts and theories of human development*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers:

Levinson, D. (1986). A conception of adult development. *American Psychologist*, 41, 3-13.

Marshall, V. (1999). Analyzing social theories of aging. In V. Bengtson & K. Schaie (eds.), *Handbook of theories of aging* (pp. 434-458). New York: Springer Publishing Company.

Overton, W. (1984). World views and their influence on psychological theory and research: Kuhn-Lakatos-Laudan. In H. Reese (ed.), *Advances in Child Development and Behavior*, Vol. 18. New York: Academic Press.

Riley, M. (1987). On the significance of age in sociology. *American Sociological Review*, 52, 1-14.

Rutter, M. L. (1997). Nature-nurture integration: The example of antisocial behavior. *American Psychologist*, 52, 4, 390-398.

Ryff, D. (1995). Psychological well-being in adult life. *Current Directions in Psychological Science*, 4, 99-104.

Schweder, R. A. & Bourne, E. J. (1984). Does the concept of person vary cross-culturally? In R. A. Schweder & R. A. Levine (Eds.), *Culture theory: Essays on mind, self and emotional* (pp. 158-199). New York: Cambridge University Press.

Super, C. M. & Harkness, S. (2002) Culture structures the environment for development. *Human Development*, 45, 270-274.

Family Studies

Allen, K., Blieszner, R. & Roberto, K (2000). Families in middle and later years: A review and critique of research in the 1990s. *Journal of Marriage and the Family*, 62, 911-926.

Allen, K., & White, L. (1998). *Motivations, methodologies, and messages: A conversation with family scholars about the relationships among personal commitments, research traditions, theoretical perspectives, and the work we do*. Paper presentation at the National Council on Family Relations Theory Construction and Research Methodology Workshop, Milwaukee, WI.

Baca Zinn, M. (1991). Family, feminism, and race in America. (pp. 119-133). In S. Farrell and J. Lorber (eds.). *The social construction of gender*. Thousand Oaks, CA: Sage Publications.

Beutler, I., Burr, W. & Bahr, K. (1989). The family realm: Theoretical contributions for understanding its uniqueness. *Journal of Marriage and the Family*, 51, 805-816.

Responses to Beutler et al

Edwards, J. (1989). The family realm: A future paradigm or failed nostalgia? *Journal of Marriage and the Family*, 51, 816-818.

Jurich, J. (1989). The family realm: Expanding its parameters. *Journal of Marriage and the Family*, 51, 819-822.

Menaghan, E. (1989). Escaping from the family realm: Reasons to resist claims for its uniqueness. *Journal of Marriage and the Family*, 51, 822-825.

Beutler, I., Burr, W., Bahr, K., & Herrin, D. (1989). A seventh group has visited the elephant. *Journal of Marriage and the Family*, 51, 826-829.

Boss, P., Doherty, W., LaRossa, R., Schumm, W. & Steinmetz, S. (1993). *Sourcebook of family theories and methods: A contextual approach*. NY: Plenum Press.

- Hareven, T. (2000). The history and the complexity of social change. In *Families, history, and social change: Life-course and cross-cultural perspectives*. (pp. 3-30). Westview Press. (Originally appeared American Historical Review 96, (February 1991): 95-124.
- Hernandez, D. J. (1998). Children's changing access to resources: A historical perspective (pp. 201-215). In K. Hansen & A. Garey (eds.), *Families in the U.S.: Kinship and domestic politics*. Philadelphia: Temple University.
- Lavee, Y. & Dollahite, D. C. (1991). The linkage between theory and research in family science. *Journal of Marriage and the Family*, 53, 361-373.
- Thomas, D. L. & Wilcox, J. E. (1987). The rise of family theory: A historical and critical analysis. In M. B. Sussman & S. K. Steinmetz (Eds.) *Handbook of marriage and the family* (pp. 81-102). NY: Plenum.
- Walsh, F. (Ed.). (1993). *Normal family processes*. New York: Guilford Press.

Research Methods

- Babbie, E. (1986;1990 reissue). *Observing ourselves*. Wadsworth.
- Cook, T. D. & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues for field settings*. Boston: Houghton Mifflin.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*, 2nd ed. Thousand Oaks, CA: Sage.
- Greenstein, T. N. (2001). *Methods of family research*. Thousand Oaks, CA: Sage.
- Kitson, G. C., Sussman, M. B., Williams, G. K., Zeehandelaar, R. B., Shickmanter, B. K., & Steinberger, J. L. (1982). Sampling issues in family research. *Journal of Marriage and the Family*, 44, 965-981.
- Martella, R., Nelson, R., & Marchand-Martella, N. (1999). *Research methods: Learning to become a critical research consumer*. Boston: Allyn & Bacon.
- Sabatelli, R. M. & Bartle, S. E. (1995). Survey approaches to the assessment of family functioning: Conceptual, operational, and analytical issues. *Journal of Marriage and the Family*, 57, 1025-1039.
- Walsh, W. B., & Betz, N. E. (1990). Reliability, validity, and test construction. *Tests and assessment* (pp. 48-86). Englewood Cliffs, NJ: Prentice Hall.
- Johnson, B. & Christensen, L. (2000). *Educational research: Quantitative and qualitative approaches*. Boston: Allyn and Bacon.
- Hoyle, R. H., Harris, M. J., & Judd, C. M. (2002). *Research methods in social relations* (7th ed.). Wadsworth.
- McMillan, J. H. & Schumacher, S. (2001). *Research in education: A conceptual introduction* (5th ed.). New York: Longman.
- Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches*, 5th ed. Boston, MA: Allyn and Bacon.

Polkinghorne, D. (1983). *Methodology for the human sciences: Systems of inquiry*. Albany: State University of New York Press.

Prevention, Intervention, and Policy

Albee, G.W. & Gullota, T.P. (Eds.) (1997). (Eds.) *Primary prevention works*. Thousand Oaks, CA: Sage Publications.

Bloom, M. (1996). Frame of reference for primary prevention practice. In M. Bloom *Primary prevention practices* (pp 1-23). Thousand Oaks, CA.: Sage Publications.

Bogenschneider, K. (2002). What roles can family professionals play to build family policy? (pp. 121-168). *Family policy matters: How policymaking affects families and what professionals can do about it*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Bond, L.A. & Albee, G.W. (1990). Training preventionists in ethical implications of their actions. *Prevention in Human Services*, 8, 111-126.

Carey, W. B. & S.C. McDevitt (Eds.) (1994). *Prevention and early intervention: Individual differences as risk factors for the mental health of children*. (pp.115-125). New York: Brunner/Mazel.

Coie et al., (1993). The science of prevention: A conceptual framework and some directions for a national research program. *American Psychologist*, 48, 1013-1022.

Folbre, N. (2001). *The invisible heart: Economics and family values*. New York: The New Press.

Huston, A. (2002). Reforms and child development. The future of children, 12, 59-77. (Special issue, Children and Welfare Reform). Available online at www.futureofchildren.org.

McKinlay, J. B. (1997). A case for refocusing upstream: The political economy of illness. In P. Conrad & R. Kern (eds.). *The sociology of health and illness: Critical perspectives*. New York: St. Martin Press.

National Council on Family Relations (2000). *Public policy through a family lens: Sustaining families in the 21st century*.

Reppucci, N.D., Britner, P.A. & Woolard, J.L. (1997). Evaluation for the prevention educator. In N.D. Reppucci, P.A. Britner, & J.L. Woolard (Eds.) *Preventing child abuse and neglect through parent education*. (p.37-47). Baltimore, MD: Paul H. Brookes Publishing Company.

Shonkoff, J. & Phillips, D. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academies Press.

U.S. Department of Health and Human Services (2001). *Mental health: Culture, race, and ethnicity – A supplement to mental health: A report of the Surgeon General*. Rockville, MD.

Wisensale, S. K. (2001). The family and American politics (Chapter 2, pp. 29-51). *Family leave policy: The political economy of work and family in America*. London, England: M.E. Sharpe.

Zigler, E. & Hall, N.W. (2000). Issues in child development and social policy. In *Child development and social policy* (pp. 1-21). Boston: McGraw Hill.

APPENDIX B

Evaluation Guidelines for General Exam and Dissertation Proposals

B. 1. Evaluation of Comprehensive Exam Responses

Comprehensive exam responses will be examined in light of the following general criteria and judged – overall – as acceptable (pass) or unacceptable (fail).

1. Completeness

The literature review is complete and contains information that is relevant and essential to a thorough response to the question posed by the Advisory Committee. The literature reviewed is current, and sufficiently inclusive to bring the reader to a clear appreciation of central issues. The exam reflects the student's command of the literature

2. Integration of theory

Relevant theories are discussed, integrated, and their bearing on the topic and research is clear.

3. Contribution

The document goes beyond a "simple" review to include critical analysis of the existing literature. The author compiles and combines the information in a novel or unique way, creating a synthesis that qualifies as an original contribution.

4. Scholarly style

The document has a scholarly tone and format, adheres to scholarly standards (e.g., appropriate use and number of citations), and consistently and properly employs APA style (or another acceptable format).

5. Quality of writing

The product is clear, professional, coherent, and well organized. The document is properly prepared (e.g., typographical errors and errors of style and usage are rare or absent).

B.2. Evaluation of Dissertation Proposals

| Department of Human Development and Family Studies Criteria for Evaluating Dissertation Proposals | | |
|---|------------|-----------------|
| Introduction | Y/N | Comments |
| Is the <i>statement of the problem</i> effectively introduced? | | |
| Is the <i>significance of the research</i> well defined? | | |
| Is the <i>general purpose of the study</i> clearly stated? | | |
| Are <i>topics to be addressed</i> clearly presented? | | |
| Review of Related Literature | Y/N | Comments |
| Does the review effectively organize the relevant professional scholarship to provide <i>theoretical, empirical, and clinical rationale for the study</i> ? | | |
| Is there a <i>critical analysis</i> of the professional exchange and research? | | |
| Does the author distinguish <i>research findings from conclusions</i> ? | | |
| Questions, Methods, and Analysis | Y/N | Comments |
| QUESTIONS | | |
| Is the <i>research paradigm and approach</i> clearly described and justified? | | |
| Do <i>research questions/hypotheses/predictions</i> match purpose of the study? | | |
| Is the <i>methodology</i> adequate to examine the questions/ hypotheses/ predictions? | | |
| METHODS | | |
| Is the <i>sample and sampling strategy</i> appropriate and feasible? | | |
| Are <i>qualitative and/or quantitative methods</i> clearly described and justified. | | |
| If <i>qualitative and quantitative methods</i> are used, is the link between them defined? | | |
| Are the <i>psychometric properties</i> of the measures adequately described? | | |
| Are other <i>instruments and materials</i> adequately accounted for? | | |
| DATA ANALYSIS PROCEDURES | | |
| Is the <i>plan for data analysis</i> logical and well developed? | | |
| Are the measurement characteristics and proposed analysis <i>congruent</i> ? | | |
| Does the plan address the proposed <i>research question/ hypotheses / predictions</i> ? | | |
| Are the <i>limitations</i> of the proposed methods and procedures addressed? | | |
| Delimitations and Limitations | Y/N | Comments |
| Is a <i>plan for discussion</i> of the results clearly stated? | | |
| Are known <i>limitations</i> clearly discussed and plans for further discussion identified? | | |
| POSSIBLE IMPLICATIONS | | |
| Are the possible implications of the research clearly discussed? | | |
| Ethical Issues for use of Human Subjects | Y/N | Comments |
| Are ethical issues regarding the use of human subjects clearly addressed? | | |
| References | Y/N | Comments |
| Are all references cited listed both in the body and the bibliography? | | |
| Style | Y/N | Comments |
| Is APA or an alternative professional format used consistently? | | |
| Is the proposal well written? | | |

APPENDIX C

Dissertation Resources

Recommended Books:

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields (2nd ed.)*. Washington, DC: American Psychological Association.

Locke, L.F., Spirduso, W.W. & Silverman, S.J. (2000). *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals, 4th ed.* Corwin Press. - Information that applies to all research proposals as well as issues specific to the use of proposals in graduate education and funding agencies.

Sternburg, D. (1981). *How to Complete and Survive a Doctoral Dissertation*. St. Martin's Press. - Although this book was written in 1981, it has excellent reviews and is recommended on several websites concerning dissertation writing.

Brause, R.S. (1999). *Writing Your Doctoral Dissertation: Invisible Rules for Success*. Routledge Farmer. - A practical guide for students with help on planning, writing and defending a dissertation. Provides samples of accepted proposals and dissertations

Rudestam, K.E. & Newton, R.R. (2001) *Surviving Your Dissertation: A Comprehensive Guide to Content and Process, 2nd ed.* Sage Publications. - Advice on the entire dissertation process, from selecting a suitable topic, through the literature review, building and presenting an argument, dealing with committee members and emotional blocks.

Recommended Web Sites:

Dissertation Project Funding:

Fulbright Grant (for graduate students)

Graduate students can apply for a Fulbright Grant (ie.org/Fulbright) offered through the U.S. Department of State. The program annually awards about 1,500 students with funding to study or conduct research overseas in multiple fields, such as sociology, performing arts and science. Student who have earned a doctorate degree are ineligible--excluding juris doctorate (law degree).

National Institutes of Health/National Research Service Awards (the graph below illustrates which grants are applicable at different stages of one's career)

Ruth L. Kirschstein National Research Service Awards (NRSA) Training Grants and Fellowships

NCFR - The following graduate student awards are given:

NCFR Honor Student Recognition (Presented ongoing) - This award acknowledges the outstanding accomplishments and academic success of family science students. By recognizing exceptional scholarship, leadership and service in graduating undergraduate and graduate students, NCFR wishes to honor worthy recipients for their excellence and encourage and empower them to continue to excel in and make contributions to the field of family science. NCFR Honor Student Recognition Application Form.

NCFR Student Award (Presented yearly) - This award is given to a NCFR graduate student member who has demonstrated excellence as a student with high potential for contribution to the field of family studies.

Ruth Hathaway Jewson Award (Presented in even years) - This award is given to fund the best Family Studies dissertation proposal submitted by a doctoral candidate.

John L. McAdoo Dissertation Award (Presented in even years) - This award is a tribute honoring the scholarship and leadership of John Lewis McAdoo, Professor of Family and Child Ecology at Michigan State University and a founding member of the NCFR Ethnic Minorities Section.

Jessie Bernard Award - Outstanding Research Proposal from a Feminist Perspective (Presented yearly) - This award, sponsored by the Feminism and Family Studies Section, recognizes a graduate student/new professional who has demonstrated excellence in research and potential contribution to feminist scholarship.

Jessie Bernard Award - Outstanding Contribution to Feminist Scholarship Paper (Presented yearly) - This award, sponsored by the Feminism and Family Studies Section, recognizes a graduate student/new professional who has published or is about to publish a paper using feminist frameworks and methodologies in research.

Affiliate Councils Outstanding Student Research Paper (Graduate & Undergraduate) (Presented yearly) The graduate student paper winner will receive \$500 and be expected to present the paper at the NCFR conference and must be a NCFR member. The undergraduate student paper winner will receive \$100. Applications are nominated by active affiliates.

Cindy Winter Scholarship Award (Presented in odd years) - This award is to honor a student or new professional who has demonstrated outstanding leadership or service in family studies, human ecology, human development, family science, or a related field.

National Science Foundation

The National Science Foundation's Division of Behavioral and Cognitive Sciences (BCS), Division of Social and Economic Sciences (SES), and Division of Science Resources Statistics (SRS) ***award grants to doctoral students to improve the quality of dissertation research.*** These grants provide funds for items not normally available through the student's university. Additionally, these grants allow doctoral students to undertake significant data-gathering projects and to conduct field research in settings away from their campus that would not otherwise be possible. Proposals are judged on the basis of their scientific merit, including the theoretical importance of the research question and the appropriateness of the proposed data and methodology to be used in addressing the question.

Foundations Supporting Aging Research

Atlantic Philanthropies aims to ensure that older adults are treated with dignity and respect; are fully empowered to shape their own destinies; have access to health and support systems; are represented by a strong cadre of leaders; and are able to contribute actively their expertise and abilities for the good of society.

The Commonwealth Fund is one of the largest private foundations in the United States.

Council of Foundations is the umbrella national organization for philanthropic foundations in the United States.

Dana Foundation is a private philanthropic foundation focused on health and education. It supports among other projects the Dana Alliance for Brain Initiatives whose members include over 100 neurobiologist researchers.

John A. Hartford Foundation is a private philanthropy established by John A. Hartford. The majority of the Foundation's current grant making relates to enhancing geriatric research and training, and integrating health-related services to older adults.

Robert Wood Johnson Foundation is a very large private foundation.

The Pew Charitable Trusts is a very large Philadelphia private foundation that makes more than 400 grants a year.

The Retirement Research Foundation is the nation's largest private foundation whose grantmaking is focused on older adults and aging issues.

Websites for Dissertation Proposals:

- Dissertation Proposal Workshop <http://globetrotter.berkeley.edu/DissPropWorkshop//>
Sponsored by the Berkeley-Rockefeller African Development Dissertation Workshop Program – This site comprises a collection of tips, samples, and links about writing research proposals.
- A Writer's Guide to Research and Development Proposals
<http://mutans.astate.edu/dcline/Guide/Problem.html>
Written by Daniel Kline, professor at Arkansas State University, Educational Leadership Center for Excellence in Education, this site hosts a paper on writing proposals and includes a thorough outline of what a proposal should include.

Websites for the entire dissertation process (including proposals)

- Writing and Presenting Your Thesis or Dissertation
<http://www.learnerassociates.net/dissthes/>
Written by S. Joseph Levine, Ph.D., professor at Michigan State University
A site dedicated to the practical aspects of the thesis/dissertation process, including sections on the Thinking about It Stage, Preparing the Proposal, Writing and Defending the Dissertation.

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