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THE UNIVERSITY OF TENNESSEE

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THE DEPARTMENT OF  
CHILD AND FAMILY STUDIES

GRADUATE STUDENT HANDBOOK

2016-2017  
(revised summer 2016)

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College of Education, Health, & Human Sciences

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## Welcome from the Department Head

It is with much anticipation and great pleasure that I welcome you to the Child and Family Studies Graduate Program. Some of you are returning while others of you are just getting to know the faculty, course array, and spaces in Jessie Harris and across campus. What I most want to convey to all of you is how fortunate we are to have you work alongside the CFS faculty. As a faculty we are committed to ensuring your educational experiences are fulfilling, challenging, and relevant. To this end, we work to guide you through your program of study that includes course work, community outreach and engagement, and research. During your time in CFS some of you will decide to shadow a faculty member's teaching and teach a course solo. Our aim is to find ways to make sure you have the breadth and depth of experience that will best prepare you for your work once you graduate.

To this end we have created a cohesive and inclusive community of learners within CFS. This means that there is a strong network of relationships between you and your peers and you and the faculty that serves as the foundation of your experiences. As part of this community you will be invited to work closely with a faculty, often in their research labs or in the Early Learning Center for Research and Practice. Through your graduate assistantships you will be mentored in research methods, course preparation, and opportunities to develop your own stream of research. Once you participate in these endeavors you will then have multiple chances to present your work locally, nationally and even internationally. You will also have the prospect to co-author manuscripts with faculty.

I encourage you to get to know the faculty soon and to schedule meetings to introduce yourself and share your goals. I also invite you to attend our monthly colloquy and consider presenting before you graduate. Our department is active in a number of graduate research initiatives that include the poster sessions each spring, travel to one of the three SEC land grant universities with whom we partner (i.e., Auburn University, University of Georgia, and Virginia Tech) to present research and to actively engage in service as a member of the department student organization of the National Council on Family Relations.

You should, of course, familiarize yourself with the specifics of graduate work by carefully examining the CFS *Graduate Student Handbook*. It is a valuable source of information about the structure, policies, and program requirements that will shape your course of study. Our faculty and staff are available to answer your questions, but in most cases you should seek information from Dr. Hillary Fouts, the CFS Director of Graduate Studies, your permanent advisor, or me. And please visit our CFS website often for updates, highlights and links to the Online Graduate Catalog, financial aid and educational opportunities that you may want to access.

Warmest regards,

Mary Jane Moran, PhD  
Interim Head and Associate Professor

## INTRODUCTION

In order to serve the mission and vision of the Graduate School and preserve the integrity of Graduate Programs at the University of Tennessee, Knoxville, information related to the process of graduate education in each department is to be provided for all graduate students. Based on Best Practices offered by the Council of Graduate Schools, it is important that detailed articulation of the information specific to the graduate degrees offered in each department or program be disseminated.

The Child and Family Studies (CFS) Graduate Student Handbook does not deviate from established [Graduate School Policies](#) in the Graduate Catalog. Rather, it provides the specific ways in which those policies are carried out.

## PURPOSE OF THE HANDBOOK

The purpose of this document is to present the policies and procedures pertaining to graduate study in the Department of Child and Family Studies (CFS). The policies and procedures documented here are specific to the Department, but are consistent also with those of the College of Education, Health and Human Sciences and University of Tennessee (UT). Because this *Graduate Student Handbook* (hereafter referred to as the *Handbook*) is revised annually, it contains information that is more current than the *UT Graduate Catalog*.

The *Handbook* contains a number of important hyperlinks related to policies and procedures. These hyperlinks may be directly accessed from within this document by clicking on the hyperlink.

Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the university, including all of the policies outlined in the Graduate Catalog. The following links provide important and useful information: [Hilltopics Student Handbook](#), [The University of Tennessee Graduate Catalog](#), the [Graduate Student Appeal Procedure](#), and [Fellowships, Assistantships, and Other Funding Sources](#).

This *Handbook* contains information for both graduate students and faculty. Forms that must be completed are available from the [UT Graduate School](#), the [Office of Graduate and International Admissions](#), or on the [department's website](#).

All issues related to graduate administration are overseen by the Departmental Graduate Committee (Dr. Hillary Fouts is the chairperson of the committee and the Director of CFS Graduate Studies. She can be reached at 865-974-3521 or [hfouts@utk.edu](mailto:hfouts@utk.edu)). Graduate program administrative details are overseen by the graduate program administrative assistant (Ms. Sonja Spell, 865-974-1713; [sspell1@utk.edu](mailto:sspell1@utk.edu)). All general questions should first be directed to her. General concerns may also be directed to the Interim Department Head (Dr. Mary Jane Moran at 865-974-6269 or [mmoran2@utk.edu](mailto:mmoran2@utk.edu)).

The degree programs that are covered in this *Handbook* include the M.S. and Ph.D. in Child and Family Studies. Please refer to the *Handbook* for the specific minimum course requirements and

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the policies and procedures pertaining to each degree program.

Graduate students should review [Appendix H](#) for helpful hints and suggestions from former and current graduate students. In [Appendix I](#), is information students need to know about CFS office procedures. Finally, in [Appendix J](#) are a number of important websites students can use to learn more about the University and the Knoxville and East Tennessee community.

Graduate students need to keep this *Handbook* readily available; relevant parts can be downloaded from the department's website. As needed, please take paper copies of relevant forms and sections from the *Handbook* to any planning conferences that you have with your faculty advisor or graduate committee members.

The *Handbook* reflects a continuing process and its contents represent long-standing policy as well as this year's changes. Recommendations for the *Handbook's* improvement are welcome and they may be presented to your advisor, other members of the faculty, or members of the department's Graduate Committee.

We hope you enjoy your graduate studies; this *Handbook* has been compiled to facilitate that process.

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**DEPARTMENT OF CHILD AND FAMILY STUDIES  
GRADUATE STUDENT HANDBOOK**

**I. Department Mission, Vision, and Core Values Related to Diversity**

**A. General Mission.**

The central foundation of graduate programs in CFS is that scientific inquiry provides the most effective means to improve the welfare of children, youth and families. A cornerstone concept for the department's mission is "development in context" or the perspective that human development is best understood in terms of interconnections among families, neighborhoods, schools, communities, and cultures. A more specific focus within this "development in context" perspective is an emphasis on "children, youth, and families at-risk." Together, these two themes, "development in context" and "children, youth, and families at-risk," guide all aspects of decision-making in the department, for example, decisions that affect the structure, content, implementation, and evaluation of CFS graduate programs.

The CFS department vision is to be nationally and internationally recognized for utilizing interdisciplinary approaches to understand and enhance the well-being of children, youth and families in diverse contexts. We collectively aspire to teaching, research and practice that are socially and scientifically significant. We strive to implement initiatives that foster community engagement, build strengths, and reflect our commitment to inclusivity. The pursuit of the CFS vision is guided by a set of core values that influence programs of study and opportunities to conduct research and engagement with graduate students. These include:

1. A continuous quest for academic achievement through teaching, research, and service by collaborating with diverse faculty, staff, students, families, and communities.
2. The development of future leaders who are culturally competent, represent an array of diverse populations, and are capable of working collaboratively with underrepresented as well as represented groups upon entering the work force.
3. The belief that the classroom should be a safe environment that welcomes individuals from diverse backgrounds and promotes ideas and discourse around issues in which all opinions and ideas are respected, met with open minds, and is void of personal bias.
4. A commitment to fostering professionals who are dedicated to the pursuit of knowledge and improving the well-being of at-risk children, youth, and families by developing and evaluating prevention and intervention services through student and faculty research using university, community, and government resources.
5. The development and support of partnerships with international agencies and institutions of higher education in other countries that provide opportunities for student engagement with a global society.
6. The development and maintenance of a departmental environment where professional integrity and responsibility are valued and encouraged.



## **B. Child and Family Studies Graduate Programs**

### **1. Philosophy and Program Competencies**

- a. Child and Family Studies is the systematic study of children, youth, and families in contexts such as the home, neighborhood and school as well as cultural forces and values in which these contexts are embedded. It is through systematic scientific study of these contextual features that new knowledge emerges and leads to the application and evaluation of prevention and intervention efforts that may improve the quality of individual and family life.
- b. The CFS major prepares professionals to serve the public as providers, researchers, policy makers, and teachers. The curricula in CFS qualify graduates for teaching and/or research positions in colleges, universities, government, and industry. Other graduates serve as professional teachers in Pre-K to 3 public school programs or as service providers in community agencies that serve at-risk children, youth, and families. CFS graduates need to have a strong background in child development and family relationships as well as educational theories and practices in the case of students enrolled in the Pre-K to 3 teacher licensure program. CFS graduates in general should possess the following competencies:
  - demonstrate basic understanding and knowledge in Child and Family Studies as well as research methodology and professional ethics;
  - assess and evaluate the child development, family studies or early childhood education (ECE) needs and problems of target populations
  - communicate CFS and ECE information to the public; and
  - function effectively as professionals in the fields of CFS or ECE in educational institutions, help-giving agencies, or industry.
- c. With the M.S. degree, graduates should possess the following competencies:
  - demonstrate advanced knowledge of the sciences of Child and Family Studies or Early Childhood Education;
  - demonstrate advanced knowledge of research methodology and the interpretation and application of research in CFS or ECE; and
  - assume positions in help-giving agencies, child care, or public schools that prefer to hire individuals who have earned the M.S. degree.
- d. With the Ph.D. degree, graduates should possess the following competencies:
  - demonstrate comprehensive knowledge and understanding of the science and professions of Child and Family Studies and/or Early Childhood Education;
  - apply comprehensive knowledge and understanding of research methodology and statistics in the fields of Child and Family Studies and/or Early Childhood Education;
  - disseminate new knowledge and application procedures through publications in peer-reviewed journals, book chapters, private and government agency reports, and paper presentations at professional meetings; and
  - assume high level administrative, teaching, or research duties in institutions of higher education and in industry, government, or non-government agencies.

## II. General Duties and Responsibilities of Faculty and All Graduate Students

Faculty in the Department of Child and Family Studies are responsible for research, teaching, and services, as described in The University of Tennessee [Faculty Handbook](#) and the Department of Child and Family Studies By-Laws. Teaching includes designing, implementing and evaluating courses at the undergraduate and graduate levels, and advising both undergraduate and graduate students. Teaching can include on-campus instruction and distance learning strategies. More specific responsibilities of graduate student advising are detailed in [Section III, E](#) of this *Handbook*. Faculty members are responsible for research, scholarship, and creative activities that make intellectual and original contributions within and across disciplines. Faculty members disseminate their research through professional presentations and publications, secure funding for their efforts, and mentor undergraduate and graduate students in research. Service responsibilities of faculty include department, college, and university governance and service to their disciplines and the community.

Graduate students are responsible for knowing and following the guidelines and requirements described in this manual and in the [Graduate Catalog](#). The Department of Child and Family Studies graduate programs have requirements beyond the minimum established by The Graduate School. Students are expected to keep up-to-date on curricular rules and regulations by visiting the [Graduate School](#) website regularly and meeting with their graduate committee. Faculty advisors and staff may provide reminders or notifications about deadlines and procedures, but ultimately it is the student's responsibility to meet all deadlines and fulfill all requirements of their program. Students are responsible for registering for classes, scheduling examinations (e.g., comprehensive exams, thesis and dissertation defenses), and reporting to the Graduate School. Students should follow these procedures in consultation with their major professor.

A statement of graduate students' rights and responsibilities is printed on the student's admission status form. Additional copies are available from the [Office of Graduate Admissions](#).

Academic integrity, including intellectual integrity, academic honesty and avoidance of plagiarism is the responsibility of all faculty and students. The [Graduate Catalog](#) and [Hilltopics](#) discuss these issues.

Plagiarism is a serious offense, which involves using the work of others without giving appropriate credit or acknowledgement. All members of the academic community are expected to summarize, paraphrase, and quote sources appropriately. University Libraries provide resources on [how to avoid plagiarism](#). Child and Family Studies students are strongly encouraged to review these resources so that they can write effectively and confidently and with the knowledge that they have credited their resources. All members of the academic community are responsible for being familiar with and following the code of honesty.

### **Graduate Student Academic and Professional Conduct**

Students are expected to adhere to the University of Tennessee's Standards of Conduct as described in [Hilltopics](#) and behave in accordance with the University of Tennessee's [civility principles](#). Any form of academic dishonesty or violation of the [Honor Statement](#), including

plagiarism and any other form of cheating, is grounds for disciplinary action, including dismissal from the program.

Students are expected to behave in a professional manner with all people, including but not limited to other students, faculty, staff, research participants, and people they have contact with in community agency settings and schools. In particular, students are expected to demonstrate:

- Consideration and respect for all people in spoken and written form (including electronically)
- Willingness and an ability to listen to others and consider feedback
- Respect and appreciation for human diversity (e.g., religious, gender, sexuality, age, disability, social class, race, ethnicity, nationality, culture, value system) and refrain from imposing personal beliefs onto others
- Self-awareness of their effect on others and a willingness to examine and change behavior when it is disruptive, disturbing, or causing stress or emotional harm to others

Professional misconduct includes, but is not limited to:

- Failure to respond to or comply with a University of Tennessee authority
- Failure to attend required meetings called by University of Tennessee administrators or faculty
- Alteration, falsification, or misuse of documents
- Disruption of teaching
- Intimidating, threatening, harassing or coercing behavior
- Verbal or physical abuse
- Inappropriate relationships
- Inability to sustain or perform satisfactorily in graduate assistantship or practicum placements
- Criminal/Illegal activity
- Improper or unauthorized use of University of Tennessee facilities, services, and equipment
- Other behaviors determined as unprofessional toward other students, faculty, staff, administrators, research participants, and people that students have contact with in community agency settings and schools

### III. General Policies

The [University of Tennessee Graduate Catalog](#) contains University of Tennessee, Knoxville, policies that are applicable to all graduate students. Key course enrollment policies are described in [Appendix A](#). A number of forms are required by the University and the department to secure approvals and to document progress through your academic program. These forms are available either on the CFS [website](#) or through the links available in [Appendix B](#). The catalog is revised yearly, and students are responsible for the policies and procedures in this document.

The policies outlined in this *Handbook* have been adopted by the Department of Child and Family Studies and are the departmental means for fulfilling the University of Tennessee guidelines and policies until changed by the Department or University. This *Handbook* may include some changes in departmental graduate programs that are not yet in the Graduate Catalog. Therefore, faculty, graduate students, and staff are accountable for the policies and procedures detailed in this document.

#### A. Admission - General Procedure for the M.S. and Ph.D. Degrees

University graduate student admission requirements as well as information regarding special admission categories, such as non-degree, conditional, probationary, or readmission, can be found in the [University of Tennessee Graduate Catalog](#).

Graduate application materials and information can be obtained from the [Office of Graduate Admissions](#), the Department of Child and Family Studies [website](#) for the M.S. and Ph.D. degrees, or from the Graduate Program Administrative Assistant (Sonja Spell, [sspell1@utk.edu](mailto:sspell1@utk.edu)).

#### B. Orientation

Information on the University's [graduate student orientation](#) is available on the Graduate School's website. In addition, the department hosts an orientation for all new and continuing graduate students prior to classes beginning each Fall semester.

#### C. Thesis or Pre-Doctoral Requirement

Most Ph.D. students enter with a Master's degree. If the student has completed a thesis as part of their Master's degree, the student's doctoral committee will determine if the thesis meets empirical standards. If the student has a non-thesis Master's degree or the thesis research does not sufficiently demonstrate that the student completed an empirical study, the student will have to complete a [Pre-Doctoral research project](#) before beginning the dissertation. Students who are admitted to the Ph.D. program without a Master's degree will complete requirements for the thesis-based M.S. degree as part of their program of study. These students should complete the [Request for Concurrent Master's Degree](#) and submit the form to the CFS Director of Graduate Studies for approval after their thesis has been approved by their committee. This is expected to happen near the end of the second year of a student's program of study and must be completed prior to taking the Comprehensive Exam.

#### D. Initial Enrollment

Upon arrival to the University of Tennessee, Knoxville, graduate students should report to

the Graduate Program Administrative Assistant (Ms. Sonja Spell, 865-974-1713; [sspell1@utk.edu](mailto:sspell1@utk.edu)) to complete various forms required by the University. All new doctoral and master's students with a research and application concentration (non-ECE) will be advised by the Director of Graduate Studies until she or he is ready to select a major professor (See the CFS [website](#) for a description of faculty research interests).

Before selecting a major professor, it is important that the student familiarize her- or himself with all of the faculty members in the department to see which of them would be a good match in terms of research or practicum interests. Once the student knows whom she or he would like to serve as a major professor on the thesis, practicum, or doctoral committee, the student should make an appointment to discuss mutual interests and ask if the faculty member would serve in this capacity. If the faculty member accepts, then the student and faculty member should discuss other potential members of the committee. Once identified, it is only necessary for the student to contact a prospective member (preferably by making an appointment), describe her or his interests, and then ask the faculty member to serve.

Once the selections are made, the student should do the following:

- a. Submit a "Program Plan for the M.S. with a [Research and Application Concentration](#)" or "Program Plan for the M.S. with [Teacher Licensure Concentration](#)," or "Program Plan for the [Doctoral Degree](#)" to the major professor and once his or her approval is given, the student should arrange a meeting of all the committee members for review. The plan must be completed and filed during the second semester of full-time study or part-time equivalent; and
- b. If the plan is approved by the major professor and committee members, it should be signed by each faculty member on the committee as well as the student. The major professor and student should retain copies for their personal files and a copy of the plan also should be given to the Graduate Program Administrative Assistant (Ms. Sonja Spell, [sspell1@utk.edu](mailto:sspell1@utk.edu)) for placement in the student's file. If the plan is not approved, it should be revised and resubmitted.

## **E. Advising Process**

The advising process involves responsibilities of both the advisee and the advisor and the major professor.

1. Responsibilities of the advisee are as follows:
  - a. Contact the major professor to schedule an appointment prior to registration for classes for the subsequent semester;
  - b. Consult the [University registration website](#) for information on procedures and deadlines for graduation. This site also has a link to the *Timetable of Classes*;
  - c. Be familiar with the information in "[Graduation Information for Graduate Students](#)." Students have found this information to be very helpful.
  - d. Notify the major professor and Graduate Program Administrative Assistant (Ms. Sonja Spell, [sspell1@utk.edu](mailto:sspell1@utk.edu)) of any change in address or telephone number.
2. Responsibilities of the major professor are as follows:

- a. Schedule advising appointments;
- b. Assist the student in the development of a plan of study that is commensurate with the student's background, interests and goals that comply with the approved curricula and policies;
- c. Provide guidance to the student on selection of committee members;
- d. Assist the student in meeting Graduate School requirements and deadlines;
- e. Provide guidance in the development of a research project (or service project in the case of the M.S. practicum program) suitable for either a Master's thesis or doctoral dissertation; and
- f. Coordinate written and oral examinations as required by the specific programs in which the student is a candidate, (e.g., comprehensive examination in the doctoral program); oral examination for Master's thesis and doctoral dissertation and comprehensive examination for teacher licensure and doctoral students.

#### **F. General Requirements for Completion of Degree**

See the current [Graduate Catalog/Knoxville](#), for “Degree Program Requirements.”

Master's students who declare a practicum M.S. option must pass a culminating experience (CFS 564-65) and prepare and present a written product to the M.S. committee that was developed with the approval of the committee and on-site agency advisor. The product should address some kind of potential benefits to agency providers and/or children, youth, or families.

#### **G. Graduate Student Research**

Research opportunities for graduate students in the department are linked to departmental faculty research interests. Current projects and research interests of the faculty can be found on the [department's website](#). Also, specific information on current research may be obtained from individual faculty members.

#### **H. Graduate Student Travel**

As part of thesis and dissertation training, the faculty highly recommend that students present their research at scientific meetings when possible. The student should discuss these opportunities with his or her major professor.

In general, partial funding can be arranged for graduate students who travel to meetings to present research or take part in other educational opportunities. A student should begin the process of requesting funds and completing the necessary paperwork well in advance to ensure proper reimbursement of expenses. Students on official University travel are responsible for adhering to [University travel regulations](#) and should consult this website to ensure compliance with those regulations. Travel arrangements should be made in consultation with the major professor. Some of these reimbursements are a one-time event. Please consult the major professor or Department Head for confirmation. Possible sources of funding are:

- Major Professor
- UT Graduate Student Association
- Department Head

- College Dean

Additional information regarding financial assistance for student travel is available from the [College website](#) and the [Graduate Student Senate](#) site.

The following check list should help make the process flow smoothly:

<b>Action</b>	<b>Time-Frame</b>
<ul style="list-style-type: none"> <li>• Request funding from all available sources</li> <li>• Make travel/hotel arrangements &amp; registration</li> <li>• Complete a Travel Authorization*</li> <li>• Complete a Travel Reimbursement Request*</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to listed deadlines</li> <li>• Prior to listed deadlines</li> <li>• At least 2 weeks prior to travel</li> <li>• Allow additional time for international travel upon return</li> </ul>
<ul style="list-style-type: none"> <li>• <b>*UT only accepts ORIGINAL receipts</b></li> </ul>	

### **I. Research Projects and Studies with Human Subjects**

All research projects or studies that involve the use of human subjects must be reviewed by the University's Institutional Review Board (IRB) or be certified as exempt from IRB review. All students involved in projects with human subjects should familiarize themselves with the information available from the Office of Research on [working with human subjects](#). This includes, for example, “The Human Subject Research Review System” and “Students’ Guide for Studies Involving Human Participants”. There also are training modules, including the “Training Module for Protection of Human Subjects” and the “NIH Protection of Human Research Participants (PHRP) Training Guide.” This is necessary because no research with human subjects can be initiated until approval from the IRB is received. Understanding the special nature of the [human subjects research review](#) system is important and required by federal regulations governing research with human subjects. To obtain copies of the regulations governing research with human subjects, graduate students should contact the CFS Director of Graduate Studies or the Coordinator of Compliances directly: Office of Research, 1534 White Avenue. Your major professor will guide you through this process.

The department procedure is consistent with that of the University. The appropriate human subject review forms should be completed and then submitted to the Chairperson of the Department’s Human Subjects Committee. This committee will conduct the first stage of review and either return the form for revisions to the student/investigator or forward it to the Department Head for signature. Once signed by the Department Head, it is returned to the student/investigator for forwarding to the Office of Research for review and approval/denial.

### **J. Transfer of Credits**

All courses included in an individual’s graduate program of study must be approved by the student’s committee and The Graduate School. The number of hours that may be transferred from another program is determined by the student’s committee. Courses to be transferred for the Master’s degree must have been completed with a grade of B or better.

Courses to be transferred into a student’s Master’s program may consist of a combination of The University of Tennessee System courses and courses from other institutions. The latter

may not exceed one-third of the total hours requested. One-half of the total hours required must be taken at UT, Knoxville. Under some circumstances, coursework from a foreign institution may not be transferred because these institutions may not have recognized accreditation.

## **K. Financial Assistance**

General information regarding [Graduate Assistantships](#) is available from the Graduate School. All assistantships are governed by the [Policy for the Administration of Graduate Assistantships](#).

The Department has several types of assistantships available. These include Graduate Teaching Assistant/Associate (GTA); and Graduate Research Assistant (GRA). The work hours are 20 hours per week, excluding organized class time, with a 50% appointment, or 10 hours per week, excluding organized class time, with a 25% appointment. Work responsibilities of different assistantships vary as described below, but all provide tuition, maintenance fee, health insurance (if at least a 25% appointment), and a monthly stipend.

### **1. Graduate Teaching Assistants/Associates (GTA) and their responsibilities**

Graduate Teaching Assistants (GTA) are appointed for a one year term with renewals possible as per the procedures outlined in “Application Procedure” in the next section. Students with these assistantships generally teach in the Early Learning Center. A waiver of tuition and the maintenance fee plus payment of health insurance and a stipend are provided by the University and Department. All other fees are paid by the student. GTAs must maintain at least a B average and be full-time graduate students to retain eligibility for assistance.

Graduate Teaching Associates are appointed for one year with renewals possible (see the preceding paragraph). The student teaches one course each semester as 25% of the assignment and assists the major professor to whom he or she is assigned the other 25%. GTAs may not teach a course until they have “shadowed” a professor for one semester and also completed HEA 645: Curriculum and Instruction in Higher Education, or EPC 688: Practicum in Instructional Planning. Guidelines for “Doctoral Teaching as a GT Associate” are located in [Appendix C](#).

### **2. Graduate Research Assistants and Their Responsibilities**

The general information provided above for GTA’s applies to GRA’s except that these students are assigned to faculty to provide assistance with their courses and research. CFS Graduate Research Assistants (GRA) may also be funded by contracts or grants from specific business, government or other agencies and foundations.

### **3. Application Procedure**

Students generally first apply for assistantship funding when they apply for acceptance into the program. For subsequent years, students must reapply for funding by submitting



the forms requested by the Graduate Committee in the spring.

#### 4. Additional Sources of Funding

The College of Education, Health and Human Sciences has a link for graduate students wanting to apply for [College-based scholarships](#).

General information on financial assistance is available from the University of Tennessee [Graduate School website](#).

Information on funding sources outside the College is available from the Administrative Offices of the College, the Department of Child and Family Studies, and from the [Financial Aid Coordinator in the Graduate School](#).

Graduate students are encouraged to begin seeking outside funding about a year preceding the academic year for which funding is needed, as some deadline dates are very early. The Graduate Record Examination is required by many funding sources as well as for admission to departmental programs.

#### 5. Evaluation Procedures

Graduate assistants are evaluated in the following way:

- a. The Graduate Committee members review assistantship positions and rank applicants;
- b. The Graduate Committee makes recommendations to the Department Head on allocations of assistantships. The Graduate Committee also makes recommendations to the Department Head on retention of current GTAs and GRAs;
- c. Recommended recipients may be contacted by the Department Head by mail/phone to see if they are still interested in receiving the type of financial assistance for which they will be recommended;
- d. Official notification from the Department Head of admission and funding will be made within four weeks after each application deadline;
- e. Faculty and Graduate Committee recommendations are forwarded to the Department Head for final decisions; and
- f. Recipients accept or decline the awards in a written response to the Department Head.

#### 6. Work Space Assignments

Each graduate assistant is entitled to a work station. Stations are located in the Jesse Harris Building. Students should contact the Graduate Program Administrative Assistant (Sonja Spell, [sspell1@utk.edu](mailto:sspell1@utk.edu)) who will make the assignment.

### **L. Faculty Review of Student Progress**

CFS faculty review Master's and Doctoral students' progress every spring semester.

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Students are asked to prepare and submit an annual evaluation document (format specified by the Graduate Committee) as well as a current CV. The spirit of this review is an informal sharing of information and perceptions that provide students with feedback about their strengths and weaknesses. The content of this review for each student includes performance, departmental fit, professionalism, and interaction with faculty and peers. All tenured and tenure-track faculty, M.S.-TL coordinators, and ELC directors are expected to attend the review meeting, which is chaired by the Director of Graduate Studies.

Students will receive a written summary within 14 working days of the feedback prepared by their major professor and co-signed by the Department Head.

**M. Approval for Special Topics and Directed Study**

To request approval for these types of learning complete the Course Request Form for Special Topics and Directed Study (available from office staff in JHB 115).

**N. Responsibilities of an Alumni**

After completion of a degree, alumni are urged to notify the University, College, and Department of name, address, and position changes. In this way the University can keep alumni informed of current events, while at the same time supply valuable information and data regarding our graduates and programs.

## IV. Master of Science Degree Programs

### A. General Requirements

See the current [Graduate Catalog/Knoxville](#) for basic information and course descriptions and [Appendix D](#) for a summary of the procedures for the Master's Degree.

The Graduate School has established a requirement for a culminating experience for all M.S. degree students at UTK. This policy reads as follows

*The Master's degree is evidence of successful completion of a body of coursework, advanced understanding, and the ability to apply knowledge within a major field. As part of a Master's degree, and in addition to a final comprehensive examination, a culminating (capstone) experience is expected. Examples of culminating experiences include an advanced seminar, exhibit, independent project, integrated case study or simulation, internship, practicum, recital or thesis. Through this experience, the student will demonstrate skills associated with the particular degree program, such as applied performance, critical analysis, organization and writing.*

### B. Progression and Retention

The University policy on cumulative grade point average (GPA) requires graduate students to maintain a GPA of at least 3.0 in all graduate courses taken for a letter grade of A-F. If, after completion of 9 hours of graduate coursework, a student's GPA falls below 3.0, then the student will be placed on academic probation. The student will be able to continue graduate study if each semester's GPA is 3.0 or greater. If the semester GPA falls below 3.0 while on academic probation, then the student's graduate degree status will be terminated by the Dean of The Graduate School; and

Master's students in the Department of Child and Family Studies must maintain a GPA of at least 3.0 in courses in the major for a degree. If a student's GPA in courses in the major falls below 3.0, then the student will receive written notice by the Department Head, with a copy to the Graduate School. Consistent with the *Graduate Catalog* on academic standards, the Dean of The Graduate School then will evaluate the student's record and determine if the student is eligible to apply for a change of student status in another area or program of study.

### C. Master's Committees

Master's committees are comprised of the major professor and at least two additional faculty members with the rank of Assistant Professor or above. An Instructor may serve as a fourth member of the committee. The major professor serves as committee chairperson. All members of the committee may be departmental faculty members unless the student has a minor in another department. If the student has a minor, one member of the committee must be from the minor department. (Note: The 6 credit hours taken outside the department may not constitute a minor in CFS.) The committee should be selected during the second semester of full-time coursework or part-time equivalent.

The procedure for receiving approval for faculty members to serve on a committee is the same as the procedure for determining the student's major professor; i.e., complete the

"[Program Plan for Masters](#)" form. The same form is used to request a revision of the committee composition. The CFS faculty who are eligible to serve on Master's Committees are listed in [Section VI-A](#) of this *Handbook*.

After consultation with his/her major professor, the student must indicate his/her intention to pursue either the thesis or practicum option for the Master's Degree. The student will commit to either option by submitting the [Program Plan for Masters](#) Degree. The student provides one copy to each committee member and the Graduate Programs Administrative Assistant (Sonja Spell, [sspell1@utk.edu](mailto:sspell1@utk.edu)).

#### **D. Degree Options for Masters of Science Program**

Students may select either a thesis or practicum (non-thesis) option to complete the Master's program.

##### **1. Thesis Option**

The Master of Science degree in Child and Family Studies provides a broad foundation for understanding how children develop and how families function in today's society. All master's candidates enroll in CFS foundation courses which include theoretical and empirical surveys of the human development, child development, and family science literatures plus a survey of methods of discovery used in child and family research. All M.S. students are expected to engage in a productive research project culminating in a thesis or practicum project. Students may choose to concentrate in Child and Family Studies with a concentration in Research and Application (a.k.a., M.S. General Emphasis), leading to doctoral study or careers in community agencies serving children and families.

The CFS Research and Application (MS-RA) concentration requires a minimum of 37 credits of coursework: 13 credits in foundation coursework and 24 credits in specialization. The CFS foundation courses include CFS 510, 550, 552, 570, and 572. The 24 additional credit hours, selected with guidance of the student's master's committee, are earned as follows: 9 CR in CFS-prefix courses, 6 CR in graduate course electives (which may include CFS-prefix courses), 3 CR in statistics (STAT 531, STAT 537, or SW 605), and 6 CR of thesis research in CFS 500. Students seeking the MS-RA must select a master's committee chairperson (major professor) and file a [plan of study](#) with the Department Head after completing 12 hours of graduate course credit. Objectives of the M.S. thesis option are as follows:

- a. Child and Family Studies Disciplinary Knowledge
  - integrate the basic content within the fields of child development and family studies;
  - describe the historical evolution of the study of children and families;
  - describe the basic concepts, contributions, and findings of major substantive areas in human development and family studies;
  - analyze trends, issues, and future directions for the field of study in child development and family studies; and

- develop an in-depth concentration in child development or family science.
- b. Theory and Conceptual Frameworks
    - define and identify concepts, principles, underlying assumptions of major theories and conceptual frameworks in child and family studies; and
    - use theory for problem identification, and development and implementation of programs and other applications.
  - c. Research Methodology and Application
    - conceptualize the overall process of scientific research – problem identification, design and approaches, sampling, data collection/measurement, and data interpretation;
    - analyze, interpret and formulate means for applying empirical findings; and
    - develop skills to evaluate and or conduct research as an independent scholar and collaboratively with others.
  - d. Communication of Information
    - develop the ability to write in a scholarly manner; and
    - develop the ability to present information from the field of child and family studies before professional and lay audiences.

The Thesis Committee plays a critical role in a student's educational development. Each student's committee serves the following functions:

- a. Assist the student in planning a program of coursework appropriate to the student's background and goals and in compliance with departmental and Graduate School policies. It is the student's responsibility to propose (for committee review) a timetable for development and completion of coursework, research, and thesis.
- b. Provide guidance in the development of the student's research project and in writing the thesis proposal and thesis;
- c. Read and offer constructive criticism of the thesis proposal and thesis;
- d. Facilitate questioning by all committee members after the student has presented an oral summary of the thesis research; and
- e. Lead discussion of student's written and oral presentations among the committee members for the purpose of making pass/revise/fail decisions.

Some students have a difficult time selecting a major professor and committee members. This may be due to unfocused research interests or a lack of familiarity with departmental faculty. Faculty research interests are posted on the [department's website](#) and students should arrange personal meetings with faculty during the first semester to discuss goals and interests and to learn whether a faculty member is currently directing projects in which a student could become involved.

Information about research and the completion of the thesis:

- a. A minimum of two semesters is required for Master's level research and thesis completion. The thesis is a written account of original research conducted by the Master's student under the direction of his/her major professor and faculty committee. It serves as the culminating experience for thesis students. A manuscript from the thesis often can be submitted for publication in a professional research journal (see the [departmental website](#) for information about faculty research interests). The student must enroll in CFS 500 (variable credit) each term that he/she is planning research, collecting data, or writing the thesis. The student must be enrolled in 3 hours of CFS 500 credit during the semester in which the thesis is approved. If the thesis is approved after the first deadline date for graduation during a certain term, but prior to the second deadline date, the student is not required to enroll in CFS 500 and may graduate the next semester;
- b. The thesis must satisfy University requirements as explained in the Graduate School [Guide to the Preparation of Theses and Dissertations](#), and it must be approved by the thesis committee and the Graduate School Thesis/Dissertation Consultant. Prior to proposing, students should discuss the format of their thesis with their major professor. The major professor and thesis committee should agree on the format before the student begins work on the thesis. Students are encouraged to choose a thesis structure that is directly transferable into publication. Specifically, it is recommended that students write and submit the thesis in the form of a complete manuscript. The complete thesis, in a form approved by the major professor, shall be distributed to all committee members at least two weeks before the date of the final oral examination. Each Master's thesis student must pass an oral examination after completion of his/her thesis. The examination is administered by the student's entire committee and is intended to evaluate the student's overall knowledge gained from the thesis process and presentation of the results. The written thesis and oral defense must be scheduled with the student's major professor and all members of the committee at least two weeks before the deadline published in the [Academic Calendar](#).
- c. The defense of the thesis will be administered in a university-approved facility, in person, by all members of the committee after completion of the thesis and course requirements. Presentation and defense of one's thesis is considered a capstone experience of paramount importance to graduate study. A member of the committee (not the chair) may be permitted to take part in the proceedings in absentia, via video teleconference or speaker phone. All other members of the committee must agree to any format change with regard to attendance, otherwise the defense must be re-scheduled. The student is told on the day of the examination whether or not s/he passed.

2. Practicum Option

The philosophy underlying the practicum (non-thesis) option is to provide students with the opportunity to include in their programs ample coursework and field experience to assist them in meeting their career goals and objectives

The practicum Masters committee serves the following functions:

- a. Assist the student in planning a program appropriate to the student's goals and in compliance with departmental and Graduate School policies. This may involve participation in planning sessions, or it may simply involve review and subsequent approval of the student's proposed plan of study;
- b. Provide guidance in the development of the student's culminating experience (practicum) and constructive criticism on the written analytical paper; and
- c. Participate in preparing, administering and grading the student's comprehensive examination. Committee members should be cognizant of time limits and provide for a choice of questions

Practicum course requirements and culminating experience (non-thesis):

- a. The practicum option consists of a minimum of 36 hours of coursework with at least 24 hours in the department. Required courses include those listed in the thesis and practicum program plan form of which 18 credit hours must be taken in the department.
- b. All practicum students must complete a culminating experience (practicum) with a written analytical paper consistent with the Master's degree requirements. Guidelines for conducting the [graduate practicum](#) are located on the CFS website. The practicum experience serves in lieu of a comprehensive examination and meets all of the Graduate School requirements for completing a comprehensive examination. Once the student's committee has approved the practicum proposal, members must sign the [Non-Thesis Practicum Approval](#) form. (Links to information about the graduate practicum are available in [Appendix E](#).)

#### **E. Teacher Licensure Concentration**

The CFS M.S.-TL Concentration is designed for students seeking a M.S. degree along with teacher licensure in Pre-K through Grade 3. Students interested in the M.S.-TL must apply for admission to graduate study separately from admission to teacher licensure (PreK-3). Procedures are described in the [Graduate School Catalog](#). Admission to teacher-licensure (PreK-3) is concurrent with admission to the Child and Family Studies Master's program. The teacher-licensure (PreK-3) concentration requires 36 hours of coursework and a written comprehensive examination. For further information about the teacher licensure programs, see the [Teacher Licensure Handbook](#). The [CFS website](#) has information about this option.

#### **F. Graduation and Commencement**

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Commencement is held at the end of Fall and Spring semesters only. [Graduation information](#) is available on the grad school website. Deadlines for ordering caps and gowns, paying fees, etc., are announced each semester in the [Academic Calendar](#).



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## V. Doctor of Philosophy Degree in the Department of CFS

### A. Overview

The Ph.D. is primarily a research degree. The acquisition of research skills is an integral part of the degree program. Doctoral students expand their knowledge beyond the Master's level; they become conversant about the "state of the art" in their respective areas, and develop the expertise necessary for contributing to existing bodies of knowledge.

Students in the doctoral program pursue in-depth studies of the theory and existing empirical knowledge about child development and family relationships. A definitive characteristic of the Child and Family Studies (CFS) Ph.D. program is a focus on research and scientific inquiry. This involves learning advanced methodologies and strategies to examine basic developmental phenomena and family relationships. The doctoral program also seeks to train professionals who can design and empirically evaluate sophisticated intervention and prevention programs for children, youth and families. The doctoral program in CFS consists of 72 hours of graduate credits, 24 of which are devoted to the dissertation.

### B. Objectives of the Doctoral Program

1. Child and Family Studies Disciplinary Knowledge
  - a. Integrate the basic content within the fields of Child and Family Studies;
  - b. Describe the historical evolution of the study of children and the family;
  - c. Describe the basic concepts, contributions, and findings of major substantive areas in human development and family studies;
  - d. Analyze trends and future directions for the field of study in human
  - e. development and family studies; and
  - f. Develop a specialization within the field of child development and family studies.
2. Theory/Conceptual Frameworks
  - a. Define and identify concepts principles, underlying assumptions of major theories and conceptual frameworks in Child and Family Studies.
  - b. Use theory for interpretation or generating solutions for human problems.
3. Electives

Relate one or more different disciplines to the area of specialized study.
4. Research Methodology and Statistics
  - a. Conceptualize the overall process of scientific research – problem identification design sampling, data collection/measurement, analysis, and data interpretation.
  - b. Develop quantitative (statistical analysis) skills and qualitative analytic research skills.
  - c. Develop computer skills and access packaged programs to support statistic and qualitative analyses.
  - d. Problem-solve effectively with consultants.
  - e. Conduct research in accordance with ethical standards.

- f. Generate new knowledge in an area of specialization as an independent scholar and by collaborating with others.
5. Communication and Dissemination of Information
    - a. Write in a scholarly manner.
    - b. Present one and preferably more scholarly papers to national and/or international professional and lay audiences and organizations.
    - c. Publish at least one and preferably two or three empirical articles in peer-reviewed journals.
    - d. Demonstrate an ability to collaborate with faculty and other students.

**C. General Requirements:**

See the current [Graduate Catalog/Knoxville](#) for basic information and course descriptions and [Appendix F](#) for a summary of the procedures for the Doctoral Degree.

**D. Prerequisites and Admissions**

Prerequisites are determined on an individual basis at the time of admission to the graduate program. Typically students must have a master's degree before they can be admitted to the doctoral program. However, in some cases applicants with only an undergraduate degree may be considered for direct admittance to the Ph.D. program if they have undergraduate research experience relevant to Child and Family Studies, focused research interests, and a strong academic record. Students who are admitted without a master's degree will complete requirements for the thesis-based master's degree as part of their program of study. If in good standing after completing the master's program requirements and under the recommendation of their graduate committee, these students will be proceed directly into the Ph.D. program.

**E. Doctoral Committee**

Doctoral committees are composed of at least four members with at least one member from outside the student's major department. To be eligible to serve as a major professor for doctoral level students, a faculty member must have the rank of Assistant Professor or above and must have been granted approval to direct dissertation research by The University of Tennessee Graduate Council. All faculty members with the rank of Assistant Professor or above are eligible to serve on doctoral committees; at least three members of the student's doctoral committee must be approved to direct doctoral research.

After consultation with his/her major professor, the doctoral student requests approval of the major professor and doctoral committee by using the "[Program Plan for the Doctoral Degree](#)" form. If approved, the major professor initiates nomination of the committee by submitting the Graduate School's "Recommended Doctoral Committee Appointment" form to the student's committee for approval. The form is then transmitted to The Graduate School for approval. The same form and procedures are used for revision of a doctoral committee.

1. The functions of a doctoral committee are as follows:
  - a. Meet with the student as requested by the major professor to plan a program of study appropriate to the student's goals and research interests and in compliance with department and Graduate School policies. This should be done during the semester in

- which the committee is appointed;
- b. Review the student's proposal and dissertation and offer suggestions for improvement where necessary. This is accomplished within the framework of the Proposal Hearing described below;
  - c. Respond to the student's formal request to take the comprehensive examination within ten (10) working days of receipt of the request;
  - d. Solicit from committee members from within the major department at least two written questions for the comprehensive examination. This is not a requirement for committee members from other departments, but they are invited to submit questions;
  - e. Notify the student of the outcome of the comprehensive examination within fourteen (14) working days after completion of the examination; and
  - f. Administer and attend the final oral examination after completion of all coursework and the dissertation and notify the student on the same day as the examination whether or not he/she passed the examination.
2. Faculty approved to direct dissertation research are:
- a. Dr. Brian Barber
  - b. Dr. Hillary Fouts
  - c. Dr. Elizabeth Johnson
  - d. Dr. Mary Jane Moran
  - e. Dr. Carin Neitzel
  - f. Dr. Spencer Olmstead
  - g. Dr. Delores Smith
  - h. Dr. Heidi Stolz

## **F. Course Requirements for the Doctor of Philosophy**

Doctoral study in Child and Family Studies prepares the student for research and/or teaching positions in institutions of higher education, government or industry or public sectors. A minimum of 24 hours of graduate coursework (graded A-F), beyond the Master's degree, is required. Students who have a Master's degree but did not complete thesis research sufficient to meet the doctoral program requirements must complete a pre-doctoral research project before being admitted to the program. This decision is made by the student's committee. Course requirements are located on CFS website.

1. Pre-Doctoral Research Requirement
  - a. Each doctoral student must complete the Pre-Doctoral research requirement. With approval by the student's committee, a Master's Thesis may be used to meet this requirement. The purpose of this requirement is to provide the student with independent research experience including data analysis and interpretation, prior to the dissertation. Scholarly work that generally will be accepted in lieu of the Pre-Doctoral research project is:

- a Master's thesis that is empirically based;
  - substantial involvement in a faculty research project in which the student identifies a distinctive aspect of the project to address; or
  - experience conducting secondary data analyses.
- b. If the student must complete the Pre-Doctoral research project, she or he should:
- present proposal for approval by student's committee;
  - write a manuscript in journal format (e.g., APA style, JMF style) and submit it to the committee for approval; and
  - upon approval, turn in a signed “[Approval of Pre-Doctoral Research Requirement](#)” form to the Graduate Program Administrative Assistant in room 115 Jessie Harris Building.
2. The Pre-Doctoral research requirement must be completed before taking the comprehensive examination and before presenting the dissertation proposal (see below) to the student’s committee. In cases where a Master's thesis is not being used to meet this requirement, the student may register for one to three hours of credit in an independent studies course while completing this requirement.

#### **G. Comprehensive Examination (Specials)**

Evaluation of core knowledge is achieved through a comprehensive examination of required coursework that allows the student to integrate knowledge across courses, including research methods and statistics. The comprehensive examination should be taken upon completion of required coursework, typically before the start of the third year of doctoral work, and prior to the dissertation proposal hearing.

1. The comprehensive examination evaluates the student in the following 5 areas:
  - a. Foundation in the content of child development and family relations;
  - b. Knowledge of important theories in child development and family relations;
  - c. The student’s specialization area;
  - d. Research methods and statistics; and
  - e. Cognate area.
2. Examination Procedures
  - a. The exam is a take-home, open-book essay exam that spans 10 days;
  - b. The student and her/ his committee will decide on the administration dates. Students should avoid scheduling the exam **during the last four weeks of a semester or during the summer as faculty availability may be problematic at these times;** and
  - c. The student may pick up the questions from her/his major professor or Graduate Program Administrative Assistant at 4:30 p.m. on a Friday. Answers must be returned by 8:30 a.m. the second Monday. However, the student and committee can decide to schedule the exam on a different series of days of comparable length. In these cases, pickup and return times must remain the same, and neither of these can occur on a Saturday, Sunday, or UTK holiday.

3. The student submits a copy for all members of his/her committee of the following in this order:
  - a. Cover sheet with his/her name and indicating Comprehensive Examination;
  - b. Examination questions;
  - c. Student's responses in final form for grading; answers cannot exceed thirty (30) pages (typed, double-spaced) which is a limit for the entire comprehensive examination, not a per-question limit;
  - d. Honor statement signed by student that he/she has neither received help from nor given help to anyone on the examination;
  - e. Reference list submitted no later than three days (72 hours) following the examination submission (typically turned in on the following Thursday at 8:30 a.m.); and
  - f. List of his/her committee members and mailing addresses of members not in CFS.

*The Graduate Program Administrative Assistant will be responsible for sending copies of the comprehensive exam to the student's committee and will inform the Department Head if the exam is not submitted by the deadline.*

4. Evaluation criteria for the comprehensive examination:
  - a. Accuracy, breadth, depth of content, ability to develop and sustain a coherent line of argument; and
  - b. Clarity, organization, analytic reasoning, and adequate writing skills.
5. Process of Evaluating the Comprehensive Examination:
  - a. The student's committee evaluates the exam.
  - b. **Every** committee member reads and, if possible, evaluates responses to **each** question. Each question of the exam is evaluated on a Pass/Fail basis, with majority-rule approval (e.g., if three of four committee members Pass the exam, the exam is ruled a Pass).
6. Committee Meeting
  - a. The committee and student meet during the second week after the exam has been completed. The student is responsible for scheduling and making the room arrangements for a one to two-hour meeting with his/her committee. The student will be available one-half hour after the meeting has begun to give the readers an opportunity to discuss the examination responses; and
  - b. "[Admission to Candidacy Application](#)" forms are signed at this meeting if the student passes the exam. Three copies of this form go to the Graduate School and one copy to the CFS office along with the "Doctoral Comprehensive Examination Completion" form.
7. Procedures for Retaking the Comprehensive Examination
  - a. Each committee that evaluates the examination determines what a student needs to

do to remedy a failing grade on a question. Students who fail the exam have two additional opportunities to take it; and

- b. A student who fails the exam for the third time will receive a letter from the CFS Department Head informing him/her that he/she is being terminated from the degree program in CFS. A copy will be placed in the student's file.

#### **H. Admission to Candidacy**

A doctoral student may be admitted to candidacy after passage of the comprehensive examination and maintenance of at least a B average in courses. Admission to candidacy must be secured at least one semester prior to the anticipated graduation date. Each student is responsible for filing his/her application for admission to candidacy, which must be signed by the committee members and approved by the Graduate School on the "[Admission to Candidacy Application](#)" form. The student will be notified when admission to candidacy has been approved. The *UT Graduate Student News* lists appropriate dates for admission to candidacy.

#### **I. Dissertation Proposal**

Doctoral students develop a proposal, conduct an original research project that has been proposed, and document the original research project by the preparation of a written dissertation, which should result in publication of one to three articles in a peer-reviewed journals. Prior to proposing, students should discuss the format of their dissertation with their major professor. The major professor and dissertation committee should agree on the format before the student begins work on the dissertation. Students are encouraged to choose a dissertation structure that is directly transferable into publications. Specifically, it is recommended that students plan for three manuscripts as part of the proposal. The dissertation proposal should include an introduction and literature review that serves as the foundation for the study, a set of hypotheses or research questions that will be examined in the research, and a description of methods that will be employed to examine the validity of the hypotheses/questions.

A proposal hearing is designed to evaluate the proposal and guide the research process. This is to be scheduled after successful completion of the Comprehensive Examination (see above). At least 2-weeks in advance of the proposal hearing, the dissertation proposal is submitted to all committee members and an announcement of the proposal hearing is sent to the Graduate Program Administrative Assistant so it can be forwarded to all faculty and graduate students in the Department of Child and Family Studies. If approved, the student files the "[Dissertation Proposal Approval](#)" form.

#### **J. Dissertation Defense**

The dissertation defense is a formal meeting of the doctoral student and his/her committee to which the university community and the public at large are entitled to attend and to participate. The examination is administered by the student's entire committee and must be scheduled (see the "Scheduling Defense of Dissertation Form") through the departmental office at least two weeks before the deadline published in the [Academic Calendar](#). The roles and responsibilities of each category of participant in the oral defense the student, the

committee, and the visiting public are significant. Each is outlined below.

For the **student**, the meeting is the culmination of a long process of arduous scholarship. While built on the previous work of others and under the guidance of his or her committee, the dissertation is ultimately the student's own act of creation of knowledge. The student alone shoulders responsibility for the myriad decisions and the outcomes that govern the work of the dissertation. The oral defense is in fact a defense of those decisions about the choice of research topic and its importance, about how to approach its study, and how to organize, interpret, and present the findings so that they are comprehensible, replicable, and useful to subsequent scholars.

For the **committee**, the oral defense is the opportunity to challenge the student to clarify the choices and defend the interpretations presented in his or her dissertation. It is the committee's responsibility to evaluate the quality of this work, assuring that the student has attained the high standards of independent scholarly thought and action represented by the doctoral degree.

The oral defense is open to the **public**. The open nature of the oral defense is a historic tradition of scholarship that deserves to be honored. It signifies the importance of scholarship that is conducted in public view, where all ideas may be entertained and subject to challenge and defense and where the suppression of unpopular or iconoclastic ideas may be impeded. Thus, the public oral defense is simultaneously an obligation and safeguard of academic freedom. As part of this tradition, visitors are urged to listen to the student's presentation, the challenge from the committee, and the student's defense. At the appropriate time, the public audience is invited to join in the questioning of the student.

Following the student's presentation of his or her work, the challenge, and the defense, the student and the visiting public are excused from the meeting room. The committee then begins its deliberations to evaluate the oral defense and the dissertation itself. Upon completion of the evaluation, the committee will make a recommendation from any of the following options: a) Pass – submit dissertation as is; b) Pass – submit dissertation with revisions recommended by committee and reviewed by main advisor only; c) Rewrite the dissertation to address significant concerns the committee identified in the defense hearing and repeat defense hearing with committee members only; or d) Fail. Committee members must sign an oral defense form. The members may choose to sign the dissertation approval form at this meeting. The committee chair receives the form from the [Graduation Specialist](#).

*The defense of the dissertation will be administered in a university-approved facility, in person, by all members of the committee after completion of the dissertation and course requirements. Presentation and defense of one's dissertation is considered a capstone experience of paramount importance to graduate study. Only under extraordinary and unscheduled circumstances may a member of the committee (not the chair) be permitted to take part in the proceedings in absentia, via video teleconference or speaker phone. All other members of the committee must agree to any format change with regard to attendance, otherwise the defense must be rescheduled.*

## **K. Change of Status Admission Procedures**

Students who are enrolled in the M.S.-GE program in Child and Family Studies and desire to apply to the Ph.D. program are considered in one of two categories.

1. Category One applies to students who are completing requirements for the M.S. degree and who wish to apply for entry into the CFS Doctoral program. Procedures to be followed by students in Category One are:
  - a. One semester prior to completion of the M.S.-GE degree, the student applies to the Ph.D. program by submitting an application, examples of written work (e.g., Master's thesis), a letter of professional goals statement outlining plans for doctoral study, and three letters of recommendation and official rating sheets from faculty who can evaluate the student's capacity for doctoral level work. Current Graduate Record Exam scores which meet the CFS minimum combined total of 297 on the verbal and quantitative sections and a UT academic history should also be submitted as part of the application. The CFS Graduate Committee reviews the application and makes a recommendation to the Department Head. If the student is accepted, the Graduate School notifies the student of admittance to the Ph.D. program and a letter from the Child and Family Studies Department is sent to the student confirming the student's admission; and
  - b. Following acceptance into the CFS doctoral program, the student files the "[Request for Change of Graduate Program](#)" form with the UT Graduate School.
2. Category Two applies to students who are international students admitted to the M.S. program, who have completed a post-baccalaureate degree at a non-United States institution, and who wish to apply for entry into the CFS Doctoral program. Because graduate degrees from non-US institutions are often not recognized by the UTK Graduate School as constituting equivalent graduate work, the policy of CFS is to initially accept these students into the M.S.-GE program with the expectation that those students will subsequently apply for admission to the Ph.D. program. Procedures to be followed by students in Category Two are:
  - a. The student informs his/her major professor and committee members of his/her desire to apply to the doctoral program. Normally this would occur no later than the end of the first year. Specifically, when the student's committee meets for approval of his/her Master's plan, his/her request for application into the Ph.D. program should also be discussed so that there is close convergence of the two plans. The student submits the request on the "Program Plan for the Doctoral Degree" to his/her committee. Both the "[M.S.](#) and [Ph.D.](#) Program Plan" forms, when approved by his/her M.S. committee, should be submitted to the Graduate Program Administrative Assistant and Director of Graduate studies and filed in the student's file in the Jessie Harris Building, Room 115);
  - b. The student applies to the Doctoral program by submitting an application, examples of written work (e.g., Master's thesis), a letter or professional goals statement



outlining plans for doctoral study, three letters of recommendation, and official rating sheets from faculty who can evaluate the student's capacity for doctoral level work. Current Graduate Record Exam scores, a TOEFL score of at least 25, (the CFS minimum), and a UT academic history should also be submitted as part of the application. The CFS Graduate Committee reviews the application and makes a recommendation to the Department Head. If the student is accepted, the Graduate School notifies the student of admittance to the Ph.D. program and a letter from the Child and Family Studies Department is sent to the student confirming the student's admission. Successful completion of the requirements of the M.S. program does NOT guarantee admission into the Ph.D. program; and

- c. Following acceptance into the CFS doctoral program, the student files the "[Request for Change of Graduate Program](#)" form with the UT Graduate School (and with the Center for International Education at UT, as appropriate).

*Please Note: Successful completion of the requirements of the M.S. program does NOT guarantee admission into the Ph.D. program. Also, an application package that warranted admission to the M.S.-GE program might not warrant admission to the Ph.D. program. Applicants are encouraged to obtain new recommendation letters, rewrite their purpose statements, and improve GRE scores if needed.*

#### **L. Progression and Retention**

Please see the section under Master's programs.

#### **M. Research and Dissertation**

All doctoral students are required to conduct an original research project and to convey the organization, procedure, findings, and implications of the research in a written dissertation. While planning research, collecting data, and writing the dissertation, doctoral students must enroll in CFS 600. Doctoral students are required to enroll in CFS 600 (minimum 3 hours) continuously from the time the doctoral research proposal is approved, admission to candidacy is accepted, or enrollment in CFS 600 is begun, whichever comes first, including the semester in which the dissertation is accepted by The Graduate School. Leaves of absence for no more than 6 semesters may be granted under certain circumstances. All doctoral students are required to complete a minimum of 24 semester hours of CFS 600. The dissertation must satisfy University requirements as explained in the Graduate School's [Guide to Preparation of Theses and Dissertations](#), and it must be approved by the faculty committee and the Graduate School Thesis/Dissertation Consultant.

#### **N. Publications**

It is recommended that as part of the proposal process or shortly after receiving doctoral candidacy, a student make plans with the major professor for the writing and publishing of research paper(s) on the dissertation research work. Students are encouraged to choose a dissertation structure that is directly transferable into publications. Specifically, it is recommended to include three complete manuscripts in the dissertation. Dissertations that include three manuscripts should also provide an integrative introduction (Chapter 1) and discussion (Chapter 5).

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Primary journal(s) should be selected to which the publication(s) will be submitted as well as potential alternate journals. The major professor will be a co-author and approve the paper(s) prior to submission to the journal. The plans should include a schedule with target dates for writing and submitting the paper(s). Students are encouraged to submit publications prior to the dissertation defense date. This includes submission of paper(s) for presentation at national professional association meeting(s).

**O. Graduation**

Graduation information, including deadline dates for graduation, commencement information, the graduation application, and graduation requirement workshops are available from the [Graduate School](#). Commencement is held at the end of Fall and Spring semesters only. The [Academic Calendar](#) has details relating to graduation.

## VI. Faculty

### A. Faculty Eligible to Direct Graduate Study

Department of Child and Family Studies faculty members eligible to serve as major professors and/or committee members for graduate students are as follows:

<b>Name</b>	<b>Email</b>
Dr. Brian Barber*	<a href="mailto:bkbarber@utk.edu">bkbarber@utk.edu</a>
Dr. Hillary Fouts*	<a href="mailto:hfouts@utk.edu">hfouts@utk.edu</a>
Dr. Elizabeth Johnson*	<a href="mailto:ejohns53@utk.edu">ejohns53@utk.edu</a>
Dr. Julia Jaekel	<a href="mailto:jjaekel@utk.edu">jjaekel@utk.edu</a>
Dr. Cara Djonko-Moore	<a href="mailto:cmoore85@utk.edu">cmoore85@utk.edu</a>
Dr. Mary Jane Moran*	<a href="mailto:mmoran2@utk.edu">mmoran2@utk.edu</a>
Dr. Carin Neitzel*	<a href="mailto:cneitzel@utk.edu">cneitzel@utk.edu</a>
Dr. Spencer Olmstead*	<a href="mailto:solmstea@utk.edu">solmstea@utk.edu</a>
Dr. Amy Rauer	<a href="mailto:arauer@utk.edu">arauer@utk.edu</a>
Dr. Delores Smith*	<a href="mailto:delsmith@utk.edu">delsmith@utk.edu</a>
Dr. Heidi Stolz*	<a href="mailto:hstolz@utk.edu">hstolz@utk.edu</a>

\*denotes approval to direct dissertations

### B. How to Contact CFS Faculty

Most CFS faculty do not have land lines. They are best contacted by email, but some faculty are willing to give graduate students their cell phone numbers. Students must ask the faculty member to learn if access by cell phone is acceptable.

### C. Faculty Research Interests

Faculty research interests are available on the [department's website](#).

## VII. Student Organizations, Professional Organizations, & Honorary Societies

### A. CFS Graduate Student Organization (GSO)

All graduate students in the Department of Child and Family Studies are eligible to join the GSO. The association's purpose is to promote professional development and serve as an effective communication channel for CFS graduate students within the college (the association's Constitution is located in [Appendix G](#)).

### B. Other Professional Organizations

<b>Organization Name</b>	<b>Website</b>	<b>Journals</b>
American Psych. Association	<a href="http://www.apa.org/">http://www.apa.org/</a>	American Psychologist
Society for Research in Child Development	<a href="http://www.srkd.org/">http://www.srkd.org/</a>	SRCD Monographs Child Development
Society for Research on Adolescence	<a href="http://www.s-r-a.org/">http://www.s-r-a.org/</a>	Journal of Adolescence J. of Research on Adolescence
National Council on Family Relations	<a href="http://www.ncfr.org">www.ncfr.org</a>	J. of Marriage and Family Family Relations
Council for Exceptional Children	<a href="http://www.cec.sped.org/">http://www.cec.sped.org/</a>	Exceptional Children
Division of Early Childhood	<a href="http://www.dec-spced.org/">http://www.dec-spced.org/</a>	Journal of Early Intervention Topics in Early Childhood Ed
Society for the Study of Emerging Adulthood	<a href="http://www.ssea.org">www.ssea.org</a>	(no journals yet)
International Association for Relationship Research	<a href="http://www.iarr.org">www.iarr.org</a>	Personal Relationships Journal of Social and Personal Relationships
National Association for the Education of Young Children	<a href="http://www.naeyc.org">www.naeyc.org</a>	Young Children
European Society for Research on Adolescence	<a href="http://www.earaonline.org/">http://www.earaonline.org/</a>	
International Society for Political Psychology	<a href="http://ispp.org/">http://ispp.org/</a>	Political Psychology
International Reading Association	<a href="http://literacyworldwide.org/">http://literacyworldwide.org/</a>	Early Education and Development, and Journal of Research. in Childhood Education

## APPENDIX A

### Department of Child and Family Studies Course Enrollment Policies

Please consult the Graduate Catalog for a full statement of university enrollment policies. The section entitled "Registration and Enrollment Requirements" governs graduate student enrollment. Several policies are excerpted below.

**Inactive Status.** A form letter is sent by the Department Head to inform students who have not been enrolled for three continuous semesters of their inactive status. Such students must reapply to and be readmitted by the Graduate School and by the CFS Department before they are eligible to resume coursework toward a degree.

**Grades.** Each student's Grade Point Average (GPA) during the graduate program is reviewed by CFS and the Graduate School. S/NC grading may comprise no more than one-fourth of the student's total graduate hours in the doctoral program. Students should consult the Graduate Catalog for a statement of the policy on the grade of "I" (incomplete). The grade of Incomplete is given only when a student has been performing **satisfactorily** in a course and cannot finish all requirements **due to unforeseen circumstances**. If the "I" grade remains unchanged for one semester, the grade of "I" reverts to the grade of "F," after which a change of grade is no longer possible or permissible.

**Full-Time versus Part-Time Enrollment.** All graduate students are expected to enroll in at least six hours of coursework during both fall and spring semesters. In fact, CFS encourages students to enroll in nine hours per semester in order to maintain the proper sequencing of course work and to foster a timely progression toward the degree. We actively discourage part-time enrollment on the part of graduate students, because it impairs the continuity of contact with faculty and other graduate students that is an important component of the graduate school experience.

**Maximum Load.** The maximum graduate student course load is 15 hours. The maximum enrollment for which a graduate student can register during Summer is 12 credit hours (not more than 6 credit hours in each of the two Summer sessions). Any exceptions to the above should be requested through The Graduate School.

**Graduate Assistantships and Course Load Requirements.** Students on graduate assistantships (GTAssist, GTAssoc, GRA) are required to be enrolled as full-time students and must be registered as full-time students during Fall and Spring terms. Students with graduate assistantships may choose to enroll during Summer term. For GTAssist, GTAssoc, GRA: if contract is .25 FTE, full-time enrollment is 9-13 CR. If contract is .50 (2) FTE, full-time enrollment is 6-11 CR.

**Summer Term Enrollment and Use of University Facilities.** During the Summer term, all graduate students using university facilities (including faculty advising) must be registered for at

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least three hours. Those who are working on thesis or dissertation research should register for CFS 500 or 600, respectively. Having begun dissertation work, all students must enroll Fall, Spring, and Summer in CFS 600 (three to 15 hours). In cases where registration for research is not appropriate, and no other course is available, students should register for three credit hours of CFS 502. Although there is no set maximum number of 500 or 600-level thesis or dissertation hours, the University encourages students to move as quickly and consistently as possible in completing their degrees.

## APPENDIX B

### Graduate Student Forms

Forms required for graduate students by the University of Tennessee are available on the [Graduate School](#) website.

Forms required for graduate students by the Child and Family Studies Department are available on the CFS website at the following links.

#### Forms for All CFS Graduate Students

- The Course Approval Form, used to request approval of special topics and independent study courses, may be obtained from office staff in JHB 115.
- Graduate Assistantship [Evaluation](#)
- Graduate Assistantship [Application](#)

#### Forms for CFS Masters Students

- Program Plan for M.S. with [Research and Application Concentration](#)
- Program Plan for M.S with [Teacher licensure Concentration](#)

#### Forms for CFS Doctoral Students

- CFS Doctoral Degree [Program](#)
- Approval of [Pre-Doctoral Research](#) Requirement
- Doctoral [Comprehensive Examination](#) (Specials) Completion
- Dissertation [Proposal Approval](#)
- [Request for Concurrent Master's Degree Form](#)

## APPENDIX C

### Department of Child and Family Studies Doctoral Student Requirements for Teaching as a Graduate Teaching Associate

Doctoral students interested in teaching independently must (a) complete the Best Practices in Teaching workshop series offered through the Graduate School and (b) shadow the course they are interested in teaching. Both of these requirements must be met prior to independently teaching a course, but they do not need to be sequenced in any particular way. In other words, students could shadow at the same time they are participating in the Best Practices workshop or they could complete the workshop before or after shadowing. Information about the Best Practices workshop series is available on the Graduate School website: <http://gradschool.utk.edu/orientation/teaching.shtml>.

Students should initiate the process of shadowing by identifying a course they are interested in teaching and seeking out permission to shadow from a faculty or staff member who regularly teaches the course. Shadowing is a formal arrangement between a graduate student and a faculty or staff member, and must be guided by a contract. The shadowing contract should be developed and endorsed by the faculty or staff member and student prior to the start of the class, and must be submitted to the Director of CFS Graduate Studies. The contract should outline student and instructor responsibilities, and ensure that the following *minimum requirements* are met: (a) students must attend at least 90% of class sessions; (b) students must give at least 2 guest lectures when the faculty member is present; and (c) students should be involved in some way with grading and evaluation. Instructors are expected to provide direction and feedback on the guest lectures, and to create opportunities for student participation in grading and evaluation. Although not required, we encourage the student and faculty member to arrange at least one opportunity for additional evaluation during the semester that the graduate student is independently teaching the course. Typically shadowing is expected to occur independently of GA assignments and responsibilities. Please note that shadowing may partially overlap with GA responsibilities in unusual circumstances.

At the conclusion of the semester during which shadowing takes place, the supervising faculty or staff member should provide an additional signature on the contract to affirm that the agreed upon requirements were completed. The student should then submit this along with evidence of completion of the Best Practices in Teaching workshop to the Director of CFS Graduate Studies and the Department Head.

Requests to waive one or both of the requirements should be done in writing to the Director of CFS Graduate Studies. The request must provide clear evidence of alternative sources of teaching training, teaching experience and/or teaching effectiveness (i.e., “I couldn’t fit it into my schedule” does not warrant an exception to the requirements) and is subject to approval by the Director of CFS Graduate Studies and the Department Head.



## APPENDIX D

### Department of Child and Family Studies Summary of Procedures for Master's Degree

<u>PROCEDURES</u>	<u>UNDER DIRECTION OF</u>	<u>DATE</u>
Admission as a potential degree candidate	Office of Graduate Admissions	Prior to completing 12 hours of graduate courses
Formation of M.S. committee	Select Major Professor	Upon completion of 12 hours of graduate courses
Submission of Application for admission to candidacy	Master's committee and University Registrar's Office	At least one semester prior to graduation*
Approval of admission to candidacy	Dean of the Graduate School	Prior to graduation
<b>Graduation Requirements for Thesis Option</b>		
Submission of application for graduation	University Registrar's Office	At beginning of term of graduation*
Payment of graduation fee	Bursar's Office	At beginning of term of graduation
Submission of thesis to Master's committee	Student	At least 2 weeks prior to final exam.
Scheduling of final exam	Student and Committee	Not later than 2 weeks prior to final exam.*
Final examination	Master's Committee	Not later than 4 weeks prior to commencement*
Approval and acceptance of final copy of thesis	Master's Committee and Graduate School	After final exam., not later than 2 weeks prior to commencement*
Removal of Incomplete(s)	Instructor of Course	Not later than 1 week prior to commencement*
<b>Graduation Requirements for the Practicum Option</b>		
Submission of application for graduation	University Registrar's Office	Beginning of term of graduation*
Payment of graduation fee	Bursar's Office	Begin term of graduation*
Project Defense	Master's Committee	Not later than 3 weeks prior to commencement*
Removal of Incomplete(s)	Instructor of Course	Not later than 1 week prior to commencement

\*Deadline dates are printed in [Deadline Dates for Graduation](#)

## APPENDIX E

### **Masters Non-Thesis Practicum (CFS 564 & 565)**

The following information is available on the [CFS website](#) for Master's students who plan to complete a community practicum (CFS 564 & 565) as part of their program of study. There is general information about the practicum option as well as information on how to develop and set up the practicum, orientation material for the student and agency supervisor, evaluation material, and the form used by the student's committee to approve the practicum placement.

#### Graduate Community Practicum Documents

- Guidelines for the Practicum
- Part I: Developing and Setting Up a Community Practicum
- Part II: Faculty Supervisor's Letter to the Agency Supervisor
- Part III: Orientation Information for Interns and Supervisors
- Part IV: Practicum Student Evaluation Form
- Part V: Agency Evaluation Form
- Part VI: UTK Dismissal Policy Form
- Part VII: Checklist of Materials in Student File
- Masters Non-Thesis Practicum Approval Form

## APPENDIX F

### Department of Child and Family Studies Summary of Procedures for Doctoral Degree

PROCEDURES	UNDER DIRECTION OF	DATE
Admission as a potential degree candidate	Office of Graduate Admissions and Major Department	Prior to completing 15 hours of graduate courses
*Appointment of doctoral committee	Dean of The Graduate School on recommendation of department head	Preferably during the first year of graduate study, but at the latest, prior to application for admission to candidacy
*Comprehensive Examination	Major department	Prior to admission to candidacy
*Language examination(s)**	University Registrar's Office	Prior to admission to candidacy
Submission and approval of application for admission to candidacy	Doctoral Committee and Dean of The Graduate School	At least one semester prior to graduation***

#### GRADUATION REQUIREMENTS

Submission of application for graduation	University Registrar's Office	At beginning of term of graduation***
Payment of graduation fee	Bursar's Office	At beginning of term of graduation***
Submission of dissertation to doctoral committee	Student	At least two weeks prior to Defense of Dissertation Examination
Scheduling of Defense of Dissertation Examination	Student, Committee and University Registrar's Office	Not later than one week prior to Defense of Dissertation Examination***
Defense of Dissertation Examination	Doctoral Committee	Not later than four weeks prior to Commencement***
Approval and acceptance of final copy of dissertation and doctoral forms	Doctoral Committee and Graduate School	After Defense of Dissertation Examination and not later than two weeks prior to Commencement***
Removal of Incomplete(s)	Instructor of Course	Not later than one week prior to Commencement***

\*The order of these items varies with individual program

\*Deadline dates are printed in the [Deadline Dates for Graduation](#).

\*\*Not required in some programs.

\*\*\*Deadline dates are printed in the [Deadline Dates for Graduation](#)

## **APPENDIX G**

### **Department of Child and Family Studies Graduate Student Organization (GSO) Constitution**

#### **Article I - Membership**

Section 1. The Child and Family Studies Graduate Student Organization hereafter referred to as the CFS-GSO, is comprised of full-time and part-time graduate students in the Child and Family Studies Department at The University of Tennessee, Knoxville.

Section 2. Voting membership in CFS-GSO is given to all currently enrolled graduate students in the Child and Family Studies Department who have met the membership requirement stated in Article V. Section 1.

Section 3. The CFS-GSO shall have the power to:

- a. Pass resolutions that shall thereafter represent the official position of the CFS-GSO.
- b. Approve all or any part of the findings and recommendations of any CFS-GSO temporary committee before such recommendations shall become the official position of the CFS-GSO.

#### **Article II - Organizational Goals**

Section 1. To promote and coordinate professional development activities for graduate students in the Child and Family Studies Department.

Section 2. To serve as the official means of communication between students and faculty/administration in the College of Education, Health and Human Sciences, Department of Child and Family Studies.

#### **Article III - Officers**

Section 1. The CFS-GSO shall have four officers: the President, the Vice-President, the Secretary and the Treasurer. The positions of Vice President, Secretary, and Treasurer will be voted on after Fall classes begin.

Section 2. The election of these officers will be for one academic year and will take place at the last meeting of the academic year.

Section 3. The President must have been enrolled full-time for at least one academic year prior to assuming office. All officers must be full-time graduate students in the Child and Family Studies Department at The University of Tennessee, Knoxville. Officers may not be on academic or disciplinary probation at the time of the election or at any time during their time in office.

Section 4. The officers shall comprise the Executive Committee which is responsible for the oversight of temporary committees throughout the year.

#### **Article IV - Meetings**

Section 1. Regular meetings of the CFS-GSO shall be held approximately every month except between semesters and during the summer semester. The number of regular meetings may be changed by a vote of the majority of members.

Section 2. A quorum is defined as 50% of the members as determined by the CFS -GSO officers.

Section 3. Votes will be taken at the scheduled meetings and through the mail.

#### **Article V - Financial Statement**

Section 1. Membership in CFS-GSO requires semester dues that are payable to the CFS-GSO Treasurer by the second meeting. The amount of the dues will be determined by the Executive Committee. All graduate students in the Child and Family Studies Department are eligible for membership.

Section 2. Any funds collected or raised by the CFS-GSO will be placed in the CFS-GSO account and shall be used only by active members.

Section 3. Decisions regarding disbursement of CFS-GSO funds shall be made by a vote of the majority of members.

Section 4. In case of dissolution of the CFS-GSO, any funds collected or raised by the CFS-GSO will be turned over to the Department Head to be used for graduate student travel to professional meetings

#### **Article VI - Advisor**

Section 1. The full-time major professor will be determined annually at the last meeting of the year by a vote of the members.

Section 2. The advisor must be a faculty member of the Child and Family Studies Department of The University of Tennessee, Knoxville.

#### **Article VII**

This Constitution may be amended by a two-thirds vote of the membership

## APPENDIX H

### Department of Child and Family Studies Helpful Hints and Suggestions From Former and Current Graduate Students

The Director of CFS Graduate Studies, Dr. Hillary Fouts ([hfouts@utk.edu](mailto:hfouts@utk.edu)) will help you plan your course schedule or plan of study for the first few semesters, and answer general questions you may have regarding CFS programs. During your first few months at UTK take advantage of formal opportunities, such as classes and research seminars, and informal opportunities, such as departmental parties and visits over coffee, to give you a chance to get to know the faculty both professionally and personally. Then, you choose a major professor and later in consultation with your major professor, the members of your committee.

A **mail folder** is provided for each CFS graduate student and is located on the 4th floor of JHB. All departmental, college, and university announcements pertaining to graduate students, as well as other campus and off-campus mail, will be distributed to you here. It's up to you to check your mail folder and messages (clipped to your hanging folder). Please be sure to give your current e-mail address to the CFS Graduate Studies Administrative Assistant, Sonja Spell!

The Graduate School website is an important resource and provides [deadlines](#) for thesis, non-thesis, and dissertation defenses and graduation; a [guide](#) to the preparation of theses and dissertations; among other very helpful information related to obtaining your degree.

You probably will have the opportunity to conduct research or in some way be involved in a project using human subjects. UTK has very specific guidelines relating to the use of human subjects in research and educational settings.. It will be helpful to talk with faculty and students who have submitted forms for approval of research with human subjects by the Institutional Research Board (IRB). Dr. Priscilla Blanton reviews and signs off on all CFS human subject requests.

The UTK Office of Information Technology (OIT) offers short courses to introduce you to the computing system at UTK. Some courses are only an hour long; others meet several hours over a period of a week or some courses are available on videotape in the library. A timetable of free courses is available from the OIT and is published in a newsletter each semester and listed in the *Daily Beacon*. Visit the [OIT Training and Workshops](#) website for additional information.

UTK offers several services for Graduate Teaching Assistants (GTAs). *The GTA Seminar*, for which you can receive two hours of graduate credit, is offered at the beginning of each fall semester and is usually held in August. Check with the CFS Graduate Studies Administrative Assistant, Sonja Spell.

**All CFS tenured and tenure-track faculty are on 9-month appointments,** Most regular CFS faculty members use their 3-month summer break to do research, writing, or consulting. Often these tasks require faculty to be away from campus, out of town, or out of state for all or part of the summer. You may find it difficult to schedule your committee meetings and thesis/non-

thesis/dissertation defense during the summer because faculty members may not be available. Schedule practicum, comprehensive exams, or defenses, during the 9-month academic year, if at all possible. Be sure to negotiate any summer-contact arrangements with your professors prior to commencement!

Are you interested in being involved in research, presenting papers at professional conferences, writing grant proposals, or writing articles for publication, but have never done so and, consequently, do not know how to get started? Talk to any faculty member. Faculty are delighted to hear a student say, "I would like to write a paper for presentation at SRCD or NAEYC or NCFR or AERA; could you help?" Faculty will be eager to share advice and even co-author and co-present. This mentoring of our graduate students into professional activities and development is important to us.

Our department participates in the Southeastern Child and Family Studies Symposium (sometimes called Quint-State) along with Virginia Polytechnic Institute, University of Georgia, University of North Carolina at Greensboro, and Auburn University. The 2-day meeting rotates annually among the schools and is designed to provide graduate students a forum for presenting research papers, theoretical papers, or research in progress to an audience of other students and faculty. The meetings are usually during Spring semester; work with your advisor and plan to present a paper at least once during your tenure at UTK. You will find it an enjoyable and worthwhile experience. Most students agree that this is a nonthreatening and encouraging environment in which to develop and practice presentation skills. Important networking, job hunting, and socializing also are a part of Quint-State.

**Travel support** to professional organizations' program presentations can be made by applying to the GSA Office. Forms are available on-line. If you are presenting a paper, the department may provide some financial support. See the Department Head's Administrative Assistant, Scarlett Powell.

**Job announcements.** Check the Bulletin Board in JHB 115 mailroom, or the white binder there which also contains job announcements received in the CFS departmental office. Check it when you are curious or job hunting.

Look into and take advantage of study opportunities elsewhere.

Try buying your textbooks online before the semester begins to save money and get acquainted with the material. [Half.com](http://Half.com) is a great site that compares prices from numerous online suppliers. This is usually a much cheaper and less crowded method than going to the University Bookstore. Take 9 hours during the fall and spring semesters and 1 summer class if you want to try to graduate in 2 years (for the Master's program).

Put potential questions in writing to your professors. This aids in communication between the two of you and forces you to clarify your thoughts.

No matter how busy you are, take time to nurture friendships and exercise physically and spiritually.

Ask a “veteran” for locations of cheap entertainment (e.g., “dollar movies”, Waterfront Park across Neyland Drive in front of the stadium, the old World’s Fair Park, Ijams Nature Center).

If you are a parent, remember: your children are only children once, don’t miss it. Be satisfied with a few B’s before missing too many games of hide and seek. Set aside a special time for each child every day. When things are really hectic, make dates children can look forward to when you are done.

Consult current graduate students for help in learning about the graduate school atmosphere.

**Don't wait for faculty to initiate contact with you.** If you are interested in knowing more about faculty members and their research, schedule an appointment. Faculty calendars get very busy as faculty attempt to juggle the many roles of a university professor so appointments are usually better than drop-ins for both the faculty members and your convenience.

**Choosing a major professor is important.** The online CFS Faculty Resource Directory is a useful web site to help you learn initially about our faculty. You need to work with someone who is a good match, so get to know all of the faculty, and then select a major professor who can best help you meet your graduate school goals.

**Invest time in getting to know your fellow graduate students.** Participate in the CFS Graduate Student Organization (GSO). GSO posts announcements of its meetings and activities and will help you be informed about issues in the department and college. Some information is also included at <http://cfs.he.utk.edu/cfshmpgs/cfshome.html>. View your fellow students as peers and potential colleagues. The networking you begin during graduate school can blossom into collaborative efforts such as manuscripts, research, presentations, and psychosocial support. Often study and research groups form around common interests.

**The CFS Department Head wants to get to know you.** If you have comments or questions concerning our Department or programs, contact Dr. Mary Jane Moran at 974-8046 or [mmoran2@utk.edu](mailto:mmoran2@utk.edu).

**Master's students plan to talk to your advisor as soon as possible** about your program. Students in the M.S. in ECE program schedule the written examination, usually during the last semester. Thesis students typically gather thesis research ideas while attending courses and/or discussing research ideas with individual faculty.

**Talk with your advisor about scheduling your course work.** This is important because most courses are taught only once each year or some only every two years. Other courses are offered in a sequence (the doctoral statistics sequence is a good example); begin the sequence early. Talk with your advisor about your goals, career aspirations, and schedule and deadlines for finishing graduate school. If you are a new student, speak with Dr. Hillary Fouts, but also talk with your peers.



**Support groups.** Students Older Than Average (SOTA), the Women's Center, UTK Employee Day Care, and the Dissertation Support Group are a few of the available support groups at UT. For a detailed list of various groups, organizations, and web sites, visit: <http://www.utk.edu/alpha/>.

**Pre-register as early as possible.** Classes fill up quickly! Courses can be dropped if less than 12 graduate students register for 500-level courses and five for 600-level courses.

**Allow yourself the time to be curious.** You are about to meet people with varied interests who will speak passionately about their areas of interest. You may find yourself saying, "That's what I want to do for a thesis" several times in your first few semesters. Take your time. Choosing a major area of study is a lot like eating at a buffet; sample some of the different dishes first, then go back for the ones in which you are really interested.

**Be wary of overloading yourself.** Students try to balance work and school demands, and most are able to do so successfully. However, your first year might be the time to get a good footing. The first few courses will lay the groundwork for a great deal of your future classes. Therefore, it is easy to become overloaded with work and the responsibilities to your classes. Do your best to get a good start, and then you can take a more rigorous class load.

**Develop a stress-relief routine.** From a preservationist point of view, you can't finish what you start if you are burned out. Carve out some time to do some non-school related things, like exercise, painting, white-water rafting, exploring the Smoky Mountains, or some other restful or fun activity. It will help refresh your mind and body.

**Have an appreciation for the time of others.** Your instructors will appreciate it if you are able to use memos, notes, or e-mail instead of always requesting face-to-face meetings. This helps everyone be more productive. Sometimes face-to-face meetings are necessary, so don't be afraid to ask for them. However, some questions do not require a formal meeting.

**Don't hesitate to ask "simple" questions** such as, "Where's a good place to get some lunch?", "Where can I buy an extra notebook or some computer disks?", "Where, exactly, is the library?" Face it, when you're a new student, the few minutes you spend asking other students simple questions may save you hours of frustration and walking in circles.

## APPENDIX I

### **Department of Child and Family Studies Office Procedures for GTAs & GRAs**

By following the procedures outlined below for the new academic year, we can increase efficiency by **streamlining and empowering** each GTA/GA/GRA to be more directly responsible for his or her overall job and/or function within the CFS Department. This will move all of us toward a more efficient use of resources, a higher level of productivity, and an increase in professional satisfaction.

#### **Use of CFS Main Telephone Lines**

Instead of using the phone in the CFS main office, use the telephone in your office or one of the two phones downstairs near the computer lab in the JHB

List your office telephone number and office hours on your course syllabi.

Instruct students to leave either written messages or telephone messages at your office or in your mail bin in the CFS office.

#### **Coursework and Assignments**

Due to large classes, if possible, make available a place/box for your students to drop off their assignments in the area near your office.

From time to time it may be necessary to direct your students to your mail bin in the CFS office; however, this should be minimized as much as possible. Assignments, papers, binders, and notebooks not picked up will be destroyed at the end of each term.

#### **Work Requests**

Submit all work requests on the Work Request Forms along with clear instructions and deadlines. Work Request Forms are available in the CFS office.

CFS clerical support staff should never be asked to perform personal word processing jobs during their normal work hours.

Be courteous to staff at all times.

Staff members are supervised only by the Department Head and the Office Supervisor, not graduate students or faculty. Do not assume responsibility for correcting staff.

## **Examinations**

To make arrangements for a suitable office space, a two-day advance notice for make-up examinations is needed.

GTAs must make arrangements for monitoring make-up tests.

## **Copy Machine**

GTAs that are fully responsible for teaching a specific course will be given a code number for the copying machine. Only make copies related to the course that you are teaching so we can plan for future costs relating to specific courses.

No mass copying will be permitted.

Do not use the CFS copy machine for personal use nor for your personal coursework.

Do not instruct students to come in the CFS office and use the copy machine.

Students should use the copy machine downstairs in JHB.

Do not make copies outside of CFS and expect to be reimbursed.

## **TV/VCR Cart or LCD Projectors**

All of the classrooms in the Jessie Harris Building are SMART classrooms and should have all of the equipment you need to present in or teach a class

If you need assistance or additional equipment in a classroom, contact CFS office staff to reserve our department's auxiliary TV/VCR or the LCD Projector. **Last minute reservations cannot be guaranteed.**

## **Meeting with Department Head**

All meetings are to be arranged by appointment so the Department Head and you can devote the necessary quality time and direct attention to the meeting topic(s). If you desire such a meeting, please call the Office Supervisor in the main office to schedule an appointment with the Department Head.

Please put your concerns or questions in writing before you meet with a faculty member or the Department Head. This practice will help to keep the meeting focused and will allow the Department Head or faculty member to give some thought to your concerns before the meeting.

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## Computer Use

You and your students will have access to the Jessie Harris computer labs as well as those located at other sites across the University.

The computers in the main office are for support staff **only** and are not for student use.

To receive the appropriate information and access to JHB and the computer lab spaces in JHB, please complete the Graduate Assistant Request form (see next page), including required signatures and submit it *in person* to the Graduate Program Administrative Assistant, Ms. Sonja Spell, in JHB 115.

## APPENDIX J

### Department of Child and Family Studies Important Websites for Graduate Students

- Best Practices in Teaching  
<http://gradschool.utk.edu/orientation/teaching.shtml>
- Center for International Education  
<http://web.utk.edu/~globe/index.php>
- Counseling Center  
<http://counselingcenter.utk.edu/>
- Graduate School  
<http://gradschool.utk.edu>
- Graduate Catalog  
<http://catalog.utk.edu/index.php>
- Graduate Student Appeals Procedure  
<http://gradschool.utk.edu/documents/2016/02/student-appeals-procedures.pdf>
- Graduate Student Senate  
<http://web.utk.edu/~gss>
- Graduate and International Admissions  
<http://graduateadmissions.utk.edu/>
- International House  
<http://web.utk.edu/~ihouse>
- Student Conduct and Community Standards  
<http://web.utk.edu/~osja/>
- Office of Equity and Diversity  
<Http://oed.utk.edu>
- Office for Diversity and Inclusion  
<http://diversity.utk.edu/>
- Office of Multicultural Life/Frieson Black Cultural Center  
<http://multicultural.utk.edu/friesonbcc/>

- Office of Research Integrity  
<http://research.utk.edu/compliance/>
- International Teaching Assistant Testing Program  
<http://gradschool.utk.edu/speaktest.shtml>
- Thesis and Dissertation Website  
<http://web.utk.edu/~thesis/>
- Library Website for Graduate Students  
<http://www.lib.utk.edu/info/grad/>
- Office of Information Technology (OIT)  
<http://oit.utk.edu>
- Housing  
<http://tnhousingsearch.org>  
[www.knoxapts.com](http://www.knoxapts.com)  
<http://knoxville.apartments.com>  
[www.apartmentratings.com](http://www.apartmentratings.com)
- The Knoxville area and East Tennessee  
[Knoxville Community](#)  
[Great Smoky Mountains](#)  
[Relocation Information](#)