

GRADUATE HANDBOOK: Program in Family and Human Development

GUIDE TO GRADUATE PROGRAM PROCEDURES

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Graduate College Homepage: <http://www.asu.edu/graduate/>

Graduate School Catalog On-Line:
<http://www.asu.edu/aad/catalogs/graduate/>

Graduate School On-Line Application:
<http://graduate.asu.edu/admissions/index.html>

**NOTE:
APPLICANTS FOR ADMISSION SHOULD COMPLETE THE ONLINE APPLICATION VIA THE
GRADUATE COLLEGE AFTER READING THROUGH THE ENTIRE HANDBOOK**

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I. INTRODUCTION

The Program in Family and Human Development in the School of Social and Family Dynamics offers a graduate program for a (1) Doctorate of Philosophy Degree in Family and Human Development and a (2) Master's of Science Degree in Family and Human Development, with a concentration in Child Development or Family Studies. Additionally, two Master's of Applied Science programs are available in Infant and Family Practice and Marriage and Family Therapy. Please see our website at <http://ssfd.clas.asu.edu/programs> for more information about these programs.

The Ph.D. program in Family and Human Development is designed to train researchers in developmental and family science. The doctoral program differs from other programs at Arizona State University through its primary focus on the structures, processes, and social relationships. Students take core courses in family sciences, human development, research methodology, statistics, and diversity. The aims of the program are to train students to become researchers with an area of specialization in Family and Human Development. The major objective of the terminal master's program (M.S. Program) is to provide advanced training in applying scientific methods to investigate the development and well-being of family systems and individual family members, and to apply scientific principles and theory to the development of programs to prevent or ameliorate problems that families and their members experience. Graduate students are expected to develop competencies in research methods and in theoretical orientations relevant to their area of study. The skills and knowledge acquired during the course of training should enable each student to develop professional competencies that can be applied to significant problems and issues affecting families.

This Graduate Handbook supplements the Graduate Catalog and the [Graduate College Policies](#) distributed by the Graduate College at ASU. Graduate students should be familiar with and observe all requirements and procedures as defined in those publications.

II. DOCTORATE OF PHILOSOPHY DEGREE IN FAMILY AND HUMAN DEVELOPMENT

A. Required Coursework for the Ph.D. Program in Family and Human Development.

<u>1. Core Requirements</u>		<u>Credit Hours</u>	<u>Subtotals</u>
FAS 531	Theoretical Issues in Family Sciences	3	
CDE 531	Theoretical Issues in Child Development	3	
FAS 539	Research Issues in Family Interaction	3	
CDE 533	Research Issues in Child Development	3	
FAS/CDE 598	Diversity course in development or family	3	15
<u>2. Electives</u>	Electives should be chosen in consultation with and approval of the advisor. Electives may be selected within or outside of SSFD.	36	51
Suggested Electives:			
CDE 534	Risk and Resilience		
FAS 537	Interpersonal Relationships		
CDE 610	Gender and Development		
CDE 634	Prevention and Child Development		
FAS 691	Advanced Human Sexuality		
CDE 612	Children's Peer Relationships		
FAS 598	Perspectives on Adolescent Development		
	Readings & Conference, Independent Study		
<u>3. Professional Applications</u>			
FAS 503	Academic Professional Development	1	
	Subtotal	1	52
<u>4. Statistics & Methods</u>			
FAS 500	Research Methods	3	
	Basic ANOVA	3	
	Basic Regression	3	
	Advanced methods or statistics (2 classes)	6	
	Subtotal	15	67
<u>5. Individual Research Requirements</u>			
	Thesis (599)	6	
	Dissertation (799)	12	
	Subtotal	18	85 (total)**

** Students who have been awarded a master's degree from another university and have completed an empirical thesis can transfer up to 30 credits toward their Ph.D. at ASU. Transcripts must be evaluated by the Director of Graduate Studies in FHD to determine which coursework requirements have been completed and what courses must be taken.

Statistics and Research Methods: At the master's level, students in the doctoral program must complete two statistic courses, Regression and ANOVA. Statistics and methods courses at the Ph.D. level must be advanced courses (i.e., this assumes that a student has already completed FAS 500 and 6 credits of statistics at the Master's level.) These courses may be selected from options within and outside of SSFD and should be chosen based on consultation with and approval of the student's advisor.

B. Optional Specializations

In addition to the general doctoral degree track in Family and Human Development, students can focus and organize their elective coursework to reflect areas of specialization. At the present time, three areas of specialization are available: Quantitative Methods, Social and Emotional Development, and Learning and Development. Graduate students may concentrate their studies in one of these areas or may combine two areas to meet their specific research interests.

Each specialization builds on the basic PhD program in Family and Human Development but provides students with focused coursework and training in areas of strength within the unit. Opportunities to learn from expert faculty within and outside of the School are reflected in the specializations.

Students do not have to declare a specialization, but those who do will follow the guidelines for the specialization to ensure that training is guided and coherent. Each specialization is designed to enhance students' training and research, such that a programmatic area of expertise is developed.

1. Advanced Quantitative Methods Specialization

The PhD in Family and Human Development offers a training specialization for students interested in the study of Advanced Quantitative Methods (AQM). Students choosing the AQM specialization will undertake in-depth study of statistical and measurement methodologies that offer great utility for research in human development, family studies, and education, among others.

18 hours total

REQUIRED = 9 hours (assumes Multiple Regression and ANOVA as prerequisites)

- Modern Measurement in the Social Sciences (reliability, validity, classical test theory, item response theory, scale and test development)
- Exploratory and Confirmatory Factor Analysis for the Social Sciences (PCA, EFA, and CFA with fundamentals of SEM)
- Advanced Regression Techniques (intro to both longitudinal and clustered applications, regression for categorical outcomes, path analysis, estimation methods)

ELECTIVES = 9 hours

- Advanced Modeling
 - Bayesian methods
 - Multivariate analyses of means (including latent means)
 - Power analysis & design
 - Multilevel modeling/HLM
 - Latent variable modeling/SEM
 - Latent class analysis
 - Missing data

- Analysis of quasi-experimental data
- Measurement/Psychometrics
 - Cognitive modeling
 - Validity studies
 - Item response theory
 - Advanced item response theory
 - Test/scale construction
 - Psychometrics
- Statistical Methods for Longitudinal and Small Group Designs
 - Longitudinal data analysis/Growth modeling
 - Design and analysis for small group designs (dyadic and family data)
 - Mediation analysis
- Statistical Methods for Large and Complex Samples
 - Social network analysis
 - Large/secondary dataset analysis
 - Sampling theory

2. Social and Emotional Development Specialization

The PhD in Family and Human Development offers a training specialization for students interested in the study of social and emotional development (SED) across the life span. Students choosing the SED specialization will learn about contemporary theories, methodologies, and bodies of empirical research pertaining to a range of issues in broadly defined adaptive and maladaptive processes in social and emotional development. Students may also become involved in research in other disciplines that informs the understanding of aspects of social-emotional development. Examples of such disciplines include family dynamics, intervention research, social networks, neuroscience, psychophysiology, and developmental psychopathology.

18 hours total

REQUIRED = 12 hours

PSY 542 Social Development
 PSY/CDE 598 Emotional Development
 CDE 598 Temperament and Development (new course)
 CDE 612 Peer Relationships

ELECTIVES = 6 hours

CDE 534 Risk and Resilience
 CDE 612 Gender Development (counts as diversity)
 CDE 634 Prevention and Child Development
 EDP 691 Child and Adolescent Psychopathology
 CDE 698 – Social-Emotional Development in Atypical Children (new course)
 PSY 578 Development and Psychopathology
 CDE/SOC 598 Social Networks
 CDE 598 Play and Development (new course)
 CDE/FAS 590 Readings and Conference (3 hours only)
 Others as approved

3. Learning and Development Specialization

The PhD in Family and Human Development, in collaboration with the Learning Sciences Institute offers a training specialization for students interested in the study of Learning and Development (LAD) across the life span. Students choosing the LAD specialization will learn about contemporary theories, methodologies, and bodies of empirical research pertaining to a range of issues in learning in formal and informal settings. Emphasis will be placed on lifelong learning. Students may also become involved in research in other disciplines that informs the understanding of aspects of the learning sciences. Examples of such disciplines include STEM education; linguistics; informatics, social psychology, neuroscience, and curriculum studies.

18 hours total

REQUIRED = 12 hours

CDE 598 - Theories in Cognitive Science and Learning (new course)

PSY 541 – Research in Cognitive Development

CDE 598 - Research in Motivation and Self-Regulation (new course)

FAS/CDE 780 - Learning Science Institute Colloquium (1 hour/semester, 3 hours total required)

ELECTIVES = 6 hours

TEL 703 – Innovation in Teaching and Learning

CDE 589 – Social Context of Learning and Development (new course; diversity)

CDE 598 – Research in Family Influences on Motivation and Achievement (new course)

CDE 798 – Emerging Adulthood: Transitions in Academic, Career, and Life (new course)

EDT 503 – Instructional Media Design

EDT 504 – Development of Computer-Based Instruction

Others as suggested.

C. Admission Procedures for the Ph.D. Program

1. Admission to Doctoral Level Graduate Study.

Admission to doctoral graduate study in Family and Human Development requires the submission of all application materials cited in the *Graduate Catalog* and the program in Family and Human Development. At a minimum, applicants to the Ph.D. program are expected to meet GPA requirements established by the Graduate College.

Students who wish to work toward a doctorate in Family and Human Development may apply for entry after completing either a Bachelor's or Master's degree in such areas as child development, Family and Human Development, psychology, social work, sociology, psychology in education, or a related area. Students who enter the Ph.D. program after the Bachelor's degree will complete a thesis and a Master's degree as part of their doctoral program of study.

2. Program Requirements.

In addition to the application form and materials (including official transcripts and official TOEFL test results for international applicants) as required by the Graduate College (please see <http://graduate.asu.edu/admissions/index.html>), the following information must be submitted for the supplemental application to the doctoral program in Family and Human Development. All materials must be submitted on-line via the Graduate College. **All completed application materials must be received by January 15.**

Requirements for the Supplemental Application to the doctoral program in Family and Human Development:

- (a) Official notification of the applicant's scores on the Graduate Record Examination.
- (b) Three letters of recommendation, including at least one from an instructor at the applicant's institution where undergraduate or graduate work was completed. These letters should be from people who know you as a student or in a professional capacity. Letters from family members or friends do not meet this criterion.
- (c) A resume that summarizes the academic and employment experiences of the applicant.
- (d) A 4-6 page, double-spaced personal statement addressing the following:
 1. State your professional goals and reasons for desiring to enroll in this program,
 2. Describe your strengths that will help you succeed in the program and in reaching your professional goals,
 3. Describe, in detail, your research experience (include a description of your master's thesis if applicable),
 4. Indicate your personal research interests as specifically as possible,
 5. Identify two or three faculty whose research interest match your own. Explain why you believe these are good matches (see Appendix A).
 6. Describe the significant responsibilities you have held.
 7. Include any additional information that you feel will help the committee evaluate your application.

3. Processing of Applications.

Credentials submitted by the applicant are evaluated by the Graduate College and by the FHD Graduate Committee. Applications for all School graduate programs are considered in the spring for admission in the following academic year. **To ensure consideration, all applicant materials must be received by January 15.** Notification of admission to the School's graduate programs and the awarding of Teaching and Research Assistantships are usually given by early April.

Applicants are encouraged to contact faculty members whose interests match their own prior to completing their application (see Appendix A or www.asu.edu/clas/ssfd).

4. Admission and Denial Criteria.

Based on the recommendation of the Graduate Committee, applicants will be admitted by the Director of Graduate Studies. Recommendation for admission or denial will be forwarded to

the Dean of the Graduate College. No single criterion will serve as a basis for admission or denial to the Ph.D. program. Criteria for admission will include:

- (a) Evidence of outstanding scholarship and research potential from GRE scores, previous academic record, and previous research experience as addressed in the applicant's personal statement;
- (b) Professional goals which are compatible with the Ph.D. program;
- (c) Scholarly interest compatible with one or more of the active faculty.

The decision of the committee will be one of the following:

1. **Regular admission** is granted when the applicant meets the criteria of adequate area preparation, satisfactory grade point average and GRE scores, favorable letters of recommendation, completed Supplementary Information Form and Personal Statement, and when enrollment limits have not been met.
2. **Provisional admission** is granted either when the applicant has less than a satisfactory academic record but shows potential for high achievement as a graduate student as evidenced by high GRE scores and/or strong letters of recommendation, or the applicant meets the criteria for regular admission but has had insufficient preparation for the designated area for the graduate study. In such cases, the conditions for admission are stated on the letter of acceptance. The student must meet these stated conditions prior to advancement to regular status. **The student is responsible for initiating a change in graduate classification after the conditions of provisional admission have been fulfilled.** If the conditions for admission are not met within two semesters of the student's admission, the student will be asked to leave the program. Students who are dropped from the program may reapply for admittance when they can present evidence that the conditions have been met. Presentation of such evidence does not guarantee re-admittance.
3. **Admission is denied** when either the student does not meet the requirements necessary for admission, the student does not rank sufficiently high to be selected for available slots, it is deemed that graduate programs fail to match applicants needs, goals, and interests, or no faculty advisor is available.

D. Supervisory Committee for Doctoral Students

1. Assignment of Temporary Advisor.

At the time of admission to the doctoral program, the student is assigned a temporary faculty advisor in the student's selected area of study. The Graduate Committee will notify the student of the temporary advisor selected.

2. Selection of Doctoral Supervisory Chair.

Ph.D. students are encouraged to begin the process of establishing a supervisory chair early in their doctoral program (after the completion of 9 credit hours beyond the MS). In general, any regular full-time faculty member in the Family and Human Development Graduate Roster (<http://graduate.asu.edu/gradfaculty>) who has been approved to chair a dissertation

may serve as the chair of a doctoral dissertation committee. The student's research interests should match the chair's expertise and interests. Emeriti faculty at ASU may continue to serve as chair of the supervisory committee for one year upon retirement. The supervisory chair for a doctoral program is established at the initiative of the student, in consultation with the faculty member, and is approved by the Director of Graduate Studies for FHD and the Dean of the Graduate College. Benchmarks for the Ph.D. program can be found in Appendix E.

3. Appointment of Doctoral Supervisory Committee.

A minimum of four qualified faculty must be on the doctoral supervisory committee. The committee chair must be a member of the FHD Graduate Faculty and endorsed to chair doctoral dissertations. Please see http://graduate.asu.edu/graduate_faculty_initiative for the current list of approved faculty. The proposed chair of the supervisory committee and the student together choose the remaining members of the committee, who may be faculty in SSFD or outside of SSFD. Faculty from other eligible academic units include departments, centers, and schools on any of ASU's campuses, or faculty from other universities (if approved by the Director of Graduate Studies and the Dean of the Graduate College). Any member of the supervisory committee, with the exception of a member outside of ASU, may serve as a co-chair. The official appointment of the chair and members of the supervisory committee is made by the dean of the Graduate College upon the recommendation of the FHD graduate director in SSFD. Because some students will enter the Ph.D. program after the bachelor's degree (and a thesis must be completed during their graduate program), students should read sections II.E, II.F, and II.G of this handbook about the master's level supervisory committee for directions.

Appointments to the supervisory committee are recommended to the Dean of the Graduate College upon approval by the Director of Graduate Studies for FHD. Changes in the committee must be approved by the Director of Graduate Studies for FHD, and by the Graduate College.

4. Responsibilities of Supervisory Committee.

The doctoral supervisory committee approves the student's program of study and supervises evaluations, the comprehensive examinations, dissertation and final oral examination of the student.

E. Doctoral Program of Study

1. Approval of Program of Study.

A doctoral program of study should be thoughtfully and carefully worked out with the doctoral supervisory committee so that it meets the goals and objectives of the school, the program, and the student as well as the requirements set forth in this document. Courses are selected by the student according to guidelines for the doctoral program, after consultation with the supervisory committee. The program of study should be completed and approved by the Supervisory Committee by the semester in which students earn 50% of the required hours for degree completion (usually within the first two years of graduate study). A program of study includes a minimum of 85 hours for post-bachelor students and 55 hours for post-Master's students depending upon a student's particular circumstances. Students who have earned an appropriate master's degree at another institution may transfer up to 30 hours from

that degree into their doctoral program of study upon approval of the Director of Graduate Studies for FHD. Similarly, students may also transfer up to 9 hours of appropriate, graduate-level coursework undertaken at another university, and not previously counted towards any other degree into their doctoral program of study upon approval of the Director of Graduate Studies for FHD.

Acceptance of the proposed program of study must be verified by the signatures of the student and supervisory committee members. The program of study must be approved by the School Director, Director of Graduate Studies for FHD, and by the Graduate College.

2. Changes in the Programs of Study.

Necessary changes can be initiated and petitioned by the student. The change must be approved by the student's supervisory committee chair, the supervisory committee, the School Director, Director of Graduate Studies for FHD, and by the Graduate College.

3. Basic Program Requirements.

The Ph.D. program consists of at least 85 semester hours of graduate work beyond the bachelor's degree. For students who enter the Ph.D. in Family and Human Development after completing a Master's degree, the program of study consists of approximately 57 credit hours.

The minimum full-time residence requirements (9 credits per semester) for the Ph.D. in Family and Human Development will be required for at least two consecutive semesters following admission to the Ph.D. program. Students must meet these residency requirements after finishing a thesis and completing Master's level course work. Students are expected to devote a minimum of two academic years beyond the Master's degree or completion of a thesis to finish their program of study in the Ph.D. program.

4. Comprehensive Examination.

The comprehensive exam fulfills a number of purposes. On one level, this exam allows students to independently demonstrate the breadth and depth of their knowledge, their ability to think critically, and their readiness to write their dissertation proposal to their supervisory committee. On another level, comprehensive exams should challenge students to utilize and integrate what they have learned in their coursework, and to independently develop a research plan that potentially will sustain their investigative efforts past their doctoral dissertation and into the early years of their career. There are two format options for the exam: students select either (a) *grant application* or (b) *psychological bulletin article*.

a. Structure of the written exam: *Grant Application*

Using an NIH application form and following all of the specified guidelines, students are to prepare a post-dissertation R01 grant proposal for their comprehensive exam. The expected results of the student's dissertation can be included in the preliminary studies section, but beyond this inclusion, it cannot be a part of the proposal. The grant proposal is to span three years and focus on either (a) multiple studies (upwards to three) that build on each other or (b) a longitudinal study that includes substantive and unique analyses of each wave of data. It is expected that the study will be theoretically based and will include relevant literature as part of the proposal's justification. The sampling, procedures, methods, design, and analyses are to be clearly articulated. In addition, the

comprehensive exam proposal is to include copies of the measures to be used and a timeline (in an appendix), as well as a budget and a budget justification. Human Subjects guidelines are to be followed and the Internal Review Board (IRB) section should be completed, although the student is not required to submit the proposal for IRB approval. *For the purpose of the comprehensive exam, students may exceed the maximum NIH R01 page limit to a maximum of 25 pages. Other than this, all other guidelines for preparing an R01 application must be followed.*

It is conceivable that students will find that they would normally consult with individuals with in-depth knowledge on certain issues while writing the proposal if the proposal were actually being submitted to a federal agency. Students are to note these points within the body of the proposal, and provide the supervisory committee with a list of the questions they would normally ask these professionals on a separate piece of paper. This list of questions is to be included in an appendix.

Alternative Grant Application Format: Students may file a request with the Graduate Committee via a memo to the Director of Graduate Studies in FHD to complete their comprehensive exam in the format of a grant application to an agency other than NIH (e.g., NSF, IES, career award, foundation grant). This memo must be signed by the supervisory committee chair and each member of the supervisory committee indicating their endorsement of an alternative format for the comprehensive exam application. The following criteria are required of all comprehensive exam documents whether it is completed as a NIH R01 application or approved in an alternative application format for another funding agency:

1. The length of the text of the comprehensive exam must be a maximum of 25 single-spaced pages using the font size and type specified in NIH's guidelines;
2. The comprehensive exam document must include a detailed budget that follows the NIH guidelines for an R01 application; and
3. Appendix materials, including a timeline and measures, must be included (see NIH guidelines for an R01 application).

The graduate committee will review the request for an alternative application and respond in writing indicating whether the request is granted or denied and any stipulations for the alternative format beyond the criteria listed above.

The pre-proposal: Grant Application. The comprehensive exam is to focus on post-dissertation research that builds on the expected results of the student's dissertation. That is, the comprehensive exam will be a thematic and systematic plan that a student might follow in the first years in a research setting after completing his or her doctoral degree. To this end, the comprehensive exam begins by presenting a three to five page, double-spaced, pre-proposal to the doctoral committee. The pre-proposal is to include: (a) an abstract of the expected direction the student predicts his or her dissertation to take (limit of 1 page); (b) a description of the area of study the comprehensive exam will focus on; (c) a justification of the importance of this line of research; (d) a draft-level statement of the research questions and/or hypotheses that will be addressed in the comprehensive exam; and (e) whether the comprehensive exam will utilize multiple studies or a longitudinal design. The pre-proposal is to be included with the comprehensive exam as a part of the appendices. After submitting the pre-proposal, a meeting is scheduled with the doctoral committee to provide feedback to the student and to decide whether the pre-

proposal is approved by the committee. If the pre-proposal is approved, committee members sign the approval form (see Appendix B) and the student begins writing his/her comprehensive exam one week after the pre-proposal meeting. If the pre-proposal is not approved, the student must revise the pre-proposal based on committee feedback and schedule a new meeting.

b. Structure of Written Exam: Psychological Bulletin article

Using a psychological bulletin article as a model, students will prepare a major paper that reviews and integrates a substantive topic that builds on their area of expertise and will serve as a foundation for their future work. The final document should follow all guidelines set forth in the 5th edition of the publication manual for the *American Psychological Association*. The document should be 40 to 50 pages in length excluding references, tables, and figures.

The pre-proposal: *Psychological Bulletin article*. The comprehensive exam begins by presenting a three to five page, double-spaced, pre-proposal, excluding references, tables, and figures, to the doctoral committee. The pre-proposal should provide an outline of the proposed paper, including the goals of the paper and a conceptual model (if applicable) as well as references. The outline should be sufficiently detailed so that the committee can evaluate the proposed article and provide feedback and guidance. The pre-proposal is to be included with the comprehensive exam as a part of the appendices. After submitting the pre-proposal, a meeting is scheduled with the doctoral committee to provide feedback to the student and to decide whether the pre-proposal is approved by the committee. If the pre-proposal is approved, committee members sign the approval form (see Appendix B) and the student begins writing his/her comprehensive exam one week after the pre-proposal meeting. If the pre-proposal is not approved, the student must revise the pre-proposal based on committee feedback and schedule a new meeting.

The examination environment. The comprehensive examination is to reflect solely the efforts and abilities of the individual student. Students are allowed to consult their supervisory committee about issues that arise while writing their proposal or article. Consulting committee members, however, is to be done at the general rather than the specific level. Procedural questions should be submitted to the Director of Graduate Studies for FHD and the graduate committee by the supervisory chair. Consultation about the proposal is limited to these sources. If it is discovered that the student consults with others outside of these sources, the supervisory committee will instigate sanctions in accordance with the ASU's Student Code of Conduct (see <http://www.asu.edu/aad/manuals/sta/sta104-01.html>).

Timeline. The pre-proposal is to be presented to the supervisory committee at or near the completion of the Ph.D. course work. Once the committee approves the pre-proposal (see Appendix B for the Approval Form), the student will begin the writing comprehensive exam one week after the pre-proposal meeting and has three months to complete the comprehensive exam and submit it to all committee members.

An oral examination is to be scheduled two weeks after committee members have received the final comprehensive exam. The purpose of the oral examination is to have the student clarify the proposal, justify the choices made in the comprehensive exam or article (e.g. Why not an alternative theory, methodology, or analyses?), and potentially to

challenge the student to consider alternatives to what is presented in the comprehensive exam.

A student may experience circumstances that make it difficult to finish his or her comprehensive exam within this time line (e.g. accident, severe illness). In these rare circumstances, the student and the committee chair may apply for an extension by submitting a written request that (a) details the reasons for an extension and (b) proposes a new deadline to the Director of Graduate Studies for FHD and the School Director. The Directors will respond to the request in a timely fashion.

Outcome. Students are to be informed of their performance immediately after the oral examination. The supervisory committee has a choice of four outcomes (See Appendix B for the Approval Form): (a) Pass (the student's work is acceptable; no additional work is required or very minor corrections are required, such as correcting discrete details or typographical errors); (b) Pass with Minor Revisions (the students' work is generally acceptable, but specific corrections are required, such as revising distinct sections of the proposal; students may be required to submit the revised document to the committee chair or the entire committee for approval within a timeframe specified by the committee); (c) Major Revisions (major revisions are required; students must submit the revised document to the entire committee for approval and a second defense meeting may be required); or (d) Fail (the student's performance is unacceptable).

If the committee requires either minor revisions or major revisions, the committee will specify what type of additional work will be required, the conditions under which the work will be completed (e.g., with or without consultation), the timeline for completing the work, and the outcome of the resubmission (e.g., whether the committee chair or entire committee will review the revision and whether a second meeting is required) in the form of a memo written by the committee chair to the student. The conditions outlined in the memo should be agreed upon and approved by all committee members. In most cases, remedial work is to be completed within three months. Under extenuating circumstances (as judged by the committee), the time to complete work may take longer, and in these rare instances, all remedial work is to be completed no later than one year from the date of the original examination. The supervisory committee must then pass judgment on the additional work and has the choice of two outcomes: (a) Pass (the student's work is satisfactory); (b) fail the student (the student's performance is unacceptable).

A failure at the initial oral exam or after completing remedial work will be considered final, and the Director of Graduate Studies for FHD and the School Director will recommend dismissal of the student from the program. Satisfactory performance on the comprehensive exam, whether by initial performance or by successfully completing required remedial work, will allow the student to progress toward dissertation work. Students who have not completed a successful comprehensive examination are not permitted to schedule a dissertation prospectus meeting.

5. Other Degree Requirements.

Participation in a supervised classroom teaching practicum will be required as part of a student's experience in the Family and Human Development Ph.D. program. This will be accomplished through FAS 780 -- Teaching Practicum. To receive credit for FAS 780, students cannot be paid for the course they teach.

F. Doctoral Dissertation

1. Admission to Candidacy:

After students pass the comprehensive examinations, they will complete a prospectus for the dissertation project. The dissertation should be completed using one of two formats: (a) *traditional dissertation proposal*; or (b) *two or three original and distinct empirical articles*. For the traditional dissertation option, the prospectus should include a pertinent review of the literature, statement of the problem, the purpose of the proposed study, description of the research design and methods, and discussion of the specific means by which the data will be analyzed (i.e., an introduction and literature review, method, and plan of analysis). For the empirical articles option, the prospectus should include an introduction that provides the broad theoretical rationale, statement of the problem and how it will be divided into 2 or 3 studies, and integration of the 2 to 3 planned studies. Following the introduction, the student will provide a section for each planned study that includes an introduction/literature review, methods section, and plan of analyses. Subsequently, the dissertation committee will meet to evaluate, request revisions to, and approve the student's dissertation prospectus or proposal. In the case of the empirical articles option, it is the responsibility of the committee to ensure the two or three empirical articles are distinct (e.g., two identical studies that differ only in their dependent variable would be unlikely to be published as distinct articles). After the dissertation committee has approved the dissertation prospectus, the student will apply to the Graduate College for admission to candidacy. Appendix D provides the approval form used for the prospectus meeting.

2. Dissertation:

The doctoral dissertation must be the product of original scholarship and must make a significant contribution to knowledge in the field and demonstrate the student's mastery of systematic research methods. The dissertation goes beyond the master's thesis in both originality and scope, and typically requires a year or more to complete. For the empirical article option, the end result must be articles that are ready for submission to appropriate journals, but the articles do not need to be submitted or reviewed to complete the dissertation requirements. Work in progress or submitted for prior publication does not count as one of the empirical articles in this option. The final document for the empirical article option should include a synthesis section that ties together the studies in an integrative way. Formal work on the dissertation cannot begin until the comprehensive examination has been passed. Each student must register for a minimum of 12 semester hours of dissertation credit.

3. Data Meeting:

A data meeting is scheduled with the supervisory committee when data collection and planned analyses are complete (see Appendix C). Its purpose is to gain the approval of the analyses for the dissertation by the supervisory committee.

4. Final Examination:

The final copy of the dissertation must be viewed and approved by the supervisory committee, the Director of Graduate Studies in FHD, and the Dean of the Graduate College at least two weeks before the conferral date. Following completion of the dissertation, an Oral Defense is scheduled with the supervisory committee. The final oral examination in defense of the dissertation is mandatory and must be held on the Arizona State University campus.

The oral defense will be scheduled by the supervisory committee with the approval of the Dean of the Graduate College. Final oral examinations in defense of the dissertation must be taken within five years after passing the comprehensive examinations. Any exemptions to this policy must be approved by the supervisory committee, the Director of Graduate Studies for FHD, the Dean of the Graduate College, and ordinarily will involve repetition of the comprehensive examinations. A Graduate College representative from an academic unit outside the school may attend dissertation defenses and submit a critique of the oral defense to the Graduate College. The final draft of the dissertation, as approved by the supervisory committee, is then filed in Hayden Library after being signed by the candidate's supervisory committee and the School Director.

5. Human Subjects:

According to university policy, all research involving human subjects must be approved by the University Human Subject Institutional Research Board (IRB). Therefore, if the data to be collected for the research projects involve human subjects, a research proposal must be submitted to the student's supervisory chair for approval prior to submitting the application to the IRB. The graduate student should obtain a copy of the *Application for the Conduct of Research Involving Human Subjects* (available from IRB or on-line at: http://researchnet.vprc.asu.edu/resource_lib/human_subj_fill_in.pdf). After approval by the student's supervisory chair, the application is forwarded to the University committee IRB for final approval.

6. Grading of Dissertation Credits:

The grades for research credit for dissertation work (course number 799) are handled differently than grades for course work. A mark of Z (i.e., course in progress) will be given for all dissertation credits taken prior to the oral examination. Once the oral examination is completed, all Z's will be changed to Y's (i.e., satisfactory) or E's (i.e., fail) automatically when the faculty member assigns a non-Z grade for the final dissertation credits.

G. Performance Reviews and Student Expectations

1. Timelines.

- b. Expected Timelines. To guide students in making timely progress through the program, please see the benchmarks that are listed in Appendix E. To be considered as making timely progress, doctoral students are expected to complete all requirements for the master's-in-passing, including final defense of the master's thesis, by the end of the third year (for post bachelor's students), and they are expected to complete all requirements for the doctorate, including final defense of the dissertation, by the end of the fifth year. Students who fail to complete all requirements for the master's-in-passing by the end of the third year and/or students who fail to complete all requirements for the doctoral degree by the end of the fifth year will receive a deficiency notice from the Graduate Committee in Family and Human Development notifying him/her that he/she is on probation. The deficiency notice will specify that the student will be required to complete all requirements for either the master's-in-passing or doctoral dissertation (respectively), within two semesters. Probation may affect students' eligibility for funding. Students who fail to complete all requirements for the respective degree (master's-in-passing or doctorate) within the allotted two semesters will likely not receive funding from the School of

Social and Family Dynamics. If there are unusual circumstances that prevent a doctoral student from completing the master's-in-passing or their doctoral requirements according to this timeline, the student must submit, in writing, a request for an extension to the Director of Graduate Studies in FHD. This request should include the reason that the benchmark is not attainable and a revised timeline that has been approved by the student's research advisor. This request must be submitted no later than the end of the third year (for master's-in-passing) or the end of the fifth year (for dissertation).

- c. **Deadlines.** In accordance with Graduate College policy, students must successfully complete all requirements for the doctoral degree within ten years of admission to the doctoral program and within five years of successfully passing the comps requirement. Exceptions must be submitted in writing to the Director of Graduate studies in Family and Human Development and approved by the student's supervisory committee, the Graduate Committee in Family and Human Development, and the Dean of the Graduate College, and may involve passing new comprehensive examinations (if more than five years after passing the comprehensive examination). Students who do not successfully complete all of the requirements of the doctoral program within these timelines and for whom an exception is not granted will be recommended for withdrawal from the doctoral program by the Graduate Committee in Family and Human Development. A student may appeal actions concerning dismissal by petitioning the Director of the School of Social and Family Dynamics within 10 business days of receiving the withdrawal notice from the Graduate Committee. In this circumstance, student appeals will be reviewed by the Graduate Committee in Sociology.
- d. **Dates.** The university calendar found in the current *Graduate Catalog* lists deadlines for applying for graduation, submission of a dissertation to the Graduate College, the last date to hold an oral defense of a dissertation, and blackout dates for dissertation defenses. Check these and other dates carefully. These dates must be followed. These dates can also be found on the Graduate College web page.

2. Maintaining Satisfactory Progress.

Doctoral students are required to maintain a minimum of 3.0 GPA in (a) in all coursework taken for graduate credit (courses numbered 500 or higher; Graduate GPA), (b) all coursework in the student's approved program of study (including those 400 level courses that are taken for graduate credit; Program of Study GPA), and (c) all coursework taken at ASU post baccalaureate (Overall GPA).

- a. If any of the Graduate GPA (i.e., GPA for all courses 500 level or higher), the Program of Study GPA, or the Overall GPA falls below 3.0, the student will be placed on academic probation and receive a deficiency notice from the Graduate Committee in Family and Human Development.
- b. The student will be required to raise the Graduate GPA, the Program of Study GPA, and the Overall GPA to a minimum of a 3.0 within one semester. Coursework such as research, thesis, or dissertation registration that earn either a Z or a Y grade cannot be counted to raise the GPA.

- c. If the student fails to raise the Graduate GPA, the Program of Study GPA, and the Overall GPA to a minimum of a 3.0 within the allotted time (as defined in b above), the student will receive a letter from the Graduate Committee notifying him/her that he/she will be recommended for withdrawal from the Program.
- d. A student may appeal actions concerning dismissal by petitioning the Director of the School of Social and Family Dynamics within 10 business days of receiving the withdrawal notice from the Graduate Committee. In this circumstance, student appeals will be reviewed by the Graduate Committee in Sociology.

3. Incomplete Grades.

A doctoral student cannot accumulate more than 2 incompletes at any given time while completing a graduate program of study.

- a. If a student accumulates 2 or more incompletes at any given time, the student will be placed on academic probation and receive a deficiency notice from the Graduate Committee in Family and Human Development.
- b. The student will be required to complete all incompletes within one semester. Any appeals to modify the length of time to complete the incompletes must be submitted in writing to the FHD Graduate Committee. Appeals must be approved, in writing, by the instructing faculty member who assigned the incomplete grade before the appeal will be considered by the Graduate Committee.
- c. If the student fails to complete all incompletes within the required time frame, the student will receive a letter from the Graduate Committee notifying him/her that he/she will be recommended for withdrawal from the Program.
- d. A student may appeal actions concerning dismissal by petitioning the Director of the School of Social and Family Dynamics within 10 business days of receiving the withdrawal notice from the Graduate Committee. In this circumstance, student appeals will be reviewed by the Graduate Committee in Sociology.

4. Professional Conduct.

All graduate students admitted to a doctoral program are subject to the general standards of academic good standing of the university. However, academic standards do not necessarily guarantee that a student will graduate from the program. Because students obtaining a doctoral degree from the program are often placed in positions of dealing with the public, they must also demonstrate the requisite qualifications for successful professional performance, including sound mental health, interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences.

- a. Graduate students who demonstrate behaviors or characteristics that make it questionable that they can succeed in the profession will be reviewed by the Graduate Committee in Family and Human Development.
- b. The committee's review may result in a decision to disqualify the student or the specification of conditions under which continued participation is permitted (e.g. probation).

- c. Students who wish to appeal the decision of the Graduate Committee may do so in writing to the Director of the School of Social and Family Dynamics. In this circumstance, student appeals will be reviewed by the Graduate Committee in Sociology.

5. Registration Requirements.

All graduate students enrolled in the doctoral program (including students who are doing research, working on theses or dissertations, taking comprehensive or final examinations, or who are using university facilities or faculty time) must be registered for a minimum of one hour of appropriate graduate level credit in the department/school in which they are pursuing their degree program. According to the Graduate College, a graduate student who does not enroll at any point during one calendar year (Fall/Spring semesters) is automatically withdrawn from their program. Doctoral students may request a Leave of Absence from the Graduate College not to exceed two consecutive semesters, including summer.

III. MASTER'S DEGREE IN FAMILY AND HUMAN DEVELOPMENT

A. Admission Program in Family Studies/Child Development

1. Core Requirements		Credit Hours
FAS 500	Research Methods (Required within first year)	3
FAS 531	Theoretical Issues in Family Sciences	3
CDE 531	Theoretical Issues in Child Development	3
CDE 534	Risk and Resiliency	3
	Subtotal	<u>12</u>
<u>2. Statistics</u>		
PSY 530	Intermediate Statistics	3
	Subtotal	<u>3</u>
<u>3. Area Of Study (Child Development or Family Studies):</u>		
Child Development Concentration		
CDE 533	Research Issues in Child Development.	3
	Six hours of CDE electives	6
Family Studies Concentration		
FAS 539	Research Issues in Family Interaction	3
	Six hours of FAS electives	6
	Subtotal	<u>9</u>
<u>4. Professional Applications</u>		
FAS 502	Academic Professional Development	1
		<u>1</u>
<u>5. Individual Research Requirements</u>		
FAS/CDE 599	Thesis Credits	<u>6</u>
	Total Credits	<u>31</u>

B. Admission Procedures for the Master's Program

1. Admission to Master's Level Graduate Study.

Admission to graduate study in Family and Human Development requires the submission of all application materials cited in the *Graduate Catalog* and the program in Family and Human Development. At a minimum, applicants to the M.S. program are expected to meet GPA requirements established by the Graduate College. Students who wish to work toward a Master's degree in Family and Human Development may apply for entry after completing either Bachelor's degree in such areas as child development, family studies, psychology, social work, sociology, psychology in education, or a related area.

2. Program Requirements.

In addition to the application form and materials (including official transcripts and official TOEFL test results for international applicants) as required by the Graduate College (please see <http://graduate.asu.edu/admissions/index.html>), the following information must be submitted for the supplemental application to the doctoral program in Family and Human Development. All materials must be submitted on-line via the Graduate College. All completed application materials must be received by January 15.

Requirements for the Supplemental Application to the doctoral program in Family and Human Development:

- a. Official notification of the applicant's scores on the Graduate Record Examination.
- b. Three letters of recommendation, including at least one from an instructor at the applicant's institution where undergraduate or graduate work was completed. These letters should be from people who know you as a student or in a professional capacity. Letters from family members or friends do not meet this criterion.
- c. A resume that summarizes the academic and employment experiences of the applicant.
- d. A 4-6 page, double-spaced personal statement addressing the following:
 - o State your professional goals and reasons for desiring to enroll in this program,
 - o Describe your strengths that will help you succeed in the program and in reaching your professional goals,
 - o Describe, in detail, your research experience,
 - o Indicate your personal research interests as specifically as possible,
 - o Identify two or three faculty whose research interest match your own. Explain why you believe these are good matches (see Appendix A).
 - o Describe the significant responsibilities you have held,
 - o Include any additional information that you feel will help the committee evaluate your application.

3. Processing of Applications.

Credentials submitted by the applicant are evaluated by the Graduate College and by the FHD Graduate Committee. Applications for all School graduate programs are considered in the spring for admission in the following academic year. To ensure consideration, all applicant materials must be received by January 15. Notification of admission to the School's graduate programs and the awarding of Teaching and Research Assistantships are usually given by early April.

Applicants are encouraged to contact faculty members whose interests match their own prior to completing their application (see Appendix A or www.asu.edu/clas/ssfd).

4. Admission and Denial Criteria.

Based on the recommendation of the Graduate Committee, applicants will be admitted by the School Director. Recommendation for admission or denial will be forwarded to the Dean of the Graduate College. No single criterion will serve as a basis for admission or denial to the Ph.D. program. Criteria for admission will include:

- a. Evidence of outstanding scholarship and research potential from GRE scores, previous academic record, and previous research experience as addressed in the applicant's personal statement;
- b. Professional goals which are compatible with the M.S. program;
- c. Scholarly interest compatible with one or more of the active faculty.
- d. The decision of the committee will be one of the following:
 - o Regular admission is granted when the applicant meets the criteria of adequate area preparation, satisfactory grade point average and GRE scores, favorable letters of recommendation, completed Supplementary Information Form and Personal Statement, and when enrollment limits have not been met.
 - o Provisional admission is granted either when the applicant has less than a satisfactory academic record but shows potential for high achievement as a graduate student as evidenced by high GRE scores and/or strong letters of recommendation, or the applicant meets the criteria for regular admission but has had insufficient preparation for the designated area for the graduate study. In such cases, the conditions for admission are stated on the letter of acceptance. The student must meet these stated conditions prior to advancement to regular status. The student is responsible for initiating a change in graduate classification after the conditions of provisional admission have been fulfilled. If the conditions for admission are not met within two semesters of the student's admission, the student will be asked to leave the program. Students who are dropped from the program may reapply for admittance when they can present evidence that the conditions have been met. Presentation of such evidence does not guarantee re-admittance.
 - o Admission is denied when either the student does not meet the requirements necessary for admission, the student does not rank sufficiently high to be selected for available slots, it is deemed that graduate programs fail to match applicants needs, goals, and interests, or no faculty advisor is available.

C. Supervisory Committee for Master's Students

1. Assignment of Temporary Advisor.

At the time of admission to a Master's program, the student is assigned a temporary faculty advisor in the student's selected area of study. The Graduate Committee will notify the student of the temporary advisor selected.

2. Selection of Master's Supervisory Chair.

Master's students are encouraged to begin the process of selecting a supervisory chair early in their graduate programs (after the completion of 9 credit hours). In general, any regular full-time faculty member in the Family and Human Development Graduate Roster (http://graduate.asu.edu/graduate_faculty_initiative) may serve as the chair of a master's thesis committee. The student's research interests should match the chair's expertise and interests. Emeriti faculty at ASU may continue to serve as chair of the supervisory

committee for one year upon retirement. The supervisory chair for a master's thesis is established at the initiative of the student, in consultation with the faculty member, and is approved by the Director of Graduate Studies for FHD and the Dean of the Graduate College.

3. Appointment of Master's Supervisory Committee.

A minimum of three qualified faculty, the chair plus two additional faculty members, must be on the master's supervisory committee. The proposed chair of the supervisory committee and the student together choose the remaining members of the committee, who may be faculty in SSFD or outside of SSFD. Faculty from other eligible academic units include departments, centers, and schools on any of ASU's campuses, or faculty from other universities (if approved by the Director of Graduate Studies and the Dean of the Graduate College). Any member of the supervisory committee, with the exception of a member outside of ASU, may serve as a co-chair. The official appointment of the chair and members of the supervisory committee is made by the dean of the Graduate College upon the recommendation of the FHD graduate director in SSFD. Because some students will enter the Ph.D. program after the bachelor's degree (and a thesis must be completed during their graduate program), students should read sections II.E, II.F, and II.G of this handbook about the master's level supervisory committee for directions.

Appointments to the supervisory committee are recommended to the Dean of the Graduate College upon approval by the Director of Graduate Studies for FHD. Changes in the committee must be approved by the Director of Graduate Studies for FHD and by the Graduate College.

5. Responsibilities of Supervisory Committee.

The Master's supervisory committee approves the student's program of study and thesis, and provides guidance at regular intervals. See sections II, F and G for details. The committee also administers the final oral examination in defense of the thesis or research project. A comprehensive written examination is not required.

D. Master's Program of Study

1. Approval of Program of Study.

A Master's program of study should be thoughtfully and carefully worked out with the Master's supervisory committee so that it meets the goals and objectives of the school, the program, and the student as well as the requirements set forth in this document. Courses are selected by the student according to guidelines for the specific areas, after consultation with the supervisory committee. The Program of Study should be completed and approved by the supervisory committee by the semester in which students earn 50% of the required hours for degree completion (usually within the first two years of graduate study). A program of study includes more than 30 credit hours, and the exact number will be determined by program requirements and the student's supervisory committee. Acceptance of the proposed program of study must be verified by signature of the student and committee members. The program of study is then submitted to Director of Graduate Studies in FHD for approval and to the Graduate College for final approval.

2. Changes in Program of Study.

Necessary changes can be initiated and petitioned by the student. The changes must be pre-approved by the student's supervisory committee, the Director of Graduate Studies in FHD, and the Graduate College.

3. Performance Reviews.

Masters students are required to maintain a minimum of 3.0 GPA in graduate school in all work taken for graduate credit (courses numbered 500 or higher) and in all coursework in the student's approved program of study (including those 400 level courses that are taken for graduate credit). If either the cumulative GPA or the program of study GPA falls below 3.0, the student will be placed on academic probation and receive a deficiency notice from the Graduate Committee. The student will be required to raise the cumulative GPA and the program of study GPA to a minimum of a 3.0 within one semester. If the student fails to raise the cumulative GPA and the program of study GPA to a minimum of a 3.0 within the allotted time, the student will receive a letter from the Graduate Committee notifying him/her that he/she will be recommended for withdrawal from the Program. A student may appeal actions concerning dismissal by petitioning the Program.

In addition, a student cannot accumulate more than 2 incompletes at any given time while completing a graduate program of study. If a student accumulates 3 or more incompletes at any given time, the student will be placed on academic probation and receive a deficiency notice from the Graduate Committee. The student will be required to complete all incompletes by the beginning of the following academic year. If the student fails to complete all incompletes within the allotted time, the student will receive a letter from the Graduate Committee notifying him/her that he/she will be recommended for withdrawal from the Program. A student may appeal actions concerning dismissal by petitioning the Program.

If a student has been absent from the program for 7 or more years and wants to return to complete the master's program, he/she needs to become current and meet current standards of knowledge in the discipline based on their previous progress in the master's program. If the student enrolled for continuing registration credits but did not enroll in or complete any coursework, in order to become current, the student needs to satisfy certain requirements. Specifically, he/she would have to take (or re-take) a doctoral-level methods and a doctoral-level statistics class as well as at least one substantive class in child development or family studies. If the student did not enroll in any courses or in continuing registration units, he/she would need to re-apply for the program and be readmitted. In that case, the Graduate Committee would recommend the appropriate program of study for the student.

All graduate students admitted to a Master's program are subject to the general standards of academic good standing of the university. However, academic standards do not necessarily guarantee that a student will graduate from the program. Because students obtaining a Master's degree from the school are often placed in positions of dealing with the public, they must also demonstrate the requisite qualifications for successful professional performance, including sound physical and mental health, interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences. Graduate students who demonstrate behaviors or characteristics that make it questionable that they can succeed in the profession will be reviewed by the Graduate Committee. The committee's review may result in a decision to disqualify the Master's student or the specification of conditions under which continued participation is permitted (e.g. probation). Students who wish to appeal the decision of the Graduate Committee may do so in writing to

the dean of the college. Any exceptions to the retention and disqualification policies and procedures must be approved by the Graduate Committee.

4. Non-Registration.

According to the Graduate College, a graduate student who does not enroll at any point during one calendar year (Fall/Spring semesters) is automatically withdrawn from their program.

E. Master's Thesis

1. General Procedures.

In addition to planning a program of course work, graduate students also must complete a thesis. The thesis consists of original work on a specific research problem. The problem is decided upon by the student in consultation with the supervisory committee chair. After selection of a research problem, the student develops a research proposal and makes a formal presentation of it to the supervisory committee for critical review and formal acceptance (called the Thesis Proposal Meeting). The thesis can be formatted as a traditional document (i.e., including an introduction, literature review, method, plan of analyses/results, and discussion) or as an empirical article in the format specified for empirical articles in the relevant current edition of the publication manual by the *American Psychological Association*. In this latter format the introduction and literature review are incorporated into the same section and all other sections remain the same. At the time that the thesis proposal is accepted, an acceptance form is signed by the student's supervisory committee, School Director, and graduate student and placed on file in the School Office.

2. Data Meeting.

A data meeting is scheduled with the supervisory committee when data collection and planned analyses are complete (see Appendix C for the data meeting approval form). Its purpose is to gain the approval of the analyses for the thesis by supervisory committee.

3. Thesis Defense.

Following completion of the thesis, an Oral Defense is required with the supervisory committee. The oral defense will be scheduled by the supervisory committee with the approval of the Dean of the Graduate College. The draft of the thesis is then filed in Hayden Library after being signed by the candidate's supervisory committee and the School Director.

4. Human Subjects.

According to university policy, all research involving human subjects must be approved by the University Human Subject Institutional Research Board (IRB). Therefore, if the data to be collected for the research projects involve human subjects, a research proposal must be submitted to the student's supervisory chair for approval prior to submitting the application to the IRB. The graduate student should obtain a copy of the *Application for the Conduct of Research Involving Human Subjects* (available from IRB or on-line at: http://researchnet.vprc.asu.edu/resource_lib/human_subj_fill_in.pdf). After approval by the student's supervisory chair, the application is forwarded to the University committee IRB for final approval.

5. Grading of Thesis Credits.

The grades for research credit for thesis work (course number 599) are handled differently from grades for course work. A mark of Z (i.e., course in progress) will be given for all thesis credits taken prior to the oral examination. Once the oral examination is completed, all Z's will be changed to Y's (i.e., satisfactory) or E's (i.e., fail) automatically when the faculty assigns a non-Z grade for the final thesis credits.

F. Performance Reviews and Student Expectations

1. Timelines.

- a. Deadlines. In accordance with Graduate College policy, students must successfully complete all requirements for the master's degree within six years of admission to the master's program. Exceptions must be approved by the supervisory committee, the head of the academic unit and the dean of the Graduate College. Students who do not successfully complete all of the requirements of the master's program within these timelines will be recommended for withdrawal from the master's program by the Graduate Committee in Family and Human Development. A student may appeal actions concerning dismissal by petitioning the Director of the School of Social and Family Dynamics within 10 business days of receiving the withdrawal notice from the Graduate Committee. In this circumstance, student appeals will be reviewed by the Graduate Committee in Sociology.
- b. Dates. The university calendar found in the current *Graduate Catalog* lists deadlines for applying for graduation, submission of a thesis to the Graduate College, the last date to hold an oral defense of a thesis, and blackout dates for thesis defenses. Check these and other dates carefully. These dates must be followed. These dates can also be found on the Graduate College web page.

2. Maintaining Satisfactory Progress.

Graduate students are required to maintain a minimum of 3.0 GPA in (a) in all coursework taken for graduate credit (courses numbered 500 or higher; Graduate GPA), (b) all coursework in the student's approved program of study (including those 400 level courses that are taken for graduate credit; Program of Study GPA), and (c) all coursework taken at ASU post baccalaureate (Overall GPA).

- a. If any of the Graduate GPA, the Program of Study GPA, or the Overall GPA falls below 3.0, the student will be placed on academic probation and receive a deficiency notice from the Graduate Committee in Family and Human Development.
- b. The student will be required to raise the Graduate GPA, the Program of Study GPA, and the Overall GPA to a minimum of a 3.0 within one semester. Coursework such as research or thesis registration that earn either a Z or a Y grade cannot be counted to raise the GPA.
- c. If the student fails to raise the Graduate GPA, the Program of Study GPA, and the Overall GPA to a minimum of a 3.0 within the allotted time (as defined in b above), the student will receive a letter from the Graduate Committee notifying him/her that he/she will be recommended for withdrawal from the Program.

- d. A student may appeal actions concerning dismissal by petitioning the Director of the School of Social and Family Dynamics within 10 business days of receiving the withdrawal notice from the Graduate Committee. In this circumstance, student appeals will be reviewed by the Graduate Committee in Sociology.

3. Incomplete Grades.

A doctoral student cannot accumulate more than 2 incompletes at any given time while completing a graduate program of study.

- a. If a student accumulates 2 or more incompletes at any given time, the student will be placed on academic probation and receive a deficiency notice from the Graduate Committee in Family and Human Development.
- b. The student will be required to complete all incompletes within one semester. Any appeals to modify the length of time to complete the incompletes must be submitted in writing to the FHD Graduate Committee. Appeals must be approved, in writing, by the instructing faculty member who assigned the incomplete grade before the appeal will be considered by the Graduate Committee.
- c. If the student fails to complete all incompletes within the required timeframe, the student will receive a letter from the Graduate Committee notifying him/her that he/she will be recommended for withdrawal from the Program.
- d. A student may appeal actions concerning dismissal by petitioning the Director of the School of Social and Family Dynamics within 10 business days of receiving the withdrawal notice from the Graduate Committee. In this circumstance, student appeals will be reviewed by the Graduate Committee in Sociology.

4. Professional Conduct.

All graduate students admitted to a master's program are subject to the general standards of academic good standing of the university. However, academic standards do not necessarily guarantee that a student will graduate from the program. Because students obtaining a master's degree from the program are often placed in positions of dealing with the public, they must also demonstrate the requisite qualifications for successful professional performance, including sound mental health, interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences.

- a. Graduate students who demonstrate behaviors or characteristics that make it questionable that they can succeed in the profession will be reviewed by the Graduate Committee in Family and Human Development.
- b. The committee's review may result in a decision to disqualify the student or the specification of conditions under which continued participation is permitted (e.g. probation).
- c. Students who wish to appeal the decision of the Graduate Committee may do so in writing to the Director of the School of Social and Family Dynamics. In this

circumstance, student appeals will be reviewed by the Graduate Committee in Sociology.

5. Registration Requirements.

All graduate students enrolled in the master's program (including students who are doing research, working on theses, taking comprehensive or final examinations, or who are using university facilities or faculty time) must be registered for a minimum of one hour of appropriate graduate level credit in the department/school in which they are pursuing their degree program. According to the Graduate College, a graduate student who does not enroll at any point during one calendar year (Fall/Spring semesters) is automatically withdrawn from their program. Graduate students may request a Leave of Absence from the Graduate College not to exceed two consecutive semesters, including summer.

IV. FINANCIAL AID

A. General Guidelines for Awarding Financial Support for Graduate Students

A doctoral or Master's applicant for ASU financial aid must be regularly admitted to a degree program before being appointed to an assistantship. Students on provisional admission will not be eligible for this type of support. There are two primary sources of financial support for graduate students that are available through the school. These include teaching and research assistantships. Both teaching and research assistantships provide a stipend, student health insurance, and tuition. All students are required to seek in-state residency status as soon as possible. The number of research and teaching assistantships vary from year to year depending upon the number of current and entering graduate students who are eligible for support and the financial support available to the school. Research assistantships also vary depending upon funding levels and the number and types of research grants with which faculty are involved. The following guidelines are designed to help the school provide financial support for the maximum number of eligible students while recruiting the strongest possible students into the program and simultaneously encouraging completion of graduate programs within a reasonable time frame. Students admitted to the doctoral program receive priority for assistantship support. Financial aid is not guaranteed for Master's students.

Teaching Assistantships Students with these awards assist faculty in a variety of ways to prepare for, teach, and/or manage undergraduate and graduate courses.

Research Assistantships. Research Assistantships provide students with support to work with a faculty mentor on research projects. Although these awards provide exceptional opportunities for preparing students for research careers, they also are valuable to the graduate program because they provide the program with the means of competing for the very best available candidates for graduate programs. These awards are available from individual faculty when grant moneys allow and from internal funds within the school. The scope and nature of work varies from project to project. Faculty will recruit for these positions. There are no limits on number of years research assistantships can be held.

B. Other Sources of Funding

Doctoral students are also strongly encouraged to seek pre-doctoral fellowships and dissertation research funding beyond those opportunities available in the school. Sources of funding include federal grant programs, professional organizations, and foundations. Students should consult with their faculty advisors about their plans to seek external funding.

Travel grants may be available for graduate students whose papers have been accepted for presentation at national or regional meetings. Usually the school provides some funding and matching funding may be available from the Graduate College or through the Graduate Student Association. Go to the Graduate College web page for details on travel funds and other sources of funding for graduate students (Currently found as: <http://www.asu.edu/graduate/financial/>).

V. ASSISTANTSHIP/ASSOCIATESHIP RESPONSIBILITIES AND PERFORMANCE

A. Duties and Responsibilities

The following is a summary of the duties and responsibilities of graduate assistants/associates:

A half-time assistantship (associateship) requires twenty hours of work per week, and a quarter-time assistantship (associateship) requires ten. Appointments rarely exceed these hours. Please refer to the ASU TA/RA manual: <http://graduate.asu.edu/financing/tara>.

All teaching assistants and research assistants (associates) are expected to report for work at the beginning of the academic year (approximately August 16 through May 15) to the faculty to whom they are assigned. Their term of employment runs for the full academic year for those assigned assistantships/associateships for both semesters or for the full semester for those assigned an assistantship/associateship for a single semester. All graduate assistants/associates must enroll in at least 6 hours of course work each semester. The maximum number of hours for which a half-time graduate assistant/associate can enroll is 12. However, graduate students are generally discouraged from enrolling in more than 9 to 10 credit hours.

Teaching and research assistants/associates are expected to report for duty no later than the first day of their contract. Additionally, the Graduate College holds a university-wide orientation for new teaching assistants/associates before the semester begins, as well as seminars throughout the semester. New TAs are required to attend the orientation.

Graduate assistants/associates must clear vacation time and time away from their assistantship/associateship duties with their assigned faculty prior to making plans. Assistants/Associates should remember that they are paid throughout the academic year and are responsible for fulfilling their duties during this time period. This includes the periods of the academic year when classes are not in session (e.g., Winter and Spring Break).

All graduate assistants/associates will be assigned to one or more faculty for a set amount of hours. Assistants/associates can be asked to maintain logs of hours worked and duties performed. Graduate assistants/associates are required to be available to faculty for the number of hours per week they are assigned. In some instances, this will require that they keep a flexible schedule.

Because the primary purpose of an assistantship/associateship is to assist the student in successfully completing an academic program, normally students holding appointments as teaching or research assistants (or associates) will work no more than .50 FTE (20 hours per week) during the fall and spring semesters. Thus, students are strongly discouraged from seeking outside employment. If graduate assistants/associates have outside employment, it is expected that their assistantship/associateship responsibilities take precedence.

Normal responsibilities for teaching assistants/associates can include but not be limited to advising, lecture preparation, lecturing, exam preparation, proctoring exams, grading, supervising group projects, meeting with students, and other relevant activities related to teaching. Each teaching assistant/associate should meet with their assigned faculty member(s) prior to the start of classes each semester to establish what will be required of them.

The duties and responsibilities for research assistants/associates revolve around normal activities involved in conducting research. These can include, but not be limited to library searches, research proposal preparation, laboratory work, instrument development, gathering data,

computer work, data analysis, manuscript preparation and writing, and related activities. Research assistants/associates are expected to meet with their assigned faculty member prior to the start of classes to establish what specifically will be required of them.

B. Reappointment

There is no guarantee of reappointment of any particular assistantship/associateship. Reappointment to a graduate assistantship/associateship is contingent on a number of factors including but not limited to the performance evaluations by the faculty, academic performance, progress in the graduate program, and availability of financial support.

C. Use of School Equipment, Supplies and Facilities

Teaching and research assistants may use the space and equipment provided in the Graduate Student Center (Cowden 206). Students are not to install software into school computers without the expressed permission. The copy and Fax machines in the school office are available for use only when authorized by the supervising faculty. Any abuse of these privileges can result in disciplinary action and may result in the student being charged for inappropriate use. Slide projectors, overhead projectors, VCR's, and tape recorders are also available for use by graduate assistants for school related activities authorized by supervising faculty. Supplies such as letterhead and envelopes, paper, note pads, pens and pencils, etc. can be obtained through the secretary only with the authorization of supervising faculty. Seminar and meeting rooms are available by reservation for conferences, presentations, meetings, or oral defenses. Reservations are made through the school secretary or online system. Phones are available for local calls only. Any long distance call must be pre-approved by the supervising faculty and the school administrative assistant.

D. Office Space

Office space, desks, and mailboxes are provided for all graduate assistants in the Graduate Student Center (Cowden 206). Desks and computers and rooms are available on a first-come basis and are not permanently assigned.

E. Where to Go for Help

If a graduate assistant/associate finds that his or her assistant responsibilities are extending beyond the assigned number of hours, are inappropriate, or has a general concern, then the assistant should first bring up this concern with the faculty member to whom they are assigned. If the problem remains unresolved after this step, the student has the option of expressing the concern verbally or in writing to the Chair of the Graduate Committee. This person will act on the concern in a timely manner and work to resolve the problem to the satisfaction of all parties involved. If the graduate assistant/associate is not satisfied with how the issue is resolved, the assistant has the option of asking the Graduate Committee to address the issue. If the assistant/associate feels the issue is not appropriately addressed by these prior steps, they may request that the School Director review the issue.

VI. MENTORSHIP

A. First Year Faculty Advisor

All incoming SSFD graduate students are assigned a First Year Advisor. The First Year Advisor is a faculty member who serves as a resource to help guide a first year student's activities. The faculty advisor is expected to meet with the student at least once at the beginning of the academic year (or more often as needed). The advising relationship may evolve into a mentoring one over time by upon mutual agreement by the student and faculty member. This assignment is initially temporary and serves as a formal point of contact for new students.

B. Peer Mentors

All incoming SSFD graduate students are also assigned a Peer Mentor. The Peer Mentor is a second-year or higher graduate student who serves as an informal mentor to the incoming student. Students who have completed the first year or beyond may volunteer to mentor an incoming student.

VII. CALENDAR FOR APPLYING TO FHD DOCTORAL AND MASTER'S GRADUAET PROGRAMS

ACTION	WHEN
1. Apply using the Graduate online application . As part of the application you be requested to submit the names and emails of 3 recommenders, resume or curriculum vita and a 4-6 page personal statement.	September 1 prior to the fall you are applying to. Applications must be submitted prior to January 15.
2. Take GRE and have scores sent to the Graduate College.	Sufficiently ahead of time so official results are received by January 15.
3. Request official transcripts to be sent to the Graduate College.	Sufficiently ahead of time so official results are received by January 15.
4. If your native language is not English, fulfill your English proficiency requirement.	Sufficiently ahead of time so official results are received by January 15.
5. Notification of acceptance.	About March 15.
6. Notification of financial assistance.	By April 15
<p>ADDRESSES & WEB SITES</p> <p>Arizona State University Graduate College Enrollment Services 1120 South Cady Mall Interdisciplinary Building, B Wing, Suite 285 Graduate Enrollment Services, Room 170 PO Box 871003 Tempe, AZ 85287-1003 http://graduate.asu.edu/</p>	<p>Arizona State University School of Social and Family Dynamics 951 South Cady Mall Social Science Building Room 144 Graduate Secretary PO Box 873701 Tempe, AZ 85287-3701 http://ssfd.clas.asu.edu/fhdmsadmit</p>

NOTE: Coursework and thesis must be completed within 6 years of enrollment from first course.

VIII. APPENDIX A -- RESEARCH INTERESTS OF THE SCHOOL OF SOCIAL AND FAMILY DYNAMICS FACULTY

PROGRAM IN FAMILY AND HUMAN DEVELOPMENT FACULTY

Robert Bradley* – Family environments and children’s well-being, with emphasis on families living in adverse circumstances and children with health and developmental problems; child care, early education, and early intervention; parenting and parent education.

Sarah Brem* – learning about emergent systems, including evolutionary biology; popular perceptions of science; history and philosophy of science; research methodology.

Carey Cooper – the effects of various forms of socioeconomic disadvantage (including poverty, family instability, and parental incarceration) on parenting and child development and variation by race/ethnicity, immigrant status, child gender, and parent education.

James Christie* – play and development; early literacy development.

Scott Christopher* - Premarital sexual influence strategies, sexual expression, and relationship development.

Larry Dumka* – Prevention programs for families, influences on parenting, community-based participatory research.

Natalie D. Eggum - Dr. Eggum's substantive research interests include social withdrawal, peer relationships, self-regulation, and children's resilience. Her primary research focus is the development and taxonomy of children's social withdrawal. She also has a strong interest in Ugandan children's resiliency. Her quantitative interests involve statistical modeling of longitudinal data.

Richard Fabes* (School Director) – Children’s early school adjustment, social-emotional development, peer relationships, temperament.

Stacie Foster – Boys’ and girls’ peer relationships, intervention programs for promoting peer relationships in schools

Joanna Gorin* – Assessment design and validity studies; educational and psychological measurement of cognitive abilities.

Samuel Green* – Structural equation modeling, reliability theory, and multivariate tests of differences in means, personality measurement

William Griffin* – Methods of Measurement; Computer modeling of dyadic and family integration.

Laura Hanish* (Director of Graduate Studies in FHD) - Development of aggression and victimization, peer relationships, early school adjustment.

Jenefer Husman* – Understanding student motivation for learning within STEM, the influence of young adults’ mental representation of the future on their approach to learning, and decision making processes.

Masumi Iida – Stress, coping, and social support in intimate relationships; daily diary methods.

Laudan Jahromi – social-emotional competence, children at-risk for developmental disabilities, autism, children of adolescent mothers.

Karen Kochel – Childhood and adolescent peer relationships and psychopathology.

Olga Kornienko – Teachers' roles as agents of gender socialization; formation, evolution, and peer influence processes that transpire in social networks of children and adolescents and examining how these processes relate to various developmental outcomes (e.g., mental health and academic achievement).

Becky Ladd* – social competence, peer relationships and school adjustment.

Gary Ladd* – Peer-family relationships; transition to school.

Roy Levy – Psychometrics, item response theory, structural equation modeling, Bayesian networks, Bayesian inference, assessment design.

Carol Martin* – Gender development, development of stereotypes, gender roles, peer relationships and school adjustment.

Ariana Mikulski – Processes of language acquisition, maintenance, and loss in Spanish-English bilinguals.

Cindy Miller – The development of gender stereotype knowledge; consequences associated with gender stereotype knowledge; the development and implementation of school-based interventions.

Erin Pahlke – Gender development, classroom gender composition, and academic adjustment.

Mark Roosa* – Adolescent parenting; prevention program development and evaluation.

Julie Sallquist – research interests include the socio-emotional and cognitive development of young children, the socialization of emotion, and children's peer interactions, with an emphasis on positive affect and adjustment. She also has an interest in cross-cultural research and has been involved in research studies examining Indonesian adolescents' and Ugandan children's socio-emotional functioning.

Carlos Santos – Gender and racial/ethnic stereotyping, gender and racial/ethnic identity development during adolescence, masculinity and psychological health among adolescent boys.

Alyson Shapiro – Socio-emotional development in fetuses, infants, children, and families. Specific research interest include: infant mental health, prenatal stress, co-parenting, father involvement, the couple's transition to parenthood, and family focused preventative intervention.

Sandra Simpkins* – Children's and adolescents after-school activities and the individual, family and peer correlates of those activities.

Tracy Spinrad* – Emotion-related regulation, temperament, effortful control and reactive control, young children’s social-emotional competence and maladjustment, parenting, moral development, physiological markers of reactivity and regulation, and school readiness.

Marilyn Thompson* – Methodological issues in analysis of large data sets, structural equation modeling, modeling of longitudinal data, use/misuse of data to inform education policy and practice.

Adriana Umaña-Taylor* – Ethnic identity development, risk and resilience, family socialization processes adolescent mothers, Latino adolescents and families.

Kimberly Updegraff* – Family and peer relationships in adolescence; gender and cultural socialization in Mexican origin families.

Carlos Valiente* – Socialization of emotion, stress and coping, family processes in the development of children’s coping responses.

Rebecca White – cultural and contextual influences on behavioral health risk processes among families and adolescents

Brandon Yoo – Cultural specific stressors and cultural identity development, particularly in Asian Americans.

Kristina Zosuls – Gender development in early and middle childhood, gender and ethnic identity, peer relationships and school adjustment.

*Faculty member approved to chair dissertation committees; all faculty members eligible to serve as chairs of master’s committees.

PROGRAM IN SOCIOLOGY FACULTY

James Adams – Social networks, information diffusion across organizations, spread and control of infectious diseases.

Victor Agadjanian -- Demographic aspects of social change in sub-Saharan Africa, the former Soviet Union, and Latin America; this includes such diverse themes as fertility, HIV/AIDS, and religion.

Jennifer Glick -- Life course transitions of immigrant and US born youth; family behavior, adaptive strategies of new U.S. immigrants; intergenerational wealth flows.

Steven Haas -- Demography of health and aging, population health, social stratification, the life course, causal inference.

Sarah Hayford – Family behavior as an indicator of and reaction to social change in developing and developed countries, fertility intentions.

Jennie Kronenfeld -- Access to health care services, health care policy issues, child health, aging and health and preventive health concerns including health behaviors and HIV/AIDS.

Stephen Kulis – Ethnic, cultural, and gender identity and health disparities in substance use, mental health, and HIV; occupational and organizational segregation by gender and race/ethnicity.

Cecilia Menjivar (Director of Graduate Studies in Sociology) -- Social networks, family dynamics, gender relations, intergenerational relations, and religious communities among Central American immigrants in the United States and women in Guatemala.

David Schaefer – Theories of network and group processes (power, trust, social capital, information flow); social network development and evolution.

Deborah Sullivan – Medical sociology: health care professions and social epidemiology.

Scott Yabiku -- Family formation, population and the environment, and demography in the United States and Nepal.

**APPENDIX B
COMPREHENSIVE EXAMINATION FOR DOCTORAL STUDENTS PROPOSAL APPROVAL
FORM**

Page 1

PROPOSAL TITLE: _____

STUDENT: _____

DATE OF PRE-PROPOSAL APPROVAL: _____

PROJECTED COMPLETION DATE: _____

SIGNATURES OF SUPERVISORY COMMITTEE:

_____, Chair

DATE OF COMPLETION: _____

DATE OF DEFENSE: _____

DISPOSITION AT DEFENSE:

Pass Pass with Minor Revisions Pass with Major Revisions Fail
IF Pass with Major Revisions include page 2

SIGNATURES OF SUPERVISORY COMMITTEE: *

_____, Chair

**COMPREHENSIVE EXAMINATION FOR DOCTORAL STUDENTS
PROPOSAL APPROVAL FORM**

Page 2

IF MAJOR REVISIONS ARE REQUIRED:

PROJECTED COMPLETION DATE FOR REVISIONS: _____

DATE OF COMPLETION OF REVISIONS: _____

ARE WRITTEN REVISIONS, AN ORAL DEFENSE, OR BOTH REQUIRED

DATE OF FINAL DISPOSITION OF COMPS: _____

FINAL COMPS DISPOSITION: Pass Fail

SIGNATURES OF SUPERVISORY COMMITTEE:

_____, Chair

*Signatures indicate that the student above has received the committee's approval of the student's pre-proposal and proposal as presented and defended. At completion, the student has permission to continue towards her/his dissertation.

One copy of this form should be put in student's graduate file in the main office, and another copy should be given to the chair of the committee.

APPENDIX C
THESIS/DISSERTATION PROPOSAL AND DATA ANALYSIS APPROVAL FORM

THESIS/DISSERTATION TITLE: _____

STUDENT: _____

DATE OF PROPOSAL APPROVAL: _____

SIGNATURES OF SUPERVISORY COMMITTEE:

_____, Chair

DATE OF DATA ANALYSIS APPROVAL: _____

SIGNATURES OF SUPERVISORY COMMITTEE:

_____, Chair

*Signatures indicate that the student above has received the committee's approval of the student's proposal and/or data analytic strategies as presented and has permission to continue towards thesis defense.

**APPENDIX D
DOCTORAL PROGRAM IN FAMILY AND HUMAN DEVELOPMENT ASSESSMENT FORM**

STUDENT: _____

DATE OF MATRICULATION: _____

DATE OF GRADUATION: _____

1. COMPS

Please indicate the disposition of your comps assignment at the conclusion of your first comps defense meeting.

Pass Pass with Minor Revisions Pass with Major Revisions Fail

Signature of Comps Committee Chair/Co-chair: _____ Date: _____

Signature of Comps Committee Co-chair: _____ Date: _____
(if applicable)

If a second comps defense was held (document review by committee and/or second meeting), please indicate the disposition of your comps assignment at the conclusion of the second defense/revision.

Pass Fail

Signature of Comps Committee Chair/Co-chair: _____ Date: _____

Signature of Comps Committee Co-chair: _____ Date: _____
(if applicable)

2. DISSERTATION DEFENSE

Please indicate the disposition of your dissertation defense at the conclusion of your first defense meeting.

Pass Pass with Minor Revisions Pass with Major Revisions Fail

Signature of Ph.D. Committee Chair/Co-chair: _____ Date: _____

Signature of Ph.D. Committee Co-chair: _____ Date: _____

If a second dissertation defense was held (document review by committee and/or second meeting), please indicate the disposition of your dissertation at the conclusion of the second defense/review.

Pass Fail

Signature of Ph.D. Committee Chair/Co-chair: _____ Date: _____

Signature of Ph.D. Committee Co-chair: _____ Date: _____

3. PUBLICATIONS

Please list the citation for all publications (e.g., peer-reviewed research paper, chapter) on which you are a contributing author. Please include work that is under review, in-press, or published.

Number of manuscripts currently published (journal articles or book chapters): _____
How many are first-authored? _____

Number of manuscripts currently in-press (journal articles or book chapters): _____
How many are first-authored? _____

Number of manuscripts currently under review (journal articles or book chapters): _____
How many are first-authored? _____

4. RESEARCH PRESENTATIONS

Please list the citation for all research presentations at scholarly conferences on which you are a contributing author.

Number of scholarly presentations: _____
How many are first authored? _____

5. EMPLOYMENT

Please indicate whether you have secured employment following your graduation from the doctoral program, including information about the type of position and place of employment.

6. FUTURE CONTACT

Please provide an email address, phone number, and any other contact information that we may use to get in touch with you in the future.

Please attach your CV to this form and submit to the FHD graduate secretary upon defense of your dissertation.

**APPENDIX E
MASTER'S PROGRAM IN FAMILY AND HUMAN DEVELOPMENT ASSESSMENT FORM**

STUDENT: _____

DATE OF MATRICULATION: _____

DATE OF GRADUATION: _____

1. THESIS DEFENSE

Please indicate the disposition of your thesis defense at the conclusion of your first defense meeting.

Pass Pass with Minor Revisions Pass with Major Revisions Fail

Signature of Committee Chair/Co-chair: _____ Date: _____

Signature of Committee Co-chair: _____ Date: _____
(if applicable)

If a second defense was held (document review by committee and/or second meeting), please indicate the disposition of your thesis at the conclusion of the second defense/revision.

Pass Fail

Signature of Committee Chair/Co-chair: _____ Date: _____

Signature of Committee Co-chair: _____ Date: _____
(if applicable)

2. RESEARCH METHODS SKILL MASTERY

Please indicate the grade you received on your final exam/project for Research Methods (FAS 500/SOC 500). The signature of your instructor is required.

Semester (Term/Year) _____ Final Exam/Project Grade _____

Instructor Signature _____ Date: _____

3. CORE TOPIC AREA MASTERY (Family Studies or Child Development)

Please indicate the grade you received on your final exam/project for either CDE 533 (Research Issues in Child Development) or FAS 539 (Research Issues in Family Interaction). The signature of your instructor is required.

Course (circle one): CDE 533 FAS 539

Semester (Term/Year)_____ Final Exam/Project Grade_____

Instructor Signature _____ Date:_____

4. EMPLOYMENT

Please indicate whether you have secured employment following your graduation from the master’s program, including information about the type of position and place of employment.

5. EDUCATION

Please indicate if you have been admitted to another program to obtain an additional degree. Please include the school, department, and type of degree you will be earning.

6. FUTURE CONTACT

Please provide an email address, phone number, and any other contact information that we may use to get in touch with you in the future.

Please attach your CV to this form and submit to the FHD graduate secretary upon defense of your thesis.

**APPENDIX F
TIME LINE FOR THE MASTER'S PROGRAM**

ACTION	WHEN
1. Contact Temporary Advisor (as assigned) and seek advice for course selections.	As soon as possible.
2. Meet with School Director and faculty to select Chairperson of Supervisory Committee.	First or second semester enrolled or completion of 9 hours.
3. Select Supervisory Committee in consultation with Chairperson.	First or second semester enrolled or completion of 9 hours.
4. Submit plan of study in consultation with Supervisory Committee.	Upon selection of Supervisory Committee, second semester or completion of 12 hours.
5. Begin preliminary discussion regarding thesis with chairperson.	As early as possible and no later than 2 semesters prior to graduation.
6. Submit proposal for thesis.	At least 2 semesters prior to planned graduation date.
7. Begin thesis project.	At least 2 semesters prior to planned graduation date.
8. Schedule Data Meeting with supervisory committee.	After data collection and preliminary data analyses.
9. Defend thesis. The complete draft of the thesis must be distributed to the supervisory committee 2 weeks prior to orals.	At completion of thesis draft.
10. Notify Graduate College of oral exam.	At least 2 weeks prior to orals.
11. Apply for graduation	During last semester.
12. Make final changes in thesis and submit.	After successful completion of oral exam.

NOTE: Coursework and thesis must be completed within 6 years of enrollment from first course.

**APPENDIX G
BENCHMARKS FOR FHD DOCTORAL PROGRAM POST BACHELOR STUDENTS**

Please note that benchmarks are viewed as the latest acceptable dates for completing each step.

Year in Program	Fall Semester	Spring Semester	Cumulative Summary
Year 1	Completion of 9 to 12 credit hours, typically including research methods (4 credits), statistics (3 credits), required Family and Human Development core course (3 credits), Cowden seminar (2 credits)	Select master's committee chair; completion of six to nine credit hours.	Completion of a minimum of 15 credit hours.
Year 2	Select master's committee members; completion of 6-9 credit hours.	Propose master's thesis; submit program of study; completion of nine credit hours.	Completion of a minimum of 33-36 credit hours (including Years 1 and 2 coursework and three thesis credits).
Year 3	Defend master's thesis (complete any revisions by spring semester if needed); completion of six to nine credit hours of coursework; completion of coursework for master's in passing;	Identify dissertation chair; completion of six to nine credit hours; complete comprehensive exam pre-proposal meeting by the end of May.	Completion of a minimum of 12 credit hours for Year 3 and approximately 50 hours cumulatively (including credits on master's program of study) toward doctoral degree.
Year 4	Coursework (six to nine hours) and defend comprehensive exam (complete any revisions during spring semester if needed).	Completion of six to nine credit hours (including dissertation credits); defend dissertation proposal.	Completion of a minimum of 65-69 credit hours and comprehensive exam process; file Ph.D. program of study.
Year 5	Dissertation credit hours (six to nine hours); complete data meeting for dissertation by end of semester.	Complete dissertation credit hours (six to nine hours); defend dissertation during spring or summer.	Completion of 85 credit hours, including 12 dissertation credits and 6 thesis credits.

BENCHMARKS FOR FHD DOCTORAL PROGRAM POST BACHELOR STUDENTS

Example Plan of Coursework

Year in Program	Fall Semester	Spring Semester	Cumulative Summary
Year 1	CDE 531 (3) FAS 500 (4) PSY 531 (ANOVA – 3 credits) FAS/CDE 798 Cowden Seminar (2 credits)	FAS 531 FAS 539 PSY 530 (Regression)	Completion of 21 credit hours.
Year 2	CDE 533 (3) Advanced Stats (3) Collateral (3)	FAS/CDE 598 (Diversity – 3) Advanced Stats (3) Thesis credits (3)	Completion of 39 credit hours.
Year 3	Collateral Class (3) Collateral Class (3) Thesis credits (3)	Collateral Class (3) Collateral Class (3) Teaching Practicum (3); complete comprehensive exam pre-proposal meeting by May.	Completion of 57 credit hours; earned master’s in passing; filed master’s POS
Year 4	Collateral Class (3) Collateral Class (3)	Dissertation Credits (6) Defend dissertation proposal	Completion of 69 credit hours.
Year 5	Dissertation Credits (9) Dissertation data meeting	Dissertation Credits (9) Defend dissertation in spring or summer.	Completion of 85 hours; Ph.D. degree attained.