

# **GRADUATE HANDBOOK: Program in Family and Human Development**

## **GUIDE TO GRADUATE PROGRAM PROCEDURES**

**T. DENNY SANFORD SCHOOL  
OF SOCIAL AND FAMILY DYNAMICS  
ARIZONA STATE UNIVERSITY  
PO BOX 873701  
TEMPE, ARIZONA 85287-3701  
(480) 965-6978  
FAX: (480) 965-6779  
Email: [email@thesanfordschool.org](mailto:email@thesanfordschool.org)**

**School Homepage:** <http://thesanfordschool.clas.asu.edu/>

**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://asu.edu/gradapp>

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

**Last Revised: 5/14/2018**

## Table of Contents

INTRODUCTION.....	6
DOCTORATE OF PHILOSOPHY DEGREE IN FAMILY AND HUMAN DEVELOPMENT.....	7
A. Required Coursework for the Ph.D. Program in Family and Human Development.....	7
B. Optional Specializations .....	8
1. Measurement and Statistical Analysis (MASA) Specialization.....	<b>Error! Bookmark not defined.</b>
2. Social and Emotional Development Specialization.....	9
3. Learning and Development Specialization.....	10
C. Admission Procedures for the Ph.D. Program .....	11
1. Admission to Doctoral Level Graduate Study.....	11
2. Program Requirements.....	11
3. Processing of Applications.....	12
4. Admission and Denial Criteria.....	12
D. Supervisory Committee for Doctoral Students .....	13
1. Assignment of Temporary Advisor.....	13
2. Selection of Doctoral Supervisory Chair.....	13
3. Appointment of Doctoral Supervisory Committee .....	13
4. Responsibilities of Supervisory Committee.....	14
E. Doctoral Plan of Study.....	14
1. Approval of Plan of Study.....	14
2. Changes in the Programs of Study.....	14
3. Basic Program Requirements.....	14
4. Comprehensive Examination.....	15
F. Doctoral Dissertation .....	18
1. Admission to Candidacy:.....	18
2. Dissertation:.....	18
3. Data Meeting: .....	19
4. Final Examination:.....	19
5. Human Subjects: .....	19
6. Grading of Dissertation Credits:.....	19
G. Performance Reviews and Student Expectations.....	20
1. Timelines.....	20

2.	Maintaining Satisfactory Progress. ....	21
3.	Incomplete Grades.....	21
4.	Professional Conduct. ....	22
5.	Registration Requirements. ....	22
MASTER’S DEGREE IN FAMILY AND HUMAN DEVELOPMENT .....		23
A.	Program in Family Studies/Child Development .....	23
B.	Culminating Experience Options for the M.S. Program in Family and Human Development.....	24
1.	Overview. ....	24
2.	Community Action Research Experience (CARE) Capstone Project.....	24
3.	Master’s Thesis Project. ....	25
C.	Admission Procedures for the Master’s Program .....	26
1.	Admission to Master’s Level Graduate Study. ....	26
2.	Program Requirements. ....	27
3.	Processing of Applications. ....	27
4.	Admission and Denial Criteria.....	28
D	Supervisory Committee for Master's Students.....	28
1.	Assignment of Temporary Advisor.....	28
2.	Selection of Master's Supervisory Chair. ....	29
3.	Responsibilities of Supervisory Chair. ....	29
4.	Appointment of Master's Supervisory Committee. ....	29
E.	Master's Plan of Study .....	29
1.	Approval of Plan of Study. ....	29
2.	Changes in Plan of Study.....	30
3.	Performance Reviews. ....	30
4.	Non-Registration.....	31
F.	Performance Reviews and Student Expectations.....	31
1.	Timelines.....	31
2.	Maintaining Satisfactory Progress. ....	31
3.	Incomplete Grades.....	32
4.	Professional Conduct. ....	32
5.	Registration Requirements. ....	33
FINANCIAL AID .....		34

A. General Guidelines for Awarding Financial Support for Graduate Students.....	34
B. Other Sources of Funding .....	34
ASSISTANTSHIP/ASSOCIATESHIP RESPONSIBILITIES AND PERFORMANCE.....	35
A. Duties and Responsibilities.....	35
B. Reappointment .....	36
C. Use of School Equipment, Supplies and Facilities .....	36
D. Office Space.....	36
E. Where to Go for Help.....	36
MENTORSHIP .....	37
A. First Year Faculty Advisor.....	37
B. Peer Mentors .....	37
CALENDAR FOR APPLYING TO FHD DOCTORAL AND MASTER’S GRADUAET PROGRAMS.....	38
APPENDIX A -- RESEARCH INTERESTS OF THE T. DENNY SANFORD SCHOOL OF SOCIAL AND FAMILY DYNAMICS FACULTY.....	39
PROGRAM IN FAMILY AND HUMAN DEVELOPMENT FACULTY .....	39
PROGRAM IN SOCIOLOGY FACULTY .....	42
APPENDIX B.....	43
COMPREHENSIVE EXAMINATION FOR DOCTORAL PROPOSAL APPROVAL FORM pg 1... 43	
COMPREHENSIVE EXAMINATION FOR DOCTORAL PROPOSAL APPROVAL FORM pg 2... 45	
APPENDIX C.....	46
THESIS OR DISSERTATION PROPOSAL AND DATA ANALYSIS APPROVAL FORM.....	46
APPENDIX D.....	47
DOCTORAL PROGRAM IN FAMILY AND HUMAN DEVELOPMENT ASSESSMENT FORM..	47
APPENDIX E .....	50
MASTER’S PROGRAM IN FAMILY AND HUMAN DEVELOPMENT ASSESSMENT FORM... 50	
APPENDIX F .....	52
MEASUREMENT AND STATISTICAL ANALYSIS SPECIALIZATION COMPLETION FORM .52	
APPENDIX G.....	53
SOCIAL-EMOTIONAL DEVELOPMENT SPECIALIZATION COMPLETION FORM .....	53
APPENDIX H.....	54
LEARNING AND DEVELOPMENT SPECIALIZATION COMPLETION FORM.....	54
APPENDIX I.....	55
TIME LINE FOR THE MASTER'S PROGRAM .....	55

APPENDIX J..... 56  
BENCHMARKS FOR FHD DOCTORAL PROGRAM POST BACHELOR STUDENTS ..... 56  
BENCHMARKS FOR FHD DOCTORAL PROGRAM POST BACHELOR STUDENTS ..... 57

## INTRODUCTION

The Program in Family and Human Development in the T. Denny Sanford 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://thesanfordschool.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.

**DOCTORATE OF PHILOSOPHY DEGREE IN FAMILY AND HUMAN DEVELOPMENT**

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

<u><b>1. Core Requirements</b></u>		<u><b>Credit Hours</b></u>	<u><b>Subtotals</b></u>
FAS 531	Theoretical Issues in Family Sciences	3	
CDE 531	Theoretical Issues in Child Development	3	
	Diversity course*	3	
FAS 500	Research Methods	3	
	Multiple Regression	3	
	ANOVA	3	
	Advanced methods or statistics (2 courses)	6	
FAS 503	Academic Professional Development	1	25
 <u><b>2. Electives</b></u>		 42	 42
	Electives should be chosen in consultation with and approval of the advisor. Electives may be selected within or outside of The Sanford School.		
 <u><b>3. Individual Research Requirements</b></u>			
CDE/FAS 599	Thesis **	6	
CDE/FAS 799	Dissertation	12	18
			85 (total)***

\*Diversity course options include Gender Development, Latino Children and Families, Family Ethnicity, and Immigration/Immigrant Families. Students may request that an alternative course count for the diversity requirement by petitioning the Director of Graduate Studies.

\*\*Students entering with a master’s degree who have completed an empirical thesis may count this toward the thesis requirement. Students entering with a master’s degree who have not completed an empirical thesis must complete an empirical thesis during the first year of doctoral study.

\*\*\*Students who have been awarded a master’s degree 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 which additional courses must be taken.

Courses should be selected in consultation with and approval of the advisor. Core requirements for the doctoral degree in FHD should generally be completed during the student’s first year. However, because Academic Professional Development (FAS 503) is often taught as an advanced professional development course, students may elect to take this later during graduate study.

Elective course options may include CDE/FAS 590 (Readings and Conference), CDE/FAS 592 or 792 (Research) and CDE/FAS 780 (Teaching Practicum) as well as substantive courses, which may cover a range of topics, including, but not limited to, human development, family science, applied experiences, methodology, and professional development. Further, students have the option of fulfilling their elective requirements by completing one or two specializations (see below for details). Electives may be taken within or outside of The Sanford School. Students are strongly recommended to consult with their advisors in making elective course choices.

Students wishing to enroll in the Teaching Practicum (CDE/FAS 780) must have successfully defended the master’s thesis prior to being scheduled to teach and registering for the course.

## **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: Measurement and Statistical Analysis (MASA), 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. Measurement and Statistical Analysis (MASA) Specialization**

The PhD in Family and Human Development offers a training specialization for students interested in the study of Measurement and Statistical Analysis (MASA). Students choosing the MASA 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 other areas. Faculty and students in MASA study, evaluate, and develop statistical and measurement methods applicable to investigating issues in family and human development as well as the social sciences in general. Students whose primary interest is in measurement, methods, and statistical modeling should complete the MASA specialization, along with additional coursework and research focused on quantitative methods. Students whose primary interest is in other substantive areas within FHD (e.g., social relationships, developmental processes) but who would like to develop strength in measurement and statistical analysis should also consider the MASA specialization.

18 hours total

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

- Exploratory and Confirmatory Factor Analysis for the Social Sciences (introduction to matrix algebra, principal components analyses, exploratory factor analysis, confirmatory factor analysis, fundamentals of structural equation modeling)
- Structural Equation Modeling for the Social Sciences (theory and application of structural equation modeling; path analysis, latent regression models, multiple group analysis, and models for longitudinal data)
- Regression Models for Multilevel and Non-Normal Data (expectation operators, OLS regression, logistic regression, generalized linear modeling, multilevel modeling, centering)

ELECTIVES = 9 hours

\*The below list is not exhaustive.

- Advanced Modeling
  - Advanced Structural Equation Modeling
  - Pattern-Centered Analysis



- Bayesian Methods
- Advanced Bayesian Methods
- Advanced Regression and Graphics
- Mediation Analysis
- Missing Data Analysis
- Multilevel Models for Psychological Research
- Experimental and Quasi-experimental Designs for Research
- Measurement
  - Item Response Theory
  - Test/scale Construction
- Statistical Methods for Small Group and Longitudinal Designs
  - Analysis for Small Group Designs
  - Structural Equation Modeling with Longitudinal Data
  - Latent Growth and Mixture Models with Longitudinal Data
- Statistical Methods for Large and Complex Samples
  - Social Network Analysis
  - Large/Secondary Dataset Analysis
  - Sampling Theory

Appropriate substitutions will be considered by the MASA faculty if required courses are not offered within a reasonable timeframe (e.g., due to faculty sabbaticals or other leaves of absence). For students admitted for Fall 2011 or later, the three core courses for the MASA Specialization must be completed, unless an appropriate substitution has been approved. For students admitted prior to Fall 2011, submit a list of the quantitative methods courses you have completed or plan to complete and the quantitative faculty will review each case to determine if the requirements for the specialization have been met. For students admitted prior to Fall 2014, either Psychometrics or Structural Equation Modeling may fulfill the core requirement currently listed as Structural Equation Modeling. Completion of the MASA specialization requires that at least 9 hours of the requirements be taken within the Sanford School. All courses counting toward the MASA specialization must be completed with a minimum grade of B-.

## **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 = 6 hours

CDE 598 Social and Emotional Development  
CDE 612 Peer Relationships

ELECTIVES = 12 hours

CDE 534 – Risk and Resilience  
CDE 612 – Gender Development  
CDE 634 – Prevention and Child Development  
EDP 691 – Child and Adolescent Psychopathology  
CDE 698 – Social-Emotional Development in Atypical Children  
PSY 578 – Development and Psychopathology  
CDE/SOC 598 – Social Networks  
CDE 598 – Play and Development  
CDE 598 – Temperament and Development  
CDE/FAS 590 – Readings and Conference (3 hours only)  
CDE 598 – Bullying/Aggression  
FAS 598 – Parenting

Others as approved

All courses counting toward the SED specialization must be completed with a minimum grade of B-.

### **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 (L&D) 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 = 6 hours

CDE 598 - Theories in Cognitive Science and Learning  
CDE 598 - Research in Motivation and Self-Regulation

ELECTIVES = 12 hours

CDE 598 – Social Context of Learning and Development  
CDE 598 – Research in Family Influences on Motivation and Achievement  
CDE 598 – Research in Cognitive Development  
CDE 598 – Out-of-School Time, Activities, and Contexts  
CDE 598 – School Readiness  
CDE 598 – Early Language and Literacy Development  
CDE 798 – Emerging Adulthood: Transitions in Academic, Career, and Life  
FAS/CDE 598 - Learning Sciences Colloquium  
EDT 503 – Instructional Media Design  
EDT 504 – Development of Computer-Based Instruction  
PSY 541 – Research in Cognitive Development  
TEL 703 – Innovation in Teaching and Learning

Others as approved.

All courses counting toward the L&D specialization must be completed with a minimum grade of B-.

### **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 plan 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 10.**

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 10.** 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 <http://thesanfordschool.clas.asu.edu/>).**

### 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](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 The Sanford School or outside of The Sanford School. 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 The Sanford School. 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 plan of study and supervises evaluations, the comprehensive examinations, dissertation and final oral examination of the student.

### **E. Doctoral Plan of Study**

#### **1. Approval of Plan of Study.**

A doctoral plan 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 plan 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 plan 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 plan 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 plan of study upon approval of the Director of Graduate Studies for FHD.

Acceptance of the proposed plan of study must be verified by the signatures of the student and supervisory committee members. The plan 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 plan 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 plan 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 five to seven 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. 12-point font and 1-inch margins are required. 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 5<sup>th</sup> 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. 12-point font and 1-inch margins are required. 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/ssm/ssm104-01.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.

## **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 dissertation, as approved by the supervisory committee, is submitted electronically using ProQuest.

### **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](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.

- a. **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 T. Denny Sanford 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).
- b. **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 T. Denny Sanford 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.
- c. **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 plan of study (including those 400 level courses that are taken for graduate credit; Plan 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 Plan 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 Plan of Study GPA, and the Overall GPA to a minimum of a 3.0 within 9 credit hours or two semesters, whichever comes first. 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 Plan 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 T. Denny Sanford 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 plan 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 T. Denny Sanford 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 T. Denny Sanford 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.

## MASTER’S DEGREE IN FAMILY AND HUMAN DEVELOPMENT

Students enrolled in the M.S. Program in Family and Human Development may choose to follow either the regular M.S. training track (see II A for plan of study details) or the Family Violence Prevention Concentration training track (see II B for plan of study details).

### A. Program in Family Studies/Child Development

The M.S. Program in Family and Human Development – Regular Track is a flexible program that provides students with the choice of pursuing a traditional Master’s Thesis or a non-thesis option.

<b><u>1. Core Requirements</u></b>		Credit Hours
FAS/CDE 531	Theoretical Issues*	3
	Diversity course**	3
FAS 500	Research Methods	3
	Multiple Regression	3
	Subtotal	<u>12</u>
<b><u>2. Electives</u></b>		
	Electives should be chosen in consultation with and approval of the advisor. Up to 3 hours of elective credits may be taken outside of The Sanford School.	9 or 12***
<b><u>3. Culminating Experience Requirements (see below for more details)</u></b>		
Students must complete one of the following culminating experience requirements:		
FAS 584 and 598	Community Action Research Experience (CARE) Capstone Project	9
Or		
FAS/CDE 599	Master’s Thesis Project	6
	Total Credits	<u>30</u>

\*Students in the M.S. program must take either FAS 531 (Theoretical Issues in Family Sciences) or CDE 531 (Theoretical Issues in Child Development).

\*\* Diversity course options include Gender Development, Latino Children and Families, Family Ethnicity, and Immigration/Immigrant Families. Students may request that an alternative course count for the diversity requirement by petitioning the Director of Graduate Studies.

\*\*\*Students who elect the Capstone Project option must complete 9 elective credits whereas students who elect the Thesis option must complete 12 elective credits.

Elective course options may be tailored to focus on areas of strength in the Program for Family and Human Development. These include: Child Development, Family Sciences, Learning, and Applied Studies. In addition, students who want to pursue more rigorous research training may take additional

methodological or statistical courses. In addition to substantive courses, students may also register for CDE/FAS 590 (Readings and Conference) or CDE/FAS 592 (Research). Students are strongly recommended to consult with their advisors in making elective course choices.

## **B. Culminating Experience Options for the M.S. Program in Family and Human Development**

### **1. Overview.**

Students in the MS Program in Family and Human Development must choose from one of two culminating experience options – Community Action Research Experience (CARE) Capstone Project or Master’s Thesis Project. Note that this choice is not available to students enrolled in the Ph.D. Program in Family and Human Development. To earn credit for completing the culminating experience, students must successfully complete all components of the culminating experience.

Because the Community Action Research Experience (CARE) Capstone Project and the Master’s Thesis Project entail different number of course credits (9 vs 6, respectively), students who complete the Community Action Research Experience (CARE) Capstone Project must complete 9 credits of elective coursework whereas students who complete the Master’s Thesis Project must complete 12 credits of elective coursework.

### **2. Community Action Research Experience (CARE) Capstone Project**

The Community Action Research Experiences (CARE) program is a year-long sequence of courses (beginning Spring semester and continuing through Summer and Fall semesters) that provides students the opportunity to:

- gain valuable professional and leadership experience related to child development or family studies
- apply research skills to an action project that contributes to the community
- learn about policy development and implementation
- practice mentoring skills

The purpose of the CARE sequence is to integrate the research and teaching mission of the university, service to the community, and civic engagement of students in areas related to child development or family studies. The core of the CARE sequence involves community partners, students and faculty working together to address a question that is important to the community partners. The applied research projects (problem definition, data collection, analyses, results, and implications) represent the service provided to the community partners. The collaborations also are intended to enhance organizations' evidence-informed policy and practice and to increase students' capacity for leadership in community improvement in agencies.

CARE is a year-long, three-part program, beginning in Spring semester:

#### **CARE 1. Preparation course.**

FAS 598 - Leadership, Research, and Collaboration for Community Change (3 credits; Spring). The purpose of this seminar is to orient students to leadership, collaboration, and prepare them for conducting community based participatory research in areas related to child development or family studies. At this stage, students will:



- Address leadership as a process of working productively in the context of challenging content, process, and value conflicts within and between groups, organizations, and communities
- Examine the intersection of cultural values, politics, and religion in the development and implementation of policy
- Examine their own values and preconceptions and practice writing and speaking about these in critically reflective ways
- Learn principles, practices, and ethics of conducting community based research
- Develop writing, interpersonal communication, and self-management skills to facilitate collaboration
- In collaboration with a community agency and a faculty mentor, prepare a research proposal that is responsive to the agency's needs

### **CARE 2. Research project.**

FAS 584 - CARE Research Internship (3 credits; Summer). At this stage students will:

- Conduct the approved community-based participatory research project (i.e., collect and analyze the data)
- Receive supervision from a faculty mentor
- Prepare a summary report of the results of their research project for the agency

### **CARE 3. Capstone course.**

FAS 598 - Leadership and Policy in Social Change (3-credits; Fall semester). The purpose of this seminar is to have students critically reflect on their experience of conducting their community-based research project, the role of leadership in organization and community change, and the processes of policy analysis and implementation as related to child development or family studies. Students will:

- Learn principles of policy development and implementation
- Identify the adaptive leadership challenges posed by the issue they researched
- Present their research project findings to their agency and perhaps at a conference
- Complete a policy research portfolio composed of:
  - A policy analysis paper
  - A critical reflection essay integrating the course material on leadership, experience in the program, and implications for their future career

For more information, see [http://thesanfordschool.clas.asu.edu/care\\_grad](http://thesanfordschool.clas.asu.edu/care_grad).

## **3. Master's Thesis Project.**

The master's thesis project is a year-long research project conducted in collaboration and consultation with the student's primary advisor. Students should consult with the master's supervisory chair on a research plan.

### **General Procedures.**

The Master's 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 (see II D). 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 (see Appendix C).

### **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.

### **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.

### **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](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.

### **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.

## **C. 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. Applicants who are interested in the Family Violence Prevention Concentration must apply directly for this concentration. At a minimum, applicants 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/international/english\\_proficiency](http://graduate.asu.edu/admissions/international/english_proficiency) ), 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 10.

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 10. 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 <http://thesanfordschool.clas.asu.edu/> ).

#### **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:
  - 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.
  - 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.
  - 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 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](http://graduate.asu.edu/graduate_faculty_initiative)) may serve as a student's supervisory chair. The student's research interests should match the chair's expertise and interests. Students should also consider their culminating experience plans regarding completion of either the Capstone Project or the Master's Thesis Project in selecting their supervisory chair. 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 committee 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. Responsibilities of Supervisory Chair.**

The Master's supervisory chair approves the student's plan of study and culminating experience, and provides guidance at regular intervals. See sections II, B for details. If the student chooses the Master's Thesis Project option, the Supervisory Chair, along with the Supervisory Committee, also administers the final oral examination in defense of the thesis or research project.

## **4. Appointment of Master's Supervisory Committee.**

For students choosing the Master's Thesis Option, a minimum of three qualified faculty, the chair plus two additional faculty members, must be on the Master's Thesis 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 The Sanford School or outside of The Sanford School. 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 The Sanford School. 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 section II.B 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.

## **E. Master's Plan of Study**

### **1. Approval of Plan of Study.**

A Master's plan 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 Plan 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 plan 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 plan of study must be verified by signature of the student and supervisory chair. The plan 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 Plan 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 plan of study (including those 400 level courses that are taken for graduate credit). If either the cumulative GPA or the plan 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 plan of study GPA to a minimum of a 3.0 within one semester. If the student fails to raise the cumulative GPA and the plan 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 plan 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 plan 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.

### **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 T. Denny Sanford 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 plan of study (including those 400 level courses that are taken for graduate credit; Plan of Study GPA), and (c) all coursework taken at ASU post baccalaureate (Overall GPA).

- a. If any of the Graduate GPA, the Plan 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 Plan of Study GPA, and the Overall GPA to a minimum of a 3.0 within 9 credit hours or two semesters, whichever comes first. 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 Plan 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 T. Denny Sanford 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 plan 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 T. Denny Sanford 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 T. Denny Sanford 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.

## 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://graduate.asu.edu/financing/fellowships/travel-and-recruitment-awards>).

## 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., Fall 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.

## **MENTORSHIP**

### **A. First Year Faculty Advisor**

All incoming The Sanford School 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 The Sanford School 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.

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

ACTION	WHEN
1. Apply using the <a href="#">Graduate online application</a> . 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 10.
2. Take GRE and have scores sent to the Graduate College.	Sufficiently ahead of time so official results are received by January 10.
3. Request official transcripts to be sent to the Graduate College.	Sufficiently ahead of time so official results are received by January 10.
4. If your native language is not English, fulfill your English proficiency requirement.	Sufficiently ahead of time so official results are received by January 10.
5. Notification of acceptance.	About March 15.
6. Notification of financial assistance.	By April 15
<b>ADDRESSES &amp; WEB SITES</b>	
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 <a href="http://graduate.asu.edu/">http://graduate.asu.edu/</a>	Arizona State University T. Denny Sanford School of Social and Family Dynamics 951 South Cady Mall Social Science Building Room 144 Graduate Secretary PO Box 873701 Tempe, AZ 85287-3701 <a href="http://thesanfordschool.clas.asu.edu/fhdmsadmit">http://thesanfordschool.clas.asu.edu/fhdmsadmit</a> or <a href="http://thesanfordschool.clas.asu.edu/fhdadmissions">http://thesanfordschool.clas.asu.edu/fhdadmissions</a>

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

**APPENDIX A**  
**RESEARCH INTERESTS OF THE T. DENNY SANFORD SCHOOL OF SOCIAL AND FAMILY DYNAMICS FACULTY**

**PROGRAM IN FAMILY AND HUMAN DEVELOPMENT FACULTY**

<http://thesanfordschool.clas.asu.edu/faculty>

**Robert Bradley\***([Robert.Bradley@asu.edu](mailto:Robert.Bradley@asu.edu)) – 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.

<https://thesanfordschool.asu.edu/asu-directory-person/robert-bradley>

**Sarah Brem\*** ([Sara.Brem@asu.edu](mailto:Sara.Brem@asu.edu)) – learning about emergent systems, including evolutionary biology; popular perceptions of science; history and philosophy of science; research methodology.

<https://thesanfordschool.asu.edu/asu-directory-person/sarah-brem>

**Scott Christopher\*** ([scott.christopher@asu.edu](mailto:scott.christopher@asu.edu)) - Premarital sexual influence strategies, sexual expression, and relationship development. <https://thesanfordschool.asu.edu/asu-directory-person/f-christopher>

**Larry Dumka\***([larry.dumka@asu.edu](mailto:larry.dumka@asu.edu)) –Prevention programs for families, influences on parenting, community-based participatory research. <https://thesanfordschool.asu.edu/asu-directory-person/larry-dumka>

**Steve Elliot** ([Steve.Elliott@asu.edu](mailto:Steve.Elliott@asu.edu)) –Scale development, testing practices, and validity of educational assessment systems, and (a) the assessment of children's social skills and academic competence, (b) the design and use of testing accommodations and alternate assessment for evaluating the academic performance of students with disabilities for educational accountability, and (c) the measurement of students’ opportunities to learn the intended curriculum.

<https://thesanfordschool.asu.edu/asu-directory-person/steve-elliott>

**Richard Fabes\*** (**School Director**) ([rfabes@asu.edu](mailto:rfabes@asu.edu))– Children’s early school adjustment, social-emotional development, peer relationships, temperament. <https://thesanfordschool.asu.edu/asu-directory-person/richard-fabes>

**Samuel Green\*** ([samgreen@asu.edu](mailto:samgreen@asu.edu)) –Structural equation modeling, reliability theory, and multivariate tests of differences in means, personality measurement <https://thesanfordschool.asu.edu/asu-directory-person/samuel-green>

**William Griffin\*** ([WILLIAM.GRIFFIN@asu.edu](mailto:WILLIAM.GRIFFIN@asu.edu)) – Methods of Measurement; Computer modeling of dyadic and family integration. <https://thesanfordschool.asu.edu/asu-directory-person/william-griffin>

**Laura Hanish\***([Laura.Hanish@asu.edu](mailto:Laura.Hanish@asu.edu)) - Interests: Development of aggression and victimization, peer interactions and relationships among girls and boys, school adjustment, intervention research.

<https://thesanfordschool.asu.edu/asu-directory-person/laura-hanish>

**Eric Hedberg** ([ehedberg@asu.edu](mailto:ehedberg@asu.edu)) - Education experimental design parameters, experimental and quasi-experimental methodology, multi-level models, complex survey analysis, family social networks, and social capital theories. <https://webapp4.asu.edu/directory/person/1509724>

**Jenefer Husman\*** ([Jenefer.Husman@asu.edu](mailto:Jenefer.Husman@asu.edu)) – 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. <https://thesanfordschool.asu.edu/asu-directory-person/jenefer-husman>

**Masumi Iida** ([Masumi.Iida@asu.edu](mailto:Masumi.Iida@asu.edu)) – Stress, coping, and social support in intimate relationships; daily diary methods. <https://thesanfordschool.asu.edu/asu-directory-person/masumi-iida>

**Justin Jager** ([Justin.Jager@asu.edu](mailto:Justin.Jager@asu.edu)) - Young adult social role formation, individual and contextual (family, peer, and historical time) correlates of adolescent and young adult substance use, mental health, and risky behavior, structural equation modeling and growth modeling. <https://thesanfordschool.asu.edu/asu-directory-person/justin-jager>

**Olga Kornienko** ([Olga.Kornienko@asu.edu](mailto:Olga.Kornienko@asu.edu)) – 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). <https://thesanfordschool.asu.edu/asu-directory-person/olga-kornienko>

**Alexander Kurz** ([alexander.kurz@asu.edu](mailto:alexander.kurz@asu.edu)) - Opportunity to learn, teacher effectiveness, school improvement, and inclusion of students with disabilities in test-based accountability. <https://thesanfordschool.asu.edu/asu-directory-person/alexander-kurz>

**Becky Ladd\***([Becky.Ladd@asu.edu](mailto:Becky.Ladd@asu.edu)) – social competence, peer relationships and school adjustment. <https://thesanfordschool.asu.edu/asu-directory-person/becky-ladd>

**Gary Ladd\***([Gary.Ladd@asu.edu](mailto:Gary.Ladd@asu.edu)) – Interests: Peer-family relationships; transition to school; social development. <https://thesanfordschool.asu.edu/asu-directory-person/gary-ladd>

**Roy Levy** ([Roy.Levy@asu.edu](mailto:Roy.Levy@asu.edu)) – Psychometrics, item response theory, structural equation modeling, Bayesian networks, Bayesian inference, assessment design. <https://thesanfordschool.asu.edu/asu-directory-person/roy-levy>

**Sabina Low** ([Sabina.Low@asu.edu](mailto:Sabina.Low@asu.edu)) – Prevention of bullying <https://thesanfordschool.asu.edu/asu-directory-person/sabina-low>

**Carol Martin\***([cmartin@asu.edu](mailto:cmartin@asu.edu)) – Gender development, development of stereotypes, gender roles, peer relationships and school adjustment. <https://thesanfordschool.asu.edu/asu-directory-person/carol-martin>

**Cindy Miller** ([Cindy.F.Miller@asu.edu](mailto:Cindy.F.Miller@asu.edu)) – The development of gender stereotype knowledge; consequences associated with gender stereotype knowledge; the development and implementation of school-based interventions. <https://thesanfordschool.asu.edu/asu-directory-person/cindy-miller>

**Eleanor Seaton** ([Eleanor.Seaton@asu.edu](mailto:Eleanor.Seaton@asu.edu)) – Risk and resilience, the content and development of racial identity, racial discrimination, the interplay between racial identity and racial discrimination, Black adolescents. <https://webapp4.asu.edu/directory/person/2433387>

**Sandra Simpkins\*** ([Sandra.Simpkins@asu.edu](mailto:Sandra.Simpkins@asu.edu)) – Children's and adolescents after-school activities and the individual, family and peer correlates of those activities. <https://thesanfordschool.asu.edu/asu-directory-person/sandra-simpkins>

**Tracy Spinrad\*** ([tspinrad@asu.edu](mailto:tspinrad@asu.edu)) – 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.



<https://thesanfordschool.asu.edu/asu-directory-person/tracy-spinrad>

**Marilyn Thompson\*** ([M.Thompson@asu.edu](mailto:M.Thompson@asu.edu)) – 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. <https://thesanfordschool.asu.edu/asu-directory-person/marilyn-thompson>

**Monica Tsethlikai** ([Monica.Tsethlikai@asu.edu](mailto:Monica.Tsethlikai@asu.edu)) - Contextual, biological, and cognitive aspects of positive development in children with a special focus on how active engagement in cultural practices influence the development of executive functions in American Indian children.  
<https://thesanfordschool.asu.edu/asu-directory-person/monica-tsethlikai>

**Adriana Umaña-Taylor\*** ([Adriana.Umana-Taylor@asu.edu](mailto:Adriana.Umana-Taylor@asu.edu)) – Ethnic identity development, risk and resilience, family socialization processes adolescent mothers, Latino adolescents and families.  
<https://thesanfordschool.asu.edu/asu-directory-person/adriana-umana-taylor>

**Kimberly Updegraff\*** ([Kimberly.Updegraff@asu.edu](mailto:Kimberly.Updegraff@asu.edu)) – Family and peer relationships in adolescence; gender and cultural socialization in Mexican origin families. <https://thesanfordschool.asu.edu/asu-directory-person/kimberly-updegraff>

**Carlos Valiente\*** ([valiente@asu.edu](mailto:valiente@asu.edu)) – Socialization of emotion, stress and coping, family processes in the development of children’s coping responses. <https://thesanfordschool.asu.edu/asu-directory-person/carlos-valiente>

**Rebecca White** ([Rebecca.White@asu.edu](mailto:Rebecca.White@asu.edu)) – cultural and contextual influences on behavioral health risk processes among families and adolescents <https://thesanfordschool.asu.edu/asu-directory-person/rebecca-m-b-white>

**Natalie Wilkens** ([Natalie.Wilkens@asu.edu](mailto:Natalie.Wilkens@asu.edu)) - Social withdrawal; peer relationships; self-regulation; Ugandan children's resiliency; statistical modeling of longitudinal data.  
<https://thesanfordschool.asu.edu/asu-directory-person/natalie-wilkens>

**Brandon Yoo** ([yoo@asu.edu](mailto:yoo@asu.edu)) – Cultural specific stressors and cultural identity development, particularly in Asian Americans. <https://webapp4.asu.edu/directory/person/952695>

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

## **PROGRAM IN SOCIOLOGY FACULTY**

<http://thesanfordschool.clas.asu.edu/faculty>

**Victor Agadjanian** ([Victor.Agadjanian@asu.edu](mailto:Victor.Agadjanian@asu.edu)) -- Interests: Reproductive health and behavior; HIV/AIDS; migration; race/ethnicity; religion. <https://thesanfordschool.asu.edu/asu-directory-person/victor-agadjanian>

**Jennifer Glick** ([Jennifer.Glick@asu.edu](mailto:Jennifer.Glick@asu.edu)) -- Interests: Immigration/Migration; Immigrant Families, Adaptation and Child well-being. <https://thesanfordschool.asu.edu/asu-directory-person/jennifer-glick>

**Sarah Hayford** ([Sarah.Hayford@asu.edu](mailto:Sarah.Hayford@asu.edu)) – Interests: Social demography (focusing on family), fertility intentions and behavior, HIV/AIDS and childbearing in Africa. <https://thesanfordschool.asu.edu/asu-directory-person/sarah-hayford>

**Jennie Kronenfeld (Director of Graduate Studies)** ([Jennie.Kronenfeld@asu.edu](mailto:Jennie.Kronenfeld@asu.edu)) -- Interests: Access to health care services, health care policy issues, child health, aging and health, preventive health concerns, health behaviors, minorities and health care services, end of life health concerns, gender and health. <https://thesanfordschool.asu.edu/asu-directory-person/jennie-kronenfeld>

**Stephen Kulis** ([KULIS@asu.edu](mailto:KULIS@asu.edu)) – Interests: Health disparities; Cultural identity and substance use; cultural adaptation of prevention and intervention programs; racial and gender inequality in organizations. <https://thesanfordschool.asu.edu/asu-directory-person/stephen-kulis>

**Cecilia Menjivar** ([menjivar@asu.edu](mailto:menjivar@asu.edu)) -- Interests: Immigrant communities and families, religion, legality and its effects on immigrants, gender and violence in Latin America. <https://thesanfordschool.asu.edu/asu-directory-person/cecilia-menjivar>

**Scott Yabiku** ([Scott.Yabiku@asu.edu](mailto:Scott.Yabiku@asu.edu)) -- Interests: Family, Demography, Population and Environment. <https://thesanfordschool.asu.edu/asu-directory-person/scott-yabiku>

**APPENDIX B**

**COMPREHENSIVE EXAMINATION FOR DOCTORAL PROPOSAL APPROVAL FORM pg 1**

Please Print Name of Student	ASU ID (10 Digit ID)
Signature of Student	Date of Pre-Proposal
Proposal Title	Projected Completion Date
Please Print the names of Committee	Signatures
Chair or Co-Chair	
Co-Chair or Member	
Member	
Member	
Member	
Head of Department	
Date of Completion	Date of Defense
Disposition at Defense [ ] Pass	[ ] Fail
[ ] Pass with Minor Revisions	[ ] Pass with Major Revisions--Complete Page 2
Please Print the names of Committee	Signatures
Chair or Co-Chair	
Co-Chair or Member	
Member	
Member	
Member	
Head of Department	

\*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.

**COMPREHENSIVE EXAMINATION FOR DOCTORAL PROPOSAL APPROVAL FORM pg 2**

**IF MAJOR REVISIONS ARE REQUIRED:**

Please Print Name of Student	ASU ID (10 Digit ID)
Signature of Student	Projected Completion Date for Revisions

Required revisions. If both check both.	Completion Date of Revisions
<input type="checkbox"/> Written Revisions	
<input type="checkbox"/> Oral Defense	

Final Comps Disposition	Date of Final Disposition of Comps
<input type="checkbox"/> Pass	
<input type="checkbox"/> Fail	

Please Print the names of Committee	Signatures
Chair or Co-Chair	
Co-Chair or Member	
Member	
Member	
Member	
Head of Department	

\*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.

The original form will be put in student's graduate file in the main office.

**APPENDIX C**  
**THESIS OR DISSERTATION PROPOSAL AND DATA ANALYSIS APPROVAL FORM**

Please Print Name of Student	ASU ID (10 Digit ID)
Signature of Student	Date of Proposal Approval
Please Check one <input type="checkbox"/> Thesis Title    or <input type="checkbox"/> Dissertation Title	
Please Print the names of Committee	Signatures
Chair or Co-Chair	
Co-Chair or Member	
Member	
Member	
Member	
Head of Department	

Date of Data Analysis Approval	
Please Print the names of Committee	Signatures
Chair or Co Chair	
Co-Chair or Member	
Member	
Member	
Member	

\*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. The original form will be put in student's graduate file in the main office.

**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**  
**MEASUREMENT AND STATISTICAL ANALYSIS SPECIALIZATION COMPLETION FORM**

Please list the courses you intend to take to complete the elective course requirements in the Course Number/Course Title column and have the courses approved and initialed by the MASA Coordinator *before* enrolling in these courses. Upon completion of the specialization coursework (with grade B- or higher in each course), this document should be completed and signed by the MASA Coordinator and the Director of Graduate Studies.

**REQUIRED COURSES (9 hours)**

Course Number/ Course Title	Semester Completed/Instructor	Grade
CDE 591 Modern Measurement in the Social Sciences		
CDE 591 Exploratory and Confirmatory Factor Analysis for the Social Sciences		
CDE 591 Advanced Regression Techniques		

**ELECTIVES (9 hours)**

Course Number/ Course Title	Semester Completed/Instructor	Grade	MASA Coordinator Approval/Date

\_\_\_\_\_  
 Signature of Measurement and Statistical Analysis Specialization Coordinator

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Director of Graduate Studies

\_\_\_\_\_  
 Date

**APPENDIX G**  
**SOCIAL-EMOTIONAL DEVELOPMENT SPECIALIZATION COMPLETION FORM**

Please list the courses you intend to take to complete the elective course requirements in the Course Number/Course Title column and have the courses approved and initialed by the SED Coordinator *before* enrolling in these courses. Upon completion of the specialization coursework (with grade B- or higher in each course), this document should be completed and signed by the SED Coordinator and the Director of Graduate Studies.

**REQUIRED COURSES (6 hours)**

Course Number/ Course Title	Semester Completed/Instructor	Grade
CDE 598 Social and Emotional Development		
CDE 612 Peer Relationships		

**ELECTIVES (12 hours)**

Course Number/ Course Title	Semester Completed/Instructor	Grade	SED Coordinator Approval

\_\_\_\_\_  
 Signature of Social-Emotional Development Specialization Coordinator

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Director of Graduate Studies

\_\_\_\_\_  
 Date

**APPENDIX H**  
**LEARNING AND DEVELOPMENT SPECIALIZATION COMPLETION FORM**

Please list the courses you intend to take to complete the elective course requirements in the Course Number/Course Title column and have the courses approved and initialed by the L & D Coordinator *before* enrolling in these courses. Upon completion of the specialization coursework (with grade B- or higher in each course), this document should be completed and signed by the L&D Coordinator and the Director of Graduate Studies.

**REQUIRED COURSES (6 hours)**

Course Number/ Course Title	Semester Completed/Instructor	Grade
CDE 598 Theories in Cognitive Science and Learning		
CDE 598 Research in Motivation and Self-Regulation		

**ELECTIVES (12 hours)**

Course Number/ Course Title	Semester Completed/Instructor	Grade	SED Coordinator Approval

\_\_\_\_\_  
 Signature of Learning and Development Specialization Coordinator

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Director of Graduate Studies

\_\_\_\_\_  
 Date

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

<b>ACTION</b>	<b>WHEN</b>
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 J**  
**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 credit hours, typically including child development theory (3), family theory (3), and statistics (3 credits)	Select master's committee chair; completion of six to nine credit hours.	Completion of minimum of 15 credit hours.
Year 2	Select master's committee members; completion of 10 credit hours. Three courses and professional development class	Propose master's thesis; submit plan of study; completion of nine credit hours.	Completion of a minimum of 34-37 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 55 hours cumulatively (including credits on master's plan 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 approximately 73 credit hours and comprehensive exam process; file Ph.D. plan 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 531 (3) PSY 531 (ANOVA – 3)	FAS 500 (3) Diversity Course (3) PSY 530 (Regression-3)	Completion of 18 credit hours.
Year 2	Advanced Stats (3) Elective (3) Elective (3) Academic Professional Development (1)	Elective (3) Advanced Stats (3) Thesis credits (3)	Completion of 37 credit hours.
Year 3	Elective Class (3) Elective Class (3) Thesis credits (3)	Elective Class (3) Elective Class (3) Elective Class (3); complete comprehensive exam pre-proposal meeting by May.	Completion of 55 credit hours; earned master's in passing; filed master's POS
Year 4	Elective Class (3) Elective Class (3) Elective Class (3)	Elective Class (3) Elective Class (3) Dissertation Credits (3) Defend dissertation proposal	Completion of 73 credit hours.
Year 5	Elective (3) Dissertation Credits (3) Dissertation data meeting	Dissertation Credits (6) Defend dissertation in spring or summer.	Completion of 85 hours; Ph.D. degree attained.