

# GRADUATE HANDBOOK: Online Master's Degree 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 Education Homepage: <http://graduate.asu.edu>

ASU Graduate Policies and Procedures:  
[http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies)

Graduate Education 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 GRADUATE EDUCATION AFTER READING THROUGH THE ENTIRE HANDBOOK**

Last Revised: July 2016

## TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>ADMISSION PROCEDURES .....</b>	<b>4</b>
A. Supplemental Application Requirements .....	4
B. Processing of Applications .....	4
C. Concurrent Degrees .....	4
D. Admission and Denial Criteria.....	4
<b>PROGRAM OF STUDY.....</b>	<b>5</b>
A. Course Requirements.....	5
B. Capstone and Culminating Experience Courses .....	6
1. Overview.....	6
2. Capstone Project Part I: Professional Development (FAS 586; 3 credits).....	6
3. Capstone Project Part II: Exploration/Specialization (FAS 587; 3 credits).....	6
4. Capstone Project Part III: Application (FAS 588; 3 credits).....	6
C. Plan of Study (iPOS).....	7
1. Approval of Plan of Study .....	7
2. Changes in Plan of Study.....	7
<b>EXPECTATIONS, POLICIES, AND PROCEDURES .....</b>	<b>7</b>
A. Timelines.....	7
1. Deadlines .....	7
2. Dates.....	7
B. Maintaining Satisfactory Progress .....	7
1. GPA and Academic Probation.....	7
2. Continuous Enrollment and Registration Requirements.....	8
3. Incomplete Grades.....	8
4. Compassionate and Medical Withdrawals .....	9
C. Professional Conduct .....	9
1. Expectations and Committee Review .....	9
2. Academic Integrity & Dishonesty.....	10
3. Policy Against Threatening Behavior .....	10
4. Sexual Harassment and Violence.....	10
<b>GRADUATION.....</b>	<b>10</b>
A. IPOS completion.....	10
B. Applying to Graduate .....	10
C. Graduation Ceremonies.....	11
1. Graduate Commencement .....	11
2. CLAS Convocation .....	11
3. Special Interest Ceremonies .....	11
4. The Ceremonies Office.....	11
D. Attire (Cap and Gown) .....	11
E. Receiving your Diploma .....	11
<b>APPENDIX A: Sample Plan of Coursework for Student Beginning Program in Fall A.....</b>	<b>13</b>
<b>APPENDIX B: Capstone Project Part III Proposal Form .....</b>	<b>14</b>
<b>APPENDIX C: Field Experience Guidelines.....</b>	<b>16</b>
<b>APPENDIX D: Online Master’s Field Experience Agreement Form .....</b>	<b>17</b>
<b>APPENDIX E: Field Experience Supervisor Evaluation Form.....</b>	<b>18</b>

# **Family and Human Development: Online Master of Science (MS)**

## ***Forging New Expertise for Today's Families in a Complex World***

### **INTRODUCTION**

One important role of adults interested in helping children, youth, and families is helping them to succeed in their relationships and to achieve positive outcomes working and living within their communities. Understanding these relationship and developmental dynamics, how to effectively evaluate and consume research, and how to translate research and best practices to assist children, youth, and families offer our students important and exciting career skills and opportunities.

The T. Denny Sanford School of Social and Family Dynamics (The Sanford School) at Arizona State University offers an **expedited 30-credit hour online Master of Science degree in Family and Human Development (FHD)** that prepares social and behavioral sciences professionals to work with children, youth, adults and families in community settings. **In as little as 15-18 months**, students can obtain their Master's degree. This **non-thesis degree** program focuses on practical application. Students in this degree program will gain the knowledge and skills to create, facilitate, and evaluate research and programs that promote healthy individual and family development. The program is designed for students who want an applied practitioner-oriented approach to understanding the issues and needs of children, youth, and families in the 21st century. Experienced faculty who are trained in the area and have considerable expertise in delivering high-quality online education teach the courses and help direct your capstone project. No GREs are required for admission.

The Online Terminal Master's (MS) program in FHD is designed to provide practitioner-oriented professionals with advanced training in applying scientific methods to investigate the development and well-being of family systems and individual family members, and to apply these principles in their work with families, youth, and children. 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. The online format provides easy access to rigorous and valuable information that inform best practices in improving the lives of families and family members. The 18-month accelerated non-thesis program includes a culminating experience that allows students to focus their training in their areas of interest and work.

**This Graduate Handbook supplements the Graduate Catalog and the Graduate Education Policies ([http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies)) distributed by ASU Graduate Education. Graduate students should be familiar with and observe all requirements and procedures as defined in those publications.**

## **ADMISSION PROCEDURES**

Admission to the Online MS 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 are expected to meet GPA requirements established by Graduate Education.

### **A. Supplemental Application Requirements**

In addition to the application form and materials required by Graduate Education, including official transcripts and official TOEFL test results for international applicants (please see <https://students.asu.edu/graduate/proficiency>), the following information must be submitted for the supplemental application to the Master's program in Family and Human Development. All materials must be submitted online via Graduate Education by the deadlines posted on the program website.

Requirements for the Supplemental Application to the Master's program in Family and Human Development:

- a. Two letters of recommendation. 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.
- b. A resume that summarizes the academic and employment experiences of the applicant, as well as applicable community involvement.
- c. A 4-5 page, double-spaced personal statement addressing the following:
  - o State your professional goals, interests, 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 the significant responsibilities you have held,
  - o Include any additional information that you feel will help the committee evaluate your application.

### **B. Processing of Applications**

Credentials submitted by the applicant are evaluated by Graduate Education and by the Online Graduate Committee.

### **C. Concurrent Degrees**

A student may pursue concurrent masters/doctoral degrees provided the degree programs are in different areas with prior written approval from the head of the academic unit for each degree program and the office for Graduate Education. A separate online application is required for each degree program. Students cannot pursue both Family and Human Development and Sociology Master's degrees from ASU.

### **D. Admission and Denial Criteria**

The Online Graduate Committee will review completed applications and make recommendations for admission or denial, which will be forwarded to Graduate Education. Criteria for admission will include:

- a. Evidence of outstanding potential from previous academic record, and previous experience as addressed in the applicant’s personal statement;
- b. Professional goals that are compatible with the Online Master’s program;
- c. 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, 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 GPA 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 the allotted amount of time, 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, or it is deemed that the graduate program does not match an applicant’s needs, goals, and interests. Students who decide to reapply can do so during the next admission term or apply to a different program for the same term in which admission was denied.

## PROGRAM OF STUDY

### A. Course Requirements

		Credit Hours
<b><u>1. Core Requirements</u></b>		
CDE 531	Theoretical Issues in Child Development	3
FAS 598	Diversity and Society	3
FAS 500	Research Methods	3
CDE 501	Social Science Statistics	3
<b><u>2. Approved Structured Topic Courses</u></b>		9
<b><u>3. Culminating Experience Requirements (see below for more details)</u></b>		
Students must complete the following culminating experience requirements:		
FAS 586, 587, 588	Capstone Project I, II, III	9
Total Credits		<u>30</u>

## B. Capstone and Culminating Experience Courses

### 1. Overview

The Online Master's degree in FHD has a non-thesis culminating experience as its capstone. This applied capstone and culminating experience consists of a 3-course sequence. Each part of the Capstone experience will be customized to fit the individual student's professional and academic needs and interests. The culminating experience is as varied as the student's interests and individual circumstances. Ultimately, this culminating experience will provide students with a deeper understanding of family and human development, as well as professional competencies and insights.

### 2. Capstone Project Part I: Professional Development (FAS 586; 3 credits)

Capstone Project I allows students to explore and begin to specify their professional goals and means of obtaining those goals. This process of professional exploration and goal specification will help ensure that, together, the student and capstone instructor can craft personalized capstone projects and experiences that maximize the student's potential of obtaining his/her goals.

### 3. Capstone Project Part II: Exploration/Specialization (FAS 587; 3 credits).

Capstone Project II allows students to delve into their area(s) of interest, developing a greater depth and understanding of topics that influence children, youth, and families, and that further the student's academic and professional goals. Students develop and enhance their writing, research, and presentation skills through various assignments.

### 4. Capstone Project Part III: Application (FAS 588; 3 credits).

Graduate Education Policy requires students to earn a grade of "B" or better in a culminating experience course. In this master's program, Capstone III is considered the actual culminating experience course; therefore, a grade of B or better is required in Capstone III. Students who fail to achieve a final grade of "B" or better in Capstone III must retake the course.

Capstone Project III is the point at which students have the opportunity to apply what they have learned through their previous coursework. Once again, the emphasis is on a personalized and useful experience for the students. A key aspect of Capstone III is the course project. Students will be required to complete **one** of the following activities (in addition to other coursework and assignments):

- a. **40 hours of field experience.** In consultation with the Director of Fieldwork, the student will fashion a field experience plan that allows the student to gain real-world experience related to family and human development. Activities that fulfill the field experience requirement are vast and varied, often limited only by a student's creativity. The majority of students obtain Field experience hours by working with a single agency, organization, or project.

or

- b. **In-depth investigative paper (40 page minimum).** Students will expand their investigation of their Capstone II topic and create a more in-depth written report that informs the reader of the current state of research, future research directions, and/or identify problems and solutions related to children, youth, and families. With permission, the paper may address a topic outside of the capstone II paper/topic. With approval of the mentor, this paper can address various audiences and take on various forms, such a research paper, white paper, or a proposal for a non-profit

entrepreneurial venture that fills a particular child/youth/family related need.

## **C. Plan of Study (iPOS)**

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

A Master's plan of study should be carefully worked out with the School so that it meets the requirements set forth in this document. To assist with this process, course maps can be found on the Sanford School Family and Human Development MS Online Program webpage. Additionally, step by step directions for completing the Plan of Study are available on the Master's Student Blackboard Organization site (students are added to this organization upon admission to the program). The Plan of Study should be completed by the student by the semester in which the student earns 50% of the required hours for degree completion. The plan of study is then submitted to the Director of Online Graduate Programming in The Sanford School for approval and to Graduate Education 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 Director of Online Graduate Programming and Graduate Education. Students should be aware that changes to the Plan of Study can extend the time a student is in the program, impact ability to qualify for financial aid, or both.

## **EXPECTATIONS, POLICIES, AND PROCEDURES**

### **A. Timelines**

#### **1. Deadlines**

In accordance with Graduate Education policy, students must successfully complete all requirements for the Master's degree within 6 years of admission to the Master's program. The Director of Online Graduate Programming, the head of the academic unit, and the dean of Graduate Education must approve exceptions. The Online Graduate Committee will recommend students who do not successfully complete all of the requirements of the Master's program within these timelines for withdrawal from the Master's program. 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 Online Graduate Committee. In this circumstance, the Graduate Director/School Director will review student appeals. Students should refer to the official ASU Graduate Policies and Procedures document ([http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies)) for details.

#### **2. Dates**

The university calendar found in the current *Graduate Catalog* lists important dates and deadlines, including the deadline for *applying for graduation*. Check these and other dates carefully. Specific dates and deadlines that apply to all graduate students (online and on-ground) can be found at [https://graduate.asu.edu/completing-your-degree#tabs-0-content\\_main-5](https://graduate.asu.edu/completing-your-degree#tabs-0-content_main-5).

### **B. Maintaining Satisfactory Progress**

#### **1. GPA and Academic Probation**

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 a student's 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 Online Graduate Committee.
- 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. Any coursework that earns 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 Online 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 first 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 Online Graduate Committee. In this circumstance, the Graduate Director/School Director will review student appeals. Students should refer to the official ASU Graduate Satisfactory Academic Progress Guidelines and Dismissal Processes document (<https://graduate.asu.edu/sites/default/files/gap/guidelines-for-academic-progress-and-dismissal-process-5.14.15.pdf>) for additional details.

## 2. Continuous Enrollment and Registration Requirements

All graduate students enrolled in the Online Master's program 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 Graduate Education Policy, admitted graduate students are required to be registered for a minimum of one credit hour during all phases of their graduate education. Registration for every fall semester and spring semester is required.

Graduate students planning to discontinue registration for one semester or more must submit a *Request to Maintain Continuous Enrollment* form. This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program. Students who do not register for a fall or spring semester without an approved Request are considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may reapply for admission by submitting a new application to resume their degree program; the application will be considered along with all other new applications to the degree program. Students should refer to the official ASU Graduate Policies and Procedures document ([http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies)) for details.

## 3. Incomplete Grades

A grade of "I" (incomplete) is given at the discretion of the instructor only when a student doing acceptable work is unable to complete a course because of illness or other conditions beyond the student's control. The student and instructor must complete a Request for Grade



of Incomplete form (<https://students.asu.edu/forms/incomplete-grade-request>). The grade of “I” should be granted only when the student can complete the unfinished work with the same instructor.

- a. Students who receive a grade of “I” in graduate courses (500 level or above) may have up to one calendar year to complete the course for a grade, although the specific time allotted to complete coursework depends on the requirements of the incomplete set forth by the instructor (see the Request for Grade of Incomplete form).
  - i. If the student fails to complete all incompletes within the required timeframe, the student will receive a letter from the Online Graduate Committee notifying him/her that he/she will be recommended for withdrawal from the Program.
  - ii. If after one calendar year the student has not completed the course for a grade, the grade of “I” will become a permanent part of the transcript. If permitted to continue in the program, a student must reregister and pay fees for the course. The grade for the repeated course will appear on the transcript but will not replace the permanent “I.”
- b. A student cannot accumulate more than 2 incompletes at any given time while completing a graduate plan of study.
  - i. 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 Online Graduate Committee.
- c. 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 Online Graduate Committee. In this circumstance, the Graduate Director/School Director will review student appeals.

#### **4. Compassionate and Medical Withdrawals**

Due to unfortunate circumstances, students sometimes need to withdraw from courses. The policy for medical/compassionate withdrawals is listed at the following location:

<https://students.asu.edu/forms/medical-compassionate-withdrawal-request>

### **C. Professional Conduct**

#### **1. Expectations and Committee Review**

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. The Online Graduate Committee will review graduate students who demonstrate behaviors or characteristics that make it questionable that they can succeed in the profession.
- 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 Online Graduate Committee may do so in writing to the Director of the T. Denny Sanford School of Social and Family Dynamics. In this circumstance, the Graduate Director/School Director will review student appeals.

## **2. Academic Integrity & Dishonesty**

ASU's Academic Integrity policy (<http://provost.asu.edu/academicintegrity/policy>) holds students to a code of conduct that defines academic dishonesty to include cheating, plagiarism, academic deceit, falsifying records, and inappropriate collaboration. Academic honesty is expected of all students in all coursework, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

## **3. Policy Against Threatening Behavior**

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

## **4. Sexual Harassment and Violence**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

# **GRADUATION**

## **A. IPOS completion**

The student must have a completed iPOS on file in order to apply to graduate. An iPOS must not show any errors generated by the system, no "I", "D", or "E" grades, and must be approved by the School and Graduate Education before applying to graduation.

## **B. Applying to Graduate**

After confirming the iPOS has been approved, students can log onto MyASU and click on "Graduation" under the "My Programs and Degree Progress" module, where students will find a link to the Graduation Application. Students must follow graduation application deadlines shown by the graduation application link on MyASU. If students apply after the deadline, a late fee will be imposed on the application by the Graduation office.

After completing the graduation application form online, the registrar will review the student's iPOS to make sure that they meet degree requirements. The Registrar is not, however, in charge of events and ceremonies.

### **C. Graduation Ceremonies**

Graduating students have a number of choices when it comes to selecting which ceremony or ceremonies to attend. Typically, these ceremonies are held at varying times/dates so students can choose to attend one, all, or none of the ceremonies described below. Tickets and a timely RSVP are typically required in order to attend the following ceremonies. Be sure to review the appropriate websites and my.asu.edu in order to RSVP and request tickets for guests. You can view a summary of available ceremonies and ceremony dates and times by visiting <https://graduation.asu.edu/ceremonies/latest>.

#### **1. Graduate Commencement**

This ceremony, hosted by Graduate Education, is for all graduate students who are graduating from ASU. This is the ceremony at which President Crow addresses those in attendance and officially confers degrees upon all graduates. Student names are called and students walk across the stage in honor of their graduation. Please review <https://graduation.asu.edu/ceremonies/latest> for the latest ceremony information.

#### **2. CLAS Convocation**

The College of Liberal Arts and Sciences (CLAS) holds a convocation ceremony specifically for CLAS students. At this ceremony, the student's name will be called and the student will be allowed to walk across stage. Students can learn more about CLAS Convocation by visiting <https://clas.asu.edu/resources/student/graduation>.

#### **3. Special Interest Ceremonies**

Special Interest and cultural convocations are a time for smaller groups to gather and celebrate students' graduation. The smaller setting provides the opportunity for individual recognition. For more information about a particular special interest convocation, please visit <https://graduation.asu.edu/ceremonies/special>.

#### **4. The Ceremonies Office**

The ceremonies office is the office that manages the ceremonies, and can be contacted at [commence@asu.edu](mailto:commence@asu.edu), 480-965-3565 or  
Office of University Ceremonies  
ASU Fulton Center, 4<sup>th</sup> Floor  
P.O. Box 877705, Tempe, AZ 85287-7705

### **D. Attire (Cap and Gown)**

All attire is provided by the ASU bookstore and a third party vendor. The Sanford School *will not* provide the attire for the students and students will have to contact the ASU bookstore and vendor if they have questions about sizing and receiving their order. Please see <https://graduation.asu.edu/graduates/dressing> for more information on attire.

### **E. Receiving your Diploma**

Diplomas are mailed to students approximately six to eight weeks after the degree conferral date

(please check academic calendar for deferral dates for each semester). Graduates will receive an email notification via their ASU emails account when their diploma is mailed. Diplomas are mailed to the home address on file with the University Registrar services. You can find more details on getting your diploma at: <https://students.asu.edu/diploma>.

**APPENDIX A: Sample Plan of Coursework for Student Beginning Program in Fall A**

<b>Year in Program</b>	<b>Fall Semester</b>	<b>Spring Semester</b>	<b>Summer Semester</b>
<b>Year 1</b>	<p><b>Session A</b> CDE 531 – Theoretical Issues in Child Development (3 hours)</p> <p><b>Session B</b> FAS 500 (3 hours) – Graduate Research Methods</p>	<p><b>Session A</b> Structured Topic Course* (e.g., Marriage and Family Relationships; 3 hours)</p> <p>FAS 586; Capstone 1 (3 hours)</p> <p><b>Session B</b> CDE 501 – Social Science Statistics (3 hours)</p>	<p><b>Session A</b> FAS 598 – Diversity (3 hours)</p> <p><b>Session B</b> Structured Topic Course* (e.g., Leadership and Social Justice; 3 hours)</p> <p>FAS 587 – Capstone 2 (3 hours)</p>
<b>Year 2</b>	<p><b>Session A</b> Structured Topic Course* (e.g., Deviance; 3 hours)</p> <p><b>Session B</b> FAS 588; Capstone 3 (3 hours)</p>		

\* Structured Topic Course: Specific course topic offered may vary.

## APPENDIX B: Capstone Project Part III Proposal Form

Name (First and Last): \_\_\_\_\_ 10-Digit ASU Student ID: \_\_\_\_\_

**When will you complete capstone 3 (semester, session, and year)?** \_\_\_\_\_

- Capstone 3 is offered in: Fall B, Spring A, Spring B, and Summer B
- Capstone 3 must be taken after you have completed all other course work.

**If you will be completing the Written Project, please answer the following 5 questions [if you will be completing fieldwork, you can ignore/remove the following 5 questions]:**

1. What is your selected topic?
2. Why is this topic important in today's society?
3. What kind of paper do you plan on writing? Although most students will complete a research paper, alternative paper formats that are based on academic research will be considered (although they must also be approved by the director and your faculty mentor).
4. Who has agreed to be your faculty mentor (provide name and e-mail address)?
5. Additional information you would like to share:

**If choosing 40 hours of field experience, please describe, in detail, how you plan on completing these 40 hours by providing the following information:**

1. Where and with whom do you plan on working?
  - a. Agency Name:
  - b. Agency Address:
  - c. Agency Website:
  - d. Agency Phone Number:
  - e. Point of Contact:
  - f. Point of Contact Phone
  - g. Point of Contact E-mail
2. What are your reasons for choosing to work with the agency/organization (or agencies/organizations)?
3. How many hours you plan to complete with each agency/organization?
4. Approximately how many hours per week will you work? Note that students cannot complete more than 10 hours per week.
5. Please fill out the table below based on your goals and conversations you have with your Capstone 3 agency representative. The table includes 3 **sample** rows to show you how to use the table – you will replace this content with your own information and use as many rows as needed to adequately describe your capstone 3 fieldwork plans. If you are completing hours at multiple agencies, please indicate the agency where you will complete each task in the “specific tasks” column.

As a reminder, you may choose from the following Domains:

I. Education	100%	VII. Non-profit management	100%
II. Administration	50%	VIII. Grant work	50%
III. Program Development	100%	IX. Consultation	50%
IV. Program Evaluation	100%	X. Outreach	50%
V. Organizational Development	100%	XI. Other (define for approval)	Variable
VI. Clerical	25%		

Objectives	Domain	Specific tasks
<b>Participate in program evaluation in our school district.</b>	IV. Program evaluation	1. Gather demographic data at our school on current students (Agency A) 2. Organize focus groups (Agency A)
<b>Work in the classroom at Head Start</b>	I. Education	1. Help ESL students with language acquisition (Agency B) 2. Assist head teacher with teaching tasks (Agency A)
<b>Organize and outreach for parenting classes at the Head Start</b>	X. Outreach	1. Create outreach materials 2. Talk with parents after school Etc.

6. What you hope to gain from these experiences?
7. Do you envision any barriers to meeting your goals and/or completing your fieldwork experience?
8. Additional information you would like to share:

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Capstone Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX C: Field Experience Guidelines

Students who plan to arrange a field experience must follow these guidelines. Students are required to spend 40 hours engaged in approved field experience activities.

After approval of your Capstone Project III Proposal, students should contact the appropriate person (people) and/or community organization(s) to arrange an initial interview to discuss your field experience. You should be prepared to discuss your goals and the kinds of duties and activities that will contribute toward realizing these goals. If it seems likely that the placement will meet your educational goals, you and your supervisor should determine your field experience hours and responsibilities. Complete the **Field Experience Agreement Form** with your supervisor for each agency/organization. This form must also be approved and signed by the Fieldwork Coordinator. Students should begin their field experience by the end of the first week of classes. Students are required to meet with his/her placement supervisor at least two times during the session.

### **Journal**

Students are required to keep a journal in which they reflect on, evaluate and record their field experience experiences. The journal is intended to serve as a tool to help students develop their capacity for reflective practice. The field experience requirement is based on the premise that learning occurs through direct practice with children and families. Students are expected to record significant experiences, including emotions, attitudes, opinions and insights, and to record reflections on what they have learned as a result of these experiences. Journal entries should focus on: a) what the student learns about him/her self during episodes with children, parents, families, clients, co-workers, and supervisors; b) what the student learns about the children and families with whom he/she is working (if applicable); c) what the student learns and about the nature and process of change (developmental and therapeutic); and d) what the student learns about the organization for which he/she worked and the efficacy of the services provided by that organization. Journals are submitted weekly.



**APPENDIX D: Online Master's Field Experience Agreement Form**

Student's Name \_\_\_\_\_ ASU ID \_\_\_\_\_

Student's Address \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Agency/Office of Field Experience \_\_\_\_\_

Agency Supervisor of Student \_\_\_\_\_

Agency Address \_\_\_\_\_

Agency Phone \_\_\_\_\_

Date on which field experience begins: \_\_\_\_\_ ; and  
ends: \_\_\_\_\_

Field Experience Hours:

Monday between \_\_\_\_\_ and \_\_\_\_\_

Tuesday between \_\_\_\_\_ and \_\_\_\_\_

Wednesday between \_\_\_\_\_ and \_\_\_\_\_

Thursday between \_\_\_\_\_ and \_\_\_\_\_

Friday between \_\_\_\_\_ and \_\_\_\_\_

Saturday between \_\_\_\_\_ and \_\_\_\_\_

Sunday between \_\_\_\_\_ and \_\_\_\_\_

For a total of \_\_\_\_\_ hours.

Field Experience Description: (describe specific tasks, duties and responsibilities of intern. To be filled out by agency supervisor.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Signature of Agency Supervisor \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX E: Field Experience Supervisor Evaluation Form

Student: \_\_\_\_\_

Date Completed \_\_\_\_\_

Name of Supervisor:

Placement Organization:

Organization Address:

Supervisor's Email address:

Supervisor's Daytime Telephone (including area code):

Supervisor's Professional Discipline/Education:

Signature of Agency Supervisor Date

\_\_\_\_\_

The rating scale is:

0 – No Opportunity to Observe

1 – Minimal Ability

2 – Moderate Ability

3 – Above Average Ability

4 – Excellent Ability

NA – Not applicable to this setting

<p>1. Was professional and respectful.</p> <p style="text-align: center;">0   1   2   3   4   NA</p>	<p>Comments/examples:</p>
<p>2. Attendance was consistent.</p> <p style="text-align: center;">0   1   2   3   4   NA</p>	<p>Comments/examples:</p>
<p>3. Was curious, involved, and motivated.</p> <p style="text-align: center;">0   1   2   3   4   NA</p>	<p>Comments/examples:</p>
<p>4. Was able to develop professional working relationships with co-workers and clients.</p> <p style="text-align: center;">0   1   2   3   4   NA</p>	<p>Comments/examples:</p>

<p>5. Demonstrated the capacity to work as a partner/team member with program and agency representatives.</p> <p>0 1 2 3 4 NA</p>	<p>Comments/examples:</p>
<p>6. Demonstrated the ability to understand and respect ethnicity, culture, individuality, and diversity.</p> <p>0 1 2 3 4 NA</p>	<p>Comments/examples:</p>
<p>7. Demonstrated the ability to seek out and use consultation.</p> <p>0 1 2 3 4 NA</p>	<p>Comments/examples:</p>
<p>8. Demonstrates knowledge and understanding of child and family dynamics.</p> <p>0 1 2 3 4 NA</p>	<p>Comments/examples:</p>
<p>9. Demonstrated the ability to communicate clearly, honestly, sensitively, and diplomatically.</p> <p>0 1 2 3 4 NA</p>	<p>Comments/examples:</p>
<p>10. Demonstrate sensitivity, empathy, and willingness to understand others.</p> <p>0 1 2 3 4 NA</p>	<p>Comments/examples:</p>