

GRADUATE HANDBOOK: Doctoral Program in Family and Human Development

GUIDE TO GRADUATE PROGRAM PROCEDURES

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Graduate School On-Line Application:
<https://webapp4.asu.edu/dgsadmissions/Index.jsp>

All applications must be completed on-line.

Access archived versions of the handbook at:
<https://thesanfordschool.asu.edu/resources/graduate-students/handbook-archives>

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OVERVIEW

At the T. Denny Sanford School of Social and Family Dynamics, our faculty and programs focus on the most important challenges of the 21st century – namely, the well-being of children, youth, and families. We build on our rich heritage and focus our diverse resources on cutting-edge research, interdisciplinary collaboration, innovative action, and translation of this to have impact. This presents many interesting, new, and exciting opportunities and challenges for our faculty, staff, and students.

Aligning with our mission, the T. Denny Sanford School of Social and Family Dynamics offers graduate programs for (1) Doctorate of Philosophy Degree in Family and Human Development, (2) Master's of Science Degree in Family and Human Development, via an online format, (3) Doctorate of Philosophy Degree in Sociology, (4) Master's of Science Degree in Sociology, via an online format and additionally, one Master's of Applied Science program is available in Marriage and Family Therapy. Please see our website at <https://thesanfordschool.asu.edu/degrees/graduate> 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. 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. Graduates of our program obtain positions as postdoctoral fellows, tenure track faculty members, instructors, and researchers in higher education or other types of organizations.

The information in this Graduate Handbook serves as a supplement to the Graduate College Policies and Procedures set forth by ASU (<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>). All students are expected to be familiar with and observe all requirements and procedures as defined in those publications.

ADMISSION PROCEDURES

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* (<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LAFAMSCPHD/graduate/false>). 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 an empirical portfolio thesis project and earn a master's in passing degree as part of their doctoral plan of study. Students who enter with a master's degree that did not require an empirical thesis will complete a first-year empirical paper under the supervision of his/her advisor.

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 <https://webapp4.asu.edu/dgsadmissions/Index.jsp>), the following information must be submitted for the supplemental application to the doctoral program in Family and Human Development. All materials must be submitted online via the Graduate College. **All completed application materials must be received by December 1.**

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 (GRE).
- (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 the applicant 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 that addresses all seven points below:
 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 Family and Human Development Doctoral Graduate Committee. Applications are considered for admission in the following academic year.

To ensure consideration, all applicant materials must be received by December 1. Phone or Zoom interviews will be conducted with select applicants, and admitted applicants will be invited to the doctoral recruitment weekend, typically in February. Notice of teaching and research awards are typically given by early April.

Applicants are strongly encouraged to contact faculty members whose interests match their own prior to completing their application (see Appendix A).

4. Admission and Denial Criteria

Based on the recommendation of the Graduate Committee, applicants will be recommended for admission or denial 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 applicant's needs, goals, and interests, or no faculty advisor is available.

**PROGRAM OF STUDY FOR DOCTORATE OF PHILOSOPHY
IN FAMILY AND HUMAN DEVELOPMENT**

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

		<u>Credit Hours</u>	<u>Subtotals</u>
<u>1. Required Core</u>			
FAS 503	Academic Professional Development	1	1
<u>2. Other Requirements</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	
FAS/CDE 598	Introduction to Regression and Linear Models	3	
FAS/CDE 598	Introduction to Regression and Linear Models - Lab	1	
FAS/CDE 598	Advanced Regression and Nonlinear Models	3	
FAS/CDE 598	Advanced Regression and Nonlinear Models - Lab	1	
	Advanced methods or statistics (2 courses)	6	26
<u>3. Electives</u>		40	40
	Electives should be chosen in consultation with and approval of the advisor. Electives may be selected within or outside of SSFD.		
<u>4. Individual Research Requirements</u>			
CDE/FAS 592	Individual Research Credits**	6	6
<u>5. Culminating Requirements</u>			
CDE/FAS 799	Dissertation	12	<u>12</u>
			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. The petition should be in the form of a memo providing the rationale for the requested course to fulfill the diversity requirement and a copy of the course syllabi.

**Students entering with a master's degree who have completed an empirical paper/project may count this toward the portfolio requirement. Students entering with a master's degree who have not completed an empirical paper/project must complete an empirical paper 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 to determine which core courses 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.

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 SSFD. 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 earned their master's degree or successfully defended their portfolio project 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: Quantitative Methods, Social and Emotional Development (SED), and Diversity and Inclusion Science (DIS). 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 Ph.D. 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 SSFD 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. Quantitative Methods Specialization

The Ph.D. in Family and Human Development offers a training specialization for students interested in the study of Quantitative Methods. Students choosing the Quantitative Methods Specialization will undertake in-depth study of statistical and measurement methodologies that offer great utility for research in human development, family studies, education, and other areas. Faculty and students in Quantitative Methods study, evaluate, and develop statistical and measurement methods applicable to investigating issues in family and human development as well as the social and behavioral sciences in general. Students whose primary interest is in measurement, methods, and statistical modeling should complete the Quantitative Methods 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 statistical analysis, and measurement should also consider the Quantitative Methods specialization.

18 hours total

REQUIRED = 6 hours (assumes Introduction to Regression and Linear Models and Advanced Regression and Nonlinear Models as prerequisites)

1. SSFD's 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)
2. SSFD's Structural Equation Modeling for the Social Sciences (theory and application of structural equation modeling; path analysis, latent regression models, multiple group analysis, models for longitudinal data)

ELECTIVES = 12 hours

*The below list is not exhaustive. The Quantitative Methods specialization elective hours can overlap with courses taken toward the FHD statistics electives requirements. Note that Analysis of Variances does NOT count as an elective for the Quantitative Methods specialization.

- Advanced Modeling
 - Pattern-Centered Analysis
 - Bayesian Methods
 - Advanced Bayesian Methods
 - Mediation Analysis
 - Experimental and Quasi-experimental Designs for Research
- Measurement
 - Item Response Theory
- Statistical Methods for Small Group and Longitudinal Designs
 - Analysis of Dyadic Interaction
 - 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

Appropriate substitutions will be considered by the SSFD Methods 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 prior to Fall 2022, the two required courses for the Quantitative Methods Specialization must be completed, unless an appropriate substitution has been approved. For students admitted prior to Fall 2018, Advanced Regression Techniques can be substituted for the requirement currently listed as “3.” For students admitted prior to Fall 2014, either Psychometrics or Structural Equation Modeling may fulfill the core requirement currently listed as “2.” Completion of the Quantitative Methods specialization requires that at least **12** hours of the requirements be taken within SSFD (this does not include the introduction sequence). All courses counting toward the Quantitative Methods specialization must be completed with a minimum grade of B-.

2. Social and Emotional Development Specialization

The Ph.D. 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 Children’s Peer Relationships

ELECTIVES = 12 hours

CDE 534 – Risk and Resilience in Children and Adolescents
CDE 610 – Gender Development
CDE 634 – Prevention and Child Development
CDE 598 – Social-Emotional Development in Atypical Children
PSY 578 – Developmental Psychopathology
CDE/SOC 598 – Social Networks Analysis
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. Diversity and Inclusion Science Specialization

The Ph.D. in Family and Human Development offers a training specialization for students interested in theoretical, methodological, and research perspectives on children, youth, and families from underrepresented groups. This specialization aligns with a larger Diversity and Inclusion Science Initiative (DISI) in SSFD. Students who choose the Diversity and Inclusion Science specialization will take two required courses. One focuses on theory and methods as they apply to the study of underrepresented groups (CDE 598: Introduction to

Theory and Methods in the Study of Diversity and Inclusion Science) and a second course involves the in-depth exploration of issues related to study, biases, and interactions with underrepresented groups (CDE 598: Interpersonal Interactions and Perspectives in the Study of Diversity and Inclusion Science). Students who have interest in underrepresented populations in the field of human development and family studies, broadly defined by socioeconomic status, gender, race, culture, ethnicity, sexual orientation, disability/health status, or other populations that are underrepresented, are encouraged to specialize in Diversity and Inclusion Science.

18 hours total

Core Courses

REQUIRED = 6 hours (instructor approval required)

- *CDE 598: Introduction to Theory and Methods in Diversity and Inclusion Science*. This course will provide an overview of theoretical frameworks and methodological issues as they apply to the study of underrepresented populations in our field.
- *CDE 598: Interpersonal Interactions and Perspectives in Diversity and Inclusion Science*. This course will explore interpersonal experiences, biases, and strategies for working with different populations that are underrepresented in the field.

ELECTIVES = 12 hours

*The below list is not exhaustive.

- SSFD Elective Courses
 - CDE 610: Gender Development
 - CDE 598: Latino Families and Children
 - FAS 598: Culture and Biology Interplay
 - FAS 591: Racial Discrimination
 - CDE 598: Poverty
 - CDE 534: Risk and Resilience in Children and Adolescents
 - CDE/FAS 590: Reading and Conference (1 to 3 credits)**
 - CDE/FAS 592/792: Research (1 to 3 credits)**
 -
- Elective Courses from other units
 - AFR 598: Women's International and Human Rights
 - AFR 598: Peoples and Cultures of Africa
 - AIS 503: Contemporary Issues of American Indian Nations
 - JUS 560: Women, Law, and Social Control
 - PSY 591: Stereotyping, Prejudice, and Discrimination
 - WST 502: Interdisciplinary Gender Research Methodologies
 - WST 602: Mapping the Intersections of Gender
 - WST 603: Engendering Methodology

*Additional electives will be considered by the Diversity and Inclusion Science faculty as they apply to this area of specialization. Students should submit the course syllabus and a memo explaining the fit of the course within the students' diversity science specialization for courses not listed above.

**Students are encouraged to take up to three elective credits to propose innovative teaching, service, and research activities that contribute to inclusion and diversity science. Such projects will require supervision by a faculty member and can range from contributing to a course or seminar (e.g., lecture, activities), conducting a case study, supervising an undergraduate or conducting an applied project to enhance one's experience with an underrepresented group, or developing a manuscript or research project. Innovative ideas proposed by doctoral students are welcome.

Completion of this specialization requires that at least 9 hours of the requirements be taken within SSFD. All courses counting toward the specialization must be completed with a minimum grade of B-.

C. 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 Faculty Roster (<https://graduateapps.asu.edu/graduate-faculty>) 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 I.

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 <https://graduateapps.asu.edu/graduate-faculty/> for the current list of approved faculty. The proposed chair of the supervisory committee and the student together choose the remaining members of the committee, who may be faculty in SSFD or outside of SSFD. Faculty from other eligible academic units include departments, centers, and schools on any of ASU's campuses, or faculty from other universities (if approved by the Director of Graduate Studies and the Dean of the Graduate College). Any member of the supervisory committee, with the exception of a member outside of ASU, may serve as a co-chair. The official appointment of the chair and members of the supervisory committee is made by the Dean of the Graduate College upon the recommendation of the FHD Graduate Director in SSFD. Because some students will enter the Ph.D. program after the bachelor's degree (and an empirical portfolio project must be completed during their graduate program), students should read section F (Master's in Passing) of this handbook about the portfolio project 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.

D. 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. Additional information on the iPOS system and submitting your plan of study can be found at: (<https://graduate.asu.edu/current-students/completing-your-degree/your-plan-study-ipos>).

The iPOS is approved by the student's supervisory committee chair, the Director of Graduate Studies for FHD, and the Dean of 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 a minimum of 55 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 portfolio project 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 the master's in passing/portfolio project 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*.

1. 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:

- 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;
- The comprehensive exam document must include a detailed budget that follows the NIH guidelines for an R01 application; and
- 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 C) 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.

2. **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 relevant current edition of the publication manual for the *American Psychological Association*. The document should be 40 to 50 double-spaced 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. Note that 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 C) 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 C for the Approval Form), the student will begin writing the 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. *Students must be enrolled in a minimum of one appropriate graduate credit hour when the oral examination is held; this includes summer.*

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 C 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 student's work is generally acceptable, but specific corrections are required, such as revising distinct sections of the proposal; student 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; student 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) or (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.

E. 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. *The student must be enrolled in a minimum of one appropriate graduate credit hour when the dissertation prospectus is approved; this includes summer.*

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/portfolio project 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 total 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 D). 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 student must be enrolled in a minimum of one appropriate graduate credit when he/she holds the final oral dissertation defense; this includes summer.* Please see the Graduate College website for the policies and procedures involved in scheduling your final dissertation defense (<https://graduate.asu.edu/current-students/completing-your-degree/about-your-defense>). You will work with the Graduate Programs Manager to schedule your defense and submit final paperwork. 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 student via the Graduate College and must be approved by the Director of Graduate Studies and by 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. 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: <https://researchintegrity.asu.edu/human-subjects/forms>). 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.

F. Master's in Passing (MIP)

Students who enter the program with their bachelor's degree will complete a portfolio project in the form of an *empirical* project to earn their master's in passing.

1. Assignment of Temporary/First Year Advisor

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

2. Selection of Supervisory Chair for Portfolio Project

Students are encouraged to begin the process of selecting a supervisory chair for their portfolio project early in the graduate program (after the completion of 9 credit hours). In general, any regular full-time tenure-track/tenured faculty member in SSFD may serve as a student's supervisory chair. 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 the portfolio project 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/the School Director.

3. Responsibilities of Supervisory Chair of Portfolio Project

The supervisory chair approves the student's plan of study and culminating experience (see Section 6 below) and provides guidance at regular intervals. For the portfolio project, the Supervisory Chair, along with the Supervisory Committee, also administers the final oral examination in defense of the portfolio project.

4. Appointment of Supervisory Committee for the Portfolio Project

For the portfolio option, a minimum of three qualified faculty, the chair plus two additional faculty members, must be on the supervisory committee. The proposed chair of the supervisory committee and the student together choose the remaining members of the committee, who may be faculty in SSFD or outside of SSFD. Faculty from other eligible academic units include departments, centers, and schools on any of ASU's campuses, or faculty from other universities (if approved by the Director of Graduate Studies and the School Director). Any member of the supervisory committee, with the exception of a member outside of ASU, may serve as a co-chair.

Appointments to the supervisory committee are approved by the Director of Graduate Studies for FHD/School Director. Changes in the committee must also be approved by the Director of Graduate Studies for FHD/School Director.

5. Master's in Passing Plan of Study

A plan of study for the master's in passing should be thoughtfully and carefully worked out with the supervisory chair 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 chair 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 30 credit hours 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. The latter approvals occur electronically via the iPOS system.

To initiate a plan of study for the master's in passing, the student must first complete the doctoral plan of study, as required by Graduate College policies and procedures, and then submit the Master's in Passing Request Form [Master's in Passing Request Form](#) to the Graduate Programs Manager. This should be completed prior to the graduation application deadline (<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>) to avoid late fees. *Applying for graduation is required to receive the master's in passing. Students also must to be enrolled in a minimum of one appropriate graduate credit when completing the requirements for the master's in passing; this includes summer.*

6. Portfolio Project

The portfolio project consists of original work on a specific research problem. The problem is decided upon by the student in consultation with the supervisory committee chair. After selection of a research problem, the student develops a research proposal and makes a formal presentation of it to the supervisory committee for critical review and formal acceptance (called the Portfolio Proposal Meeting). The portfolio project 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 proposal is accepted, an acceptance form is signed by the student's supervisory committee, Graduate Director/School Director and placed on file in the School Office (see Appendix B).

7. Data Meeting

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

8. Portfolio Project Oral Defense

An oral defense of the portfolio is required and must be completed to the satisfaction of the supervisory committee. The oral defense should be scheduled in conjunction with the committee and the final document should be submitted to the supervisory committee ten business days prior to the oral defense. At least two of the three committee members must be physically present at the oral defense. One of these should be the committee chair (or at least one of the co-chairs in the case of a co-chaired committee). The student must also be physically present at their defense. Students must be registered for FAS/CDE 592 research credits in the semester that they defend their portfolio project. Revisions to a portfolio project are typical and must be completed in a timely manner as outlined by the supervisory committee.

Once all changes are made and the document is finalized, an electronic version should be submitted to the Director of Graduate Studies using the following protocol for naming the document:

Lastname_FirstName_Thesis Portfolio_Month_Year (e.g., Updegraff_Kimberly_Thesis Portfolio_October_2015).

All final thesis portfolio documents will be saved in the following server folder by the Director of Graduate Studies or the Graduate Programs Manager:

S:\Administration\Graduate Directors\Empirical Portfolio Projects Family and Human Development

9. 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: <https://researchintegrity.asu.edu/human-subjects/forms>). After approval by the student's supervisory chair, the application is submitted to the University committee IRB for final approval.

10. Grading of Research Credits

The grades for research credit for the portfolio (course number 592) are assigned each semester. The final three credits need to be taken in the semester that the portfolio project is completed and the oral defense is conducted. Once all required documentation is submitted for the project's completion, the advisor should submit a final grade for 592.

G. Performance Reviews and Student Expectations

1. Timelines

1. *Expected Timelines.* To guide students in making timely progress through the program, please see the benchmarks that are listed in Appendix I. Please note the different timelines for students entering after their bachelor's versus master's degrees. To be considered as making timely progress, doctoral students entering post-bachelor's degree are expected to complete all requirements for the master's-in-passing, including final defense of the portfolio project, by the end of the third year, and they are expected to complete all requirements for the doctorate, including final defense of the dissertation, by the end of the sixth 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 within six years (post-bachelor's students) 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. For students entering the program post master's degree, all degree requirements should be completed by the end of the fourth year. 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 sixth year (for dissertation) for post-bachelor's student and no later than the end of the third year for post master's students.
2. *Mid-Program Progress Evaluation.* All students participate in a mid-program progress evaluation. This occurs in the spring of the third year for students who enter the program after their bachelor's degree and in the spring of the 2nd year for students who enter the program with a master's degree. Students submit the Mid-Program Evaluation Form, their CV, and an unofficial copy of their ASU transcripts to the Graduate Programs Manager by March 1 in the year of their evaluation. Each student's materials are reviewed by the Graduate Committee. The Graduate Committee provides a written summary of the students' strengths and areas of improvement and makes recommendations for students' remaining time in the program. Students (and their advisors) receive the written evaluations by April 30th of the year they submit the materials. Any questions about a student's review can be directed to the Graduate Director.
3. *Deadlines.* In accordance with the Graduate College policies and procedures, students must successfully complete all requirements for the doctoral degree within ten years of admission to the doctoral program (see <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>). 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. 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. Appeals will be reviewed by the School Director and a decision will be rendered. Graduate College policies and procedures will determine whether the student will be withdrawn from the program. Students should refer to the official ASU Graduate Policies and Procedures document for details: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>

2. Maintaining Satisfactory Academic Progress

Doctoral students are required to maintain a minimum of 3.0 GPA in (a) 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).

1. 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.
2. 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 dissertation registration that earn either a Z or a Y grade cannot be counted to raise the GPA.
3. 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.
4. 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. Appeals will be reviewed by the School Director and a decision will be rendered. Graduate College policies and procedures will determine whether the student will be withdrawn from the program. Students should refer to the official ASU Graduate Policies and Procedures document for details: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>

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.

1. 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. The student will have to re-register and pay fees for the course to receive credit. The grade for the repeated course will appear on the transcript but will not replace the permanent "I."

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. Please refer to ASU's Student Code of Conduct: <https://eoss.asu.edu/dos/srr/codeofconduct>.

1. 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.
2. 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).
3. 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 within 10 business days of receiving the notice. Graduate College policies and procedures will determine whether the student will be withdrawn from the program. Students should refer to the official ASU Graduate Policies and Procedures document for details: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>

5. Continuous Enrollment, Leave of Absence, and 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 Graduate College policies and procedures, a graduate student who does not enroll at any point during one calendar year (Fall/Spring semesters) is automatically withdrawn from their program. Grades of "W" and/or "X" are not considered valid registration for continuous enrollment purposes. Applications to graduate from the program will not be approved by the Graduate College if there is a break in continuous enrollment.

Graduate students planning to discontinue registration for one semester or more (i.e., take a leave of absence) must submit a *Leave of Absence* request via their iPOS (Interactive Plan of Study) using the Petitions tab and selecting 'Leave of Absence' from the drop-down menu when adding a petition. 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 (<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>) for details.

Students should pay careful attention to dates outlined in ASU's Academic Calendar (<https://students.asu.edu/academic-calendar>). Important dates, such as the start, end, and withdrawal deadlines for each session are included in this calendar. 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/current-students/policies-forms-and-deadlines/graduation-deadlines>.

6. Withdrawal from Classes and Program

1. **Course Drop/Withdrawal.** You may remove a class from your current schedule by dropping/withdrawing from it up until the appropriate deadline for that class. You can request a drop/withdrawal from a class by signing into My ASU, clicking on the Registration link in your My Classes box, and selecting Drop/Withdrawal. The timing of when you make your request determines whether it is a drop or a withdrawal. The Academic Calendar (<https://students.asu.edu/academic-calendar>) lists specific dates and deadlines for each semester.

Before the drop/add deadline: A drop/withdrawal request made prior to the drop/add deadline for your class will be considered a drop. A drop will remove the class from your current schedule with no record of your enrollment in the class on your official transcript.

After the drop/add deadline: A drop/withdrawal request made after the drop/add deadline for your class will be considered a withdrawal. A withdrawal will remove the class from your current schedule and will result in a grade of “W” on your official transcript. The grade of “W” has no impact on your GPA. A “W” grade does lower the student’s pace rate, which is a measurement of credit hours *attempted* versus credit hours *successfully completed*. The only way to avoid a “W” grade is to drop the class during the university’s add-drop period.

2. **Complete Session Withdrawal.** If you no longer plan on attending or completing your classes in a given session, you can remove all of them from your current schedule by requesting a complete session drop/withdrawal up until the appropriate deadline. This should be viewed as a last resort as there may be serious academic and financial consequences. Carefully consider the Continuous Enrollment policy as it relates to a complete session withdrawal/drop. The timing of your request determines whether it is a drop or a withdrawal. Note that according to Graduate College policies and procedures, admitted graduate students are required to be registered for a minimum of one appropriate graduate level credit hour during all phases of their graduate education, including the semester he/she is admitted. Applications to graduate from the program will not be approved by the Graduate College if there is a break in continuous enrollment. You are strongly encouraged to contact the graduate programs manager if completely withdrawing from a session would result in a break in continuous enrollment.
3. **Voluntary Complete Withdrawal from a Graduate Degree Program.** Students who wish to entirely withdraw from a graduate degree program can do so using a Voluntary Complete Withdrawal from a Graduate Degree Program form (<https://students.asu.edu/voluntary-withdrawal-form>). International students should also contact the International Student and Scholars Center (ISSC) before submitting a *Voluntary Withdrawal* form, as it most likely will affect their visa status. Once processed, students must fully re-apply and be re-admitted to the university to resume graduate enrollment. Note that this form/procedure does not withdraw students from courses for any semester. Students may choose to complete the courses in which they are currently enrolled or must contact the Registrar’s Office to withdraw from courses for which they are registered.

7. 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://thecollege.asu.edu/resources/medical-withdrawal>

H. Student Responsibility

It is the responsibility of each student to understand and observe all procedures and requirements specified by the ASU Graduate College and the School of Social and Family Dynamics. All students are required to read and understand the Doctoral Program in Family and Human Development Handbook and ASU’s Graduate Policies and Procedures (<https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures.pdf>) and to adhere to the Student Code of Conduct (<https://eoss.asu.edu/dos/srr/codeofconduct>). Faculty and staff provide academic advice and assistance, but the ultimate responsibility for meeting degree and other requirements remains with the student. Students should frequently check their MyASU page for notifications about enrollment, billing and financial aid, and other reminders and are responsible for the information and deadlines stated on their MyASU page.

1. ASU Email

All ASU students are required to have an active ASU email address. Students may forward their ASU email to another preferred account. It is important that students check their ASU email frequently, so they do not miss important notices. Arizona State University and the School of Sustainability conduct their business via ASU email only.

2. Culture of Respect

ASU is a community and a professional work environment. Graduate students are expected to treat peers, teachers, students, staff, and members of the ASU community with respect and to work with them in a professional manner, both in person and online. Sustainability graduate students are representatives of the

School of Sustainability and the university. SOS expects its students to be good representatives who recognize that poor behavior by one student impacts others by creating a negative perception of the school.

3. Sexual Harassment

The university prohibits sexual harassment by employees and students and will not tolerate sexual harassment that interferes with an individual's work or educational performance or creates an intimidating, hostile, or offensive working, learning, or residential environment. Please visit ASU's Sexual Violence Awareness and Response site to learn more about rights and responsibilities, how to report an incident and how to get immediate assistance and confidential support.

4. Student Code of Conduct

The Arizona Board of Regents (ABOR) Student Code of Conduct (<https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>) sets forth the standards of conduct expected of students who join the university community. Students who violate such standards will be subject to disciplinary sanctions in order to promote personal development, protect the university community, and maintain order and stability on campus and in associated learning environments.

5. Academic Integrity

The School of Social and Family Dynamics takes academic integrity seriously and requires students to:

- a) have a good understanding of what academic integrity is (<https://provost.asu.edu/academic-integrity>) and why it is important (<https://provost.asu.edu/academic-integrity/impact>); and
- b) understand what types of activities and behaviors violate the student honor code (<https://provost.asu.edu/academic-integrity/honor-code>) and ASU's academic integrity policy (<https://provost.asu.edu/academic-integrity/policy>) as well as have an awareness that resources (<https://provost.asu.edu/academic-integrity/resources/students>) exist to help prevent academic integrity violations.

Each college/school has an academic integrity officer (<https://provost.asu.edu/academic-integrity/officers>) who can address questions related to academic integrity. If there are questions, students should reach out to officers from the college/school that offers the course students have questions about.

6. Community of Care

To maintain a community that promotes healthy, happiness, and safety for all of its members, ASU has mandated Community of Care (<https://eoss.asu.edu/communityofcare>) training for all students, faculty, and staff. The modules provide information on health and safety, our behavior expectations and resources available should you or someone you know need support. Community of Care: Welcome Sun Devils is a series of videos created by students to address our shared values, community expectations, and code of conduct. Community of Care: Coming to Campus reviews ASU's response to COVID-19 and provides information about a healthy and safe return to campus. To complete these two training modules, you can log in to canvas.asu.edu and select the courses from your dashboard, or sign up at links.asu.edu/communityofcare.

7. Finances

Students are responsible for verifying the accuracy of their student accounts, such as payments made and refunds received. If any overawards (<https://students.asu.edu/policies/overawards>) or overpayments occur, it is the student's responsibility to rectify their account. Financial aid policies can be found here: <https://students.asu.edu/financialaid/policies>.

FINANCIAL SUPPORT AND TUITION

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. Residency requirements can be found at: <https://students.asu.edu/residency>. 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.

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.

Teaching and research assistantships funded by SSFD are limited to up to four years of funding with the time period beginning the first semester of enrollment in the program for post-MS students and six years of funding for post-BS students (*assuming satisfactory performance and progress*).

Please also review the TA/RA Handbook found at <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>.

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 for students to attend one conference annually and present their work. Matching funding may be available from the Graduate College and/or through the ASU Graduate and Professional Student Association (GPSA). Go to the Graduate College web page for details on travel funds and other sources of funding for graduate students (currently foundas: <https://graduate.asu.edu/current-students/funding-opportunities>). It is the student's responsibility to follow instructions provided, fill out the appropriate forms, and ensure confirmation of being approved for award.

Information on awards and fellowships offered by the Graduate College can be found here: <https://graduate.asu.edu/current-students/funding-opportunities/awards-and-fellowships>

C. Tuition and Fees

Tuition is set by ASU and the Arizona Board of Regents each year. Students can estimate tuition and fees costs online: <https://students.asu.edu/tuition>. While many students in the program receive teaching and/or research assistantships during the academic year (fall/spring) that provides tuition remission (fees are the responsibility of the student), tuition and fees are not covered for summer sessions. If a student is not awarded an assistantship and has not obtained other funding that offers a tuition waiver, the student is responsible for tuition and fees for the program. Tuition and fees vary depending on residency status; residency requirements can be found at: <https://students.asu.edu/residency>.

D. Student Accounts

Students can use the Finances tab in My ASU to access information about student accounts, including account charges, financial aid, and scholarships. For assistance, students are encouraged to contact Student Business

Services (<https://students.asu.edu/contact-tuition-billing>). They can answer questions about tuition and billing, student refunds (including financial aid disbursement), receipt and payment processing, support for past due accounts, third party sponsorship assistance, and Perkins Loan repayment. Students are responsible for verifying the accuracy of their student accounts and refunds received. If any overawards (<https://students.asu.edu/policies/overawards>) or overpayments occur, it is the student's responsibility to rectify their account.

E. Other Financial Resources

Financial Aid and Scholarship Services: <https://students.asu.edu/contact/financialaid>

FASS cost of education: <https://students.asu.edu/financialaid/costs>

- Student Budget Worksheet: <https://students.asu.edu/financialaid/budget>
 - Graduate Student Cost of Attendance: <https://students.asu.edu/standard-cost-attendance#graduate>
- Funding opportunities as listed on the Graduate College website: <https://graduate.asu.edu/current-students/funding-opportunities>

Additional resources for international students

- General resources: <https://issc.asu.edu/>
- Financial aid: <https://students.asu.edu/financialaid/apply/international>
- Tax information: <https://issc.asu.edu/content/tax-information>

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 20 hours of work per week, and a quarter-time assistantship (associateship) requires 10 hours of work per week. Appointments rarely exceed these hours. (see also ASU TA/RA Handbook: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>). International teaching assistants should also reference <https://globallaunch.asu.edu/learn-english/other-services/international-teaching-assistant-teaching-assistant> for additional requirements.

All teaching assistants and research assistants (associates) are expected to report for work at the beginning of the academic year (approximately August 15 through May 10) 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. It is very important that assistants accept and meet their responsibilities in a dependable manner. Failure to do so can result in the graduate assistantship/associateship not being renewed for future semesters. Each faculty member has, of course, the responsibility of maintaining realistic expectations regarding the amount and nature of work to be contributed by the assistant.

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, holding office hours, 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. Unless students have a class scheduled at the same time as a class they are serving as a TA for, it is expected that students will attend class or assist with proctoring exams as requested by their supervising faculty member.

The duties and responsibilities for research assistants/associates revolve around normal activities involved in conducting research. These can include, but are not 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. Students holding department funding (in the form of a TA or RA) are expected to live in the Tempe area and be on campus regularly (at least several days a week) as required by their assistantship.

At the end of each semester (fall, spring), students complete a self-evaluation of their assistantship (RA and/or TA) using The Sanford School Assistantship Evaluation Form (See Appendix J). One form should be completed for each faculty member the student works with during that semester. Students should send the completed self-evaluation to supervising faculty. Faculty members should review, complete the appropriate sections, and resolve any discrepancies with students. Both the faculty member and the student need to sign the completed evaluation before it is submitted to the Graduate Programs Manager.

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 onto school computers without the expressed permission of the School Director and the University Technology Office (UTO). 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 front office personnel 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 front office personnel 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, 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 Director of Graduate Studies. 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/associate has the option of asking the School Director to address the issue.

MENTORSHIP

A. First Year/Temporary Faculty Advisor

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

B. Peer Mentors

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

GRADUATION

A. iPOS completion

The interactive plan of study (iPOS; <https://graduate.asu.edu/current-students/completing-your-degree/your-plan-study-ipos>) is the student's official contract with the department and the university. It lists all the classes the student plans to take to complete the degree and indicates who is on the student's supervisory committee. The Graduate College states that the deadline is when the student has completed 50 percent of their coursework. The iPOS must have a committee chair listed when it is first submitted and the remaining committee members must be added once the committee for the comprehensive exams has been established. Upon approval, students are expected to keep the iPOS up-to-date by checking it at the start of each semester and making changes as needed.

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", "Z", "D", or "E" grades, and must be approved by the School and the Graduate College before applying to graduate.

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 the Graduate College, 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. The College Convocation

The College of Liberal Arts and Sciences (The College) holds a convocation ceremony specifically for The College 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 The College Convocation by visiting <https://thecollege.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, 480-965-3565 or
Office of University Ceremonies
ASU Fulton Center, 4th 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. SSFD *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>.

SUPPORT SERVICES AND POLICIES FOR GRADUATE STUDENTS

Academic Integrity information – <https://thecollege.asu.edu/resources/academic-integrity> & <https://provost.asu.edu/academic-integrity/policy>

ASU Libraries: <https://lib.asu.edu/> - locate all your research resources and speak with specialized librarians to help you find what you need to succeed in your program.

ASU Parking and Transit – <https://cfo.asu.edu/parking> - Find options for parking or public transportation around ASU campuses.

ASU Student Business Services - <https://students.asu.edu/contact-tuition-billing> - Account services such as tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past due accounts and more.

Campus Amenities –

SunDevil Dining - <https://sundevildining.asu.edu/> - explore dining options at different ASU campuses as well as Dining halls and meal plans for ASU students.

Banks and ATMs - https://eoss.asu.edu/mu/whats_in/banks - ASU currently works with MidFirst Bank in the Tempe and Downtown Phoenix campuses, as well as OneAZ Credit Union at the Tempe campus.

Engrained - <https://sundevildining.asu.edu/hours-and-locations/tempe/engrained> - fast-casual, full-service restaurant located at the Memorial Union at the Tempe Campus; features both vegan and vegetarian options as well as seasonal/local fresh fruits and vegetables.

Memorial Union – <https://eoss.asu.edu/mu> - main multi-purpose hub of the Tempe campus at ASU; provides event space for conferences, student organization meetings, student entertainment, dining options, space for meditation/religious practices and yoga.

Sun Devil Fitness and Wellness - <https://fitness.asu.edu/> - find recreation, fitness, and sport options including intermurals, group fitness, personal training, sport clubs and instruction classes on campuses.

Career and Professional Development Services – <https://career.asu.edu/> - ASU's own career services department can help you with your resume, cover letters, and even provide a portal to find potential future job placements.

Code of Conduct – <https://eoss.asu.edu/dos/srr/codeofconduct> - Information on the general code of conduct for all students at ASU.

The College of Liberal Arts and Sciences – Grade Grievance Procedures – <https://thecollege.asu.edu/resources/academic-grievance> - policies and procedures in relation to submitting grievances on grades.

Compassion/Medical Withdrawal – <https://thecollege.asu.edu/resources/medical-withdrawal> - information and steps on how to request a compassionate/medical withdrawal

Continuous Enrollment/Enrollment Requirements – <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals> - stay informed on being continuously enrolled throughout your program.

Counseling @ ASU - <https://eoss.asu.edu/counseling> - ASU Counseling Services offer confidential time-limited professional counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals.

Graduate Academic Support Center - <https://tutoring.asu.edu/student-services/graduate> - University Academic Success Programs offers a dynamic, supportive learning environment and programs for ASU graduate students enrolled in any

graduate certificate or graduate degree program. Graduate Writing Tutoring, Statistics tutoring, writing groups, and workshops and webinars are available.

Graduate Professional Development - <https://graduate.asu.edu/current-students/enrich-your-experience/professional-development> - Take advantage of the resources offered by the Graduate College to help you develop your professional skills in your program. Also access academic, career, community, and miscellaneous organizations and information on graduate support at ASU under the Resources and Services tab.

Graduate Professional Student Association - <https://gpsa.asu.edu/> - Join a prestigious team of graduate students at ASU who can help with graduate project funding and travel grants, and get involved with the community at ASU and around the phoenix metropolitan area.

Graduate Student Best Practices - <https://graduate.asu.edu/resources-faculty-and-staff/best-practices> - Link to Graduate College newsletter and articles on best practices while being a graduate student.

ASU Student Veteran Services - <https://veterans.asu.edu/services/veteran-services> - find out more information on ASU's support for veterans and more links to other resources around campus.

Health Services on Campus – <https://eoss.asu.edu/health?destination=health> – find a location on a campus to help you with your health needs (doctor's appointments, wellness checks, flu shots, etc.)

Incomplete Grade Request – <https://students.asu.edu/forms/incomplete-grade-request> - form to request an incomplete and formulate a plan to complete a course with an "incomplete" as a grade.

International Student Services – <https://issc.asu.edu> – Resources and information for international students.

Mentoring Resources – <https://graduate.asu.edu/current-students/enrich-your-experience/gradconnect-mentoring> - Find information on mentoring programs throughout ASU.

Off Campus Student Housing - <https://eoss.asu.edu/offcampushousing> - Resource for finding information on off campus housing for ASU Students.

Prohibition Against Discrimination, Harassment, and Retaliation - ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

Student Accessibility and Inclusive Learning Services (SAILS) - <https://eoss.asu.edu/accessibility> - provides services and access to qualified students with disabilities for programs and services, consultation and guidance for faculty and staff, and training and engagement opportunities to increase awareness and ensure accessibility on all ASU campuses. Prior to receiving disability accommodations, verification of eligibility from SAILS is required. Students can establish eligibility for disability accommodations by contacting SAILS at 480-965-1234 (V), 480-965-9000 (TTY), or by email at Student.Accessibility@asu.edu. For additional information, visit: <https://eoss.asu.edu/accessibility>. Disability information is confidential.

Student Support Services - <https://eoss.asu.edu/dos/supportservices> - Provided by the Dean of Students, this page specializes as a one-stop for all your support needs as an ASU student. Links to the bookstores, commuter services, computing services, and much more are located here.

SunCard Services - <https://cfo.asu.edu/cardservices> - Find information about your SunCard (replacement, fees, locations, etc.)

Veteran and Military Services – <https://veterans.asu.edu/> & <https://military.asu.edu> – find information and resources for veterans and military affiliated students.

Wellness Resources – 10 Best Practices in Graduate Student Wellbeing (https://graduate.asu.edu/sites/default/files/student_well_being_best_practice.pdf); and Graduate Wellness Resources (https://graduate.asu.edu/sites/default/files/wellness_resources.pdf)

CALENDAR FOR APPLYING TO FHD DOCTORAL PROGRAM IN FAMILY AND HUMAN DEVELOPMENT

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

APPENDIX A FACULTY RESEARCH INTERESTS

Robert Bradley* (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. <http://isearch.asu.edu/profile/1268642>

Scott Brooks (Scott.N.Brooks@asu.edu) – Race, gender, and class; small group dynamics in sports. <https://isearch.asu.edu/profile/3180835>

Jose Causadias (Jose.Causadias@asu.edu) – Culture, culture and biology interplay, cultural genomics, meta-research in culture, developmental psychopathology, cultural development and psychopathology, acculturation of immigrants. <http://isearch.asu.edu/profile/2708858>

Cassandra Cotton (cassandra.cotton@asu.edu) – Families, gender development, global health, population dynamics, qualitative methods, social demography, women’s reproductive health, youth. <https://isearch.asu.edu/profile/3244355>

Dawn DeLay (Dawn.Delay@asu.edu) - Childhood, adolescence, peer relationships, social and group dynamics. <http://isearch.asu.edu/profile/1178261>

Natalie Eggum* (Natalie.Eggum@asu.edu) - Social withdrawal; social competence; peer relationships; psychological adjustment; parenting; latent variable modeling of longitudinal data. <http://isearch.asu.edu/profile/243959>

Steve Elliot* (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. <http://isearch.asu.edu/profile/1656990>

Richard Fabes* (rfabes@asu.edu)– Children’s early school adjustment, social-emotional development, peer relationships, temperament. <http://isearch.asu.edu/profile/83628>

Nilda Flores-Gonzalez* (Associate Director of Sociology) (nfloresg@asu.edu)- Race, identity and belonging, Latinx youth, race and urban education. <https://isearch.asu.edu/profile/3318404>

Rocío García (Rocio.R.Garcia@asu.edu) – Race and gender politics, activism and social movements, Latina/o studies, critical social theory, reproductive rights, immigration and migration, qualitative methods. <https://isearch.asu.edu/profile/3483035>

Laura Hanish* (Laura.Hanish@asu.edu) – Development of aggression and victimization, peer interactions and relationships among girls and boys, school adjustment, intervention research. <http://isearch.asu.edu/profile/60464>

Masumi Iida* (Masumi.Iida@asu.edu) – Stress, coping, and social support in intimate relationships; daily diary methods. <http://isearch.asu.edu/profile/1613127>

Justin Jager* (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. <http://isearch.asu.edu/profile/2159153>

Stephen Kulis* (KULIS@asu.edu) – Health disparities; cultural identity and substance use; cultural adaptation of prevention and intervention programs; racial and gender inequality in organizations. <http://isearch.asu.edu/profile/11096>

Alexander Kurz (Alexander.Kurz@asu.edu) - Opportunity to learn, teacher effectiveness, school improvement, and inclusion of students with disabilities in test-based accountability. <http://isearch.asu.edu/profile/1789188>

Becky Ladd* (Becky.Ladd@asu.edu) – Social competence, peer relationships, bullying, peer victimization, and school

adjustment. <http://isearch.asu.edu/profile/325383>

Gary Ladd* (Gary.Ladd@asu.edu) – Peer-family relationships; transition to school; social development. <http://isearch.asu.edu/profile/323736>

Sarah Lindstrom Johnson* (sarahlj@asu.edu) - Adolescence, risk behavior, positive youth development, prevention and intervention, schools. <http://isearch.asu.edu/profile/195089>

Roy Levy* (Roy.Levy@asu.edu) – Psychometrics, item response theory, structural equation modeling, Bayesian networks, Bayesian inference, assessment design. <http://isearch.asu.edu/profile/947297>

Sabina Low* (Sabina.Low@asu.edu) – Prevention of bullying. <http://isearch.asu.edu/profile/1999674>

Carol Martin* (cmartin@asu.edu) – Gender development, development of stereotypes, gender roles, peer relationships and school adjustment. <http://isearch.asu.edu/profile/10057>

Monica McDermott (Monica.McDermott@asu.edu) – Race and ethnicity, qualitative methods, inequality. <https://isearch.asu.edu/profile/3521027>

Holly O'Rourke (horourke@asu.edu) - Mediation Analysis, longitudinal modeling, statistical power, developmental methodology, prevention methodology. <https://isearch.asu.edu/profile/786203>

Anthony Peguero (Anthony.peguero@asu.edu) - <https://isearch.asu.edu/profile/3752395>

Casandra Salgado (casandrasalgado@asu.edu) – Race and ethnicity, international migration, social stratification, sociology of education, inequality, Latinx sociology, Southwestern United States, qualitative methods. <https://isearch.asu.edu/profile/3538214>

Rebecca Sandefur (Rebecca.Sandefur@asu.edu) – Inequality, law. <https://isearch.asu.edu/profile/3521028>

Eleanor Seaton* (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. <http://isearch.asu.edu/profile/2433387>

Connor Sheehan (Connor.M.Sheehan@asu.edu) - Demography, health disparities, aging, institutions and health, Veterans, sleep, disability, neighborhoods, measurement. <https://isearch.asu.edu/profile/1380530>

Tracy Spinrad* (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. <http://isearch.asu.edu/profile/105423>

Marilyn Thompson* (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. <http://isearch.asu.edu/profile/215832>

Monica Tsethlikai* (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. <http://isearch.asu.edu/profile/2163550>

Kimberly Updegraff* (Kimberly.Updegraff@asu.edu) – Family and peer relationships in adolescence; gender and cultural socialization in Mexican origin families. <http://isearch.asu.edu/profile/56337>

Carlos Valiente* (valiente@asu.edu) – Socialization of emotion, stress and coping, family processes in the development of children's coping responses. <http://isearch.asu.edu/profile/106419>

Rebecca M. B. White* (Rebecca.White@asu.edu) – cultural and contextual influences on behavioral health risk processes among families and adolescents. <http://isearch.asu.edu/profile/398321>

Brandon Yoo* (yoo@asu.edu) – Cultural specific stressors and cultural identity development, particularly in Asian Americans. <http://isearch.asu.edu/profile/952695>

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

**APPENDIX B
EMPIRICAL PORTFOLIO PROJECT APPROVAL FORM**

Please Print Name of Student	ASU ID (10 Digit ID)
Signature of Student	
Portfolio Project Title	
Please print the names of committee members and obtain Graduate Director/School Director approval <u>prior</u> to the proposal meeting	
Chair or Co-Chair	
Co-Chair or Member	
Member	
Member	
Graduate Director/School Director	Date

Date of Proposal Meeting Approval	
Please Print the Names of Committee	Signatures
Chair or Co-Chair	
Co-Chair or Member	
Member	
Member	
Member	

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 portfolio project proposal and/or data analytic strategies as presented and has permission to continue towards the portfolio project defense. The original form will be put in student's graduate file in the main office.

Oral Defense of the Portfolio Project Date			
Disposition of the Oral Portfolio Defense			
<input type="checkbox"/> Pass	<input type="checkbox"/> Pass with minor revisions	<input type="checkbox"/> Pass with major revisions	<input type="checkbox"/> Fail
Please Print the names of Committee	Signatures*		
Chair or Co Chair			
Co-Chair or Member			
Member			
Member			
Member			

COMPLETE THE TABLE ON THE FOLLOWING PAGE IF YOU CHECK PASS WITH MINOR OR MAJOR REVISIONS

Briefly describe minor or major revisions (major revisions should be outlined in an email memo to student)		
Final Review of Document (Individuals who are required to review final changes must sign below)		
<input type="checkbox"/> Supervisory Chair/Co-chairs only	<input type="checkbox"/> Entire Committee	
Print Name	Signatures	Date
Chair or Co-Chair		
Co-Chair or Member		
Member		
Member		
Member		

Final Approval by Graduate Director or School Director

Print Name	Signature	Date

TO COMPLETE THE EMPIRICAL PORTFOLIO REQUIREMENTS, THERE ARE TWO FINAL STEPS:

- 1). The completed form must be turned into the Graduate Programs Manager in The Sanford School to provide documentation that this requirement is completed.
- 2). A final electronic version must be named as follows and sent to the Director of Graduate Studies: Lastname_FirstName_Thesis Portfolio_Month_Year (e.g., Updegraff_Kimberly_Thesis Portfolio_October_2015).

Once both of the above steps are complete, this will be indicated officially in the iPOS system.

APPENDIX C

COMPREHENSIVE EXAMINATION FOR DOCTORAL PROPOSAL APPROVAL FORM

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 <input type="checkbox"/> Pass	<input type="checkbox"/> Fail
<input type="checkbox"/> Pass with Minor Revisions	<input type="checkbox"/> Pass with Major Revisions--Complete pg 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
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 D
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"/> Portfolio Project 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 portfolio project proposal and/or data analytic strategies as presented and has permission to continue towards the portfolio project defense. The original form will be put in student's graduate file in the main office.

APPENDIX E
DOCTORAL PROGRAM IN FAMILY AND HUMAN DEVELOPMENT ASSESSMENT FORM

*To be completed during the course of the program and submitted after your dissertation defense.

Student Name: _____

Date of Matriculation: August _____ (Enter Year)

1A. MASTER'S IN PASSING (for students entering post-bachelor's degree)

If you matriculated with your master's degree, indicate *not applicable* in this section.

Date of Empirical Portfolio Defense: _____ (Month) _____ (Year)

Name of Portfolio Project Chair/Co-chair: _____ Date: _____

1B. EMPIRICAL PAPER REQUIREMENT (for students who enter post-MS without empirical thesis)

The empirical paper requirement is only for students who matriculate post-master's degree, but who did not complete an empirical thesis as part of the master's degree. If you are not required to do an empirical paper, indicate *not applicable* in this section.

Empirical paper completed and approved by advisor.

Signature of Advisor: _____ Date: _____

Signature of Graduate Director: _____ Date: _____

2. COMPREHENSIVE EXAM

Date of Oral Comprehensive Exam Defense: _____ (Month) _____ (Year)

Date Final Written Document (including any revisions)
was approved by the committee _____ (Month) _____ (Year)

3. DISSERTATION DEFENSE

Date of Final Oral Defense: _____ (Month) _____ (Year)

Date Final Written Document (including any revisions)
was approved by the committee _____ (Month) _____ (Year)

4. 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.

Please list all publications here or be sure they are listed on the CV you submit with this document.

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? _____

5. RESEARCH PRESENTATIONS

Please list the citation for all research presentations at scholarly conferences on which you are a contributing author here or make sure they are listed on the CV you submit with this document.

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

6. AWARDS AND HONORS

Please list any awards you received while you were in the program.

7. 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.

7. FUTURE CONTACT

Please provide an email address other than your ASU email address that we can keep in touch in the future.

Please attach your CV to this form and submit to the FHD Graduate Programs Manager upon defense of your dissertation.

APPENDIX F

QUANTITATIVE METHODS 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 Quantitative Methods Specialization 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 Quantitative Methods Specialization Coordinator and the Director of Graduate Studies.

REQUIRED COURSES (6 hours)

Requirement Number	Course Number / Course Title	Semester Completed / Instructor	Grade
1	CDE 591 Exploratory and Confirmatory Factor Analysis for the Social Sciences		
2	FAS 508 Structural Equation Modeling for the Social Sciences		

ELECTIVES (12 hours)

Requirement Number	Course Number / Course Title	Semester Completed / Instructor	Grade	Specialization Coordinator Approval / Date
3				
4				
5				
6				

CHECKS

Check	Details	Verified
1	Introduction to Regression and Linear Models, and Advanced Regression and Nonlinear Models are assumed as prerequisites for the required courses; they do not count as electives	
2	Analysis of Variance does not count as an elective for the specialization	
3	Completion of the specialization requires that at least 12 hours of the requirements be taken within The Sanford School – this does not include Introduction to Regression and Linear Models or Advanced Regression and Nonlinear Models	

Signature of Quantitative Methods 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
DIVERSITY AND INCLUSION SCIENCE 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 DIS 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 DIS 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	DIS Coordinator Approval

Signature of Diversity and Inclusion Science Specialization Coordinator

Date

Signature of Director of Graduate Studies

Date

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

Please note that benchmarks are viewed as the recommended dates for completing each step. Students who have not completed the requirements by the end of the sixth year will receive a probation notice (see Section G.1.a – Timelines).

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 committee chair (students entering without an MS); completion of six to nine credit hours.	Completion of minimum of 15 credit hours.
Year 2	Select committee members for portfolio project; completion of 10 credit hours. Three courses and professional development class	Propose portfolio project; 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 research credits for portfolio project).
Year 3	Defend portfolio project (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. File iPOS.
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.
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 research credits for the portfolio project.

*Proposed timeline is estimated based on five years, but post-bachelor's students are eligible for six years of funding in The Sanford School and may extend the time (if needed) to complete their comprehensive exams and dissertation.

BENCHMARKS FOR FHD DOCTORAL PROGRAM POST BACHELOR STUDENTS

Example Plan of Coursework – Post Bachelor Students

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) Research credits for portfolio project (3)	Completion of 37 credit hours. Master’s in passing iPOS must be filed prior to completing portfolio project.
Year 3	Elective Class (3) Elective Class (3) Research credits for portfolio project (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; file Ph.D. iPOS.
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.

*Proposed timeline is estimated based on five years, but post-bachelor’s students are eligible for six years of funding in The Sanford School and may extend the time (if needed) to complete their comprehensive exams and dissertation.

BENCHMARKS FOR STUDENTS ENTERING WITH A MASTER'S DEGREE
(see also Section G.1.a – Timelines)

Year in Program	Fall Semester	Spring Semester	Cumulative Summary
Year 1	Completion of 6 credit hours, typically including child development theory (3) and ANOVA/Regression (3 credits)	Completion of 9 credit hours, including research methods (FAS 500), ANOVA/Regression, and Family Theory (FAS 531)	Completion of 15 credit hours.
Year 2	Completion of 9 credit hours, including advanced stats (3), elective (3), and diversity course (3)	Completion of advanced stats (3) and one elective course (3). Identify Dissertation Chair and prepare for comprehensive exam	Completion of an accumulation of 30 credits; file iPOS.
Year 3	Complete 6 additional credits of course work and professional development course (1).	Complete 6 additional credits and complete comprehensive exam. Begin to prepare dissertation proposal.	Completion of an accumulation of 43 credits.
Year 4	Dissertation credit hours (six to nine hours); defend proposal; ideally complete data meeting by end of semester.	Complete dissertation credit hours (six to nine hours); complete data meeting (if not done in fall) and defend dissertation during spring or summer.	Completion of an accumulation of 55 credits.

Example Plan of Coursework – Post MS Students

Year in Program	Fall Semester	Spring Semester	Cumulative Summary
Year 1	CDE 531 (3) PSY 531 (ANOVA – 3)	FAS 500 (3) FAS 531 (3) PSY 530 (Regression-3)	Completion of 15 credit hours.
Year 2	Advanced Stats (3) Elective (3) Diversity Course (3)	Advanced Stats (3) Elective (3) Complete comprehensive exam pre-proposal meeting by May.	Completion of an accumulation of 30 credit hours; file iPOS.
Year 3	Elective Class (3) Elective Class (3) Professional Development (1) Defend comps proposal	Elective Class (3) Elective Class (3) Defend dissertation proposal	Completion of an accumulation of 43 credit hours.
Year 4	Dissertation Credits (6) Dissertation data meeting	Dissertation Credits (6) Defend dissertation in spring or summer.	Completion of an accumulation of 55 credit hours

*iPOS should be filed when you complete 50% of your course work.

**APPENDIX J
RESEARCH ASSISTANTSHIP/TEACHING ASSISTANTSHIP EVALUATION FORM**

**T. Denny Sanford School of Social and Family Dynamics
Family and Human Development Doctoral Program
Teaching Assistant/Research Assistant Evaluation Form**

This form should be completed by the student first and then reviewed and agreed upon with the supervising faculty member. A separate form should be completed for each supervising faculty member when students work with multiple faculty members in TA or RA positions.

Student's Name: _____ Date: _____
 Supervising Faculty: _____ Semester: _____
 Position (RA, TA): _____ Hours/Week: _____

Classes Assigned (TA positions only; indicate online or in-person):

Task	Never	Sometimes	Usually	Always	Comments (or N/A)
Meets hourly commitment					
Fulfills assigned responsibilities					
Works well without supervision					
Cooperates with supervising faculty					
Works well with undergraduates					
Punctual with assignments					
Takes initiative					
Produces good quality work					
Meets expectations					

Response	What are my (this student's) strengths?	In what ways can I (this student) improve my (his/her) performance in this position?
Student		
Faculty member		

Printed Name of Graduate Student

Date_____

Signature of Graduate Student

Printed Name of Supervising Faculty

Date_____

Signature of Supervising Faculty