



COLLEGE OF AGRICULTURE, LIFE
& ENVIRONMENTAL SCIENCES

Norton School of Human Ecology

2026-2027

HUMAN DEVELOPMENT AND FAMILY SCIENCE GRADUATE PROGRAM HANDBOOK

<https://www.arizona.edu/university-arizona-land-acknowledgment>

The Norton School of Human Ecology respectfully acknowledges the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O’odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

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INTRODUCTION

The John & Doris Norton School of Human Ecology (Norton School) has been an integral part of the University of Arizona (UA) since 1900, offering a place where science and social responsibility converge for the betterment of individuals, families, and communities. The Human Development & Family Science (HDFS) doctoral program in the Norton School trains social and behavioral scientists for research, teaching, and other professional careers in academia, government, and the private sector. To fulfill the requirements for a Ph.D. in HDFS, students must have a Master's degree that includes an empirical Master's thesis. Students admitted into the doctoral program without having previously completed these Master's requirements must, therefore, complete a M.S. degree in HDFS as they make progress towards a Ph.D. degree in HDFS.

HDFS Core Areas

The interdisciplinary field of Human Development and Family Science focuses on interpersonal processes and outcomes that influence and are influenced by human development within the family context. Relevant methods, concepts, and theory draw from the fields of HDFS and from psychology, sociology, anthropology, economics, biology, health, and education. Research, teaching, and outreach within the HDFS Division are focused in four core areas:

- Resilience and health of marginalized populations
- Early childhood and adolescent populations
- Romantic and family relationships across the lifespan
- Innovative methods and models for studying families and development

Director of Graduate Studies

The Director of Graduate Studies (DGS) conducts new student orientations, coordinates program requests or requirements with the Graduate College, and maintains the Graduate Handbook in consultation with the Graduate Committee, Program Chair, and the Norton School Director. The position is currently held by:

Dr. Melissa Curran
(520) 621-7140
macurran@arizona.edu
Office: 235J

Graduate Coordinator

The Graduate Coordinator provides administrative support to the DGS and serves as the liaison between the students and the Graduate College. The position is currently held by:

Liz Collins
520-621-0835
eamartin@arizona.edu
Office: 301E

Graduate Committee

The Graduate Committee manages the recruitment, admission, and assessment of graduate students. It also has responsibility for the overall evaluation of the graduate program. The DGS chairs the Graduate Committee. There is a student representative on the Graduate Committee.

PURPOSE OF THIS HANDBOOK

The objective of this handbook is to provide Norton School graduate students with straightforward information and guidance on navigating the HDFS graduate program. Students are held to the graduate program requirements as described in the graduate handbook for the academic year in which they were admitted. However, students should note that University, College of Agriculture, Life & Environmental Sciences (CALES), and Norton School processes and policies do change. These changes in policies and procedures are considered each year and are reflected in the graduate handbook. Students should refer to the most recent HDFS Graduate Handbook (revised annually) for the most current policies. [The University of Arizona General Catalog of Policies](#) and [Graduate College website](#) provide comprehensive details on current policies and procedures that pertain to all graduate students at the University. The [CALES Graduate Programs website](#) also provides information as it pertains to graduate students within the College. **While substantial effort goes into communicating changes to students, it is the student's responsibility to be aware of current policies and to adhere to them.** Additionally, it is intended that graduate faculty refer to the graduate handbook when mentoring and advising students. The graduate handbook works to promote expectations that are shared by students, faculty, and staff.

If, at any time, you have questions or concerns about specific Norton School issues, do not hesitate to contact the Graduate Coordinator. Although the Graduate Coordinator, along with staff and faculty from the Norton School, CALES, and Graduate College, are here to support student progression through our degree program, **students are ultimately responsible for completing all degree requirements and paperwork.**

The Norton School staff and faculty welcome you and we look forward to working with you!

PHYSICAL RESOURCES & FACILITIES

Campus COVID-19 Protocols

The UA provides comprehensive information, updates on the institution's response to the pandemic, and plan for classroom instruction on the [COVID-19 Response page](#).

The Frances McClelland Institute

The Frances McClelland Institute (FMI) for Children, Youth, and Families serves as a hub for family and youth-focused research happening across the University of Arizona. The institute bridges research and practice by building innovative teams of scientists committed to tackling the most pressing issues facing families today, partnering to put our research into the hands of families, community members and practitioners who are on the front lines of building family and youth resilience, and educating the next generation of scholars and community leaders. The institute uses research to improve the lives of marginalized children, youth, and families.

The FMI provides graduate students with resources to help with research and coursework such as access to software, a state-of-the-art lab facility, and research equipment. For more information, see links below.

- Coding Lab: <https://fmi.arizona.edu/codinglab>
- Lang Lab: <https://fmi.arizona.edu/Lang-Lab>
- FMI Equipment: <https://fmi.arizona.edu/content/equipment-research-use>

McClelland Park

The administrative offices of the Norton School are found on the 4th floor of McClelland Park and the FMI is located on the

2nd floor (suite 235). HDFS faculty and graduate student offices are located on the 2nd and 3rd floors. Classrooms used by the HDFS graduate program are primarily located on the 2nd floor. The Norton School students, faculty, and staff play a vital role in ensuring that the facilities of McClelland Park are treated with respect and are asked to report any incidents of vandalism, theft, or questionable activities to our building network manager, Robert Lanza, at lanza@arizona.edu or (520) 621-1690.

Each graduate student is provided cubicle office space, including a desktop computer. Each desktop computer is equipped with Microsoft Office, R, R-Studio, and any specific statistical analysis software needed for your assistantship.

Second Floor Kitchen and Patio

Students are welcome to use the kitchen on the second and third floors and the patio on the second floor. The kitchen is equipped with a refrigerator, microwave, and toaster. It is asked that everyone who uses this space helps maintain the space as per the posted guidelines.

Student Mailboxes

All graduate students are assigned campus mailboxes. Student mailboxes are in Room 401M, in two separate slots divided by students who have assigned cubicles on the 2nd and 3rd floors.

Printers and Scanners

Graduate students are assigned a code which will allow them to print and make copies at the Xerox copier on the same floor as their cubicle/desktop computer. Students are also given a folder on the copier, which they can access at their desktop computer, where they can scan documents to a PDF or other image format.

UA Libraries

The UA offers five [campus libraries](#) with study spaces, research materials, and technology resources. Specific resources available to graduate students may be found at <https://lib.arizona.edu/grads>. Each college/department has a designated librarian. For CALES, the designated librarian is [Jeanne Pfander](#).

BICYCLES

UA students, faculty, and staff who ride their bicycles to school are encouraged to register their bicycles with the [University of Arizona Parking and Transportation Services](#). Bike registration provides the owner with discounts on selected bicycle supplies and services from participating bike shops, free lock cutting service for UA-registered bikes on campus, and a record of ownership and documentation for insurance carriers. Registration facilitates the return of stolen bikes to their owners. Detailed bicycle parking, free bicycle valet service, and other information may be found on the UA [Bicycle Services website](#). Please note bicycles are not allowed in the McClelland Park building.

SAFETY

The safety and security of our students is of utmost importance. Emergency Blue Light phones, which automatically route calls to UAPD, are located throughout the campus and in the parking lots and garages. UAPD can be reached by dialing 520-621-UAPD (8273). In an emergency, dial 9-1-1 for assistance. The on-campus university hospital, Banner University Medical Center, has around the clock security patrol.

[UAlert](#) is a free service that delivers emergency alerts to registered UA students, faculty and staff – as well as their friends and family – via their cell phones, mobile devices and/or email accounts during a campus emergency. UAlert is the most

efficient and timely way to receive notifications about critical incidents affecting any of the UA campuses. All University of Arizona students, employees and designated campus colleagues are already registered to receive UAlert email notifications. To register a 10-digit U.S cell phone number for this service, please visit this [webpage](#).

[Safe Ride](#) provides a safe, night-time method of transportation to all university-affiliated persons on and around the main campus.

[LiveSafe](#), an app available for iOS and Android phones, provides real-time interaction for UA students and employees reporting security and safety concerns. All UA students and employees have free access to the app's secure platform.

A comprehensive list of safety tips for students can be found on the [UAPD website](#).

[Active Shooter Training](#), link to online active shooter training.

In addition, we have both Evacuation and Active Shooter plans specific to McClelland Park, found below. Please reach out to Robert Lanza at lanza@arizona.edu should you have any questions.

McClelland Park Emergency Action Plan: <https://norton.arizona.edu/sites/default/files/2024-11/Bld%20Emergency%20Plan%20MCPK%20%2378%20Rev%2002-24.pdf>

Please also watch a UA specific video on What to Do in an Active Shooter Situation here - <https://ua-saem-aiss.narrasys.com/#/story/university-of-arizona-cert/active-shooter>

TECHNOLOGY RESOURCES

- **Norton IT Resources:** Send a detailed email with your issue to sohetech@arizona.edu.
- **UA IT Resources:** Call 520-626-TECH (8324) or 877-522-7929, or chat with them at <https://support.arizona.edu>.

Software via University Licensing

The University Bookstore manages software titles that are available to students for free or at a discount. For a list of these software, please visit: <https://softwarelicense.arizona.edu/students>

VCAT (Virtual Computing Access Technology)

Use a wide variety of software from home. [VCAT](#) is a virtual computing system for students and faculty that is accessible from anywhere with a broadband internet connection.

VPN (Virtual Private Network)

The [UA VPN](#) provides a secure connection from your home computer, laptop, or mobile device to the UA's network. It is also a valuable security tool when you are on an unsecured wireless network (e.g., coffee shops, airports).

Wireless Internet Access

Wireless access is available throughout and around McClelland Park via connection to the UAWifi and UAGuest networks. UAWifi is a secure and fast wireless network that is available across most of the UA campus. Partially funded by the Student Technology Fee, UAWifi brings wireless access for all students, staff, and faculty on campus. Connection to UAWifi requires

authentication using your NetID and password. Once connected, the UAWifi network allows students to access on-campus networked resources typically unavailable over the public internet, such as the libraries and [UAccess Student Center](#). Instructions for setting up UAWifi wireless access can be found [here](#). Help for UAWifi can be obtained through the [Office of Student Computing Resources \(OSCR\) Help Desk](#). Call 626-TECH (8324) to schedule an appointment or stop by during walk-in hours. Limited support is available at OSCR computer labs and multimedia labs.

UAGuest is for use by visitors to our campus. A temporary user ID and password are texted back to the user for connection to this network. Additional information about UAGuest is available [here](#).

EMAIL ACCOUNTS

UA requires that all students open email accounts through the UA system. Students are required to use these accounts for all University-related correspondence. Official University, College, and Norton School messages are sent to students via these accounts. **Failure to read the UA email account is not an acceptable excuse for not knowing important information.** Forwarding an email account means setting up one email account to automatically send emails to another email address. While this can be convenient, it may result in the loss of some information. Therefore, we do not recommend forwarding your UA email account to another email address.

LISTSERVS

Current information about new policies and procedures, course information, program, school, and college events, and grad college information is announced via the academic program listservs.

The list below includes all the relevant Norton School listservs, and to what group they go to:

Listserv Name	Who it goes to?	Listserv email address
nortonschool	All Norton School Faculty, Staff, and Graduate Students	nortonschool@list.arizona.edu
norton_faculty	All Norton School Faculty, including tenure and non-tenure track faculty	norton_faculty@list.arizona.edu
norton_staff	All Norton School University Staff	norton_staff@list.arizona.edu
norton_grads	All Norton School Graduate Students	norton_grads@list.arizona.edu
hdfsfac	All Family Studies and Human Development faculty, including tenure and non-tenure track faculty.	hdfsfac@list.arizona.edu
hdfs_grads	All Family Studies and Human Development graduate students	hdfs_grads@list.arizona.edu
rcscfac	All Retailing and Consumer Sciences faculty, including tenure and non-tenure track faculty	rcscfac@list.arizona.edu

pffpfac	All Personal and Family Financial Planning faculty, including tenure and non-tenure track faculty	pffpfac@list.arizona.edu
fistfac	All Fashion Industry's Science & Technology Faculty, including tenure and non-tenure track faculty	fistfac@list.arizona.edu
sohe_ssc	All Norton School Student Services Personnel, including Academic Advisors and Undergraduate Coordinators	sohe_ssc@list.arizona.edu
soheadadmin	Everyone in the Admin office and Norton School Business Center	soheadadmin@list.arizona.edu

To contact the HDFS/Human Ecology Business Office, please use the following email address: fcsbusctr@email.arizona.edu. This email address can be used for questions relating to travel, making purchases, reimbursements, payroll, and other financial questions.

For reservations for the Lang Lab or the Noldus Lab, use the following email address: families@cals.arizona.edu.

TEAMS

Microsoft teams is a collaboration platform that integrates with Office 365 to provide a comprehensive workspace for communication and file sharing. It enables students to chat, hold meetings, and collaborate on documents seamlessly. You have been added to the **HDFS Graduate Program** team. Here are instructions for accessing a specific team, such as this one:

1. **Download and Install Teams:** Download the Microsoft Teams app from [Microsoft's website](https://www.microsoft.com/en-us/teams) or access it through your web browser at teams.microsoft.com.
2. **Sign In:** Use your University-provided email address and password to sign in.
3. **Join the Team:**
 - a. If you have received an invitation to join a specific team, click on the link provided in the email or notification.
 - b. Alternatively, open the Teams app, navigate to the "Teams" tab on the left sidebar, and click "Join or create a team" at the bottom. Enter the code provided by your program coordinator if required.

Below are instructions for accessing files and documents:

1. **Navigate to the Team:** Once inside the Teams app, click on the specific team you need to access from the "Teams" tab.
2. **Access Posts:** The "Posts" tab within each team is the main discussion board where you can see all messages, announcements, and discussions.
3. **Access Files:** Click on the "Files" tab within the specific team to access all shared documents, assignments, and other important files. You can upload, download, and collaborate on files. Directly within this tab.
4. **Additional Resources:** Some teams may have additional tabs such as "Class Notebook," "Assignments," or custom tabs that link to important resources and tools.

STUDENT SERVICES & RESOURCES

Orientation

The Norton School graduate student orientation, led by the DGS, is held the week before fall classes begin. There will also be an orientation held by the Graduate College the week before classes start. Further, there will be a CATE (Cardon Academy for Teaching Excellence) Teaching Assistant training the week before classes start. In addition, first-year students attend a 1-credit professional development seminar during their first Fall semester. All new students are expected to attend the orientation and workshops.

Advising

Upon admission to the program, each student is assigned to a major advisor (also known as major professor or primary advisor). The major advisor is responsible for helping a student finalize their plan of study, supervising the student's Master's thesis and/or Doctoral dissertation, coordinating the comprehensive exam process for the student, coordinating the dissertation proposal meeting and final defense, and reporting the results of such examinations to the Graduate College within 48 hours. Students are also strongly encouraged to seek out additional faculty mentors to serve on the student's committees, to provide interdisciplinary experience and training, and for additional publication and collaboration opportunities.

Student Problem Resolution

When students encounter problems, it is imperative that resources and solutions are identified as soon as possible. The DGS is the designated administrator responsible for addressing student concerns and determining the appropriate course of action. Additionally, students can seek counsel from the Norton School Director or any other faculty or staff member. Should problems arise between a student and their major advisor, or if their interests diverge, the student is expected to first communicate the issue with the major advisor. Students may seek help facilitating a discussion with their major advisor from the DGS, the School Director, the HDFs Program Chair or any other faculty or staff member.

Students who are experiencing sensitive or confidential difficulties are encouraged to schedule an appointment with their major advisor or the DGS. They can offer assistance, guidance, and help identify additional resources to address the issue. Students may also speak to the Graduate College. Please review the Graduate College's [Summary of Grievances webpage](#) for more information.

Disability Resource Center

The UA Disability Resource Center (DRC) is the university's designated department responsible for ensuring access to university classes, programs, and activities for individuals with disabilities. Through an interactive process, the DRC facilitates access by offering either reasonable accommodations or redesigning aspects of a university experience as needed. The DRC's processes are designed to be convenient for students.

When the design of the academic and campus experiences present barriers, accommodations may be necessary. At the DRC, students will find information on accommodations and other important campus resources to increase access on campus and enhance the overall UA experience. Disabilities appear in many forms (visible and invisible) and each pre-qualified student can discuss accommodations with an assigned Disability Access Coordinator.

Accommodations are available to any pre-qualified student and may involve flexibility with test taking times, test locations, note taking, or course substitutions. For more information, contact the [DRC](#) or visit their website.

Helpful Student Resources

- [CALES Graduate Student Resources](#)
- The [Graduate College's New and Current Student webpage](#)
- The comprehensive Graduate College's New and Current Students [Frequently Asked Questions webpage](#)
- [Counseling & Psych Services](#), also known as CAPS
- [Think Tank](#), The Writing Center
- [CALES Data Science](#) Support

Student Input into Norton School Operations

The Norton School administration is interested in understanding the student perspective of the school and its operations. To that end, numerous avenues for students to provide input and share concerns have been developed. First, student members are sought for Norton School committees. Second, the DGS and the Graduate Coordinator conduct regular student check-ins throughout the academic year. Third, students are encouraged to complete university-administered student course surveys as well as course surveys (e.g., midterm course evaluations) administered by faculty. Finally, all graduating students are required to complete a comprehensive exit survey/interview.

Ongoing student dialogues with faculty and staff provide a venue for proactive resolution of problems. When there are issues within a particular course, students should first speak with the instructor about their concerns. Course concerns involving multiple students that are not resolved through meeting with the instructor may be addressed with the DGS, the HDFS Chair, or the Norton School Director, where a plan of action for resolution of the issues can be developed.

Student Suggestion Box

Norton School students have great ideas, and we want to hear them! Students are encouraged to share feedback and provide suggestions through our Student Suggestion Boxes. A physical Student Suggest Box is on the second-floor Student Services offices, Rm 203 and is checked weekly by the Graduate Coordinator/Student Services. Students can submit anonymous suggestions to the physical box but must include their contact information if they would like someone to follow up with them.

We appreciate your feedback, and we take suggestions seriously. Our goal with the Student Suggestion Boxes is to present feedback and suggestions to the appropriate Norton School colleague, office, or committee for consideration. Please remember, however, that not all suggestions and great ideas are implementable. Sometimes, follow-up discussions about suggestions or feedback can provide greater clarity and understanding for all parties involved.

Student Participation on Norton School Committees

Membership on Norton School Committees provides students opportunities to participate in the school's decision-making and governance processes. We encourage students to consider committee membership as a means of familiarizing themselves with Norton School operations, faculty, and staff, and to develop leadership and collaborative skills.

STUDENT ORGANIZATIONS

HDFS Graduate Student Alliance (HDFS Grad Alliance)

The purpose of HDFS Grad Alliance:

- To promote increased exchange and fellowship among HDFS graduate students
- To discuss current research programs, academic resources, and professional development opportunities in the department and the field
- To offer a platform for presenting innovative ideas for the benefit of students
- To represent student needs at the departmental, school, and college level

Membership:

1. Any HDFS student at the UA who pays semester dues is eligible to be an active member and may hold office.
2. Non-members may not hold office and may not vote.

Graduate and Professional Student Council (GPSC)

The [Graduate and Professional Student Council](#) (GPSC) was founded in 1991 and has its own officers, directors, representatives, and budget. The GPSC has played major roles in improving graduate student life by pushing for programs such as health insurance, childcare, TA and RA benefits, travel grants, and national advocacy. To find out more about the scope of GPSC activities, visit the [GPSC website](#). Each College elects representatives to serve on GPSC.

University of Arizona Student Organizations

The University of Arizona has over 600 student clubs and organizations which play a key role in student life on campus. There are numerous undergraduate, graduate, and professional organizations fulfilling all aspects of student interests. For more information and contact information, follow our list of student clubs. The [Associate Students of the University of Arizona \(ASUA\) website](#) provides information about these student clubs.

UNIVERSITY OF ARIZONA POLICIES

Academic Policies

Norton School students are expected to adhere to all registration, enrollment, grading, and academic policies outlined in the [UA General Catalog](#) and [Graduate College website](#).

UA Smoking and Tobacco Policy:

[The University's Smoking and Tobacco Policy](#) is designed to promote the health and wellness of all members of the University community, including visitors to campus, and prohibits the use of tobacco and nicotine-containing products on property owned or controlled by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, are permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - are prohibited.

Weapons Policy

Arizona Board of Regents policies 5-303 and 5-308 prohibit the use, possession, display or storage of any Weapons, Dangerous Instruments, Explosive Devices, or Fireworks, among other things, on The University of Arizona campus and on all land and in all buildings owned or under the control of The University of Arizona on behalf of the Arizona Board of Regents,

except as provided in Section 12-781 of the Arizona Revised Statutes. **No concealed carry permit exempts a person from these policies.** These policies apply to all University of Arizona students, employees, visitors, and guests.

UNIVERSITY POLICIES: ACADEMIC INTEGRITY, CONDUCT & NON-DISCRIMINATION

Academic Integrity Code

Integrity and ethical behavior are expected of every UA student in all academic work. This academic integrity principle stands for honesty in all class work and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all UA students.

The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity, administered through the UA Dean of Students Office.

Norton School students are provided with numerous online resources for understanding plagiarism, developing citation skills, and learning strategies to avoid plagiarism. University sanctions may be imposed on a student following an academic integrity infraction. In addition, Norton School financial support (scholarships and assistantships) will be withdrawn, and future awards prohibited.

Student Code of Conduct

The UA Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions to promote their own personal development, to protect the university community, and to maintain order and stability on campus. [The UA Student Code of Conduct](#) outlines these standards and sanctions.

Disruptive Behavior in an Instructional Setting Policy

The University seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members and teaching staff have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions. Please review the full description of the [Disruptive Behavior in an Instructional Setting Policy](#).

Non-Discrimination and Anti-Harassment Policy

The UA is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages all who believe themselves to have been the subject of discrimination to report the matter immediately as described in the link below on Reporting Complaints to University Offices. All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. Please review the full description of the [UA Non-Discrimination and Anti-Harassment Policy](#).

Threatening Behavior by Students Policy

The UA seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to oneself. Threatening behavior can harm and disrupt the University, its community and its families. Please review the full description of the [UA Policy on Threatening Behavior](#).

PROGRAM OVERVIEW

The doctoral program includes basic and applied courses, which provide broad exposure to relevant theories and research methods and requires ongoing student involvement in research, including but not limited to the thesis and dissertation. In addition to major coursework, according to UA policy, each student is required to choose a minor outside of the major to enhance the student's ability to solve problems from an interdisciplinary perspective. Through the doctoral program a student will acquire a firm foundation in theory and research methods relevant to their emphasis area and will also become competent in advanced statistical techniques necessary for conducting research.

A primary expectation for all entering graduate students (including international students) is that their written communication skills in the English language are at an appropriate level for the graduate program. Therefore, students should possess appropriate knowledge of, and proficiency in, academic formal writing, including mastery of English grammar and punctuation, ability to organize ideas, and logical presentation of ideas. Students wishing to hone skills in writing may avail themselves of a variety of graduate writing tutorials, institutes, and workshops offered by the Graduate College (see <https://grad.arizona.edu/new-and-current-students>). Students may also be requested to enroll in specific courses or workshops by the Graduate Committee if deficiencies are identified in their writing skills.

GRADPATH

GradPath is the Graduate College's paperless degree audit process for submitting and approving all academic forms Students fill in and submit forms online through UAccess Student Center (<https://uaccess.arizona.edu>). Forms have some automatic checking built in that prevents common errors (e.g., typos in course numbers, illegible faculty names, etc.). There is also some built-in logic to notify students when there is a problem with a form, such as courses outside the time limit. Such messages include links to policy. The GradPath automated workflow engine routes the electronic forms to everyone who needs to see or approve them. Students can check the status of their forms at any time, and GradPath lets students know what forms need their attention next. Please note GradPath forms are revisited throughout students' time in the program in relation to milestones. For help with GradPath see the Graduate Coordinator. See here for guides <https://grad.arizona.edu/gsas/gradpath/gradpath-user-guides>

GradPath forms for Master's students:

- Responsible Conduct of Research Statement
- Plan of Study
- Master's/Specialist Committee Appointment
- Master's/Specialist Completion Confirmation*

GradPath forms for PhD students:

- Responsible Conduct of Research Statement
- Plan of Study
- Comp Exam Committee Appointment
- Announcement of Comprehensive Exam
- Results of Comprehensive Exam*
- Doctoral Dissertation Committee Appointment

- Prospectus/Proposal Confirmation*
- Announcement of Final Oral Defense
- Results of Final Oral Defense*

*indicates the GPC or your major advisor will submit this form on your behalf

TRANSFER COURSE APPROVAL

Graduate coursework completed at other institutions may be transferred to apply toward HDFFS degree requirements, but will not be included in the calculation of the University of Arizona G.P.A. Transferred units are subject to the following restrictions:

- The credits must be approved by the major or minor department and the Graduate College.
- See Graduate College policies here: <https://grad.arizona.edu/degree-services/degree-requirements/doctor-philosophy#credit-requirements>
- Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed.
- Transferred units may not count toward more than one graduate degree.
- A student may not use more than 30 credits from an earned master's degree from another university toward a University of Arizona doctorate.
- A maximum of 30 units of transfer coursework may be used toward the Ph.D. requirements.
- There is no limit to the number of credits from other UA degree programs that may be applied toward the M.S. or Ph.D. degree.
- If a student counts credits from a UA M.S. or M.A. towards a UA Ph.D., then additional transfer credit may be limited to ensure that some UA coursework is taken while in the doctoral program.
- Credit for correspondence courses or extension work obtained at other institutions will not be accepted for graduate credit.

Required HDFFS graduate degree courses in the areas of theory, research methods and statistics, as well as professional development, cannot be waived without approval from the Graduate Committee. With approval from the DGS, these courses may be substituted by other graduate level courses taken outside of HDFFS/Human Ecology, for which the student received a grade of a B or higher. When seeking approval for credit for a required course, the procedure is as follows:

- Within the first year of graduate study, in consultation with their major advisor, the student must provide a course syllabus for the proposed substitution course to the DGS.
- The DGS, with the instructor of the corresponding HDFFS/Human Ecology course, will review the syllabus to assure that it meets the HDFFS/Human Ecology course goals and objectives.
- The DGS will make a final determination on the recommendation.

The Graduate College encourages students to request evaluation of prospective transfer coursework before the end of the first year of graduate study. Requests are made using the Evaluation of Transfer Credit form available on UAccess Student under Academics/GradPath Forms. The Graduate Degree Certification office will evaluate the courses and inform the student of which courses are eligible for transfer and their unit worth. The transfer award is then made when the Graduate College approves the student's Plan of Study listing eligible transfer coursework. The Graduate Committee recommends that students who enter the program with a Master's degree from another institution, with the intent of transferring coursework

to apply toward their HDFS degree requirements, initiate the course transfer process as early as possible, including at the time of their application to the program or shortly after their acceptance into the program.

MINIMUM CREDIT LOADS

Students supported by teaching or research assistantships (TA/RA) through the College of Agriculture, Life & Environmental Sciences (CALES) are recommended to enroll for 9 credits during each of the fall and spring semesters. This CALES unit recommendation applies to most graduate students in HDFS.

For students not supported by TA/RA assignments in CALES, the Graduate College requires all students to enroll for a minimum of 3 units per fall and spring semesters (for a total of 6 per academic year) to be considered active in the University system. The one exception to this is that Ph.D. students who have completed all course work, comprehensive examinations, and 18 dissertation units, and are not supported by CALES are able to enroll in 1 unit per semester until final copies of the dissertation are submitted to the Graduate Degree Certification Office. There is also a new, no fee, summer-only course for students finishing a thesis or dissertation AFTER having completed all other requirements (e.g., 18 hours for dissertation, etc.). This will allow them library access. It can be taken only once. If students enroll in fewer than the minimum units for fall or spring, they will be deactivated. The Graduate College requires that all graduate students be subject to this Continuous Enrollment Policy unless excused by an official leave of absence.

Note: While these enrollment requirements apply to all students without regard to nationality, international students may face a higher minimum requirement for their visas or other requirements of the international students' office.

For further information pertaining to university policies regarding minimum credit loads for graduate students, see <http://grad.arizona.edu>.

HUMAN SUBJECTS TRAINING & IRB APPROVAL

During their first semester of enrollment in the graduate program, all students are expected to complete University of Arizona approved training on research with human subjects and to submit the Responsible Conduct of Research Statement form through GradPath. All research on human subjects, regardless of degree (M.S. or Ph.D.), whether funded or not, and regardless of the source of funding, must fully comply with Federal human subjects rules, regulations, and requirements.

Information on the UA Human Subjects Protection Program (HSPP) is available at <https://rgw.arizona.edu/compliance/human-subjects-protection-program>

Students who plan to conduct research involving human subjects must complete an application through the [eIRB system](#). The HSPP makes the final determination as to whether the project safeguards the privacy, confidentiality, and basic rights of human individuals involved in the project. HSPP may require changes before final approval is granted. All key personnel on projects involving human subjects must also complete an online training course before final approval is granted for the project. Students who are conducting research that may be exempt from HSPP review must still complete a form that can be found on the HSPP website.

In the case of graduate students working on theses/dissertations that could be covered by an existing approved protocol, such students may simply be listed on or added to the HSPP form along with a clarification of their research role. This is typically the case where a graduate student develops a dissertation/thesis as part of a faculty member's broader research

project. If the student's research protocol differs from that of the PI (e.g., additional or altered procedures or survey questions), or the student is carrying out an independent research project involving human subjects, then the student must gain separate HSPP approval. Responsibility for ethical research behavior and for compliance with regulations belongs to the student researcher and the research advisor.

ADDITIONAL REQUIRED TRAININGS

There are several mandatory online trainings that each graduate student must complete. These include:

1. UA Harassment & Discrimination Prevention Training
2. Safety Preparedness Training: Active Shooter (Required for all Graduate Assistants and Associates)
3. Information Security Training
4. Conflict of interest training
5. Required training for teaching assistants
 - a. 3.1 FERPA training
 - b. 3.2 TATO training
6. CATE TA training - this is held in the Fall right before the semester begins. All graduate students who will TA are required to complete this training. RSVP information will be sent out by CALES.

Please find the details and links to these trainings at the [Graduate College webpage on mandatory trainings](#). Additional trainings may be required, please see the [Graduate Assistant manual for updates](#). Students may also find training and professional development opportunities on the [EDGE system](#).

ANNUAL PERFORMANCE EVALUATION

The HDFs Graduate Committee evaluates graduate students at the end of each academic year. This process is designed to promote the academic and professional development of graduate students, and to ensure broad faculty input into the advising and progress of graduate students in the program. It may also be used to inform teaching and research assignments or other funding decisions for the following year. The Committee will assess each student's academic, research, and assistantship performance using the criteria specified in the annual performance evaluations (See Appendices A & B).

STUDENT ANNUAL REVIEW (SAR)

The purposes of the student annual review (SAR) are to (a) ensure that each student is achieving progress toward degree, (b) assist each student in the creation, assessment, and adaptation of an individual professional development plan to ensure post-degree success, and (c) provide opportunities for each student to receive professional development feedback from multiple sources (i.e., beyond the major advisor). The process begins with the submission of materials by students to faculty members listed on the student's summary sheet (e.g., primary advisor, committee members, RA/TA supervisors, faculty collaborators). The materials are reviewed and evaluated by those faculty members. Summaries of those evaluations are compiled by the Graduate Committee and presented at the annual review meeting of the faculty. The final summary is then shared with major advisors to approve before it is sent to each student. Each student will receive a form that summarizes these discussions, highlights major achievements, and makes recommendations for professional development.

Students complete a Student Annual Review Form (See Appendix A) which identifies their stage in the graduate program, their accomplishments for the prior year, and their goals for the coming year. This form is completed and turned into the Graduate Committee along with an updated curriculum vita. Faculty who serve in any advising role to graduate students (as

a member of any student committee, or as a supervisor for a teaching or research assistantship) will complete a structured evaluation for each student (See Appendix B). Based on these materials, as well as input from the full faculty, the Graduate Committee provides written feedback for the student in consultation with his or her major advisor. The faculty may note minor concerns about a student's progress in one or more areas, or in overall performance. Reasons for concerns will be identified in the written feedback, along with recommendations for improvement.

Students who have not made appropriate progress toward their degree or who have not demonstrated academic competency and/or professionalism will be notified by the Committee and may be subject to disqualification from the program. If a student receives an "overall development" rating lower than a 2 on their SAR Evaluation the Graduate Committee will specify in writing remedial steps that the student must take by a specified date (Note: When deciding on what remedial steps the student must take, the Graduate Committee will get specific input from the student's major advisor). If the student fails to meet the expectations by said date, there will be a vote by the faculty on whether to terminate the student from the graduate program. Termination must be approved by a majority of voting-eligible, tenure-track and continuing faculty and, in taking the vote, the faculty will take into consideration any extenuating circumstances. Student appeals to termination should be directed to the DGS. A student who is removed from the graduate program becomes academically disqualified but may still apply to the Graduate College to be converted to non-degree seeking status.

In addition to the student annual evaluations, the Graduate College also requires End of Term Evaluations (i.e., TA Conversations, RA Conversations, and OA Conversations). Students are required to complete these written performance evaluations with their faculty supervisor at the end of *each* fall and spring semesters as per the [End of Term Evaluation information in the Graduate Assistantship Manual of the Graduate College](#). Note that the SAR serves as the required end-of-term evaluation for the spring semester.

SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress is defined as:

- Coursework: Cumulative grade point average (GPA) of 3.00 or higher with core course grades of A or B (in graded courses) and S or P (in ungraded courses).
- Professional Skills: Maintaining active and satisfactory engagement in research and teaching activities appropriate for level as evaluated by the student annual review.
- Master's Thesis/Comprehensive Exams/Doctoral Dissertation: Maintaining satisfactory progress toward completion of degree through the development of a sound topic, demonstration of substantive knowledge, and methodological and statistical competence.

Students are strongly encouraged to complete the HDFS graduate program within five years based on full-time status. Students who are progressing toward completion of their degree within the recommended time frame will be granted priority in awarding graduate assistantships and other financial support. Students who are not making satisfactory academic progress may be asked to leave the graduate program and/or relinquish assistantship funding. Please refer to Annual Evaluation section above for specifics of this procedure.

EXIT INTERVIEW

When students leave the program for any reason, whether they are graduating, choosing to leave, or being terminated due to unsatisfactory progress, they are encouraged to complete an exit interview with the DGS, or any other faculty or staff member of their choosing. The purpose of the interview is to provide the program with feedback about the student's

experience, whether good or bad, to inform changes that could be made to improve the program and to enhance the experience of future students. The DGS or the student may initiate this process.

CALES Convocation

The college convocation ceremony information may be accessed on the following webpage:

<https://cales.arizona.edu/current-students/events/cales-convocation> Please note that the hooding ceremony of Doctoral and Master's candidates is conducted at the CALES Graduate Student Convocation.

University of Arizona Commencement

The UA university-wide commencement ceremony happens only once each year in May. December graduates are welcome to attend the Commencement ceremony either before or after their graduation date. Note, however, that a student's name will only appear in the commencement program after the student's degree has been conferred.

Per university rules (<https://commencement.arizona.edu>), August graduates, on the other hand, are welcome to participate only in the preceding May commencement and will have their names listed in that commencement program.

To view the university-wide commencement ceremony schedule, please see the University of Arizona academic calendar page: <https://catalog.arizona.edu/calendar>

PROGRAM REQUIREMENTS

DEGREE REQUIREMENTS

Norton School requirements for the HDFFS Ph.D. degree include the completion of:

- A Master's degree with an empirical master's thesis.
- A pre-candidacy meeting during which faculty consider the student's suitability for continuation in the Ph.D. program.
- Written and oral comprehensive examinations covering the major and minor emphasis areas of study.
- A dissertation.

Additional Graduate College requirements for the Ph.D. degree include:

- At least 36 units (not including dissertation) in the major area and 9 units in the minor area, including any eligible transfer courses approved by the major or minor department. At least half of these credit units must be in courses for which ABC grades are given, with a minimum of 12 units of regular grades taken at The University of Arizona (note that this refers to 50% of the total units listed on the Doctoral Plan of Study). Students may take any courses they wish beyond those on the Plan of Study without regard to grading format
- 18 units of earned dissertation credit (e.g., HDFFS 920).
- Required units must be at the 500-level or above at The University of Arizona.
- A minimum of 30 units must be taken at the University of Arizona (the total includes the 18 required dissertation units); a minimum of 12 units of regularly graded coursework must be taken at the University of Arizona.

COURSE REQUIREMENTS

All courses are 3-unit courses unless otherwise indicated. Research (i.e., independent study; HDFS 699) courses can be worth varying units of credit. Students should discuss the number of units expected for independent study courses at the time of enrollment with the supervising faculty member.

Students are expected to attend all graduate class sessions. Excused absences may be granted for extenuating circumstances, but students should be proactive and discuss these situations with the instructor at least two weeks ahead of time, and preferably sooner when possible. If for health reasons, students should need to miss a class, it is strongly suggested they make arrangements with instructors to attend virtually. Regardless of the reason, missing a graduate class means missing substantial course content, and that content needs to be made up (as per the instructor's directions). Students who miss 2 or more classes (and thus major course content) would normally receive a reduced grade or an Incomplete. Under such circumstances, students may need to consider withdrawing from the course. University policy regarding absences is available at <https://deanofstudents.arizona.edu/policies/attendance-policies-and-practices>.

HDFS M.S. Degree (see Appendix C for checklist)

- Professional Development (1 course / 1 unit)
 - HDFS 697 – Orientation for HDFS Graduate Students
- Theory (2 courses / 6 units)
 - HDFS 546 – Foundations of Family and Interpersonal Theory
 - HDFS 567 – Theories of Human Development
- Introductory Research Methods (1 course / 3 units)
 - HDFS 507a – Research Methods in Family Studies and Human Development (or a comparable class taken in another department; see more in Appendix C-1)
- Quantitative Analysis / Additional Research Methods (3 courses / 9 units)
 - Three classes in quantitative analysis (e.g., Statistics) or research methods (e.g., Mixed Methods Research) that go beyond the introductory class are required for the MS degree. HDFS shares course offerings in quantitative analysis with a number of other programs; students can choose to take any classes that are most appropriate. A full list of offerings is provided in Appendix D. In addition, both HDFS and other programs offer a broad range of classes in other research methods (e.g., qualitative). Students should consult with their primary advisor as soon as they matriculate to decide which sequence of classes will be optimal, given their background and research area.
- Topics in Core Areas of Family Studies and Human Development (2 courses / 6 units; see Appendix E)
 - Two 3-unit courses with course code of HDFS 696Z, 622, 621, 620, 511, or 543.
- Thesis Research (6 units with primary advisor)
 - HDFS 910 – Thesis research units; These units are to be taken during semesters when working specifically on thesis relevant research.
- Research (a minimum of 3 units with primary advisor)
 - HDFS 900 – Research units; These units are to be taken when working with the major advisor on directed research.

HDFS Ph.D. Degree (see Appendix C for checklist)

Requires all the classes listed above, plus the following:

- One additional approved research methods or quantitative course (e.g., a fourth course from the GTAS list)

(Appendix D) or another research methods class (1 course / 3 units)¹

- One additional Topics in Core Areas of Family Studies and Human Development (1 course / 3 units; see Appendix E)²
- Minor (3-4 courses / 9 – 12 units)
 - Typical emphasis areas include COMM, PSY, ED P, SOC, and ANTHRO. Students may also opt for an HDFS Thematic Minor. See more information below.
- Professional Development (1 course / 3 units)
 - HDFS 600 – Professional Development for Advanced Ph.D. students (required)
 - HDFS 696Z - 003 – Teaching in Human Development and Family Science, 1 unit, optional
- Independent Study for Comprehensive Examination (6 units with major advisor)
 - HDFS 799a. Students must enroll in this independent study class with their primary advisor to complete the written portion of their major Comprehensive Examination. This is intended to be a one-semester only course; thus, the major written exam should be completed during the semester that the student is enrolled for credit. To receive a passing grade, students must pass the written portion of their major Comprehensive Exam and pass their oral examination before the grade is due (Note that in order to hold the oral exam, the student will also need to have passed their written minor exam by the end of this semester). As is true for all Independent Study work, this requirement will be written into an Independent Study Proposal Form that is used to describe the student’s plans and goals for their independent work over the semester. If there are extenuating circumstances and the student does not complete the written portion of the major Comprehensive Exam before grades are due, a student can take an Incomplete (I) for the course, given the approval of their major advisor. Students are advised to conduct background work, such as initial conversations with major committee members and preparation of a reading list, before taking this class. This should include a preceding Independent Study course (i.e., HDFS 699).
 - Additional units (i.e., HDFS 699) could be taken with the minor advisor while preparing for the minor comprehensive exams.
- Dissertation Research (18 units with major advisor)
 - HDFS 920. Dissertation research units. Students may not enroll in more than 9 units per semester. These units are to be taken during semesters when working specifically on dissertation relevant research.

Ph.D. Minor

All PhD students are required to complete a Minor area of study. Students may choose one of the following two ways to meet the minor area requirements:

External Minor

In consultation with their minor area advisor(s), students will take 9–12 graduate units of minor coursework as required/approved by the minor department/program (e.g., Sociology, Communication, Marketing, Psychology, Anthropology, Women’s Studies), all of which may be transfer units from prior graduate study. The rules governing the

¹ Students who pursue an HDFS Thematic Minor in Statistics (our “in-house” Statistics Minor) are permitted to apply their 5th stats/methods course taken in fulfillment of the major degree (the “one additional approved methods/statistics course”) toward fulfillment of their Statistics minor requirements as well.

² Students who complete HDFS 601-607 courses in the context of an HDFS Thematic Minor are permitted to apply those classes toward the fulfillment of the Topics in Core Areas of HDFS requirement as well.

external minor are determined by the minor department/program.

HDFS Thematic Minor

In consultation with the minor area advisor(s), students may construct a thematic minor that includes 9-12 graduate units (3-4 courses). The HDFS Thematic Minor is an appropriate option when the minor is a subarea of the major and will include some HDFS classes. Students who pursue an HDFS Thematic Minor in Statistics (our “in-house” Statistics Minor) are permitted to apply their 5th stats/methods course taken in fulfillment of the major degree (the “one additional approved methods/statistics course”) toward fulfillment of their minor requirements as well. In addition, students who complete HDFS 511, 543, 622, 621, 620, or 696Z courses in the context of an HDFS Thematic Minor are permitted to apply one of those classes toward the fulfillment of the Topics in Core Areas of HDFS requirement as well.

Students entering with a Master’s degree have the option of doing an HDFS thematic minor that includes one or more classes transferred from their Master’s program. In this case, the student is not required to have a minor advisor. Instead, their major advisor can serve in both capacities and is responsible for testing both major and minor areas of content during the Oral Comprehensive Exam.

For assistance, the main point of contact for a starting point would be your major advisor or the DGS.

DEGREE TIMELINES

The following is a list of the official forms that must be filed with the Graduate College via GradPath in progress toward completion of the Ph.D. (Forms subject to change; check Graduate College web site at <https://grad.arizona.edu/gsas/degree-requirements> for current information; see Appendix C for sample forms). Forms are available through UAccess Student under Academic/GradPath forms.

- Responsible Conduct of Research Form
- Evaluation of Transfer Credit (If applicable)
- Change of Degree (to add MS degree; not applicable to those entering with an approved MS)
- Master's Plan of Study
- Master's Committee Appointment Form
- Master's Completion Confirmation Form: The Graduate Coordinator submits this form on behalf of the student
- Doctoral Plan of Study
- Comprehensive Exam Committee Appointment Form
- Announcement of Doctoral Comprehensive Examination
- Results of the Oral Comprehensive Examination for Doctoral Candidacy (submitted by committee chair)
- Verification of Prospectus/Proposal Approval (i.e., Dissertation Proposal Approval; submitted by Graduate Coordinator)
- Doctoral Dissertation Committee Appointment Form
- Announcement of Final Defense
- Results of Final Defense (submitted by committee chair)

Recommended timeline for students pursuing a Ph.D., who have not yet earned an M.S.:

- Year 1:
 - File Responsible Conduct of Research Form
 - File Evaluation of Transfer Credit form if applicable
 - Change of Degree forms to add M.S. degree if applicable
 - File Master's Plan of Study
 - Identify research areas of interest
 - Form thesis committee; file Master's Committee Appointment Form
 - Begin work on thesis proposal
 - Take 9 units to be considered full time

- Year 2:
 - Propose thesis; begin data collection
 - Complete data meeting for thesis
 - Defend completed thesis
 - File Master's Completion Confirmation form
 - Take 6 units to be considered full time

- Year 3:
 - Email the DGS to request the formation of a pre-candidacy committee
 - Complete pre-candidacy meeting (suggested timing: 1st semester of 3rd year)
 - Identify an area of interest for minor and a minor advisor
 - File Doctoral Plan of Study form
 - Identify comprehensive examination committee, format, and content
 - File Comprehensive Exam Committee Appointment Form
 - Take 6 units to be considered full time

- Year 4:
 - Schedule oral comprehensive exam and file Announcement of Doctoral Comprehensive Exam
 - Pass written and oral comprehensive examination for minor and major
 - File Results of Oral Comprehensive Exam for Doctoral Candidacy form
 - File Doctoral Dissertation Committee Appointment form
 - Propose dissertation and file Verification of Prospectus/Proposal Approval
 - Take 6 units to be considered full time

- Year 5:
 - Complete data meeting for dissertation
 - Complete final dissertation
 - File Announcement of Final Defense form (at least one week before dissertation defense)
 - Pass final defense and submit dissertation to Graduate College by deadline for graduation term (see <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>).
 - Take 6 units to be considered full time

Recommended timeline for students pursuing only a Ph.D., post a master's degree:

- Year 1:
 - File Responsible Conduct of Research Form
 - File Evaluation of Transfer Credit form if applicable
 - Identify research areas of interest for the major
 - Identify an area of interest for the minor and a minor advisor
 - Take 9 units to be considered full time

- Year 2:
 - Email the DGS to request the formation of a pre-candidacy committee
 - Complete pre-candidacy meeting (suggested timing: 1st semester of 2nd year)
 - File Doctoral Plan of Study form
 - Identify comprehensive examination committee, format, and content
 - File Comprehensive Exam Committee Appointment Form
 - Take 6 units to be considered full time

- Year 3:
 - Schedule oral comprehensive exam and file Announcement of Doctoral Comprehensive Exam
 - Pass written and oral comprehensive examination for minor and major
 - File Results of Oral Comprehensive Exam for Doctoral Candidacy form
 - File Doctoral Dissertation Committee Appointment form
 - Propose dissertation and file Verification of Prospectus/Proposal Approval
 - Take 6 units to be considered full time

- Year 4:
 - Complete data meeting for dissertation
 - Complete final dissertation
 - File Announcement of Final Defense form (at least one week before dissertation defense)
 - Pass final defense and submit dissertation to Graduate College by deadline for graduation term (<https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>).
 - Take 6 units to be considered full time

TIME LIMITS ON COMPLETION

For the M.S. degree, time-to-degree begins with the earliest course to be applied toward the degree, including credits transferred from other institutions. It is expected that all requirements for the M.S. degree will be completed within three years of admission to the graduate program. All requirements for the Ph.D. must be completed within 5 years of passing the Comprehensive Examination. Students who take longer than 5 years from the completion of the oral comprehensive exams must repeat both sections of the comprehensive exam. In the case of transfer coursework, note that the Graduate College allows 6 years from the date of the earliest coursework to be used toward the degree (that is, coursework listed on the Plan of Study).

A student who will be unable to complete the degree (M.S. or Ph.D.) within the allowed time can request an extension of time from the Graduate College by way of a Graduate Petition. Petitions for additional time may be granted by the Graduate

College, but only under exceptional circumstances "above and beyond the student's control", and permission may be denied.

Note that the primary advisor shares overall students' time-to-degree, as part of the student learning outcomes of the HDFS program, for master's theses, dissertations, and comprehensive exams on a yearly basis. Faculty complete and submit their results using the online forms, <https://norton.arizona.edu/graduate-outcomes-assessment-forms>

COMMITTEE FORMATION

During the course of graduate study, the student works with three or four sequentially constituted committees:

- The Master's Thesis Committee, selected by the student in consultation with the major advisor, guides and evaluates the student's work through completion of the M.S. degree, if applicable.
- The Pre-Candidacy Committee, appointed by the DGS and chaired by the major advisor, reviews the student's goals and plan of study and determines if the student should proceed to the comprehensive examination.
- The Comprehensive Examination Committee, selected by the student in consultation with the major advisor, conducts the examination that establishes candidacy for the Ph.D. degree.
- The Dissertation Committee, selected by the student in consultation with the faculty advisor, oversees the Ph.D. dissertation project and conducts the final oral defense.

Committee chairs are expected to work closely with the student to ensure that the student follows a meaningful program that is completed within a reasonable time limit. Students are expected to submit materials to committee members at least two weeks prior to scheduled meetings (e.g., thesis proposal meeting). All committee members are expected to return any related materials given to them for review within a reasonable time (2 to 3 weeks, unless a longer period has been agreed upon with the student). Expectations for the amount of involvement from committee members will vary and should be discussed at the time of committee formation. Students are required to submit materials for committee members to review at least two weeks prior to the defense.

A student may request a change in their committee. The student must work in consultation with their major advisor and then notify the DGS and the Graduate College.

COMMITTEE COMPOSITION

Master's Thesis Committee

The Master's Thesis committee consists of the student's major advisor (chair or co-chair) and two other graduate faculty members. The major advisor for a Master's Thesis committee must have a formal Norton School appointment in HDFS and be a member of the graduate faculty. Faculty with a courtesy appointment in the Norton School may serve as a co-chair, but not as the sole chair. At least two members must be tenured, tenure-track, or approved as tenure equivalent. In addition to the major advisor, one additional committee member must have either a formal or courtesy Norton School faculty appointment. Once your committee is formed, please submit your Master's Committee Appointment form in GradPath.

Pre-candidacy Committee

The purpose of the pre-candidacy meeting is to determine whether a student should proceed with preparation for the Comprehensive Examination. For students who entered the program without a Master's degree, the student is required to

have a pre-candidacy meeting the semester immediately following the completion of the requirements for the Master's degree. For students entering the PhD program with a Master's degree, the student is required to have a pre-candidacy meeting within the fall semester of the second year in the program. It is permissible for the student to form the pre-candidacy committee once the thesis committee has approved the student's thesis while waiting on a final formatted thesis from the Graduate College.

The student should email the DGS requesting the formation of a Pre-Candidacy Committee. The DGS will appoint a committee that includes 3 members, one of whom will be the student's major advisor who will serve as committee chair. The student should provide the committee with an updated curriculum vita, a list of completed coursework (with grades), a statement of professional goals, access to the Master's thesis, and two proposed faculty members (HDFS graduate faculty) to serve on the committee. The committee meets with the student and makes a written recommendation to the faculty at the next regularly scheduled faculty meeting. The faculty will vote to determine whether the student should advance to candidacy or not.

Comprehensive Examination Committee:

Once the faculty votes to accept the student to pre-candidacy status, the student may form a comprehensive examination committee. The Graduate College's stated policy for the doctoral comprehensive examination committee is as follows:

- The examining committee must consist of a minimum of 4 members.
- The major advisor and two additional members must be tenured, or tenure track (or approved by the Graduate College as tenure equivalent).
- The fourth member may be tenured or tenure-track, or a special approved member.
 - Special members must be pre-approved by the Dean of the Graduate College.
 - Any of the following could serve as approved "special members": retired or emeritus faculty, adjunct or continuing faculty, or members from outside UA.
 - Please reach out to the Graduate Coordinator if you have a request for a Special Member, so they can submit the request to the Graduate College.
- Any members beyond the fourth can also be tenured, tenure-track, or special approved members.
- At least two members must be from the HDFS program. Note that exceptions can be made in consultation with the Graduate chair. Exceptions may be allowed with approval from the Major Chair and Graduate Director.
- Note: The faculty serving on the comprehensive exam committee can be the same as those members who served in past committees (e.g., a students' thesis committee).
- Note: It is the responsibility of the student to ensure that the committee administering the comprehensive exams is valid under Graduate College Policy. Students can check with the HDFS advisor in the Graduate Degree Certification office if there is any question about the planned committee's validity.

The HDFS degree program has the additional requirements that:

- The major advisor for doctoral student committees must have a formal Norton School appointment in HDFS. Faculty with a courtesy appointment in HDFS may serve as a co-chair, but not as the sole chair, of doctoral student committees.
- In the case of students entering the program with a Master's degree it is possible for the major advisor to also serve as the minor advisor (see FCS Thematic Minor above). The Minor Advisor, even if from a different department, must attend the oral portion of the exam.

- Two out of the four members must have a formal Norton School faculty appointment and be members of the graduate faculty. A third member must have either a formal or courtesy Norton School faculty appointment.
- There must be at least three committee members from the major and at least one committee member representing the student’s minor. The Minor Advisor, even if from a different department, must attend the oral portion of the exam.

Dissertation Committee

The Graduate College’s stated policy for the doctoral Dissertation Committee is as follows:

- The Graduate College requires a minimum of three graduate faculty members on a dissertation committee. Fourth and subsequent members may be Graduate Faculty or Special Members. If a committee has only three members, all must approve the dissertation. In departments that require four or more members, there may be one dissenting vote. All dissertation committee members are expected to attend the entire final defense.
- The fourth member may be tenured or tenure-track, or a special approved member. Special members must be pre-approved by the Dean of the Graduate College. Any members beyond the fourth can also be tenured or tenure-track, or special approved members. Any of the following could serve as approved “special members”: retired or emeritus faculty, adjunct or continuing faculty, or members from outside UA. Please reach out to the Graduate Coordinator if you have a request for a Special Member. The Graduate Coordinator will submit the request to the Graduate College.

The HDFS degree program has the additional requirements that:

- The major advisor for doctoral student committees must have a formal Norton School appointment in HDFS. Faculty with a courtesy appointment in the Norton School may serve as a co-chair, but not as the sole chair, of a dissertation committee. “Special members” may also serve as co-chairs with approval from the Graduate College (request made by the School).
- In addition to the major advisor, one additional committee member must have either a formal or courtesy Norton School faculty appointment.

DETAILS ABOUT EACH OF THE COMMITTEES

MASTER’S THESES STAGES

A thesis is a formal document that adheres to guidelines set forth in the Graduate College Manual for Theses and Dissertations (available online). At a minimum, it should include a statement of the research question, a review of relevant theoretical and empirical literature, a statement of the methods of study and plans of analysis, a presentation of results, and a discussion and conclusion that summarizes the results of the study and its implications for the field. It is expected that Master’s Theses meet the standards of publishable peer-reviewed journal articles. The format can be either a “traditional” thesis that is similar to, but shorter than, a dissertation or it can be in the form of a manuscript appropriate for submission to a journal. The format should be decided in consultation with the major advisor and committee.

Thesis Proposal Meeting

Early in the process of preparing for the Master’s Thesis, students need to submit a written Master’s Thesis proposal to their major advisor and Master’s Thesis committee members. Although the details of the Master’s Thesis proposal are determined in consultation with the major advisor and committee members, the proposal should include a review of relevant literature, clear statement of research question or hypotheses, proposed research methods, and a plan of analysis.

After submitting the written proposal, it is the student's responsibility to schedule a proposal meeting with their committee members to receive feedback on the proposal and approval to proceed. Students are required to submit the thesis proposal to the committee for review at least two weeks prior to the proposal meeting date. If that timeline is not met, the committee may request the meeting to be rescheduled. Students are required to prepare and give an oral presentation at the meeting. The Master's Thesis committee may ask for revisions of the proposal. A scheduled committee meeting for 1.5 hours is likely sufficient.

Thesis Data Meeting

Upon successfully defending a thesis proposal, students complete data collection (if relevant) and planned analyses. After the completion of data collection and planned analyses, a required data meeting is scheduled with the thesis committee members. The purpose of the data meeting is to get feedback and gain approval of the thesis analyses by the committee, who may require revised or additional analyses before granting final approval. Students may prepare and give oral presentations at the meeting. Once the analyses have been approved, the student can proceed to write the final draft of the thesis. A scheduled committee meeting for 1 hour is likely sufficient.

Final Thesis Defense

An oral defense is required upon completion of the final draft of the thesis. Students are required to submit the final thesis to the committee for review at least two weeks prior to the oral defense date. If that timeline is not met, the committee may request the meeting to be rescheduled. The defense of the Master's Thesis is closed to the public; however, a final presentation of the thesis may be scheduled to immediately precede the thesis defense and may be open to the public. A scheduled committee meeting for 1.5 hours is likely sufficient.

Archiving Your Thesis

All requirements for the master's degree, including the submission of the final, approved thesis for archiving, must be completed by the published deadline for graduation in that semester or term. The submitted thesis must be the final thesis approved by the thesis committee with no edits or revisions remaining.

All master's theses will be archived both with ProQuest/UMI in their national archive of dissertations and theses and in the University of Arizona Campus Repository maintained by the UA Library. The thesis submitted for archiving must be the final thesis as approved by the student's thesis committee.

Students will need to include an approval page signed by your chair/co-chairs and committee members. This signed approval page will be page 2 in your thesis. The approval page can be found here <https://grad.arizona.edu/degree-services/dissertations-theses/sample-pages>

Submitting the Thesis for Archiving

1. Please submit your thesis through the submission site maintained by ProQuest/UMI: www.etdadmin.com/arizona. You will begin by creating your submission profile. Use your "@arizona.edu" e-mail address in the submission profile.
2. Follow instructions on site to complete submission of thesis.
3. Upload your signed Distribution Rights form to the Graduate College with this link: <https://grad.arizona.edu/dist-rights-upload>

4. You will receive a confirmation e-mail when your thesis has been accepted. The thesis will be added to both the ProQuest/UMI archive and the [UA Campus Repository](#). (There may be a delay of a few weeks before the thesis will be available from ProQuest/UMI.) Any corrections post publication may incur a fee.

For more information on archiving your thesis please visit <https://grad.arizona.edu/degree-services/dissertations-theses/submitting-and-archiving-your-thesis>

COMPREHENSIVE EXAMINATIONS

The comprehensive exam is an opportunity for students to independently demonstrate the breadth and depth of their knowledge and to think critically about their research and the field of Human Development and Families Sciences (HDFS) broadly. Specifically, it is meant to demonstrate students' mastery of six learning objective: knowledge & application of research methods (1), analytical procedures (2), and theoretical perspectives (3); knowledge of current research in HDFS (4); and effective written (5) and oral communication (6).

The comprehensive exam serves as an important indicator of students' readiness to start the dissertation phase of their graduate training. The comprehensive exam process is meant to be challenging to students—a time to allow them to utilize and integrate what they have learned in their coursework and independently develop their ideas in their specialized area.

Although there are no formal coursework requirements prior to taking the Comprehensive Examination, students would normally be expected to have completed most of their required coursework for their major and minor course of study before advancing to this stage. The Graduate College does not specify what “most coursework” entails. Therefore, the decision to propose before all coursework is completed is at the discretion of the student, in consultation with the HDFS Graduate Chair and the students' faculty advisory. Passing the Comprehensive Examination establishes candidacy for the Ph.D. degree (assuming all required coursework on the Plan of Study has been completed).

Comprehensive Examination Overview:

Comprehensive exams include three components: Written exams in both the student's major and minor areas of study and an oral exam.

The comprehensive exam committee is made up of 3 major members and 1 minor member (see section on Committee Compositions for full details). The major committee members are responsible for grading the major written exam, while the minor member is responsible for grading the minor written exam. All 4 members of the committee (members for the major comps as well as the minor advisor) must be present at the oral exam or the defense, as this oral defense covers both the major and minor comprehensive examinations.

There are two options for the written major exam in HDFS: (a) a critical review paper or (b) a grant proposal. Below we describe the processes and requirements of each option:

Critical Review Paper: The critical review paper comprehensive examination is an opportunity for students to demonstrate their ability to independently synthesize literature in their substantive areas of specialization. Students are required to adhere to the standards of a published review paper in the student's field of specialization (e.g., meta-analyses, scoping reviews, systematic reviews, theoretical analyses). Additionally, students must ensure that the final product showcases their mastery of six learning objective noted above.

Grant Application: The grant application comprehensive examination is an opportunity for students to demonstrate

their ability to formulate fundable research questions in line with their substantive areas of specialization. Grant applications can be formulated as a practice (e.g., without an actual submission) or can be applications that students intend to submit. The funding agency must be a viable source for serious research funding (e.g., an agency that faculty in the student's area of specialization would apply to). Additionally, students must ensure that the final product showcases their mastery of six learning objective noted above.

Comprehensive Examination Process and Requirements:

The comprehensive exam process is encouraged to be completed in a 2-semester sequence: A semester where students develop a comprehensive exam proposal, and a semester in which students complete the actual comprehensive exam.

Proposal Stage:

In the first semester, students will develop a proposal that provides an outline of the proposed paper, including the goals of the paper and a conceptual model (if applicable), as well as references. This will allow the committee to provide appropriate feedback and guidance prior to beginning the writing phase of this exam.

- In this stage, students have the option of registering for HDFS 699 (e.g., independent study with their major advisor).
 - During this time, the student and major advisor should work collaboratively to select the overall focus for the paper/grant, including establishing a realistic scope and/or identifying potential literature to support this project.
- The student will create a proposal that is 3-5 pages (excluding references, tables, and figures), double spaced, 12-point font, 1-inch margins.
- Students should create a proposal that provides a clear and detailed enough description of the project so that the committee can evaluate the appropriateness, feasibility, and quality of the proposal.
 - As a supplement to the 3-5 proposal, students can choose to provide an outline of the proposed paper (e.g., bulleted list), but it is not required.
 - As a supplement to the 3-5 proposal, students can choose to submit a reading list so their committee can ensure foundational or seminal readings are included in the proposed plan; however, this list is not required. If students provide this list, please note that this reading list is not meant to limit the student from identifying and referencing additional readings during the comps writing process.

After submitting the proposal to committee members, a proposal meeting is scheduled with the committee. This proposal meeting is with the student and the members of the major comprehensive exam. The minor advisor does *not* need to attend this proposal meeting specific to the major comprehensive exam. The goal of the initial proposal meeting is to make sure the student feels prepared and capable of pursuing the full paper independently. Any concerns about the topic or scope of the paper should be addressed in this meeting. If the proposal is not approved, the student must revise it based on the committee members' feedback/recommendations. The proposal must be sent to committee members at least 2 weeks before the student's scheduled meeting. Also note that students do not need to submit any paperwork noting the outcome of this proposal in GradPath.

Writing Stage:

Upon completion of the proposal meeting and acceptance of a final version of the proposal by the committee, students will begin the writing stage. This will typically begin in the second semester of the process, but the student can begin writing sooner if they have had their proposal accepted earlier.

- During this second semester of the comprehensive exam the student must register for HDFS 799.
- The comprehensive examination should reflect the efforts of the individual student.
 - Major advisors and committee members can only provide minimal feedback during the process. If any feedback is given, it should be general – giving broad advice on structure and overall ideas. Extensively editing the students’ work is not acceptable, given that this is a process meant to reflect students’ independent work.
 - No one else is allowed to provide feedback on this work.
- The student is required to complete and submit the major written exam within three months (90 days) of having their proposal approved, and they must schedule an oral defense shortly after approval of the document (see grading procedures).
 - This oral defense should be scheduled for 1.5 hours.
- Students must allow their committee at least two weeks to review and deliberate on their decision of the final paper, thus, students and faculty should plan accordingly.
- Students will need to have completed their minor written exam by the end of this semester in order to hold the oral exam.

Meeting and Grading Procedures for the Oral Defense:

To successfully complete the comprehensive examination, students must pass both the written examination and the oral examination. Students are required to submit the completed comprehensive to the committee for review at least two weeks prior to the defense date. If that timeline is not met, the committee may request the meeting to be rescheduled. The written examination grade is given after the committee reviews the students’ completed document and before the oral exam. The oral examination grade is given after the students’ oral examination meeting. As stated previously, all 4 members of the committee (members for the major comps as well as the minor advisor) must be present at the oral exam or the defense, as this defense covers both the major and minor comprehensive examinations.

Grading of Written Examination:

Members of the committee representing the major comprehensive exam are responsible for grading the major written portion of the examination and voting to determine whether the examination grade is:

- *Pass* - No more than one negative or abstaining vote
- *Pass with minor revisions* - No more than one negative or abstaining vote
 - The Committee must provide instructions for revisions, and the advisor will determine whether these revisions are successful
 - Once the committee provides a list of required revisions, the student has 30 consecutive calendar days to submit these revisions.
- *Fail* - More than one negative or abstaining vote

The voting process is conducted through email, with each committee member informing the Committee Chair of their vote within 2 weeks of the submission of the document. The Committee Chair must inform the student of the examination outcome in writing within 48 hours of receiving committee votes.

If the major examination grade is “fail”, there are two options:

- *Fail with the option to rewrite all or part of the written examination.*
 - Only one rewrite will be allowed.
 - The major Committee will determine a time limit on the rewrite (not to exceed 90 days)
 - The Committee Chair is required to present the student with formal written feedback summarizing deficiencies of the written examination.
 - After the rewrite, a vote will be taken by the committee to determine whether the student has passed the written major examination and will follow the same voting process as above.
- *Fail with no option to retake the examination*
 - This will result in termination from the Ph.D. program.

After receiving a “pass” on the written exam, the student will be responsible for logging into GradPath and filling out the Announcement of Doctoral Comprehensive Examination form and for arranging with their committee a time and place for the oral exam.

Grading of Oral Examination:

The oral exam is meant to assess the students’ level of knowledge expected of a junior academic in the field of HDFS.

- It is the obligation of the Committee to ensure that the student displays a broad knowledge of the general field of HDFS, and sufficient depth of understanding in areas of specialization;
 - The committee may ask questions regarding the comprehensive exam or questions meant to address key learning objectives of the HDFS program.
- The student must demonstrate the level of knowledge expected of a junior academic colleague.
- The examination is conducted in closed session; it is not open to the public.
- All examiners must be present for the full length of the examination.
- The oral comprehensive examination must be at least one hour in duration, and may not exceed three hours.
- One or more faculty can attend this comprehensive exam virtually so long as all members are fully engaged during the entirety of the exam and all members are able to effectively communicate.

The oral examination can have three outcomes:

- *Pass - No more than one negative or abstaining vote.*
- *Fail with the option to retake the oral exam – More than one negative or abstaining vote.*
 - *Every effort should be made to schedule within 30 days (per Norton School recommendations)*
- *Fail without the option to retake - More than one negative or abstaining vote.*

If re-examination is selected, the Committee may not require further coursework for the student. The Committee members for the repeat examination must be the same as those present at the first examination; the Dean of the Graduate College must approve exceptions to this rule prior to the repeat examination. If a student fails the oral examination without the option for a repeat examination, or if the student fails the repeated oral examination, the student is terminated from the Ph.D. program. Requests for appeal of this decision should be directed to the Graduate College.

ADVANCEMENT TO CANDIDACY

When a student passes the comprehensive examinations, they are advanced to doctoral candidacy by the Graduate College assuming they are qualified. The Graduate College checks for the following qualifications before advancing a student to

doctoral candidacy: completion of coursework on the Plan of Study, successful completion of written and oral comprehensive examinations, regular graduate standing (RGS status), and appropriate graduate GPA (3.00 required for graduation). When the student is advanced to doctoral candidacy, the Graduate College assesses the graduate candidacy and (in advance) the dissertation processing and archiving fees. Students are notified by the Graduate College when they are advanced to candidacy.

COMMITTEE APPOINTMENT FORM

Once a student has been advanced to candidacy, the student should submit the Doctoral Dissertation Committee Appointment form via GradPath. The form should be submitted to the Graduate College at least six months prior to the dissertation defense. The Committee Appointment form informs the Graduate College of a student's expected graduation date, Dissertation Committee members, dissertation title, and whether the dissertation research involves human subjects. A student whose research involves human subjects should attach a copy of the HSPS approval letter/document when submitting the Committee Appointment form to the Graduate College. (If HSPS approval is pending, the Graduate College can accept evidence of approval later, but it must be submitted prior to scheduling the dissertation defense.)

Any of this information can be updated after submitting your GradPath form by emailing our Graduate College Degree Auditor. You can find our current degree auditor here. <https://grad.arizona.edu/directories/studentssupportspecialists.html> The Committee Appointment form must be approved by the Graduate College before they will schedule the dissertation defense (i.e., final oral examination). Note that approval of the Committee Appointment form depends, in part, on the validity of the Dissertation Committee listed under Graduate College policy and described above in the section on Committee Composition. The Graduate College also checks the planned graduation date considering the time-to-degree policy. A student who needs extra time to complete the program must make the request by submitting a Graduate Petition.

DISSERTATION STAGES

The dissertation demonstrates the ability to conduct original research on a significant topic. It should contribute new knowledge to the discipline of Human Development and Family Science and is chosen in consultation with the student's major advisor. The dissertation proposal and the completed dissertation must be defended before the student's Dissertation Committee. Additionally, all doctoral students are expected to present their final dissertation results to the public just prior to their oral defense. Students may not defend their dissertation proposals until written and oral comprehensive examinations have been passed.

Dissertation Proposal

After passing the oral comprehensive examination, students submit a dissertation proposal to the major advisor and Dissertation Committee members; it is expected that the dissertation proposal will be completed within six months of passing the oral comprehensive examination. Students are required to submit the dissertation proposal to the committee for review at least two weeks prior to the proposal defense date. Students are required to prepare and give an oral presentation. A scheduled committee meeting for 1.5 to 2 hours is likely sufficient.

The dissertation proposal should contain:

- A statement of the research question(s) to be investigated; and
- A review of the previous literature (theoretical, methodological, and substantive area) from which the dissertation problem emerges, and
- A discussion of the methods and plan of analysis; and

- A statement of how the research will contribute to the chosen field of study.

The format of the dissertation proposal is determined in consultation with the major advisor and members of the Dissertation Committee and may depend in part on the decision about the format for the dissertation (see below).

Suggested formats for the dissertation proposal include (but are not limited to):

- The “first three chapters” dissertation proposal consists of detailed “chapters” for what will eventually be a dissertation in traditional format, including an introduction, comprehensive literature review, and detailed discussion of methodology and plan of analysis. The intent with this format is that the “first half” of the dissertation is fully complete at the time that the dissertation proposal is approved.
- A “grant application” dissertation proposal is shorter and follows National Institutes of Health (NIH) or National Science Foundation (NSF) dissertation grant formats (e.g., 15 single-spaced pages, excluding references, including all the information outlined above). This format does not presume a fully comprehensive review of all relevant literatures, but should clearly outline the research questions, methods, and plan of analysis that will be used in the dissertation project.
- The “multiple paper” dissertation proposal includes an overarching review of the research literature that integrates the multiple manuscripts that will comprise the dissertation, along with an introduction, description of methods, and proposed data analyses for each of the proposed papers. The proposed papers should be the introduction, literature review, and method sections of each of the proposed papers, thus, described separately.

The dissertation proposal should be considered a contract between the candidate for the Ph.D. and the Dissertation Committee. Therefore, it is imperative that the dissertation proposal clearly outlines the goals and objectives of the dissertation project to remove ambiguity about the scope and scale of the work that is proposed to meet the dissertation requirement.

Upon approval by the Dissertation Committee, a memorandum should be submitted by the Dissertation Committee chair via email to the Graduate Coordinator indicating the completion of the dissertation proposal. At this point the student is officially considered to be “ABD” (all but dissertation).

Dissertation Format

In consultation with the major advisor and the Dissertation Committee, students may choose between a traditional dissertation format and a multiple manuscripts format for the dissertation. In selecting a dissertation format, major advisors and Dissertation Committee members are encouraged to discuss the relative benefits and limitations of the two formats in the context of the student’s research area and professional goals.

The traditional dissertation format customarily includes a conceptual framework for the study; a comprehensive review of related literature; a detailed description of the study methods; a presentation of study findings; and a thorough discussion of the study findings, limitations, and areas for future research.

The requirements for the multiple manuscript format will be determined by the Dissertation Committee following the guidelines below:

- The multiple manuscripts dissertation will include at least two manuscripts.
- The manuscripts will include empirical analyses. Committees may choose to allow students to include one non-empirical article (e.g., a conceptual analysis of a literature, etc.).
- The manuscripts should be conceptually related (e.g., in content, theoretical orientation, etc.) and together should

define the student's area of expertise.

- The dissertation will also include an introductory chapter that conceptually frames the manuscripts, as well as a concluding final chapter that synthesizes the articles included in the dissertation.
- Students may not use manuscripts that have been used to meet other requirements of the student's graduate program (e.g., master theses, comprehensive exam papers), although extensively reworked and extended versions may be considered for inclusion with Dissertation Committee approval.
- Students may include published as well as unpublished manuscripts, pending approval by the Dissertation Committee. While acknowledging that research is most often a collaborative process, students must be the first author on each manuscript included in the dissertation. Please see the APA manual (the most current edition) for guidelines concerning manuscript authorship.
- Manuscripts must be written while the student is enrolled in the graduate program.

To be accepted by the Graduate College, the final dissertation document must conform to guidelines specified in the Manual for Theses and Dissertations. These requirements can be found online at the Graduate College website at <https://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides>

Dissertation Data Meeting

After the completion of data collection and planned analyses for the dissertation, but prior to completing the final draft, a required data meeting is scheduled with the dissertation committee members. The purpose of the data meeting is to get feedback and gain approval of the dissertation analyses by the committee, who may require revised or additional analyses before granting final approval. Students may prepare and give an oral presentation. Once the analyses have been approved, the student can proceed to write the final draft of the dissertation. A scheduled committee meeting for 1 hour is likely sufficient.

Dissertation Defense

Upon approval of the final draft of the completed dissertation by the Dissertation Chair, the student may schedule the final oral examination following Graduate College guidelines. Students are required to submit the final dissertation to the committee for review at least two weeks prior to the oral defense date. If that timeline is not met, the committee may request the meeting to be rescheduled. The time and location are scheduled with the Graduate Degree Certification Office at least seven working days in advance using the Announcement of Final Oral Examination form and announced publicly. Following a public presentation of the dissertation, the final examination is closed to the public.

The final examination is an oral defense of all elements of the dissertation, and it may include any general questions from the committee related to the broader field of Human Development and Family Science. By this time, all elements of the program must have been completed, except for the final acceptance of the dissertation document. This means no incomplete grades or unfinished coursework. The student is responsible for ensuring that all members of the committee will be available for the scheduled defense. In an emergency (usually the serious illness of a faculty member), a member substitution can be approved for the defense, but this is undesirable. Dissertation defenses should be conducted in the summer only as a last resort, and members of the committee have a right to refuse to be available for summer defenses, or for defenses during sabbatical leaves. (It is possible, by arrangement with the Graduate College, for a committee member to participate in the defense remotely via video or telephone conference.). A scheduled committee meeting for 2 hours is likely sufficient.

A dissertation defense should be a stimulating experience. The student should prepare a well-executed lecture (illustrations are encouraged), and feel free to invite friends and family to the public presentation. The public lecture is followed by a closed-door (committee and student only) exam lasting one to two hours. The student is responsible for reserving a room for the defense. The defense is formally scheduled by submitting the Announcement of Final Oral Examination form to the Graduate College. The Announcement should be submitted to the Graduate College Degree Certification office no later than seven working days prior to the defense. The Graduate College will place a notice on the University's master calendar ([Lo Que Pasa](#)) inviting the public to attend the presentation portion of the defense.

All members of the Dissertation Committee (a minimum of three per Graduate College requirements) participating in the exam must approve the announcement form. The student should not ask members of the committee to approve this form if they have not received revised drafts of all chapters of the dissertation. If the Dissertation Committee is composed of only three members, all of them must attend and approve (vote to pass) the defense and dissertation. If the committee includes four or five members, one may be a special member, and all must attend the defense; the student can still pass if one member of the committee abstains or votes to fail the dissertation. Note that regardless of who may have advised the student during preparation of the dissertation, the official Dissertation Committee (as recorded by the Graduate College, as well as with the archived dissertation) comprises those members who attend and administer the final oral examination.

Immediately after the exam, the major advisor returns the exam report, called the "Notice of Completion" form, along with a "Grade Change" form, to the Degree Certification. Any additional, final revisions requested by the committee are also recorded on the form. The dissertation advisor need not sign the line on the Notice of Completion form for final approval at this time, although they should sign as a committee member, indicating that the examination was passed. If the committee requests dissertation revisions following the defense, they also elect whether the dissertation director(s) alone or the full committee will review the revisions and grant final approval of the dissertation.

Submitting Final Dissertation

The student makes any final corrections to the dissertation document as requested by the committee. The final version of the dissertation is due in the Graduate College well before the end of the graduating semester (see <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>). The final step a Ph.D. student takes is to submit the dissertation to the Graduate College for format review and archiving. The submission may be made electronically after the defense, once the Dissertation Committee grants final approval to the dissertation (i.e., after completion of any revisions requested at the defense). The initial dissertation submission must be made in time to meet the Graduate College deadline for the specific graduation semester. If the submission is made after the stated deadline, the student will instead graduate in the following term and will be required to register for that term.

The University has an electronic system for submitting dissertations. Instructions are available at <https://grad.arizona.edu/gsas/dissertaions-theses/submitting-your-dissertation>. The Graduate College will determine if the dissertation format is correct for submission to the University of Arizona Library and UMI/ProQuest; they will not provide copy editing, however. If the format is not correct you will have to re-submit your final version with the changes. When all requirements (dissertation formatting, supporting forms for the submission, final grades, etc.) are met, the dissertation is sent to the Library and UMI/ProQuest to be archived. Fees for processing and archiving of the dissertation are charged at the time a student advances to candidacy (e.g., after completing the comprehensive exams). The only other fees that may be charged at the time the dissertation is submitted are the copyright fees, which are assessed if the student elects to copyright the dissertation, and the fee for open access publishing.

The degree is officially awarded (i.e., added to the student's official record) once (a) the graduation term has concluded, AND (b) the submission is complete, with formatting approved and supporting documents on file with the Graduate College. A student who completes the submission prior to the end of the term may request a Certificate of Completion of Degree Requirements from the Graduate College Degree Certification office. Note that summer is considered a single graduation term, so summer degrees are awarded following the end of Summer Session II.

FINANCIAL ASSISTANCE

Graduate College Funding

A variety of financial resources are available from the Graduate College. Go to their website at <https://grad.arizona.edu/funding> for more information on eligibility requirements and application procedures.

Graduate Assistantships

Assistantships provide salaried employment in teaching and/or research and include a waiver of non-resident tuition. Priority for positions will be given to students who are making satisfactory academic progress towards the completion of their degree within the recommended time period. In general, all graduate students in good standing who want an assistantship and meet the criteria below can obtain funding in this way. To be eligible for a Norton School graduate assistantship, including Teaching Assistantship (TA) and Research Assistantship (RA), students must:

- Be currently admitted to the Norton School graduate degree program,
- Enroll for a minimum of 9 units of graduate credit during the first year of graduate school and 6 units of graduate credit (audited courses are not included) thereafter, while classes are in session for Fall and Spring semesters,
- Maintain a 3.00 cumulative GPA³ for all UA graduate credit courses, and
- Receive satisfactory annual evaluations.

All new graduate teaching assistants, who have instructional duties or direct student contact, are required to participate in the Arizona Board of Regents' mandated two-day orientation. Please contact the Graduate Coordinator for more information on this orientation.

Requirements to solo or co-teach: Sole teaching requires an earned Master's degree. Students who wish to sole or co-teach in an online course must have completed a teaching course or workshop that includes specific training in online instruction. Any student who wishes to assume sole teaching responsibility for an in-person course must complete the Norton School teaching seminar or either: a) a 3--credit teaching course (e.g., AETI 697c – Teaching College Level Agriculture and Life Sciences), OR b) a minimum of 3 pedagogy workshops (e.g., Creating a Course Syllabus) provided by the University Teaching Center (www.utc.arizona.edu). It is recommended that students complete this requirement within the first two years of the program. Students with extensive previous teaching experience may be exempt from this requirement pending approval by the Division Chair.

³ Note that for financial assistance, the 3.0 cumulative GPA requirement does not need to consist of only A and B grades as required for satisfactory academic progress.

Summer Funding

Options for summer funding:

1. Pending availability: A summer research position with your major advisor or another faculty member (talk to your major advisor here).
 2. Pending availability: Osburn summer fellowships (applications are through the Frances McClelland Institute).
 3. Summer teaching to teach or co-teach (interest will be solicited through the HDFFS Program Chair or the HDFFS Director or Graduate Studies).
- *See above for the requirements to solo or co-teach.

As a first step, discuss with your major advisor these options for summer funding.

Summer funding is an optional opportunity and is not required for graduate students if they do not want to partake in summer funding

Scholarships

Norton School graduate students are strongly encouraged to apply for Norton School student scholarships. The entire process is conducted online via [Scholarship Universe](#) (SU). Before you apply, be absolutely sure to follow the [CALs How-To-Apply Guide](#). Please note that SU has a matching question quirk that this how-to document helps you to navigate in order to maximize your eligibility. For more information on our scholarships in general, visit the [Scholarships page](#) on the CALS website. Applications are due by 11:59 PM, April 1.

The Norton School's Scholarship Committee meets annually and on an ad hoc basis to select scholarship awardees. Students apply in the spring semester for financial assistance for the following academic year. If you have any questions, please contact the Graduate Coordinator.

Milestone Progress Time (MPT)

In consultation with the primary advisor, 2nd- through 5th-year students may select two consecutive semesters in one academic year to be funded via scholarships (see next paragraph), with the expectation that this time is to be used to make substantial progress toward research milestone development (i.e., thesis, comprehensive exam, dissertation, or progress toward a manuscript). To ensure full funding for each semester, scholarships will be supplemented with additional funding from institutional sources (e.g., UA, CALES, Norton School, TA funding), individual graduate fellowships, institutional training grants or individual faculty grants, when available.

To be considered for MPT funding, students need to:

First, apply each year by April 1 to the aforementioned scholarship fund, including to the CALES General scholarship via Scholarship Universe (<https://cales.arizona.edu/current-students/scholarships-financial-aid>). If students do not apply to Scholarship Universe by April 1, they are not eligible for MPT funding for the next academic year.

After applying for this scholarship, you should receive an email from Camille Andersen in CALES specific to what comes next. If you do not receive this email from Camille Anderson, please email her. Her address can be found in the UA Phonebook.

Second, to be considered for MPT funding, students need to submit their responses to a Qualtrics survey from the Graduate

Committee. The Director of Graduate Studies, the HDFS Graduate Coordinator, or a member of the Graduate Committee will email all students with a link to the Qualtrics survey during the spring semester (most often in April).

MPT Q&As follow:

Q1: Two consecutive semesters in one academic year? What if there is an opportunity to be a research assistant or to teach during one semester? Can MPT funding be divided into two different academic years?

A1: To be granted an exception to the two consecutive semesters rule, a student would need to have an extenuating circumstance and would require approval from the Graduate Committee and the Norton School Director. For scholarship administration purposes, two consecutive semesters in the same academic year is best practice.

Q2: How do I record my scholarship funded time and what is counted as substantial progress?

A2: As MPT is characterized as scholarship funding, students do not report actual time to their primary advisor, the Graduate Committee, or to the Norton School Business Office. Substantial progress is indicated by meeting, or more often, exceeding milestones as outlined in the HDFS Graduate Handbook. Further, substantial progress is indicated by students accelerating their progress beyond what is expected in any given semester via student credit hours earned (e.g., independent study, research, thesis, comprehensive exam, dissertation).

Q3: How many MPT spots have historically been funded each year?

A3: Historically, the Norton School has been able to fund MPT for four graduate students each academic year (i.e., Fall and Spring for two consecutive semesters).

Q4: How will decisions be made about who receives MPT each year and how will students know they have been selected for MPT?

A4: To be awarded MPT, students must meet the following two requirements:

- #1: Only students who apply that year by April 1 through CALES via Scholarship Universe are eligible for MPT for the following academic year.
- #2: Only students who submit their responses to the Qualtrics survey sent by the Graduate Committee are eligible for MPT for the following academic year.

Per the Graduate Committee, students will be prioritized to receive the MPT based on the following criteria:

- First priority will be given to those graduate students in the HDFS doctoral program who have received 0 years of previous MPT, followed by 1 or more years of MPT.
- Second, priority will be given to students who aim to use this time to complete core program requirements, such as Thesis, Comprehensive Exam, and Dissertation, followed by those aiming to use this time to complete additional professional goals (e.g., publication, etc.).
- Third, additional consideration will be given to support students who could benefit from time to support progress in the overall graduate program, including milestone progress.

In terms of how information about scholarship funding is received:

- Historically around the first week of May of each year: Camille Andersen and the faculty member serving on the Norton School Scholarship Committee converse about the amount of scholarship funding available. This faculty member then sends this information to the Norton School Business Office and the Director.

- Following this conversation: The Director of Graduate Studies will work with Norton School Business Office to determine the amount of funding available for graduate students for the upcoming year.
- The Graduate Committee will use this aforementioned information to discuss funding for the year using the information outlined in this document.
- How will graduate students be notified that they have received MPT?
 - The Director of Graduate Studies will email each student who receives MPT with this information as well as the amount received, with the CC to the advisor.
 - This information will also be saved by the Director of Graduate Studies or the Graduate Coordinator in each student’s BOX folder specific to HDFS funding that was set up by the HDFS Director of Graduate Studies.

Q5: Can MPT be awarded more than 1 time? Can I receive 2 years of MPT?

A5: Yes, more than 1 year of MPT is possible, depending on if the graduate student has met the conditions noted in this section (i.e., Scholarship Universe by April 1 and the Qualtrics survey from the Graduate Committee). Further, MPT funding beyond one year will be determined by factors such as cohort size and available funds, with these discussions occurring between the Graduate Committee and the Norton School Business Office.

Q6: Is there an opt-in / opt-out process? Other than the first year of the student, can the student decide when it’s best for them to receive MPT?

A6: To some extent, this may be possible. With smaller cohorts, this process is more likely to work than with larger cohorts of HDFS doctoral students. We also need to consider the budget and the recommendations of the Norton School Business Office. This being said, if you are selected for MPT, we strongly recommend that you take this MPT, especially if it’s your first year of MPT funding.

RESEARCH & TRAVEL FUNDING

Please contact the DGS for details on any available funding.

FEDERAL FINANCIAL AID

Federal financial aid (i.e., loans and grants) is awarded through the University of Arizona’s Office of Scholarships and Financial Aid (OFSA). Application requests for financial aid should be made in the semester prior to the anticipated funding needs. Further information can be found on the [OFSA website](#). The Office of Scholarships and Financial Aid can be reached by telephone at (520) 621-1858, or by email at AskAid@email.arizona.edu.

General Policies for HDFS Graduate Assistants (GAs/TAs/RAs)

International graduate students with an assistantship can be enrolled full time at 6 units (3 of those units must be in-person). 9 units (6 in-person) remains the standard for those without an assistantship, working on their final project/dissertation, or otherwise in advanced standing.

STUDENT	UNITS OF GRADUATE CREDIT NEEDED FOR FULL-TIME STATUS
Graduate student	9
Graduate Student with Assistantship/Associate appointment	6

Graduate Student enrolled in only Thesis/Dissertation (900-level courses)	3
Graduate student approved for advanced status	1-2; a minimum of 1 unit of enrollment in 900-level course or other approved graduate capstone requirement, and a maximum of 2 units for a student whose program requires an additional unit for continuous enrollment.

<https://international.arizona.edu/international-students/full-time-enrollment-graduates>

Students are expected to be familiar with the [Graduate College Graduate Assistant and Associate Workload Policy](#)

Students should notify the DGS or School Director and the Norton School Business Manager if they are thinking of taking on any additional work beyond their RA/TA assignments, inside or outside the department, either paid or unpaid, because the Graduate College stipulates that “All GAs are required as part of their Notice of Appointment (contract) to keep any and all departments for which they work apprised of any and all other work, on or off campus.” Students are also strongly encouraged to inform their primary advisor if they are considering taking on additional commitments.

All graduate assistants should treat their work assignment as a professional job and part of their graduate education. Supervisor requests should be honored and carried out in a professional manner. As per Policy 6 in the Graduate College workload policy, *As salaried employees, FTE (full time equivalency) corresponds to the following average weekly work hours, as defined by the Federal Labor Standards Act (FLSA). Actual hours per week can vary, so long as the average number of hours across the employment contract corresponds to these numbers. As salaried employees, GAs are expected to complete work assignments as assigned and work with their supervisors to set expectations and duties that will result in this average.*

- .50FTE = 20 hours
- .33FTE = 13.2 hours
- .25FTE = 10 hours

There may be weeks a student will work depending on the assignment, but over the term they should average the appropriate number of hours. It is recommended that students keep a record of their hours and tasks and provide a copy to their supervisor as agreed upon at the beginning of the contract. If a student is unable to complete the expected number of hours in one or more weeks, or there are uncompleted hours at the end of the semester, then those hours need to be made up. The student and supervisor should come to a written agreement about the number of hours to be made up and the timeline for doing so prior to the end of that semester. The student will be expected to honor that agreement and to document in writing how and when the hours are completed.

The copy machines are available for assistantship use only and require a copy code, which should be obtained from a supervisor. All supplies needed for an assistantship should also be obtained from a supervisor.

If a student has concerns or complaints about their employment or their supervisor, please contact the Division Chair or the Director of Graduate Studies. If a resolution cannot be achieved, this matter will then be forwarded to the Norton School Director.

Distinguishing Research Assistantship Obligations from Professional Development

Research Assistantships are paid positions (either 10 hours per week [.25 RA] or 20 hours per week [.50 RA]). These positions may include a variety of research-related tasks as deemed appropriate by the research supervisor (e.g., study recruitment, data collection, data cleaning, data analysis, manuscript writing/co-authorship). For a given semester, students and advisors (and/or research supervisors) should come to a clear agreement, in writing, regarding what RA activities are expected. In addition to these paid RA positions, it is recommended that the student enroll in independent study units (and complete an independent study form) to cover some or all of the additional hours required to complete their own manuscripts (as well as any additional time spent on theses or dissertations). Independent study units involve specialized training related to research, including but not limited to study recruitment, data collection, data cleaning, and data analysis as well as activities related to students' individual professional development, such as manuscript writing/co-authorship, submitting abstracts to conferences, and conference presentations. These activities must clearly and directly advance students' development. For a given semester, students and advisors (and/or research supervisors) should complete an independent study form to indicate in writing the professional development activities that are expected. This distinction between Research Assistantships and Independent Study units is sometimes blurred, however, for example when a student is hired as a Research Assistant to collect data that they will then use for their own thesis, dissertation or manuscripts. In this case, the student and advisor (and/or Research supervisor) should come to a clear agreement in writing regarding what portions of the work will be covered by the paid research assistantship versus independent study credits.

Work Guidelines for Norton School Graduate Assistants

The Norton School of Human Ecology provides opportunities for graduate students to work as Graduate Teaching Assistants (GTAs) across our academic programs. When opportunities arise, the GTAs and faculty members need to have shared expectations. GTAs are valuable supports to faculty and students and faculty need to provide applied teaching mentorship for GTAs. To successfully facilitate those collaborations, we created a set of Norton School guidelines to facilitate clear expectations for GTAs and faculty. These guidelines were created with input from faculty across the Norton School and from HDFS graduate students.

To access the Norton School GTA expectation document, this document is available on the Norton School website and is reachable by those who can log into the Norton School website, which includes current graduate students; here is that link: <https://norton.arizona.edu/internal/hdfs/teaching-assistant-guidelines>.

Specific to Research Assistantship Obligations and/or Duties, some of these duties are outlined here. Follow up with your Research Assistant supervisor for other duties.

- Assist with all research related responsibilities for current research projects (i.e., administrative tasks related to the research, supervising data collectors, development of questionnaires, preparation of mail surveys, contacting data collection sites, etc.).
- Assist with library work for current and new projects (i.e., finding articles, updating table of contents of books, conducting literature searches, abstracting articles).
- Assist with coding, data input, statistical programming and analysis, and summarizing data.
- Assist with report writing and editing.
- Assist with identifying grant and other funding opportunities and in the development of research proposals.
- Help with developing visual materials and reports for conference presentations.
- During weeks when there is not enough work to fill your work hours with research related responsibilities, you may also be asked to help with teaching responsibilities such as assisting with grading assignments and exams, proctoring exams,

developing class-related materials and assignments, etc. Assist with covering classes when faculty member is absent.

APPENDICES

APPENDIX A. Norton School Student Annual Review (SAR) Form

APPENDIX B. Norton School SAR Evaluation Form

APPENDIX C. HDFS Degree Checklists

APPENDIX C-1. HDFS Degree Checklists specific to HDFS 507A

APPENDIX D. Graduate Training in Applied Statistics (GTAS) course offerings

APPENDIX E: Special Topics Course Overview

APPENDIX A. Norton School Student Annual Review (SAR) Form

NORTON SCHOOL OF FAMILY AND CONSUMER SCIENCES
STUDENT ANNUAL REVIEW FORM
Example from May 2023-May 2024 ACADEMIC YEAR

NAME:	YEAR ENTERED FCS:				
<p>COURSES (INCLUDING GRADES) COMPLETED during the following semesters: (Please include thesis, dissertation, and supplemental units.)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; padding: 10px;"><u>Spring Semester 2023</u></td> <td style="width: 50%; text-align: center; padding: 10px;"><u>Summer Sessions 2023</u></td> </tr> <tr> <td style="width: 50%; text-align: center; padding: 10px;"><u>Fall Semester 2023</u></td> <td style="width: 50%; text-align: center; padding: 10px;"><u>Spring Semester 2024</u></td> </tr> </table> <p>TOTAL number of units completed to date: _____</p> <p>Major coursework: _____ Minor coursework: _____</p> <p>Research/Independent Study: _____ Thesis: _____ Dissertation: _____</p>		<u>Spring Semester 2023</u>	<u>Summer Sessions 2023</u>	<u>Fall Semester 2023</u>	<u>Spring Semester 2024</u>
<u>Spring Semester 2023</u>	<u>Summer Sessions 2023</u>				
<u>Fall Semester 2023</u>	<u>Spring Semester 2024</u>				

PROGRAM PROGRESS TIMELINE:	Month/Year Completed
<i>"Master's Plan of Study" form filed with Graduate College</i>	
<i>"Evaluation of Transfer Credit" form filed with Graduate College (if applicable)</i>	
Master's thesis committee formed	
Master's thesis proposal meeting held	
Master's data meeting held	
Master's thesis proposal accepted	
Master's thesis completed and approved	
<i>"Completion of Degree Requirements" for Masters form filed with Graduate College</i>	
Pre-candidacy passed	

<i>"Doctoral Plan of Study" form filed with Graduate College</i>	
Comprehensive examination committee formed	
Comprehensive written examinations passed	
<i>"Results of Oral Comprehensive Exam for Doctoral Candidacy" form filed with Graduate College - see Grad Handbook for details</i>	
Comprehensive oral examination passed	
<i>"Committee Appointment" form filed with Graduate College - see Graduate Handbook for details</i>	
Dissertation proposal meeting held	
Dissertation proposal accepted	
<i>"Announcement of Final Oral Examination" form filed with Graduate College (by one week before oral examination)</i>	
Dissertation data meeting held	
Dissertation defense passed	
Celebration!!	

BRIEFLY DESCRIBE:

- **Past/Current: GOALS FOR ACADEMIC YEAR 2024-2025:** (Please provide the goals you had for this academic year)

- **Future: GOALS FOR SUMMER 2025:** (Please provide the goals you have for the upcoming summer term)

- **Future: GOALS FOR ACADEMIC YEAR 2025-2026:** (Please provide the goals you have for next academic year)

- **CAREER GOALS**

Please (a) include the information requested below by making entries in this form, and (b) prepare an updated copy of your CV.

In May 2024 through May 2025:

1. **RESEARCH AND TEACHING ASSISTANTSHIPS**
 - a) *Research Assistantships* (Please include name of professor, percentage of appointment, whether it is a formal or informal assistantship, and responsibilities)
 - b) *Teaching Assistantships* (Please include name of course, semester, and professor you worked with or who supervised your teaching, and responsibilities)
 - c) *Guest Lectures* (Please include name of course and topic of lecture)

2. **PUBLICATIONS IN PROGRESS, SUBMITTED, ACCEPTED/IN-PRESS, PUBLISHED**
Include refereed journal articles, book chapters, and extension publications.
In brackets at the end of each entry/citation, please note what the status of each “publication” was in last year’s SARF; for example, at the end of a current “accepted/in-press” publication you might note [last year = submitted].
3. **CONFERENCE PRESENTATIONS** (Include presentations and submissions made)
4. **SERVICE AND OUTREACH ACTIVITIES** (Include committee work, service work to the community and discipline, and any outreach activities [e.g., media communications, presentations to local groups])
5. **PROFESSIONAL DEVELOPMENT**
 - a) *Conferences attended*
 - b) *Professional organizations to which you belong*
 - c) *Citizenship* (committee memberships, journal reviewing, etc.; both intramural and extramural)
 - d) *Honors and awards received*
 - e) *Other relevant activities or accomplishments*
 - f) *Related employment*
6. **ANYTHING ELSE YOU WOULD LIKE US TO KNOW** (e.g., problems or unanticipated events affecting your activities during the year; resources that made a difference in your activities)

APPENDIX B. Norton School SAR Evaluation Form

Family Studies and Human Development
(updated name would be Human Development & Family Science)
Graduate Student Annual Review
Example from Evaluation Form, 2023-2024

Section 1: Student completes before distributing to faculty member

Name of faculty member: _____

Name of student: _____

Student year in program: _____

Student anticipated graduation (semester & year): _____

Faculty role(s) in May 2023-2024 (check all that apply):

- First year advisor
- Major advisor
- Minor advisor
- Committee member (Master's Comps Dissertation)
- RA supervisor
- TA supervisor
- Other (specify): _____

Section 2: Faculty Review

Instructions:

For each area in the chart below, please...

- I. Indicate basis of evaluation:
 - 1 = Information only from submitted materials
 - 2 = Small amount of contact with student
 - 3 = Considerable amount of contact with student

- II. Rate student using the following metric:
 - 3 = Exceeds expectations
 - 2 = Meets expectations
 - 1 = Does not meet expectations

- III. Provide concrete descriptions of student progress in each area, specific comments on concerns, and relevant recommendations.

- IV. Please name your file using the following format:
"StudentLastName_FacultyLastName_Evaluation Form" and upload your form to the secure Box folder using the following confidential submission link:
<https://arizona.app.box.com/f/4295f2474fd248b780cb354dce8652ad>

	Basis of evaluation	Rating	Comments
Coursework / program progress (e.g., courses; masters / comps / dissertation progress)	1 2 3	1.0 2.0 3.0	
Research Activities (e.g., research assistantships, conference presentations, publications)	1 2 3	1.0 2.0 3.0	
Professional Development (e.g., attending workshops or conferences, internal or external service, coursework beyond requirements, other)	1 2 3	1.0 2.0 3.0	
Teaching Activities (e.g., teaching assistantships, sole teaching, guest lectures, attendance at instructional training)	1 2 3	1.0 2.0 3.0	
Overall Development (note: based on student's career goals – not necessarily average of 4 areas)	1 2 3	1.0 2.0 3.0	

All students are encouraged to meet with their major advisor to discuss their individual progress and development. If a student receives an "overall development" rating of "does not meet expectations" on their annual review, the FSHD Graduate Studies Committee will specify in writing the remedial steps that the student must take by a specified date. If the student fails to meet the expectations by the agreed upon date, there will be a vote by the FSHD faculty on whether to submit a request to the Graduate College to terminate the student from the FSHD graduate program.

Termination must be approved by a majority of voting-eligible graduate faculty. (Note: When deciding on what remedial steps the student must take, the Graduate Studies Committee will get specific input from the student's major advisor. And, in taking the vote, the FSHD faculty will be able to take into consideration extenuating circumstances.) Student appeals to termination should be directed to the Graduate College.

APPENDIX C. HDFS Degree Checklists

Master of Science Checklist

Catalog Year: 2026-2027

Student: _____

Professional Development

_____ HDFS 697 *Orientation for HDFS Graduate Students*

Theory

Complete 2 courses from the following:

_____ HDFS 546 *Foundations of Family & Interpersonal Theory*

_____ HDFS 567 *Theories of Human Development*

Research Methods & Statistics

Complete 4 courses from the following:

_____ HDFS 507A *Research Methods in HDFS (or a comparable class taken in another department; see more in Appendix C-1)*

_____ HDFS 536 *Introductory Graduate Statistics*

_____ HDFS 537B *Intermediate Quantitative Analysis*

_____ HDFS 535 535 *Mixed Methods in Social and Behavioral Research*

_____ HDFS 617C *Advanced Data Analysis: Multilevel Modeling*

_____ HDFS 617A *Advanced Data Analysis: Structural Equation Modeling*

_____ Other approved GTAS course

_____ Other approved methods course

Special Topics in HDFS

Complete 2 courses from the following:

_____ HDFS 511 *Understanding Suicide: Prevention, Intervention, Families & Communities*

_____ HDFS 543 *Young Adulthood*

_____ HDFS 620 *Program Evaluation*

_____ HDFS 621 *Child & Family Policy*

_____ HDFS 622 *Latinx Youth and Families*

_____ HDFS 696Z *Seminar in HDFS*

Research

Complete 3 units minimum:

_____ HDFS 900 *Research*

Thesis Research

Complete six units:

_____ HDFS 910 *Thesis*

Doctor of Philosophy Checklist

Catalog Year: 2026-2027

Courses taken during your University of Arizona Human Development and Family Science Master's count towards the PhD requirements

Student: _____

Professional Development (2 courses)

- _____ HDFS 697 Orientation for HDFS Graduate Students (required)
- _____ HDFS 600 Career Planning & the PhD Job Market (required)
- _____ HDFS 696Z-003 Teaching in Human Development and Family Science (optional, 1 unit)

Theory (2 courses)

- _____ HDFS 546 Foundations of Family & Interpersonal Theory
- _____ HDFS 567 Theories of Human Development

Research Methods & Statistics (5 courses)

- _____ HDFS 507A Research Methods in HDFS (or a comparable class taken in another department; see more in Appendix C-1)
- _____ HDFS 536 Introductory Graduate Statistics
- _____ HDFS 537B Intermediate Quantitative Analysis
- _____ HDFS 535 Mixed Methods in Social and Behavioral Research
- _____ HDFS 617C Advanced Data Analysis: Multilevel Modeling
- _____ HDFS 617A Advanced Data Analysis: Structural Equation Modeling
- _____ Other approved GTAS course
- _____ Other approved methods course

Special Topics in HDFS (3 courses)

- _____ HDFS 511 Understanding Suicide: Prevention, Intervention, Families & Communities
- _____ HDFS 543 Young Adulthood
- _____ HDFS 620 Program Evaluation
- _____ HDFS 621 Child & Family Policy
- _____ HDFS 622 Latinx Youth and Families
- _____ HDFS 696Z Seminar in HDFS

Minor (3-4 courses with minor advisor approval; discuss with your minor advisor their regulations and course enrollment requirements)

- _____ minor course
- _____ minor course
- _____ minor course
- _____ minor course

Independent Study for Comprehensive Exam (6 units optional as these units are not required by the Graduate College. Taken in semester preceding comprehensive exam defense)

- _____ HDFS 699 Independent Study

Comprehensive Exam

- _____ HDFS 799A 6 units with your major advisor

Research

Complete 3 units minimum:

_____ HDFS 900 *Research*

Dissertation Research (18 units)

_____ HDFS 920 *Dissertation*

APPENDIX C-1. HDFS Degree Checklists specific to HDFS 507A (Research Methods in HDFS)

If you need to take HDFS 507A and this class is not offered in the Norton School the semester you need it, here are comparable classes in other departments that you could consider to count for HDFS 507a . Consult with your primary advisor and the HDFS Graduate Coordinator for further information. Also, check with the instructor on record (as listed in UAccess) for up-to-date course information and content descriptions. Finally, these methods courses that are below are the recommendations of the Graduate Committee for this version of the Handbook. If you find another methods class that seems like a match, please email the syllabus of that methods class to the Director of Graduate Studies (DGS) for review to see if this class that you have found can be a match to HDFS 507A.

Option #1:

COMM561: Research Methodologies I

(Taught in the Fall; Previous instructor: Professor Kate Kenski).

Description from syllabus: This course is aimed at providing an understanding of a “social scientific” approach to communication research. The two main goals will be: (a) to give you the basic tools to perform and publish your own research, and (b) to enhance your ability to read and evaluate published communication research. The course will help you understand the ways in which people studying communication investigate the social world. We will go through the research process, from the development of research questions and hypotheses, through gathering data and drawing conclusions, to the development and testing of theory

Option #2:

EDP 560: Introduction to Educational Research

(Taught in the Fall; Previous instructor: Dr. Ji Hong)

Description from syllabus: This course is designed to provide practitioners with the knowledge and skills necessary to make sense of research and literature related to learning environments, counseling, and administrative settings. In addition, this course will help graduate students who will continue their training as researchers to establish a foundation in research methodology.

Option #3:

PSYCH 602B: Concepts & Methods in Clinical Psychological Science II: Advanced Research Design

(Taught every Spring; 3 units; Previous instructor: Daniel Taylor, Ph.D.)

Description from syllabus: This course introduces students to the theoretical and practical issues in conducting clinical psychological science including strengths and limitations to different research designs, issues around hypothesis testing, as well as threats to validity and how to mitigate them. Throughout the course, students are encouraged to critically evaluate existing research studies and assess their methodological rigor and validity. The course emphasizes the importance of cultural considerations in research and assessment, exploring issues of cultural sensitivity, diversity, and the adaptation of assessment tools for diverse populations.

APPENDIX D: Graduate Training in Applied Statistics (GTAs)

Graduate students quickly learn that success in research requires a solid understanding of statistics. Additionally, advanced statistical expertise often gives graduate students an advantage on the job market. There are many statistics courses offered at the University of Arizona, but given the size of the University, it is easy to get overwhelmed with options, not knowing whether a graduate course in statistics is too advanced or too basic. The goal of this website is to help students find courses in statistics that meet their research goals and that are a good fit to their background.

Each participating academic program has its own course requirements, so please check the Graduate Handbook for your department and speak to your academic advisor before registering for classes. An overview of available classes, including when they are generally offered, is provided below (see “Course Overview”). More detailed descriptions are provided under “Course Descriptions”. The instructors of the courses listed below have discussed the content covered in each course and developed class sequences that are optimal for different students, depending upon your previous training in quantitative research methods (see “Suggested Course Sequences”). Additional intermediate and advanced classes should be chosen based on your research area and interests.

Course Overview

Note: The following list refers to courses taught during the academic year. In some cases, an alternate version of a class may be offered, and those may differ in the content and software from that listed. Students are encouraged to contact instructors on record for accurate offering.

Course #	Topics	Software	Offered
	Introductory & Intermediate		
EDP 541	Descriptive statistics, hypothesis testing, t-tests, ANOVA, correlation, simple regression, chi-square	R	Every Fall
PSY 510	Descriptive statistics, hypothesis testing, probability, distributions, t-test, chi-square, ANOVA, regression, non-parametric tests, emphasizes working with data from your own research	R	Every Fall
HDFS 536	The course will cover a variety of statistical methods (including descriptive statistics, visualization, chi-square analysis, t-tests, analysis of variance (ANOVA), simple and multiple linear regression, and logistic regression) using multiple computer programs including R/R Studio and IBM SPSS.	R or SPSS	Every Fall
EDP 641	Multiple regression, logistic regression, intro to multilevel models (a.k.a. hierarchical linear modeling), emphasis on nesting of students w/in classes	R	Every Spring
HDFS 537B	Missing data, mediation, moderation, person-centered analyses	Mplus & R &/or SPSS	Every Spring
PSY 507A/597A *concurrent registration	Philosophy of science, continuous parameter estimation, general linear model including ANOVA, correlation, multiple regression, mixed	UniMult 2	Every Spring

	GLMs		
ANTH 595D	Approximately equal attention to [1] R programming (2) data visualization, and (3) statistical procedures using R. Statistical modeling includes t-tests, ANOVA, linear regression, multiple regression, mixed-models, clustering and dimension reduction.	R	Varies
Advanced			
EDP 646a	Matrix algebra, eigenvalue decomposition, T2, MANOVA, discriminant, canonical correlations, PCA, EFA, CFA	R	Every Fall
HDFS 617C	Multilevel modeling (a.k.a. hierarchical linear modeling), emphasis on occasions nested w/in people, error structures, dyads, traditional maximum likelihood and Bayesian approaches	R	Varies
HDFS 617A	Confirmatory Factor Analysis, Structural Equation Modeling, measurement invariance, latent mediation/moderation, latent APIMs, growth curves	Mplus & R	Varies
EDP 558	Classical Test Theory, Generalizability Theory, Item Response Theory	jMetrik & R	Spring

Course Descriptions

Introductory / Intermediate

EDP 541: Introductory Statistics in Education

This is a great first class if you have little or no prior training in quantitative research, or you've taken classes before but didn't feel like you understood them, or you are nervous about statistics. It covers all the basics and moves a little slower than the other introductory classes, but it still provides the foundation you will need to advance to intermediate classes (e.g., sampling distributions, logic behind null hypothesis significance testing, statistical vs. practical significance). The course is taught using the R Statistical Computing platform and you will learn the basics you need to use it for data analysis.

PSYC 510: Statistics Fundamentals

This is a great first class if you've taken one or two statistics classes and sort of understood them. The class emphasizes working with your own data right from the beginning. It covers the logic of statistical inference and hypothesis testing, as well as all the fundamentals, such as descriptive statistics, data transformation, t-tests, regression, ANOVA, and non-parametric tests, such as chi-square, Wilcoxon and Kruskal Wallis tests. The course is taught using the R Statistical Computing platform, and you will learn both basic and more advanced skills for data analysis and visualization.

HDFS 536: Introduction to Statistical Analysis

This is a graduate level course covering statistical techniques commonly used in quantitative social science research. Students will learn to identify, explain, and apply statistical reasoning and methods and how to correctly apply such methods to various research questions. The course will cover a variety of statistical methods (including descriptive statistics, visualization, chi-square analysis, t-tests, analysis of variance (ANOVA), simple and multiple linear regression, and logistic regression) using multiple computer programs including R/R

Studio and IBM SPSS. Students will learn to effectively interpret and describe the results of their work using current standards for reporting statistical analyses. This course will provide the conceptual and technical skills required for students to perform well in more advanced statistical courses.

ANTH 595D: R programming for data visualization and analysis

This is a great first or second class. It is unlike a traditional statistics course in that it focuses roughly equally on learning the R programming language, developing data visualization skills, and implementing statistical models in R. The programming part of the course introduces the R environment and skills related to reading/writing data, functions, control structures, data tidying and data manipulation/aggregation. The data visualization part of the course focuses on effective methods for conveying information through statistical graphics. It introduces the primary graphics systems in R, with a focus on the grammar of graphics and the ggplot2 package. The data analysis portion of the course covers a variety of statistical models at a conceptual level (little to no math) and includes: t-tests, ANOVA, bivariate linear regression, multiple regression, mixed models, and a brief overview of dimension reduction and clustering techniques.

EDP 641: Selected Applications of Statistical Methods

Advanced Linear Models. This is a great second or third class for most people. The class covers multiple regression, logistic regression and introduces multilevel models (a.k.a. hierarchical linear models) with a focus on individuals (e.g., students) nested in groups (e.g., classrooms). The course is taught using the R Statistical Computing platform and you will learn both basic and more advanced skills for data analysis.

HDFS 537B: Intermediate Statistics

This is a great second or third class for most people. The class covers mediation, moderation, missing data handling and introduces person-centered analyses. The course is taught using MPlus and R.

PSYC 507A/597A: Statistical Methods in Psychological Research

This is a great second or third class if you would like to get a better grasp of the “big picture” and the concepts underlying statistical methods. The class covers the philosophy, history and methodology of science, as well as all the fundamentals, such as correlation, ANOVA and regression models. It also introduces the Continuous Parameter Estimation Method and its use with the UniMult2 software package.

Advanced

EDP 646A: Applied Multivariate Statistics in Education

This is a great advanced class if you would like to develop an understanding of matrix algebra and apply it to multivariate analyses. Topics covered include Hotelling’s T-squared, MANOVA, discriminant analysis, canonical correlation, scale development (including PCA, EFA, & CFA), and cluster analysis. The course is taught using R.

HDFS 617C: Multilevel Modeling

This is a great advanced class if your research interests include longitudinal or time-varying processes. The course provides a complete introduction to multilevel modeling (a.k.a. hierarchical linear models), with an emphasis on time nested within individuals, who may also be nested within larger social units such as dyads. Both traditional maximum likelihood and Bayesian approaches are included. The course is taught using R.

HDFS 617A: Structural Equation Modeling

This is a great advanced class for most people, since structural equation models (SEM) are used across many different research domains. The course provides a complete introduction to SEM, including confirmatory factor analysis, mean and covariance models, mediation/moderation and latent growth curves. The course is taught using Mplus, with students having the option of using R instead.

EDP 558: Tests & Measurements

Measurement theory. This course is appropriate at an intermediate and/or advanced level, and is best for individuals with heavy measurement interests (e.g., How much error is in scores we get from a test or measure? What sources of measurement error are present and how substantial are they? How well do items match the ability levels of people in the sample? Do Likert categories function the way we expect them to?). The course covers three theories of measurement: Classical Test Theory (heavy focus on reliability), Generalizability Theory, and Item Response Theory. Each theory includes one or more analyses for test scores as well. Knowledge of ANOVA, correlation, and covariance is assumed.

Suggested Course Sequences

No Statistics Background

EDP 541 → HDFS 536 or PSYC 510 or EDP 641 → any advanced courses (EDP 646a, HDFS 617C, HDFS 617A, EDP 558, PSY507A)

Basic Statistics Background (Intro course or two in undergrad or previous grad program)

HDFS 536 or PSYC 510 → EDP 641 or HDFS 537B or HDFS 617C → any advanced courses (EDP 646a, HDFS 617C, HDFS 617A, EDP 558, PSY507A)

Strong Statistics Background (Coming in with multiple courses)

HDFS 536 or PSYC 510 or EDP 641 → HDFS 537B or any advanced courses (EDP 646a, HDFS 617C, HDFS 617A, EDP 558, PSY507A)

Suggested Advanced Courses Based on Research Focus

Individual Differences/Longitudinal Data Analysis - EDP 641, EDP 646a, HDFS 537B, HDFS 617A, HDFS 617C
Measurement/Psychometrics/Latent Variables - EDP 558, EDP 646a, HDFS 617A

APPENDIX E: Special Topics Course Overview

- HDFS 511 Understanding Suicide: Prevention, Intervention, Families & Communities
This course will examine suicide and its implications for individuals and families across the lifespan. Students will learn about historical and cultural perspectives on suicide. Special focus will be given to learning about prevention and intervention efforts, as well as supporting families whose members are experiencing suicidal thoughts or who have lost members to suicide. The course will familiarize students with evidence-based strategies for suicide risk assessment, intervention efforts, and community prevention. Students will practice risk assessment conversations, create safety plans, and develop suggestions to improve community- or school-based suicide prevention/postvention programs.
- HDFS 543 Young Adulthood
This course will overview key research on the foundational experiences and transitions of young adulthood. Areas of focus include transitions and experiences around education and training, relationships, financial independence, and work. An emphasis will be on placing young adult experiences within their context.
- HDFS 620 Program Evaluation
This course focuses on theoretical and strategic issues in designing and implementing formative or summative evaluations of preventive interventions including assessment of fidelity to a model, and impact of a program. Special attention will be paid to the effects of the socio-cultural context in which the intervention takes place.
- HDFS 621 Child & Family Policy
Policies at multiple levels (e.g., federal, state, local) impact the daily functioning and short and long-term wellbeing of children, youth and families. The broad goal of this course will be to use developmental and family science lenses to consider how to inform and evaluate the effectiveness of policies on multiple levels for children, youth and families in the United States. We will also examine the ways in which developmental and family science research can be used to inform the development and implementation of effective and equitable child, youth and family policies. We will consider a wide range of policy areas such as financial security (i.e., poverty alleviation), housing, early care and education, family formation, food and nutrition, child welfare, and sex and gender education. Throughout the course, we will focus on equity and marginalized populations.
- HDFS 622 Latinx Youth and Families
This course focuses on substantive topics that are particularly salient for Latinx youth and families, including but not limited to cultural orientation, ethnic identity, cultural values, and developmental outcomes. We will explore how the most common physical, cognitive, and socioemotional developments that occur in youth, particularly adolescents, are shaped by their family members (e.g., parents, siblings, grandparents). We will also examine how developmental changes are dynamically interrelated and diverse, often depending on factors such as gender and cultural factors. We will consider a sociohistorical contextual perspective, attempting to understand how Latinx children and families develop and thrive within various contexts or settings. The primary focus will be on Latinx youths' normative development.
- HDFS 696Z Seminar in HDFS
The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of

such research through discussion, reports, and/or papers.