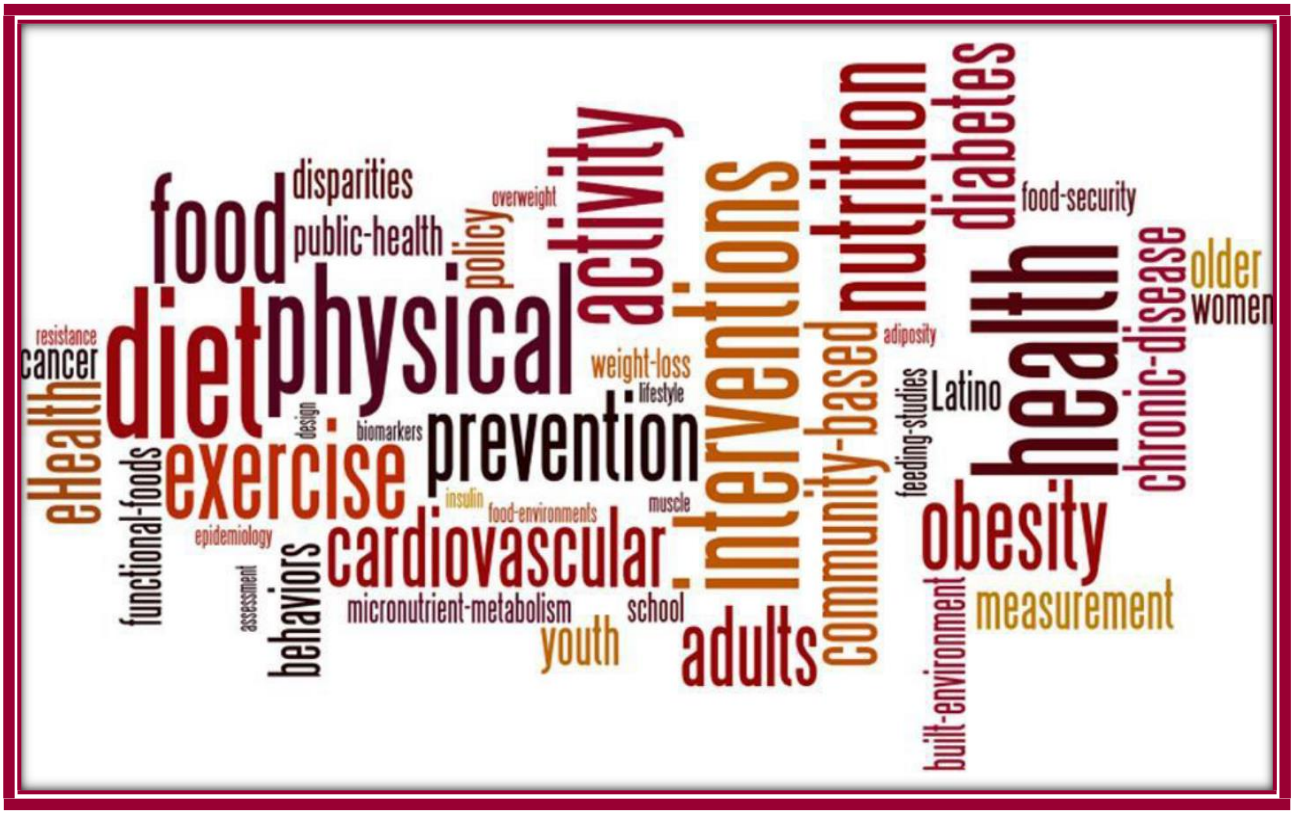
School of Nutrition & Health Promotion

ARIZONA STATE UNIVERSITY

PhD in Exercise and Nutritional Sciences

Doctoral Student Handbook

2017-2018



Graduate Student Resources: ENS Blackboard Site

- Announcements for our program
- Some important forms and document
- Job /career opportunities

Helpful Web Pages

Grad Student Forms:	graduate forms
Deadlines:	graduate deadlines
Steps toward your degree:	steps toward our degree
ASU Graduate Policies:	graduate policy guide
TA/RA Info:	TA/RA handbook
TA Resources:	TA resources
Strategies for Success:	Success

Contact information

Ms. **Carolyn Paige**
Email: carolyn.paige@asu.edu
Office: ENS Support Staff/ Administrative Specialist
Health North 4th floor
Phone: 602-496-2373

Dr. **Meg Bruening**: Director of ENS Program
Email: meg.bruening@asu.edu
Office: 425 N. 5th Street ABC1- 124
Phone: 602-827-2266

Table of Contents

PROGRAM HISTORY AND TRACK RECORD 6
MISSION, AND GOALS OF THE ENS PHD PROGRAM 7
PROGRAM ADMINISTRATION 7
GENERAL OVERVIEW OF THE PROGRAM 7
ADMISSION 8
Pre-Requisites: 8
THE MENTOR APPROACH 8
CHANGING MENTORS 9
COMMITTEES 9
Supervisory Committee: 9
Dissertation Committee 10
Non-ASU Faculty Serving on Committee: 10
MAINTAINING ACADEMIC PROGRESS TOWARD DEGREE COMPLETION 10
Enrollment Guidelines: 10
Continuous Enrollment and Leave of Absence: 11
Minimum GPA 11
Time Limits 11
CULTURE OF SCHOLARSHIP 11
PLAN OF STUDY (IPOS) 11
Research Core (35 credits): 12
PhD Professional Seminar – EXW / NTR 791 (3 credits): 12
Teaching Internship-- EXW 784 (2 credits): 12
Focus Area (15 credits): 13
Dissertation (12 credits): 13
Changes to the iPOS: 13
CRITICAL PROGRAM BENCHMARKS 13
Annual Scholarship and Service Contract: 13
Midterm Review: 13
Annual Review: 14
Progression Exams: 14
Comprehensive Exams: 15
Comprehensive Exam Pass/Fail: 16
Dissertation Prospectus Defense: 16
Advancement to Candidacy: 16
CONDUCT THE DISSERTATION RESEARCH 16
APPLY FOR GRADUATION 17
HOLD ORAL DISSERTATION DEFENSE 17
Scheduling Defense and Submitting the Document: 1818
DEGREE COMPLETION / FINAL REVISIONS 18
Revision Process: 18
Final Submission to ProQuest: 19
SUMMER DEFENSES 19

ACADEMIC INTEGRITY 19
PROBATION AND DISMISSAL POLICY 19
GRADUATE ASSOCIATESHIPS 20
Assistant vs. Associate 20
Teaching Assistant/ Research Assistant *20*
Teaching Associate/Research Associate *20*
Eligibility 20
Workload 21
TA AND RA REAPPOINTMENT 21
EVALUATION 21
TERMINATION BEFORE THE END OF APPOINTMENT PERIOD 21
STRATEGIES FOR SUCCESS: 22
WRITING CENTER FOR GRADUATE STUDENTS: 22
RESEARCH FUNDING AND AWARDS 22
GPSA Graduate Research Support Program; 23
ENS Sponsored Awards 23
APPENDIXA 24
APPENDIX B 25
APPENDIX C 26
APPENDIX D 27
APPENDIX E 28
APPENDIX F 29
APPENDIX G 30
APPENDIX H 31
APPENDIX I 32
ENS GRANT REVIEW FORM 33
MENTOR INFO 35
BEING A MENTOR 36
OBTAINING MENTOR STATUS 37
APPLICATION FOR MENTOR STATUS 38
JOHN & ELIZABETH TRAVEL AWARD 39
COMMITTEE APPROVAL INDIVIDAUL STUDENT COMMITTEE 40
COMPREHENSIVE EXAM PASS/FAIL FORM 41
DISSERTATION PROPOSAL DEFENSE PASS/FAIL FORM 42
PROCEDURE REGARDING APPOINTMENT AND EVALUATION TA/RA 44
EVALUATION OF TA/RA FORM 47

Welcome to the Interdisciplinary PhD program in Exercise & Nutritional Sciences at Arizona State University! You join over 16,000 fellow graduate and professional students at ASU. Currently we have 31 active PhD students enrolled in our program. Of these, 6 are newly admitted students in our 2016-2017 cohorts.

You will be challenged over the next few years in EVERY way as you gain advanced training and skills that will make you a superb scholar and leader in the emerging interdisciplinary fields of exercise and nutrition sciences and health promotion. You will engage in many educational and personal experiences that will reinforce and shape your professional growth and accomplishments. I wish you every success. If you have any questions about our program and your process, please come see me.

My door is open.

Meg Bruening, PhD, MPH, RD
Assistant Professor, Nutrition
College of Health Solutions
Arizona State University
550 North 3rd Street | Phoenix, AZ 85004 | MC9020
Office: 602-827-2266 | Fax: 602-827-2253 | meg.bruening@asu.edu

INTRODUCTION

This document was created to help students (and their Mentors) in the Interdisciplinary Doctor of Philosophy (PhD) program in Exercise & Nutritional Sciences (ENS) as they complete their studies at Arizona State University (ASU). These are guidelines ONLY. The student's Mentor in consultation with his/her Supervisory Committee, the ENS graduate faculty, the ENS Executive Committee and the Vice Provost for Graduate College determine final decisions concerning all matters related to graduation. Be sure to check with the appropriate person or group to confirm information presented in this document. This document and all the forms contained herein are available on the ENS Blackboard Site.

Important communication from Graduate College and the ENS Executive Committee is provided to students via ASU email and **MyASU**. Graduate students are expected to familiarize themselves with all university and graduate policies and procedures. Also, students are encouraged and expected to communicate directly with the ENS Administrative Specialist or Director to be clear about the program's expectations for degree completion. Students should frequently check their ASU email and MyASU account for the most up-to-date information regarding their status, holds, items to attend to and other important information.

WHAT MAKES THE PHD IN ENS UNIQUE?

Sedentary living and poor nutrition have as large an impact on global health as cigarette smoking and tobacco[1]. According to 2015 data, Arizonan's are ranked 15th nationally and spend significantly more time per day engaged in sedentary activities than the national average.[2]

The PhD in Exercise & Nutritional Services (ENS) at Arizona State University was specifically designed to prepare scholars and leaders to address this growing health problem and help meet the ever increasing demand for developing effective physical activity and nutrition programs for all segments of society. The mission of the program is to train research scholars to conduct high impact, multidisciplinary health promotion research in exercise and nutrition sciences. The intent is to foster research that promotes healthy lifestyles intended to reduce the physical, social and economic costs of unhealthy living. While many healthy lifestyles are studied, the emphasis is on physically active living and sound nutrition. In contrast to programs that divide nutrition science and exercise science into separate specializations, the ENS program integrates exercise and nutrition research with health promotion research using a problem-centered rather than a pure disciplinary approach.

The ENS PhD program is designed to allow students to tailor their course of study in two broad areas: Nutrition Sciences and Health or Exercise Sciences and Health. ENS student and faculty research encompasses a wide range of nutrition and exercise related topics that are summarized within eight focus areas: *1. Biomechanics, Movement Control and Injury Prevention; 2. Chronic Disease Prevention; 3. Energy Balance, Metabolism, Physiology; 4. Epidemiology, Surveillance, Measurement; 5. Health Information, Communication, Technology; 6. Lifespan, Aging, Special Populations; 7. Nutrition / Physical Activity Health Behaviors; 8. Public Health, Community, Policy*.

PROGRAM HISTORY AND TRACK RECORD

The ENS PhD Degree was formally approved by the Arizona Board of Regents in 2005. In 2006, the first cohort of three students graduated from the program. Since inception in 2005, 48 students have graduated from the ENS program. Of these, 77% accepted post-doctoral research positions, tenure track faculty positions at research intensive universities, or other research positions in government or private industry and the remaining 23% secured clinical or teaching intensive positions immediately after graduation. In 2010, the program was physically relocated to the Downtown Phoenix Campus (DPC) and "housed" in the School of Nutrition and Health Program (SNHP) within the newly formed College of Health Solutions (CHS). The DPC is in the "heart" of a vibrant medical and health care community and enjoys excellent facilities and collaborative opportunities for student and faculty research. Students and faculty regularly collaborate with world-renowned health faculty experts and researchers within ASU and across outside organizations such as Banner Health, Barrow Neurological Institute,

[1] Lancet 2012

[2] http://www.americashealthrankings.org/

Mayo Clinic, Mountain Park Community Health Centers, Phoenix VA Hospital, the Wesley Clinic and the Phoenix Indian Medical Center.

MISSION, AND GOALS OF THE ENS PHD PROGRAM

The mission of the program is to train research scholars to conduct high impact, multidisciplinary health promotion research in exercise and nutrition sciences. The intent is to foster research that promotes healthy lifestyles intended to reduce the physical, social and economic costs of unhealthy living. Graduates are prepared for research careers in research-intensive universities, governmental agencies and health-related research positions in private industry. Students are strongly encouraged to pursue post-doctoral research opportunities upon graduation.

Specific goals include the following:

- To produce highly skilled researchers with a solid foundation in the knowledge base underlying exercise science, nutrition science and healthy lifestyle promotion including an understanding of the empirical evidence, the underlying theories, strategies and principles, and the best practices in the field.
- To provide experts, for all levels of instruction, in the design, implementation, and evaluation of exercise sciences, nutrition sciences and healthy lifestyle promotion programs for a variety of priority populations.
- To prepare scholars who can provide leadership at every level to the evolving fields of exercise and nutrition sciences and health promotion.

PROGRAM ADMINISTRATION

The ENS PhD program is an interdisciplinary academic degree offered by faculty from different academic administrative units at ASU. Approximately 30 research scholars with affiliations in Nutrition, Exercise Science, Health Promotion, Public Health, Nursing, Psychology, Sustainability, Global Health, Biology, Social Work, Bio-engineering, Behavioral Health and Integrative Physiology are approved mentors in the program. While the program is housed in the School of Nutrition and Health Promotion, the administrative locus of the degree program is a five member Executive Committee. The Executive Committee is composed of two members from the *Nutrition Sciences (NTR)* area and two members from the *Exercise Sciences and Health Promotion (ESHP)* area. Each of these areas has a member who has been designated as “Coordinator” of that specific area. In addition, there is a ‘member at large’ selected as Chair of the Executive Committee who directs the ENS program.

GENERAL OVERVIEW OF THE PROGRAM

The ENS PhD program requires an average enrollment of four years of full-time study after the Master’s degree. The ENS program is designed to prepare students for broad academic opportunities and positions including highly competitive research careers. The figures in APPENDIX A provide a visual representation of different structural models of PhD programs. *Model A* represents a PhD program that is generally comprehensive in all areas but lacks depth in any area. *Model B* represents a PhD that primary prepares students for a very focused research specialty area. This model provides substantial depth in a content area but little breadth in research methods or cross-disciplinary study. *Model C*, represents the ENS model, which provides considerable *depth* in research experiences, research methods and statistics, as well as requiring some depth in a focused concentration content area, while supporting a *breadth* of interdisciplinary study in nutrition and exercise sciences and health promotion content knowledge.

ADMISSION

Applicants must submit the Graduate College online application form. In addition to meeting Graduate College requirements, students must submit a letter of intent (answering predetermined questions and designating the name of a potential Mentor from a list of approved faculty Mentors), GRE scores (verbal reasoning, quantitative reasoning and analytical writing), a six to ten page writing sample, a professional résumé, three letters of recommendation. Those who would like to be considered for a teaching or research associate (TA or RA) position would also need to complete the TA /RA application form.

Pre-Requisites:

Potential applicants must have earned a master's degree prior to admission and it is preferable that they have completed a databased research thesis. It is expected that students admitted to the program will have documented academic training and a strong interest in: exercise science, nutrition science, and/or health promotion. All applicants must have taken a *graduate level research methods* and a *graduate level research statistics course* prior to admission. Prior to enrolling, all students will be required to complete a self-paced, no-credit, online statistics module/tutorial that will serve to refresh students statistics knowledge and to help ensure that students will be "on the same page" with regard to their statistics background prior to starting classes. In addition, depending on the student's academic background, scholarly interests and focus area, a student may be asked to take undergraduate courses to make up deficiencies prior to or concurrently with enrollment.

Applicants whose native language is not English must provide proof of English proficiency. Acceptable proof is as follows:

- TOEFL: score of at least 550 (PBT) or 80 (iBT). The TOEFL is administered by TOEFL/TSE Services. ASU's institutional code is 4007. ASU accepts only electronic copies of the TOEFL score report.
- IELTS overall band score of at least 6.5 with no band below 6.0. The IELTS is administered by the University of Cambridge. No institutional code is needed.
- Pearson Test of English (PTE) score of at least 60. The PTE is administered by Pearson.

Final admission decisions are based on: 1) the compatibility of the applicant's research interests and career goals 2) available and willing ENS approved mentor , 3) previous academic training, 4) undergraduate and graduate GPA scores, 5) GRE scores, 6)interview and 7) professional recommendations.

There are two pathways through the program (i.e., *full-time* or *part-time*) that are available to students depending on their funding source (i.e., TA/RA funding or self-funded respectively). With both pathways, the intent is to involve and embed students in ongoing research as well as in class study throughout their stay. Potential TAs must have the expertise, experience and willingness to teach courses or laboratories in the ESHP or NTRH undergraduate curriculum or be an RA as funding allows. We typically admit only 4-6 new students as TAs or RAs each year from about 30-40 applicants. Students may be denied admission if: a) their undergraduate or graduate GPA is under 3.0, b) they score below the 45th percentile on the GRE test, c) their stated research interests do not match those of an available mentor or d) there is insufficient university funding (either as a TA or an RA) or insufficient personal funding available to the student. Thus admissions may be limited by funding and/ or mentor availability. In other words, even if a student has high scores, if there is no funding available and/or no available mentor, he or she will be denied admission.

THE MENTOR APPROACH

Students work with a Mentor from the beginning to the end of the doctoral program. Prospective students must identify and contact a potential Mentor prior to submitting their application. The Mentor is selected by mutual agreement between student and faculty based upon compatible research interests. Prior to admission the faculty member must state his or her willingness to Mentor the student and verify that sufficient funding is available to support the student.

Mentoring and being mentored is a *two way relationship* and it takes work. A student is accepted into and retained in the program ONLY if a mentor agrees to work with them. In other words, a student's acceptance into the program is a big commitment of time and resources by the mentor and is a huge decision by the student. Both parties must communicate clearly and listen carefully to each other.

Faculty members who desire mentor status in the ENS program must submit an application listing evidence of an active program of research productivity within the preceding three years, evidence of successful work with graduate students, an updated curriculum vitae (electronic only) and copies of three recently (within 3 years) published papers to the Chair of the ENS Executive Committee. Every three years faculty must renew their mentor status.

Mentor/Student Ratios:

An important program goal is to graduate students in a timely fashion. Thus, approved faculty will be encouraged to mentor *only one full time student per year* at any one time. A faculty member will be allowed to mentor an upper limit of 5 students at any one time. In rare cases a Mentor may petition the Executive Committee for an exemption to take six students.

CHANGING MENTORS

Occasionally students are confronted with the position of wanting to change mentors. If a student determines that she or he is struggling with working with a specific mentor because of a personality conflict and /or if they find that they have a change in research focus that their current mentor cannot support, then the first thing to do is TALK with your mentor or one of the Executive Committee members about this right away. Issues do happen but it is CRITICAL to communicate with someone *as soon as possible* in the process. Often these issues can be relieved by simply opening a clear line of communication and/or by developing a co-mentoring relationship with other faculty. Talking with others may uncover possible solutions that you did not think about. The ENS board will also support measures to mediate the ituation.

If it is decided that you still want to petition the Executive Board to change mentors, then the following procedures should be followed:

- Students must document in their petition, a timeline of the steps that they have taken to relieve the conflict. Please identify who you spoke with, when, and what has been tried thus far to relieve the conflict.
- Identify in your petition what the issues are and why you are requesting the change.
- Describe what possible solutions or remedies of the situation that you are recommending (i.e., a change in focus area, TA/RA position, or a change in mentor?).

Once submitted, The Executive Board will review the petition and will ask the mentor and/or student to come to the meeting to describe his/her perspective of the situation. The board will discuss whether a change in mentorship is the best solution for both parties. The board will decide whether it will recommend that the student identify another mentor within the program with overlapping interests and one who is willing to work with them. Be aware, that it is not always possible to find an alternative approved mentor with the expertise and availability needed in the program. If an appropriate alternative mentor is not available, then the student may need to withdraw from the program and find a program that is better suited to their needs. Change in mentors will likely have funding implications. If the student is funded by the ENS Program or a research grant, then funding must also be available for an approved change in mentors.

COMMITTEES

Students will need to form several committees as they progress through the program (i.e., Supervisory Committee (which oversees the Annual Review, iPOS and Comprehensive Exams) and the Dissertation Committee). The student's mentor serves as the Chair of these committees and is responsible for completing any forms and soliciting any signatures from committee members. Graduate College and the ENS program have specific eligibility criteria for faculty who chair and serve on committees.

Supervisory Committee:

In the first semester, students begin forming their Supervisory Committee. The Supervisory Committee consists of **four (4) members,** three of which must be approved ENS Mentors. The Supervisory Committee will approve the iPOS, conduct Annual Reviews and be responsible for administering and evaluating the Comprehensive Exams. Students must have this committee listed and approved on the iPOS before the comprehensive exams can be taken. This Committee serves until completion of the written and oral comprehensive exams.

Dissertation Committee

The Dissertation Committee does not have to be the same as the Supervisory Committee. The Dissertation Committee must have **five (5) members** and contain a minimum of three approved Mentors in the ENS program and at least one member should be from outside the student's "home" program (NTR or EXHP).

Non-ASU Faculty Serving on Committee:

Students must submit a Committee Approval Form when requesting special approval for a qualified (non-ASU faculty) individual to serve on dissertation committees. The form must be completed by the student and approved by the Student's Mentor, the Chair of the Executive Committee and the Graduate College Program. An electronic copy of the nominee's Curriculum Vitae must accompany the form. The Student Plan code for ENS is: **ECNUTRIPHD**. Please send the electronic form and CV to the Chair of the Executive Committee for approval. Then the approved form and CV are routed to the Graduate College Program for review. Once approved, the outside member will appear as an option on your iPOS. Make sure to submit the *Committee Approval Request* and Curriculum Vitae well before scheduling your proposal defense.

MAINTAINING ACADEMIC PROGRESS TOWARD DEGREE COMPLETION

All students must be continuously enrolled in a minimum of 1 credit hour every semester (excluding summers) for the entire time they are in the program. Experience has shown that for a full time student, it takes about 4 years beyond the master's degree to complete the program. The program has slightly different trajectories for part time students compared to full time. Part time students will need to work closely with their mentor and the ENS Director to ensure that appropriate progress is made and critical benchmarks are met.

Full time students who receive funding from ASU as a TA or RA, must be enrolled for a minimum 6 credit hours continuously (see ASU policy). TAs or RAs cannot take more than 12 hours of credit without Executive Committee approval. Since the primary purpose of a TA/RA position is to assist the student in successfully completing their academic program, students holding appointments as teaching or research associates *may work no more than 20 hours per week*.

Enrollment Guidelines:

Graduate students register for courses through MyASU. Details regarding registration and course drop/add procedures are provided in the registration guide. The registrar will verify student enrollment. Audited classes do not count toward credit hours.

Grades:

Satisfactory (Y): The "Y" grade is generally used as a grade for successfully completed internships, projects, readings and conference, research, seminars, theses, dissertations, and workshops. You earn hours for a "Y" grade, but the grade is not used for computing your GPA.

Pass /Fail: If a course utilizes only the letter grades of A+, A, A-, B+, B, B-, C+, C, D, and E, but an individual student receives permission to take the course for pass/fail credit, the "P" (pass) or "E" (fail) grade should assigned to that student.

Course in Progress (Z): The "Z" grade is typically used for courses where work will not be completed within one semester's time, such as *research, thesis, and dissertation*. Once coursework is complete, your instructor will submit a grade change to assign an appropriate grade. Some courses, such as continued registration—(595), do not earn credit and the "Z" grade will remain on your transcript.

Incomplete (I): Students who receive a grade of "I" in graduate courses (500 level or above) have ***one calendar year to complete the course for a grade***. If after one calendar year the student has not completed the courses for a grade, the grade of "I" will become a permanent part of the transcript. If the student wishes to repeat the course for credit, then they must reregister and pay fees. The grade for the repeated course will appear on the transcript but will not replace the permanent "I."

Continuous Enrollment and Leave of Absence:

As noted above, once admitted, students must be registered for a minimum of one credit hour every semester during their entire program including the semester they graduate. This also includes the Summer semester if students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, or in any other way utilizing university resources, facilities or faculty time.

Graduate students planning to discontinue registration for a semester or more must submit a Request to Maintain Continuous Enrollment form. This request must be submitted and approved **before** the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a *maximum of two semesters* during their entire program.

Minimum GPA

There are two GPA requirements that govern academic progress in and graduation from a graduate degree program. The iPOS GPA is based on all courses that appear on the student's final iPOS. The Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript. To be eligible for graduation, students must achieve both an iPOS GPA *and* an overall Graduate GPA of 3.00 or higher. Transfer credits are not counted in calculations of the iPOS or Graduate GPA.

Time Limits

Doctoral students must complete all program requirements within a ten-year period. The *ten-year* period starts with the semester and year of admission to the doctoral program. In addition, the student must defend the dissertation within five years after passing the comprehensive examinations. Therefore, the maximum time limit is the shortest of the following: time since initial enrollment (ten year time limit) or time after passing the comprehensive exams (five year time limit). Any exceptions must be approved by the Supervisory Committee, Executive Board and the Vice Provost for Graduate College and ordinarily involves repeating the comprehensive examinations. The Graduate College Program may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

In addition to ASU's time limits, the ENS program has placed additional time limits for specific program benchmarks (i.e., Progressive Exam, Comprehensive Exams, and Proposal Defense). These time limits are to encourage continuous progress through the program and are described in the "Benchmark section" of this document.

CULTURE OF SCHOLARSHIP

All students are expected to be actively involved in research at all stages of their doctoral study through their participation in research courses, independent research projects, research technical and skill building experiences, seminars and colloquia. Students are expected to be generally involved in all aspects of the professional and research culture of the program and as often as possible attend supplementary research seminars, journal clubs, colloquium and conferences as they are offered each semester. In addition, full time students are expected to hold regular "office hours" or be on campus (office, class or lab) and be available regularly.

PLAN OF STUDY (POS)

The Interactive Plan of Study (iPOS) functions as a contract between the student, the academic unit, and Graduate College. Students must submit their iPOS by the time they have enrolled for 50 percent of the minimum credit hours required for their degree program (i.e., by the time you enroll in your 30th credit hour). Students who fail to submit the iPOS will not be allowed to register for classes or progress in the program. Students may not include on their iPOS any credit hours that have been applied towards a previously awarded degree. An iPOS is selected in consultation with the student's Mentor and Supervisory Committee and must be approved by the ENS program and Graduate College. An approved iPOS **must be on file prior** to completing comprehensive exams, proposal defense and /or dissertation. Directions on how to submit your iPOS is available at this web page: https://graduate.asu.edu/sites/default/files/cdpm/how-to-ipos.pdf.

Once submitted, the iPOS is automatically routed to the Director of the ENS program. The Director will do a final evaluation of the iPOS and will either approve it and forward it to Graduate College, or it will be sent back to the student electronically for revision. *Note: Director of the ENS PhD program is the final signature required for the iPOS (not the ESHP or NTR Program Directors).*

One of the unique features of the ENS program is that a student can tailor a plan of study (iPOS) to fit individual goals and research interests. The iPOS in the ENS program consists of a minimum of 67 credit hours (cr hrs) past the master's degree distributed across four areas of study (i.e., statistics, research & applied research experience, 35 cr hrs; professional development, 5 cr hrs; focus area, 15 cr hrs, and the dissertation, 12 cr hrs). According to ASU Graduate College policies and procedures, a maximum of 12 credits (that were not used in a previous degree) can be transferred into the iPOS from ASU or another institution. It is up to the discretion of the ENS Program whether transfer credits will be allowable. Please refer to ASU Graduate College policies and procedures for more information.

Research Core (35 credits):

A total of 35 credit hours of statistics and research-related courses and/or experiences are required. 18 credit hours are required and 17 credit hours are elective. There are 5 classes (i.e., 2 statistics—EXW 640; EXW 643; 1 adv. research methods – EXW 700; 1 grant writing – EXW 701; and a research seminar (PhD Doctoral Research Seminar)—EXW/NTR 691) that comprise the "required" 18 credit hours. To earn credit for the 17 credits of elective research experiences, a student may opt to enroll in directed research (EXW /NTR 692 and/or EXW/ NTR 792) for up to 12 credits each. Alternatively, they can take *other* applied research courses deemed appropriate by the Mentor and Supervisory Committee.

A goal of the program is to have all students listed as an author on three or more papers and to be first author on at least one paper prior to graduation. To that end, each student is expected to complete research skill building / research experiences/ projects in the first few years, leading to pilot work and the Dissertation. A typical first year project, involves the student learning a specific research skill or conducting a faculty directed research study to learn closely from the faculty Mentor. In subsequent years, the student, in consultation with the mentor, should prepare a proposal describing the research experience/project in detail. Examples include: learning specific biochemical assays or research techniques, learning statistical packages, collecting data on ongoing projects, cleaning and/or analyzing data, manuscript writing, grant writing and/or research presentation. The student should be prepared to discuss the status of these research experiences/project at the Annual Review.

The doctoral "Doc" Seminar (EXW/NTR 691) is part of the 18 credits of required course work. 691 consists of a 6 semester series of topics relevant to doctoral students that will be facilitated by different faculty from NTR and EXW. This one (1) credit class will be held once per week for 50 minutes. The course is graded "Pass/Fail". Attendance and participation are required. Topics are rotated to minimize repeating content. Specific class curricular assignments for each seminar topic may vary by instructor.

PhD Professional Seminar – EXW / NTR 791 (3 credits):

The purpose of the EXW/NTR 791 seminar is to prepare the doctoral students in ENS to become faculty and professionals in the nutrition, exercise, and/or health promotion fields. This is a 3 credit hour seminar that is offered in *session A* (first 7½ weeks) of the Spring semester. Typically, students take this class in their 2nd year. Various objectives of the class are: to prepare for future employment interviews; to be able to develop the components of an academic, annotated CV. Students will be able to describe the responsibilities of a faculty member in higher education including scholarly activity, publishing, teaching, and service. Students will discuss the process of tenure, grant writing, publication issues, mentoring graduate and undergraduate students, and issues of diversity. Students will also be able to describe examples of non-academic positions that are available to those with a PhD.

Teaching Internship-- EXW 784 (2 credits):

The Teaching Internship (EXW 784) experience is designed to increase student teaching competency and awareness of the best practices in higher education teaching. The purpose of the Teaching Internship experience is to help prepare doctoral students in ENS to become teaching faculty. This is a 2 credit hour seminar that is offered in *session B* (second 7½ weeks) of the Spring semester. A student's past teaching experience cannot be used to fulfill this requirement.

Focus Area (15 credits):

It is expected that all 15 credit hours in the focus area or theme will be in a focused content area within the program. Students will be expected to articulate what their specific theme or focus area is when they submit their iPOS. There are 8 focus areas to choose from: *1. Biomechanics, Movement Control and Injury Prevention; 2. Chronic Disease Prevention; 3. Energy Balance, Metabolism, Physiology; 4. Epidemiology, Surveillance, Measurement; 5. Health Information, Communication, Technology; 6. Lifespan, Aging, Special Populations; 7. Nutrition / Physical Activity Health Behaviors; 8. Public Health, Community, Policy*.

Courses in the focus areas are determined by the student and committee members with approval by the ENS Executive Committee. No more than three credit hours in the focus area may be taken as "590 or 690" (i.e., reading and conference or independent study). No more than six credit hours in the focus area may be taken outside of NTR or EXW without approval from the Executive Committee. In addition, at least one course (3 cr. hrs.) in the focus area should have either a NTR or EXW prefix.

Dissertation (12 credits):

Students may begin the dissertation research only after being advanced to candidacy (i.e., passed comprehensive exams and the dissertation proposal has been approved). Only 12 credits of dissertation may be listed on the iPOS.

Changes to the iPOS:

Often after the iPOS is approved, it still must be changed to accommodate changes to the committee or courses that are available. It is an easy process to change the iPOS. Simply make the changes and re-submit. The biggest error that students have is listing a course prefix or number on the iPOS that is not EXACTLY the same as what is on the transcript. If you encounter difficulty with editing your iPOS contact the ENS Director.

CRITICAL PROGRAM BENCHMARKS

There are benchmarks that must be met to demonstrate continuous progress in the program. These benchmarks include: ***Annual Goals/Contract, Midterm Review***; ***Annual Review, Progressive Exam, Written / Oral Comprehensive Exam and Defense, Dissertation Proposal Defense, Advancement to Candidacy, and Dissertation Defense***.

Annual Scholarship and Service Contract:

All doctoral students must have their academic progress reviewed annually. All PhD students who have not been advanced to candidacy, are to develop a contract with their Mentor regarding their scholarly and service goals to be accomplished each year they are enrolled at ASU. This agreement/contract is to be signed by the student and Mentor and submitted by October of each year. A copy of this signed agreement should be provided to: 1) the ENS Director (Meg Bruening), the Concentration Coordinator (Sonia Vega Lopez for NTR and Jen Huberty for EXHP) and should be given to the ENS Executive Committee Administrative Specialist (Carolyn Paige) to be filed. **These contracts should be filed no later than October 15th.** A template of the scholarly goals and service contract is included in of this handbook. Dr. Bruening has examples upon request.

Midterm Review:

All 1st and 2nd year PhD students and selected others will be asked to meet with the ENS Director in –the fall (October or November) to discuss issues that concern the student, to determine if the student is on track and whether the program is meeting the student's needs. The review consists of a 10-15 minute informal discussion in the Director's office.

All TAs and RAs will be separately evaluated bi-annually (October and April) by their supervising faculty member. More detail about this review is provided later in this document.

Annual Review:

All PhD students, who have NOT been officially admitted to *candidacy** will be evaluated annually by the student's supervisory committee. The review consists of a 20-30 minute interview/ review of your annual contract and portfolio noting your accomplishments in research and service.

> **Students who have officially defended written and oral comps and defended the dissertation proposal and are currently conducting their dissertation research do not need to be evaluated.*

Procedures are as follows:

1) Students are responsible for scheduling 3 mentors from their supervisory committee to attend their annual review interview. The reviews are to be scheduled during a regular workday M-F from 8 am to 5 pm during the month of APRIL and must be completed by the first Friday in MAY. The interview dates and times are to be mutually decided between the student and the faculty committee members.
2) Please provide the date and time of your interview to the ENSAdm. Specialist (Carolyn Paige) 7-10 days prior to the scheduled review date so she can put it on the master calendar. This time frame is needed so that a space can be reserved for your meeting and because a member of the Executive Committee will be scheduled to attend the review and report to the ENS program Director the interview outcomes.
3) NOTE: *If at least 3 members cannot attend 'in person', then another time must be selected. A review CANNOT be completed with less than 3 faculty members present*). Only in extenuating circumstances with approval from the Director can an interview be done with a faculty attending by phone.
4) Prepare a portfolio of your annual accomplishments. A checklist of the materials to provide in the portfolio is presented in APPENDIX E.
5) Create an electronic pdf (please put into single zip file if possible) copy of the portfolio and send to your mentor, your supervisory committee, the ENS Administrative Specialist and the ENS Director.

Failure to satisfactorily accomplish/complete the stated objectives on the contract/agreement will indicate to the Committee that the student has not made satisfactory progress in the program and the student may be placed on academic probation. If program progress is deemed unsatisfactory, steps for improvement (with timelines for correction) will be outlined in a letter to the student. Failure to make improvements within the given timeline after being issued a letter of unsatisfactory performance can be grounds for dismissal from the program.

Progression Exams:

Ph.D. students are to take a progression exam on research design and statistics proficiency in May at the end of the 2nd semester of course work (for *full-time* students) and in May at the end of the 4th semester (for *part- time* students). The progressive exams will focus on research methods (EXW 700) and statistics (EXW 640 and EXW 643). However, the content of the exams will be distinct from the final exam for these various courses. The aim of the test to assess if students are able to apply their knowledge to real research design problems and statistical analysis. There will be less emphasis on memorization and computation and more emphasis on design logic, application, and interpretation.

The exam will be taken in a location where students do not have access to the internet, books, or notes. Each question of the exam will be graded (blindly) by two readers appointed by the Executive Committee. Instructors will provide a grading rubric that allows for the outcome to be easily determined. Readers will meet to discuss any discrepancies in scores. If discrepancies still remain, an additional reader will be solicited.

Students must pass all questions on the exam to continue to advance in the program. There are well-defined consequences for poor performance on progressive exams. A student must receive a pass from two of the three readers to pass a question. Performance criteria for the exam have been established as:

Pass:	Score of 70% or more
Fail:	< 70%

If a student '*fails'* a question, then the student will be provided detailed feedback on the question and must develop a written plan in consultation with their mentor, the research design and/or statistics instructor, and a member of the executive committee to address deficiencies. A re-examination of the failed questions must be taken no later than the end of July. The re-examination will be graded by two readers appointed by the Executive Committee. If there is a discrepancy in the grades, a third reader will be asked to grade the exam. A second failure is considered final and dismissal from the program will be recommended to the Graduate College program.

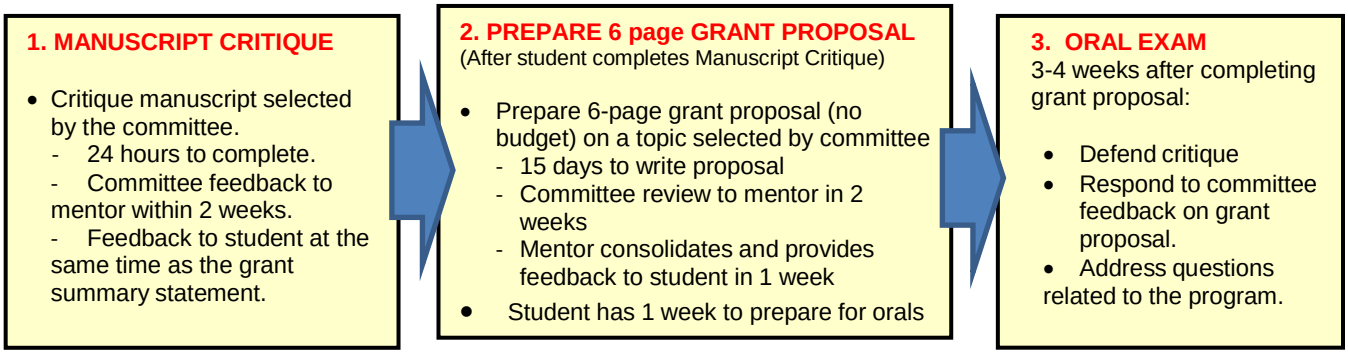
Comprehensive Exams:

Upon completion of most course work (six or less credit hours remaining in iPOS excluding dissertation hours), and prior to proposing or commencing dissertation research, students are to meet with their Mentor and their Supervisory Committee members to discuss preparing for their comprehensive exams. The student may not schedule the written comprehensive examination prior to the 4th semester in the program AND all students need to take and pass their comps by their 5th year (i.e., in the 9th semester) in the program. (*Reminder: the iPOS must be approved and all members of the supervisory committee must be listed and approved on the iPOS prior to taking comps.)*

All students must be registered for a minimum of one credit hour (including summer) the semester that they plan on taking and defending comprehensive examinations.

The structure and content of the comprehensive exams includes three components with distinct time guidelines (Figure 1)—1) Critique a Manuscript (24-hours), 2) Prepare a novel 6 page grant proposal (15 days) and 3) Oral Exam (1 week following feedback from the written portion).

Figure 1: Graphic of Comprehensive Exam Flowsheet and Time Line



1. **Manuscript Critique:** In consultation with the Supervisory Committee, the mentor will choose a journal article for the student to critique. The student will answer several questions and follow standard reviewer's guidelines from the journal to write their critique with special emphasis given to the major and minor revisions needed. The student will have **twenty-four hours** to complete and submit the critique to their mentor. The review must be done independently without collaboration or help from others. The mentor will distribute the written critique to the comprehensive exam committee for review. The student will be expected to orally defend their critique during the oral exam section of the comprehensives. The questions and grading rubric for the Manuscript Critique are included in **(Appendix G)**

2. **Prepare a Novel 6-page Grant Proposal:** Following completion of the manuscript critique, the student and their mentor will identify topics of potential interest and present those to the committee and seek their approval. These topics *must be different from any topic that the student has previously used for other grants including the EXW 700 and 701 courses, different from their mentor's prior research or any other grant the student may have previously worked on or written*. In order for this exercise to be useful, it is suggested that the student (and their committee) choose topics that could be used for the student's dissertation topic. (Note: *Although similar to an R21 proposal, this 6 page proposal does not have to be constrained by a budget or time frame typical for an R21 grant.)* Further, to allow some additional flexibility with the grant format, the grant proposal could be in a pre-doc format appropriate for an identified funding agency.

   Once the topics are approved, the mentor will choose one of the topics for the student to complete. The student will be given **15 days** to complete the grant proposal and submit it to their committee. The grant must be done independently

without collaboration or help from others. The committee will review the proposal using appropriate review guidelines (**Appendix I**) and submit their reviews to the mentor within a predetermined time frame (typically two weeks).

The comments will be consolidated by the mentor (i.e., in a summary statement form) and shared with the student one week before the oral exam. The student will be expected to respond to the reviewer's feedback (point by point) and defend their grant proposal at the orals.

3. **Oral Exam:** The oral exam will be scheduled by the committee to be held at a mutually convenient time typically within 2 weeks of completing the review. Orals will be structured in 3 parts: 1) Defend questions regarding their manuscript critique regarding the major/minor revisions suggested, 2) Discuss and respond to reviewer's feedback of their grant proposal (Note: it is suggested that a PowerPoint presentation be developed to help direct the discussion "point by point" in response to the reviewer's feedback and 3) Respond to any additional generic or "big picture" questions related to their focus area in regard to exercise and nutrition science, and/or health promotion.

Comprehensive Exam Pass/Fail:

After the oral exam, the Committee determines whether the student has passed or failed the comprehensive exams. Chair solicits signatures from the committee on the Report of the Comprehensive Exam Pass /Fail Form and submits the form to the ENS Director who will submit the results to the Graduate College Program. The student must pass all three sections of the Comprehensive Exam. If a student "*Fails*" the comps, then the student needs a formal re-examination of the exam. The student must submit a petition to take a re-examination to the Executive Committee and the Graduate College Program. Any re-examination cannot be taken sooner than one semester following the initial exam and must not be taken later than one year following the original test. Petition approvals and scheduling of a re-examination must be obtained from the Mentor and Supervisory Committee, the ENS Program Director, and the Vice Provost for Graduate College. The re-examination will be performed in the same way as the initial Comprehensive Exam. A second failure is considered final and dismissal from the program will be recommended to Graduate College.

Dissertation Prospectus Defense:

The dissertation proposal defense may not be scheduled until the student has passed the comprehensive exams. The student must ***provide a formal dissertation prospectus*** to the Dissertation Committee at least 10 days prior to the defense. The prospectus must be formatted correctly. The final structure of the proposal is determined by the committee but at minimum it must include: a formal title page, introduction with a statement of purpose/ question/ specific aims and hypotheses, a ***complete*** review of the related literature, and must describe in detail the methods to be used including descriptions of subjects, instruments, statistics and other procedures. A copy of any relevant IRB forms should be included with the proposal. The student will not be able to begin data collection until all approvals of the proposal have been completed and after all IRB approvals are done.

NOTE: ASU uses an online formatting tool that follows the Format Manual https://graduate.asu.edu/formatadvising/ to generate a template into which you can insert your document's text. When the dissertation proposal has been approved, the committee determines whether the student has passed or failed the proposal defense. The Chair solicits signatures from the committee on the Report of the Proposal Defense Pass /Fail form and submits the form to the ENS Director who will submit the results to the Graduate College Program.

Advancement to Candidacy:

The Graduate College Program will send a letter indicating that the student has been advanced to candidacy once the comprehensive exams are passed and the dissertation prospectus defense forms approved and submitted. Students should not enroll in Dissertation hours (EXW or NTR 799) until after being advanced to candidacy. Doctoral students who have been advanced to candidacy are required to maintain continuous enrollment (at least 1 credit hour each semester) until all degree requirements have been completed and graduated.

CONDUCT THE DISSERTATION RESEARCH

After the proposal and IRB application have been approved, the student will undertake the approved dissertation project. Remember, the student will not be able to begin data collection if the proposal is not complete and approved. A total of 12

hours of dissertation must be taken prior to graduation. It is highly recommended that the appropriate format be followed throughout each stage of the dissertation process from proposal to the final draft.

PhD Dissertation. Students have two options for the dissertation:

(1) a traditional dissertation, which is an in-depth volume describing (a) theoretical background and literature to date, (b) the methods and results of a research project, and (c) a detailed discussion of the strengths, limitations, interpretation and significance of the findings;
(2) or a series of publishable papers (typically 3 papers), with appropriate introductory and concluding sections. Many believe this format enhances a student's publication record.

All students who conduct any research using human subjects are required to submit their research proposal to the Institutional Review Board, for approval prior to conducting their study. This procedure is necessary even for students who are doing secondary data analysis.

APPLY FOR GRADUATION

Prior to defending your dissertation, you must apply for graduation through the "Graduation" tab on your *MyASU*. At this point, there will be an audit to determine the status of your iPOS, submit documents for format review, and schedule the Oral Defense. You must submit a *Survey of Earned Doctorates* form.

Check if you:

- Have an approved iPOS (no pending changes or petitions)
- Have met all minimum 3.0 GPA requirements (iPOS and Graduate)
- Have an approved full committee on the iPOS (no pending changes)
- Have satisfied all milestone requirements (for example, written comprehensive examination)
- Have reached candidacy
- Are an active student and currently enrolled

HOLD ORAL DISSERTATION DEFENSE

All ENS PhD students are required to hold a public defense of your dissertation on an ASU campus as part of your degree requirements.

Committee Presence at Defense:

You and your committee chair (or one co-chair) and at least 50% of your committee must be physically present at the defense. If the chair or 50% of the committee cannot be physically present, then the oral defense must be rescheduled to another date. If you have a member(s) who cannot be physically present at the defense that committee member may participate in the defense in one of three ways. These options are listed in the order of preference:

a. The absent committee member videoconferences into the defense location.*
b. The absent committee member teleconferences into the defense location.*
c. The absent committee member provides a substitute to be physically present (approved by the committee chair, the head of the academic unit & graduate college) for the defense only. The substitute must be someone who is approved to serve on graduate supervisory committees for that program. The absent committee member should provide the substitute questions, in writing, to be asked at the defense. The substitute, although respecting the opinions expressed by the regular committee, must be free to use his/her judgment in voting on whether the student passes or fails the defense. (*Assume appropriate technology is available.)

On the day of your defense, the Pass/Fail form will have already been sent to your committee chair from Graduate College for your committee to sign. **It is the responsibility of the committee chair to take the form to the defense location**.

Scheduling Defense and Submitting the Document:

After completion of the dissertation, the final format review of the document and oral defense is to be scheduled. The defense must be scheduled at least 10 working days before anticipated defense date. Please see 10-Working Day Calendar for permissible defense dates. When scheduling via the MyASU page, the student will have an interactive calendar noting available dates. Once the request has been submitted, through MyASU, the request must be approved by the academic unit. Note: the defense is not officially scheduled until approved.

The final exam includes first, a seminar open to the public, approximately one hour including questions from the audience, covering the substance of the dissertation. A closed-door meeting of the thesis committee and the student, to last no longer than 2 hours, follows. A vote of the exam committee is taken before and after the committee discusses the examination. A student passes the exam if no more than one committee member dissents. At this meeting revisions and modifications may be recommended, even if the committee has determined the student has passed the exam.

Submitting your dissertation

Once the defense has been scheduled, the student must upload his or her complete, defense-ready document for format review to the Graduate College Dropbox link 10 calendar days prior to the defense.

1. Students must submit documents in Microsoft Word or PDF by clicking on the Graduate College Dropbox link and uploading your document. Before uploading the document to Dropbox students must save their document as: Affiliate ID number and Dissertation. (i.e., 1234567890 Dissertation Jones). Students must include their ten (10) digit ASU ID number in order for their document to be reviewed.
2. The document should be uploaded by clinking on the Graduate College Dropbox link 10 days prior to your defense.
3. Documents should only be submitted after consultation with your committee/chair and must be a complete, defense-ready document (i.e. meets standards set by the Format Manual, complete content).
4. The Grad Format team will not review incomplete documents or those that have not been formatted according to the format manual. **If students submit a partial or incomplete document, the document will be returned to without evaluation and a request for revision.**
5. Students must be enrolled in at least (1) credit hour during the semester they plan to defend their thesis/dissertation and while working on format revisions.
6. For questions regarding documents that require special format, please email gradformat@asu.edu.

Degree Completion / Final Revisions:

Once the defense is over, most students have some revisions to complete. Begin working on these soon after your defense. Keep in contact with the Format Advisors (gradformat@asu.edu) as well to complete all format changes. To avoid jeopardizing your graduation, be sure to submit your final revisions by the posted semester deadline (graduation deadlines). If the deadline is not met, the student will be required to register (and pay) for one (1) graduate-level credit hour the following semester to be able to graduate.

The student is to make any final corrections to the dissertation as recommended by the committee and mentor and then the final version of their document (that has been approved by the mentor and supervisory committee) is evaluated by a format reviewer in Graduate College and submitted to UMI/ProQuest for printing.

The candidate should report to the Administrative Specialist any classes on their iPOS (especially the dissertation classes EXW/NTR 799) that may have an incomplete or grade of "Z". Be proactive and follow-up with your mentor and the Administrative Specialist to ensure that all grades are entered. A student will not receive a letter of degree completion until all final grades are entered.

Revision Process:

After making the required corrections outlined in the email and reviewed the entire document, then upload the document to the Graduate College Dropbox link. (NOTE: A format advisor checks your work against the Format Manual requirements. They also spot-check for misspellings, inconsistencies, typographical errors, and grammatical problems, but a thorough review of the entire document for these errors is the responsibility of the student and his / her chair.)

Turnaround time for review fluctuates depending upon the volume of documents, and increases as the semester deadlines approach, students should expect a response within 3 – 5 business days.

This process will continue until your document is ready for electronic submission through UMI/ProQuest.

Final Submission to ProQuest:

Student will receive an email from the Graduate College format advisor notifying you that your document is ready for electronic submission through UMI/ProQuest. Read the email carefully as you may receive instructions before final submission to UMI/ProQuest. You must have received format approval from Graduate College and submitted your Pass/Fail form to Graduate College in order to be eligible to complete the final step of submitting to ProQuest.

SUMMER DEFENSES

Students planning on defending oral exams, proposals or dissertations in the **summer**, must register and pay for at least one credit hour of coursework. Students can register for any summer session; it does not have to be the same session in which you are defending; however, students must be registered before the defense can be scheduled. (Note: remember summer tuition is not provided plan ahead to save money for summer tuition if needed.)

ACADEMIC INTEGRITY

The highest standards of academic integrity are expected of all graduate students, both in the academic coursework and in their related research activities. The failure of any graduate student to meet these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the University.

Violations of academic integrity include, but are not limited to: cheating, fabrication, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and each student must take personal responsibility in their work. In addition, graduate students are expected to follow university guidelines related to the Student Code of Conduct. University policies related to academic integrity and code of conduct are available in the Office of Student Life, or at https://students.asu.edu/srr. See this link for more about academic integrity.

PROBATION AND DISMISSAL POLICY

A student can be placed on academic probation for unsatisfactory progress noted on the Annual Review or failure to meet for the Annual Review or failing to maintain an average 3.0 GPA on the POS or Graduate GPA. Time limits for remaining on probationary status may vary. Typically students have up to two semesters to demonstrate improvement and be removed off of probation. Students who fail to meet the requirements or time line needed to demonstrate satisfactory improvement will be dismissed from the program. A student can be recommended for dismissal from the doctoral program for the following reasons:

- Not making sufficient progress in the program:
  - Must take and pass progressive exams within 4 semesters of being admitted
  - Must take and pass the comprehensive exams by the 10th semester after being admitted.
  - Must demonstrate sufficient progress toward defending his or her dissertation after being advanced to candidacy.—(allowed 10 years total or 5 years after candidacy)
- Exceeds the 10 year statute of limitations for the program
- Dismissal for any reason cited above will be automatic. The student will receive notice from the ENS Executive Committee that they have been removed from the program. A student may appeal any action concerning dismissal by through the Graduate Council Appeals Board (GCAB) http://graduate.asu.edu/sites/default/files/Graduate_Appeals_Guidelines.pdf.

GRADUATE ASSOCIATESHIPS

RA and TA positions consist of a nine-month position (August – May) and include a full tuition waiver. Note: TAs and RAs typically do not get paid in the summer but occasionally summer job opportunities become available on a case by case basis. All students must have the expertise, experience and willingness to be a TA and teach courses or laboratories in the ESHP or NTR undergraduate curriculum or be an RA as funding allows. Students are NOT paid in the summer. (Note: Students who are RAs in the summer must register for at least 1 credit hour and must pay their own tuition. Tuition for summer is not paid unless this is negotiated in your grant contract.) Students who want to teach in the summer are encouraged to apply to be a Faculty Associate (FA). Any openings for summer teaching are filled from a general pool of FA applicants.

An ASU Graduate Assistantship (TA/RA) handbook and policy Manual is available from the Graduate College program (TA/RA handbook) to provide an overview of ASU policies and support services pertinent to teaching and research assistants and associates. It is an important resource for graduate students providing information concerning:

- General conditions of appointment
- Benefits
- Teaching assistant/associate appointments
- Research assistant/associate appointments
- Policies

All ***new*** **TAs are required** to participate in the graduate Teaching Assistant Development (TAD) program (http://graduate.asu.edu/tad) prior to and during your first semester as a TA. If you are an RA but anticipate that you might be a TA at some point, you should also attend the program. The TAD Program has three required components: Pre-orientation modules, On-site Orientation, Development Experiences.

Assistant vs. Associate

Teaching Assistant/ Research Assistant

A graduate ***teaching assistant*** is a graduate student appointed part time by the university whose primary responsibility is in an instructional capacity. Graduate teaching assistants may lecture, lead discussion groups, serve as an assistant to laboratory classes, tutor students, proctor examinations, grade tests and papers, and provide general assistance in the instructional process under the direct supervision of a faculty member. A graduate ***research assistant*** is a student appointed part time by the university whose primary responsibilities are research related. Graduate research assistants may assist faculty members in research and creative activities, perform administrative or editorial duties directly connected to research and creative activities, develop and evaluate instructional materials and/or curricula, or assume responsibilities for a designated research area under the direct supervision of a faculty member.

Teaching Associate/Research Associate

A graduate ***teaching associate*** is a graduate student appointed part time by the university under the direct supervision of a faculty member whose primary responsibility is in an instructional capacity and who holds a *master's degree* or its equivalent. The roles of the teaching associate are similar to those of the teaching assistant, but may differ in terms of responsibilities (e.g., course level). A graduate ***research associate*** is a student appointed part time by the university under the direct supervision of a faculty member whose primary responsibilities are research related and who holds a *master's degree* or its equivalent (30 hours of graduate work). Research associates are similar to research assistants but *generally have a higher degree of research responsibility*.

Eligibility

In order to be eligible to receive an appointment as a TA/RA, a student must be regularly admitted to and enrolled in the graduate degree program. During the fall and spring semester, a TA/RA must be enrolled for a minimum of six hours. During the summer session(s) a TA/RA must be enrolled for a minimum of 1 hour. *Audited courses or undergraduate courses may not be used to fulfill this requirement.*

Students whose native language is not English must meet spoken English requirements before they are allowed primary teaching responsibilities. Applicants interested in TA positions are encouraged to take the Test of Spoken English (TSE) or the Internet-based Test (iBT) which contains a speaking section. Information regarding these tests can be found at www.ets.org.

Workload

Since the primary purpose of a TA/RA position is to assist the student in successfully completing their academic program, students holding appointments as teaching or research associates ***may work no more than .50 FTE (20 hours per week)*** during the fall and spring semesters. TAs and RAs may work up to 1.00 FTE (40 hours per week) during summer sessions and semester breaks.

For additional information about TA/RA appointments see the following link: www.asu.edu/hr/documents/grademploymentmay2014.pdf.

TA / RA REAPPOINTMENT

TA/RA appointments are, by definition, term appointments. TAs/RAs should not assume that they will be reappointed merely because no notification or termination at the end of the appointment period has been received. *Reappointments are subject to and contingent upon the continuing availability of funds and the TA's/RA's satisfactory performance.* In considering reappointments, the hiring unit or project director must consider the TA's/RA's contribution to the objectives of the unit or project along with the associate's academic progress.

EVALUATION

The hiring unit (ESHP or NTR) or research project director will conduct periodic reviews of the services rendered by TAs/RAs. These biannual (October and April) reviews will serve to inform students as to their progress as an RA or TA and outline areas for improvement if necessary. These reviews will include an evaluation of the student's abilities and behaviors concerning completion of assigned tasks; ability to work independently once tasks are explained; ability to analyze problems and find solutions; cooperation with supervisors and other TAs/RAs; and professional behavior.

The substance of these reviews will be communicated in writing to the student concerned. The TA/RA should subsequently sign the evaluation and may append a response. The evaluator should provide a copy to the student and forward a copy of these documents to the student's advisor and the head of the academic unit for placement in the student's official file. Should a student receive a negative review (i.e., does not meet expectations or unsatisfactory), then the student will be given one semester to improve. A student who receives a second unsatisfactory review, will NOT have their TA/RA position renewed.

Evaluation of performance shall not be based on sex, age, disability, race, color, religion, marital status, veteran status, national or ethnic origin, or sexual orientation or gender identity, nor shall it be influenced by a student exercising protected rights to freedom of expression or association.

TERMINATION BEFORE THE END OF APPOINTMENT PERIOD

The head of the hiring unit may make TA/RA assignments and re-assignments whenever warranted. TAs are expected to fulfill their responsibilities throughout the semester. There are both voluntary and involuntary reasons that an assistantship/ associateship may be terminated.

Reasons for ***involuntary termination*** may include, but are not limited to:

- Change in academic discipline
- Academic or scientific misconduct
- Poor academic performance or excessive absences
- Misconduct in assigned duties
- Unsatisfactory performance in assigned duties
- Breach of ASU student code of conduct (http://www.asu.edu/studentaffairs/studentlife/judicial/)

- Incapacitation of the TA/RA for an extended period of time
- Professional misconduct as defined in ASU's academic affairs policies and procedures manual (http://www.asu.edu/aad/manuals/acd)
- Misuse of university assets, including but not limited to computing resources (e.g., copyright infringement, viewing pornography).

As noted above, the program faculty or research project director will conduct biannual reviews of the services rendered by TAs/RA(s). In those cases where the job performance of a TA/RA is not meeting expectations, the supervising faculty member should advise the student, both in writing and orally, and the student will be provided one semester for the TA/RA to improve his or her performance. In the rare instance that a TA/RA is to be terminated *prior to the end of the appointment period*, then the TA's/RA's supervising faculty member or head of the academic unit should write to the student describing the reasons for the action. The dean of the academic college (when applicable) and the Vice Provost of Graduate College should receive copies of the letter. Within 10 days of the receipt of the notice of termination, the TA/RA may appeal the decision at the unit and college level. The Vice Provost of Graduate College should receive a copy of the appeal. In appeals under the purview of the Graduate Council Appeals Board, the affected student may appeal to the Board only after other avenues have been thoroughly exhausted. Forms for graduate appeals information and guidelines may be found at: appeal forms. Further information about the Graduate Student Appeals is available in at Graduate Council Appeals Board.

If a TA/RA is unable to continue an appointment, he or she must inform the supervising faculty member in writing of the reasons for the action. Copies of the notice should be sent to the head of the academic unit (when applicable) and to the Vice Provost of Graduate College.

Reasons for ***voluntary termination*** may include, but are not limited to:

- Change in academic discipline
- Health problems
- Interference with academic progress
- Unfair or unreasonable demands
- Unforeseen family responsibilities

Strategies for Success:

Your graduate education is *your* personal responsibility. Key recommendations for success include:

- Present your research as often as possible. (Try local professional organizations).
- Learn to be clear about what you are doing. – **15 second elevator talk.**
- Write, read, write, write, read, read, write (repeat!)
- Manage your time and your professional resources.
- Create your "life" of research (don't just do a series of projects).

WRITING CENTER FOR GRADUATE STUDENTS:

ASU has in-person writing tutoring http://tutoring.asu.edu/graduate **specifically** serve students enrolled in **500, 600 and 700 level classes.** These centers offer appointment-based writing assistance for graduate students as well as space to read, write, and discuss their graduate research and writing projects. Students are encouraged to meet with a graduate writing consultant to receive feedback on their writing projects at any stage in their writing process. Writing center is available online and Downtown: University Center Building (UCENT) Room 101. Phone number is 602-496-4278. Hours open Mon, Tues, Thurs 10am-5pm, Wed 10am-7pm and Fri 10am-3pm.

RESEARCH FUNDING AND AWARD OPPORTUNITIES

Fellowships, scholarships, awards and grants are not loans and you *will not have* to repay them. They can be "merit-based" for outstanding student performance and/or "needs-based" for those otherwise unable to afford an education. In addition to graduate fellowships and grants at ASU, there are thousands of national, state and private organization resources to search, including awards for teachers, those seeking a career in STEM (science, technology, engineering and mathematics) fields,

military and their family members, minorities and women who are underrepresented in their fields, and many more. https://graduate.asu.edu/pay-for-college

ASU Graduate Fellowships and Awards

Completion Fellowships
Doctoral Enrichment Fellowships
Herman E. Demund Memorial Fellowship
Dissertation Fellowships
Graduate College Fellowships
Earl A. and Lenore H. Tripke Fellowship
Lattie and Elva Coor Graduate Fellowship

Awards
Achievement Rewards for College Scientists (ARCS)
Martha E. Bernal Memorial Award
Travel Awards

GPSA Graduate Research Support Program

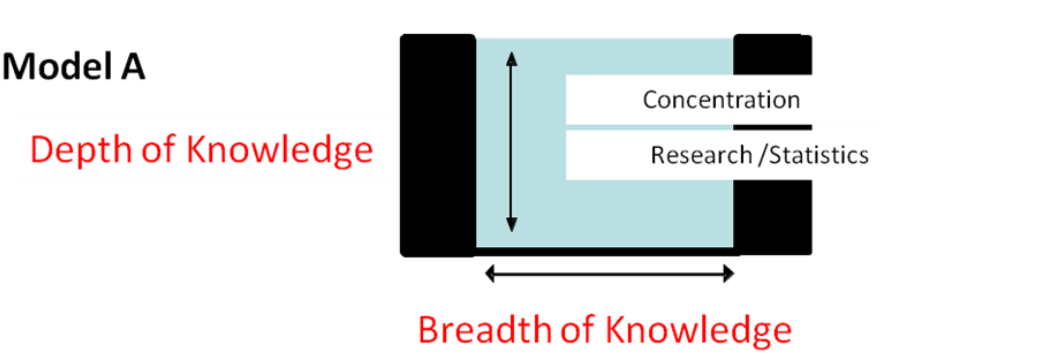
- GPSA supports individual research up to $2,000 per year
- JumpStart Research Grant, with awards up to $500 to get your projects off the ground.
- Athletics Grants, awards of $1500 and $3500 are available. http://gpsa.asu.edu/funding/research/

ENS Sponsored Awards

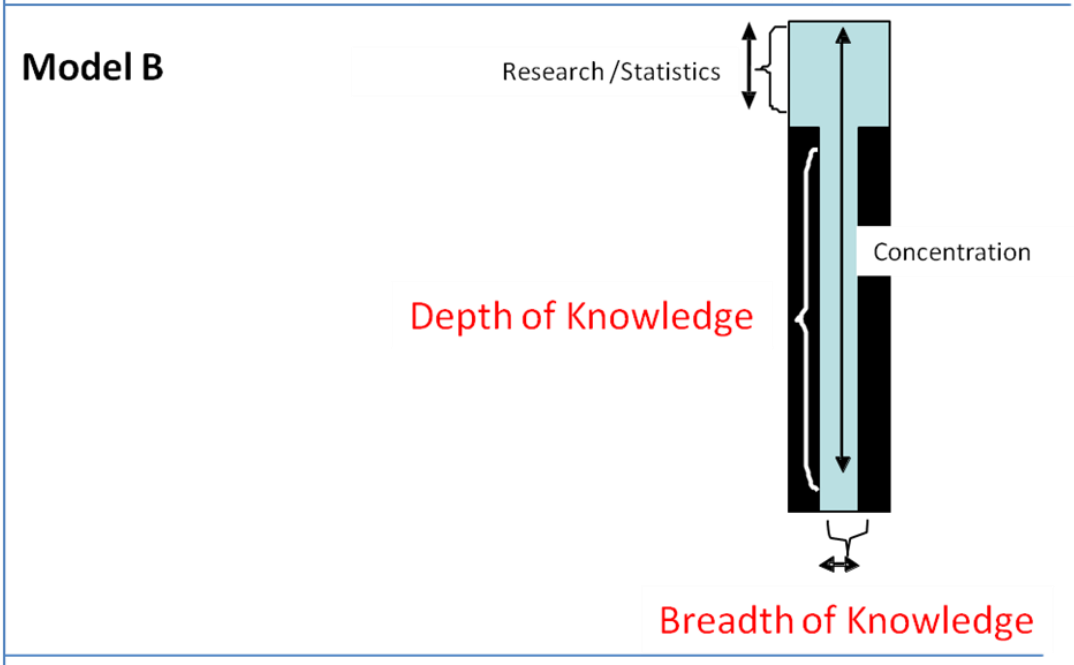
There are three different awards currently available to deserving ENS students**.** *The John and Elizabeth Ainsworth ENS Doctoral Student Travel Award*, The *Dr. Christine Wells Outstanding Graduating Researcher Award,* and The *Dr. Charles Corbin Outstanding Graduating Leader, Teacher, and Scholar Award.*

APPENDIX A

Model A

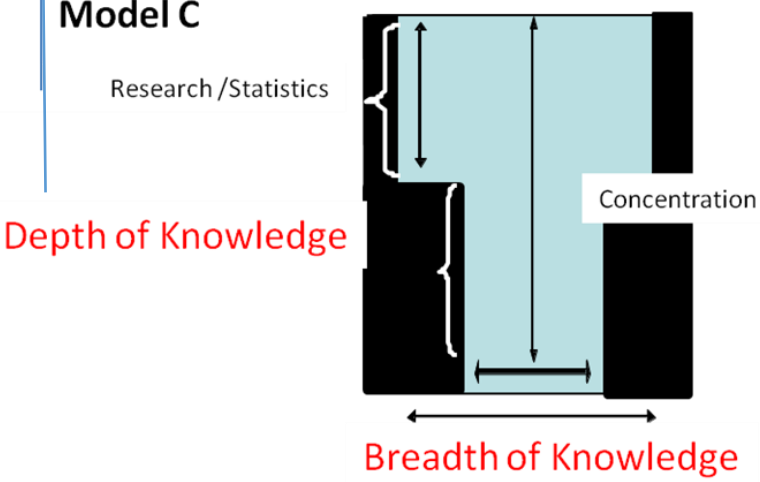


Model B



ENS PhD Model

Model C



APPENDIX B

PLAN OF STUDY CHECKLIST

Prerequisites: Required Prior to Admission into Program			
✓	**Course**	✓	**Course**
	Graduate Level Research Methods		Graduate Level Research Statistics

Research Core (35 Credit Hrs)				
✓	**Sem**	**Yr**	**Required Research and Statistics Courses (18 Credit Hrs)**	**Credits**
	Fall	1st	EXW 640: *ANOVA and Research Design*	3
	Spring	1st	EXW 643: *Correlation, Regression and Multivariate Analyses*	3
	Fall	1st	EXW 700: *Advanced Research Methods*	3
	Spring	1st	EXW 701: *Advanced Research Methods II*	3
	Fall/Spr	ALL	EXW/NTR 691: Research *"Doc" Seminar*	6
✓	**Additional Stats, Research Methods and/ or Applied Research Experience (17 Credit Hrs)**			
	Fall 2nd yr		EXW 645: *Adv. Applied Research Methods and Analyses*	3
	Spring 2nd yr		NTR 501: *Research Methods II: Survey Design*	3
	Fall 2nd yr		NTR 598: *Nutritional Epidemiology*	3
	Spring 2nd yr		NTR 503: *Designing Behavior Change Interventions*	3
Fall/Spring	1st yr		EXW or NTR 692: *Directed or Independent Research*	1- 12
Fall/Spring	2nd yr		EXW or NTR 792: *Directed or Independent Research*	1- 12
			Total Credits	**35**

Professional Development (5 Credit Hrs)				
✓	**Sem**	**Yr**		**Credits**
	Spring	2nd	EXW 784: *Teaching Practicum/ Internship*	2
	Spring	2nd	NTR 791: *Ph.D. Professional Seminar*	3
			Total Credits	**5**

Theme or Focus Area Courses (15 Credit Hours)		
✓	Choose 5 courses in one of the focus areas or themes below. No more than 3 credit hours may be taken as Independent study without approval. No more than 3 credit hours may be taken outside ENS without approval.	**Credits**
	Chronic Disease Prevention	15
	Energy Balance, Metabolism, Physiology	15
	Epidemiology, Surveillance, Measurement	15
	Health Information, Communication, Health Technology	15
	Lifespan/Aging and Special Populations	15
	Biomechanics, Movement Control and Injury Prevention	15
	Nutrition/Physical Activity Health Behaviors	15
	Public Health, Community, Policy	15
	Total Credits	**15**

Dissertation (12 Credit Hours)				
✓	**Sem**	**Yr**	**Yr**	**Credits**
	Fall/Spg	4th	*EXW/NTR 799: Dissertation*	12
			Total Credits	**12**

APPENDIX C

ENS PLAN OF STUDY

4 YR EXAMPLE BY SEMESTER

FALL YEAR 1 (9 Credits)		**SPRING YEAR 1 (9 Credits) = 18 Total**		**SUMMER yr1**
EXW 640	(3 cr)	EXW 643	(3 cr)	*Progressive Exam: Stats & Research Methods*
EXW 700	(3 cr)	EXW 701	(3 cr)	
EXW/NTR 691	(1 cr)	EXW/NTR 691	(1 cr)	
EXW/ NTR 692	(2 cr)	EXW/ NTR 692 (2 cr)		
FALL YEAR 2 (10 Credits)		**SPRING YEAR 2 (12 Credits) = 37 Total**		**SUMMER yr2**
EXW/NTR 691	(1 cr)	EXW /NTR 691	(1 cr)	*Work on Written Comprehensive Exam Oral Defense*
EXW /NTR Focus 1	(3 cr)	EXW /NTR Focus 3	(3 cr)	
EXW/ NTR Focus 2	(3 cr)	EXW/NTR 791 (Session A)	(3 cr)	
EXW/NTR 692 or Applied Stats/ RM	(3 cr)	EXW/NTR 784 (Session B)	(2 cr)	
		EXW /NTR Focus 4	(3 cr)	
FALL YEAR 3 (10 Credits)		**SPRING YEAR 3 (8 Credits) = 55 Total**		**SUMMER yr3**
EXW/NTR 691	(1 cr)	EXW/NTR 691	(1 cr)	*Proposal Defense*
EXW/NTR 792	(3 cr)	EXW 791	(3 cr)	
EXW/ NTR Focus 5	(3 cr)	EXW/NTR 792	(4 cr)	
FALL YEAR 4 (6 Credits)		**SPRING YEAR 4 (6 Credits) = 67 Total**		**SPRING yr4**
EXW/ NTR 799	(6 cr)	EXW /NTR 799	(6 cr)	*Dissertation Defense*

APPENDIX D

Example of Annual Scholarship and Service Contract

Academic Year: _____

Student Name:_____ Date: _____

Mentor Name _____

Scholarly Goals

(Be very specific in terms of dates/ conference names/ locations/ abstract names/ journal titles and locations etc.)

1) To learn and acquire skill in ……..
   a. Demonstrate proficiency in …
      i. To illustrate this skill…
   b. Demonstrate proficiency in …
      ii. To illustrate this skill…
2) Assist with ...
   a. Demonstrate competence in….
   b. Gain an understanding of…

3) Write and submit ____ manuscript and submit to _____

4) To attend at least two (2) professional conferences (list specifics) ____and_____.

5) To submit one (1) abstract to academic conference. (give specifics).

Service Goals:

1) To participate in the Building Healthy Lifestyles Conference.
   a. Assist with ….

2) Volunteer reviewer for GPSA grants.

3) To participate in the Exercise and Wellness Graduate Club including ….

_____ _____ _____ _____

Student Signature Date Mentor Signature Date

APPENDIX E

Annual Review Portfolio Requirements

Please organize the following documents into one pdf file in the following order 1-9.
Submit to ENS Administrative Specialist: Carolyn Paige (carolyn.paige@asu.edu)

1. A signed copy of the Annual Review Cover Page Form (See appendix G)

2. A copy of the signed Annual Scholarly and Service Contract (See appendix E).

3. Provide a statement/ short paragraph addressing each of the following: -- Limit to 2 pages.
   - Status of the Plan of Study (iPOS)
   - Status of coursework performance and GPA
   - Status of the first/second year project
   - Status of current proposed research and/or evidence of progress toward the dissertation
   - Any awards or grants received (be specific).

Provide the following:

- An updated copy of student's curriculum vitae
- A current copy of the student's transcript
- A copy of the iPOS
- Copies of first or second year study

4. Evidence of professional seminars attended, presentations made, publications (submitted and printed) and grants received (provide copies of abstracts etc.)

5. Evidence of professional service accomplished

APPENDIX F

Annual Review Cover Page Form

Please complete this Annual Review Cover Page and Summary form and have your Mentor sign it. Please include this form as the **first page** in your Annual Review portfolio.

Personal Information

Name: _____ Date: _____

Focus Area: _____

Address: _____

Phone: (Cell) _____ (Home) _____

E-mail Address: _____

Supervisory Committee (4-5)

Chair: _____

Member: _____

Member: _____

Member: _____

Member: _____

Dissertation Committee (5)

Chair: _____

Member: _____

Member: _____

Member: _____

Member: _____

Status in Program

Date of Entry: _____ Date iPOS filed: _____ Current iPOS status:_____

Title First Year Project:

_____

Title Second Year Project: _____

List the Semester/Year, Course Prefix & Course #

Research Core: (35-hrs): _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, _____

Doc Seminar (6) : _____, _____, _____, _____, _____, _____ Teaching Internship (2) _____, _____ PhD Seminar (3) _____

Progressive Exams: Date of Comprehensive Written Exam: Date of Oral Defense:

Mentor's Comments/Review Regarding Student Performance and Status of Annual Scholarly and Service Contract: Please provide a brief review and statement concerning coursework performance; professional accomplishments and status of the first or second yea project; and service accomplishments.

Mentor Signature: _____

APPENDIX G

Proposal Outline for Research Projects

1. Use format required by Graduate College Program

2. Title page (use Format similar to Dissertation/Thesis)

3. Introduction (approx. 3-6 pages) Components:
   - Narrative hook (first sentence)
   - Outline the research issue/problem
   - Discuss studies that have addressed this issue/problem
   - Identify deficiencies in past literature
   - State the importance of the proposed research Include in the introduction:
   - Purpose of the study
   - Research questions/ specific aims—make these very specific and testable *(with subheadings)*
   - Research hypotheses (*with subheadings*)
     - Write the research hypothesis in the null form
     - Make sure these are testable hypotheses
     - Make sure you have a hypothesis for each question
   - Definition of terms (*with subheadings*)
   - Delimitations and limitations (*with subheadings*)

4. Review of Literature (may include in appendix if Committee approves)
   - This may not be 100% complete but should show that you have thought about and begun a review.
   - At minimum all areas/topics/subheadings that you will be covering should be outlined and represented
   - Clear understanding of the most important "classic" early investigations that have been done on this topic should be included

5. Methods and Materials (use as many pages as needed) Components:

NOTE: If you use a qualitative research techniques use appropriate methodology.
   - Subject selection (or other appropriate description of data source) May include all or some of the following:
     - -inclusion/exclusion criteria
     - -sample size calculation (details in appendices)
     - -informed consent/IRB statement (include consent in appendices)
     - -collection of health history (include forms in appendices)
   - Research design (flowchart in appendices)
   - Study procedures (use subheadings for each part). NOTE: if there are very technical /specific details (i.e., assay techniques) they should appear in appendices.
   - Data/or sample collection and processing
   - Statistical analyses

6. References
   - Use APA style– You can change this later when you go to publish…
   - APA allows you to become very familiar with the names of the researchers whom you cite.

7. Other Considerations
   - IRB application and consent letter.
   - Provide TimeLine
   - Give proposal to Committee in plenty of time before defense (10days?)

APPENDIX H

ENS Comprehensive Exams: Manuscript Review

Please review the manuscript selected by your mentor and your committee and answer the following questions.

1. Comment on the appropriateness and sufficiency of the rationale/review of the literature

2. Provide a substantive critique of the strengths and/or weakness of the study design, adequacy of the sample and sampling approach, measurement and analysis techniques used.

3. Comment on how results are presented, in the narrative and in tables and figures.

4. Provide a substantive critique the discussion and conclusion.

5. Provide constructive suggestions on how to improve the manuscript

6. Comment on the overall impact of the work in relationship to current state of the science.

7. Clearly indicate if you would i) accept the manuscript in its current form, ii) suggest the authors make minor revisions, iii) suggest the authors make major revisions, or iv) reject the manuscript.

8. Based on the guidelines to authors form the journal, are there any additional feedback that you would provide to the authors?

Grading Rubric

Questions	**Scale 0- 4 (unsatisfactory – exceptional)**	**Maximum point**
Q1-Q6	0-4	24
Q7 – Q8	0-1	2
Constructive, clear, understandable criticism, respectful tone	0-2	2
Writing	0-2	2
Total		30

APPENDIX I

ENS Comprehensive Exam Grant Reviewers Guidelines

Grant is to be 6 pages NOT including abstract or references. (It may contain appendix if justified). Not necessary to have budget.

Reviewers will be identified by number. Please provide 5 scores: Significance, Innovation, Approach, Environment and an Overall Impact score and bullet point your comments under Strengths and Weakness of each. Please provide a short paragraph about the overall impact of this proposal.

The mentor will summarize the scores and provide the student with the reviewer's comments.
The Student will prepare a presentation that will address the weaknesses identified by the reviewers.

Summary

- The NIH grant application scoring system uses a 9-point scale
- Rating should be in whole numbers only (no decimal ratings).
- Scores of 1 or 9 to be used less frequently than the other scores.
- 5 is considered an average score.

Criterion Scoring

- Criterion scores are intended to convey how each assigned reviewer weighed the strengths and weaknesses of each section
- Providing scores without providing comments in the review critique is discouraged
- Each review criterion should be assessed based on the strength of that criterion in the context of the work being proposed
- Reviewers should consider the strengths and weaknesses within each criterion. For example, a major strength may outweigh many minor and correctable weaknesses.
- As a result, a reviewer may give only moderate scores to some of the review criteria but still give a high overall impact score because the one review criterion critically important to the research is rated highly; or a reviewer could give mostly high criterion ratings but rate the overall impact score lower because the one criterion critically important to the research being proposed is not highly rated.

OVERALL Impact Score

- The impact score for the application is not intended to be an average of criterion scores.
- The impact score for an application is based on each individual reviewer's assessment of the scored criteria
- Reviewers are guided to use the full range of the rating scale and spread their scores to better discriminate among applications
- Reviewers whose evaluations or opinions of an application fall outside the range of
- those presented by the assigned reviewers and discussant(s) should ensure that their opinions are brought to the attention of the entire committee
- Overall impact, for a research project, is the project's likelihood to have a sustained, powerful influence on the research field(s) involved, but may be defined differently for different types of applications.
- An application does not need to be strong in all categories to be judged likely to have major impact, e.g., a project that by its nature is not innovative may be essential to advance a field.
- A score of 5 is a good, medium-impact application.
- The entire scale (1-9) should always be considered.

ENS GRANT Review FORM *Reviewer #*

Title of Grant: _____

Student Name: _____

Overall Impact
Reviewers will provide an overall impact score to reflect their assessment of the likelihood for the project to exert a sustained, powerful influence on the research field(s) involved, in consideration of the following four scored review criteria. An application does not need to be strong in all categories to be judged likely to have major scientific impact.

OVERALL IMPACT SCORE: _____

_____

Write a paragraph summarizing the factors that informed your Overall Impact score.

Specific Review Criteria
Reviewers will consider each of the four review criteria below in the determination of scientific and technical merit, and give a separate score for each. Use bullet points. Be cognizant that the student will be addressing and responding to the feedback provided here in an oral exam.

SIGNIFICANCE: SCORE: _____

Strengths

-

Weaknesses

-

INNOVATION: SCORE: _____

Strengths

-

Weaknesses

-

APPROACH: SCORE: _____

Strengths

-

Weaknesses

-

SIGNIFICANCE: SCORE: _____

Strengths

-

Weaknesses

-

Additional Comments or Considerations for Investigator

Scoring Guide

Overall Impact or Criterion Strength	Score	Descriptor
High	1	Exceptional
	2	Outstanding
	3	Excellent
Medium	4	Very Good
	5	Good
	6	Satisfactory
Low	7	Fair
	8	Marginal
	9	Poor

Mentor Info

Faculty members who desire mentor status in the ENS program must submit an application listing evidence of an active program of research productivity within the preceding three years, evidence of successful work with graduate students, an updated curriculum vitae (electronic only) and copies of three recently (within 3 years) published papers to the Chair of the ENS Executive Committee. The faculty member's Program Director or Department Chair must provide a memo stating that the faculty member is in good standing and is making appropriate progress for his or her rank in the department. Every three years faculty must renew their mentor status and electronically submit a CV and 3 recent papers to the Executive Board for review.

Mentor/Student Ratios

An important program goal is to graduate students in a timely fashion. Thus, approved faculty will be encouraged to mentor only one student per year at any one time. The upper limit of active students per mentor is five. In rare cases a Mentor may petition the Executive Committee for an exemption to take six students.

Mentoring

Mentoring and Being Mentored is a Two Way Relationship. Both parties must communicate clearly and listen carefully.

- **Roles and Responsibilities for Faculty Mentors**

For Scholarship and Creative Activity

- Agree on a plan and timeline for the thesis/ dissertation
- Provide students with assessment of their work through honest, constructive and timely feedback
- Create a committee environment that is collegial and interactive
- Share authorship on papers where students have made major contributions to the scholarship
- Allow opportunities for independent development of the research or creative activities
- Provide support in times of discouragement as well as success
- Be aware of professional boundaries: time, professional responsibilities, and communication patterns

For Career Development

- Keep an ongoing record of the student's progress and achievement
- Be thoughtful and thorough when making professional recommendations for students
- Be aware of the accomplishments of your students
- Identify professional workshops and networking opportunities for students
- Involve students in editing, journal activities, conference planning, and grant writing
- Co-present with the students you are mentoring
- Introduce students to colleagues at a variety of institutional types and professional settings
- Discuss goals with students and assist in mapping a course of action to achieve goals

In Intellectual Development

- Treat your students with respect and as future colleagues
- Create less formal opportunities for interaction
- Be mindful of signs of stress and physical distress
- Take into consideration different learning styles and value differences
- Direct the student to appropriate resources for guidance should the need arise
- Ensure that the students understand the personal consequences of their commitment to their work, and the values of the research/creative activity on the professional community and to the general public

Being Mentored…

- **Roles and Responsibilities for Graduate Students**

In Scholarship and Creative Activity

- Identify a director of the dissertation who is known to be an effective Mentor and compatible with your goals
- Establish whether the Mentor has the time, the funding, and the enthusiasm to support your scholarship and creative activity
- Establish a mutually agreeable timeline to carry your research to completion
- Seek direction through regular communication with your Mentor
- Respect the multiple roles and time constraints of you Mentor by using meetings effectively
- Maintain communication with your Committee through periods of discouragement or lack of progress
- Acknowledge the work of your Mentor and Committee members in your publications.
- Share authorship on papers where others have made major contributions to the scholarship

In Career Development

- Seek out a team of outstanding mentors in you areas of teaching, research and service
- Network with mentor(s) and professional colleagues at professional meetings
- Keep your Mentor apprised of your achievements
- Meet with your Mentor to address issues in your professional development
- Seek opportunities to assist the Mentor in grant writing and in scholarly and creative activities
- Seek out post-doctoral mentors/opportunities early in your scholarly process and work toward achieving a post-doctoral position

In Intellectual Development

- Collaborate with your Mentor to establish ground rules for effective communication
- Establish regular meeting times and keep to them
- Be receptive to tips about effective communication in the professional setting of your discipline
- Seek out and appreciate differences
- Initiate face-to-face communication where electronic communication may be ineffective or misunderstood
- Keep your Mentor apprised of serious stress and physical distress—seek help from professionals if needed.

Obtaining Mentor Status

Exercise & Nutritional Sciences (ENS) Mentor Application Form

To apply for mentor status in the Ph.D. ENS program applicants are to submit a letter of application outlining qualifications for each criteria, a copy of his/her CV, and a copy of 3 recent publications to the Administrative Specialist for the ENS Program, Carolyn Paige (carolyn.paige@asu.edu). (Please submit these electronically). The Executive Committee will review the application and then the Chair of the Executive Committee will recommend approval to the Graduate College program.

Criteria for Mentor Status

- Evidence of an active program of research/creative productivity, including a minimum of three published journal articles and/or chapters in scholarly books (without concern for order of authorship), or one scholarly book, within the preceding **three** years of the review process. (Alternatives to such publications may include externally funded grants that will lead to publications in the near future).

- Evidence of successful work with graduate students (e.g., serving on graduate students' committees, particularly those involved with research activities).

- For junior faculty a statement of support by the Program Director or Chair stating that the faculty member is in good standing and making appropriate progress for his or her rank in the program/ department.

Typically faculty who have no experience as Ph.D. or M.S. supervisory committee chairs will serve first as members of doctoral committees and gain experience chairing Master's students before chairing doctoral student committees. New Ph.D. mentors are typically limited to one student until the first student has graduated. Exceptions require the Executive Committee approval.

Renewal Process: **Every three years** mentors will be asked to submit a renewal application to be sure that they continue to meet active mentor criteria. The same form is used as for the initial approval.

Remaining active as a mentor. All faculty mentors are expected to be active and involved in the program regardless of whether they are currently advising a PhD student. Mentors are expected to come to all ENS general meetings, stay up to date with ENS policies and participate in both academic and social ENS activities and events. This includes evaluation of applicants, annual reviews of students in the program, supporting the annual BHLC, attending weekly research seminars, voting on student awards, volunteering to read /evaluate progressive exams and compressive exams, and attending student/faculty social mixers and awards events.

Mentor/Student Ratios. In order to facilitate the full-time residency requirement of the program and the program goal to graduate students in a timely fashion, approved faculty will typically be limited to mentor one to three students. Student distribution to a mentor is determined by funding status and mentor needs. The upper limit for active students for any one mentor is four. In rare cases a mentor may petition to take five students. In such cases the mentor must petition the Executive Committee for an exemption. A letter must be submitted describing the unique circumstances associated with the request. Factors considered as unique would be current students have finished requirements and will soon graduate, evidence of longstanding success as a mentor (on-time graduation of students), and/or current students have taken leave from the program.

Application For Mentor Status

ENS Program Mentor Application Form

Name: _____ Date: _____

Rank: _____

Program Area: _____

- Research and Scholar Focus Summary.

- Evidence of Active Program of Research
  Please provide citations for 3 articles published within the last 3 years. Include an electronic copy of each.

- Evidence of Successful Work with Graduate Students
  Please provide student names, year and research thesis/ dissertation titles of students mentored within the last 3 years. Please indicate if you were Chair of the committee.

☐Include an electronic copy of articles cited above.

☐Include an updated electronic copy of your CV.

☐Request an email memo from the Program Director concerning your standing in the program in terms of mentoring doctoral students.

The John and Elizabeth Ainsworth ENS Student Travel Award Application

Name_____ E-mail address _____

Mentor's Name _____

Professional Meeting Name_____

Date and Location of the Meeting _____

Title of Presentation _____

Provide a brief explanation of the significance and purpose of the research you are presenting to people not familiar with your field.

Expenses: - Receipts are needed following the meeting

Abstract Fee	$_____
Registration	$_____
Travel	$_____
Lodging	$_____
TOTAL	**$_____**

Submit Copy of Accepted Abstract and Acceptance Letter with this form

ASU graduate EDUCATION
ARIZONA STATE UNIVERSITY

Committee Approval Request
Individual Student Committee

This form should be completed when an academic unit requests special approval for qualified individuals to serve on Master's or Doctoral supervisory committees. For information regarding eligibility to serve on supervisory committees please reference the ASU Graduate Policies and Procedures or contact Graduate Program Services.

Please complete all of the information below and submit with the nominee's Curriculum Vitae to Graduate Program Services, Mail Code 1003, or email to grad-gps@asu.edu.

Committee Nominee Biographical Information:

NOMINEE NAME	DATE OF BIRTH	10 DIGIT ASU AFFILIATE ID#
EMAIL ADDRESS		

Master's or Doctoral Student Information:

STUDENT NAME	10 DIGIT ASU AFFILIATE ID#
EMAIL ADDRESS	STUDENT PLAN CODE ECNUTRIPHD

NOMINEE WILL SERVE AS:

☐ Chair ☐ Co-Chair ☒ Member

Approval:

APPROVAL OF THE HEAD OF THE ACADEMIC UNIT NAME Meg Bruening, Director PhD in ENS SIGNATURE _____	DATE _____
APPROVAL OF THE GRADUATE EDUCATION OFFICE NAME _____ SIGNATURE _____	DATE _____

Submit completed form along with the nominee's Curriculum Vitae to Graduate Program Services, Mail Code 1003, or via email to grad-gps@asu.edu.

ASU School of Nutrition & Health Promotion
ARIZONA STATE UNIVERSITY

Report of Doctoral Comprehensive Exams
ENS Internal PASS/FAIL Form

The Plan of Study must be approved by the Graduate College Program before a student is eligible to take the doctoral comprehensive examinations. The completed report should be submitted immediately to the academic unit (ENS Program Administrative Specialist).
Instructions:

- Part 1: The student completes Part 1 and submits the form to Committee Chair.
- Part 2: After each the examination, the examining committee chair completes Part 2.
- Part 3a and b: The examining committee completes Part 3a for the written exam and Part 3b for the oral exam by signing the form and indicating their votes of Passed, Marginal Pass or Failed.
- Part 4: The head of the academic unit - Director of ENS - completes Part 4 by signing the form, confirming the majority vote of the examining committee, signifying that the proper procedures have been followed for the examination and the results of the examination will be electronically submitted to the Graduate College Program.

Part 1: Student Information

Name of Student (Last, First, Middle)	ASU ID #
Degree Doctor of Philosophy	Major Physical Activity Nutrition and Wellness

Part 2: Examination Dates (MM/DD/YYYY)

Date of **Written** Comprehensive Examination Test	Date of **Oral** Comprehensive Examination Taken

Part 3A: Written Examination Result

PLEASE TYPE NAMES OF COMMITTEE	SIGNATURES	PASSED (□)	MARGINAL (□)	FAILED (□)
Chair		Q	Q	Q
Member		Q	Q	Q
Member		Q	Q	Q
Member		Q	Q	Q
Member		Q	Q	Q

Part 3b: Oral Examination Result

PLEASE TYPE NAMES OF COMMITTEE	SIGNATURES	PASSED (□)	MARGINAL (□)	FAILED (□)
Chair		Q	Q	Q
Member		Q	Q	Q
Member		Q	Q	Q
Member		Q	Q	Q
Member		Q	Q	Q

Part 4: FINAL RESULT

PASSED Q	FAILED Q	SIGNATURE, HEAD OF ACADEMIC UNIT	DATE

All comprehensive examination results, including failure in any one of the required examinations, must be reported to the Graduate College Program. Failure in the comprehensive examinations is final unless the student petitions for a re-examination, the supervisory committee, and the head of the academic unit recommend, and the Vice Provost for Graduate College approves the re-examination.

ASU School of Nutrition & Health Promotion
ARIZONA STATE UNIVERSITY

Report of Doctoral Dissertation Proposal Defense

ENS Internal PASS/FAIL Form

The student must successfully complete the doctoral comprehensive examinations and the results must have been electronically submitted to the Graduate College Program before the submission of the dissertation proposal/prospectus results. The student will be advanced to candidacy after successful completion of the dissertation proposal/prospectus.

Instructions:

- Part 1: The student completes Part 1.
- Part 2: The dissertation committee chair should write in the date (MM/DD/YY) of the proposal/prospectus defense.
- Part 3: The dissertation committee completes Part 3 by signing the form and indicating their votes of Passed or Failed.
- Part 4: The head of the academic unit is the Director of ENS completes Part 4 by signing the form, confirming the majority vote of the committee, and signifying that the proper procedures have been followed for the proposal/prospectus defense.

Submission: The complete report should be submitted immediately to ENS Administrative Specialist (Carolyn Paige) HN Building.

Part 1: Student Information

Name of Student (Last, First, Middle)	ASU ID #
Degree Doctor of Philosophy	Major Physical Activity Nutrition and Wellness

Part 2: Proposal/Prospectus Defense Date (MM/DD/YYYY)

Date Taken

Part 3 Proposal/Prospectus Information

PLEASE TYPE NAMES OF COMMITTE	SIGNATURES	PASSED (□)	FAILED (□)
Chair		Q	Q
Member		Q	Q
Member		Q	Q
Member		Q	Q
Member		Q	Q
Member		Q	Q
Member		Q	Q
Graduate Supervisory Committee: If the Graduate Supervisory Committee, as listed above, is different than the committee listed on the approved program of Study, the student should submit a Graduate Supervisory Committee Change Form to officially change the committee.			

Part 4: FINAL RESULT

PASSED	FAILED	SIGNATURE, HEAD OF ACADEMIC UNIT	DATE
Q	Q		

All results, including failure of the dissertation proposal/prospectus, must be reported to the Graduate College Program. Failure of the proposal/prospectus is final unless the supervisory committee and the head of the academic unit recommend, and the Vice Provost for Graduate Education approves a second proposal/prospectus defense.

Procedures for selecting, training, supervising and assessing work by RAs/TAs: These procedures are strongly recommended by the ASU Graduate Education program. [See: https://graduate.asu.edu/ta-ra-handbook]

Selection: A student selected as a teaching assistants/ associates (TAs) or research assistants/ associates (RAs) should have the necessary skills and abilities to perform the required duties or should receive instruction that will provide such skills. RAs/TAs should have at least a **3.0** cumulative GPA for their current degree program and should be making satisfactory progress toward their degree. All TAs and RAs must hold a minimum of 6 credit hours per semester. Students whose native language is not English must meet spoken English requirements before they are allowed primary teaching responsibilities.

Offer Letter: For initial appointments and renewals, RAs/TAs are provided with written offer letters, including the dates, rate of pay, benefits, duties and evaluation criteria.

Job Description: Following Arizona Board of Regents' policy, work that is primarily clerical or other work not associated with teaching or research is not appropriate for TAs and RAs.

Assistant vs. Associate: The roles of a **teaching *associate*** are similar to those of the teaching ***assistant***, but may differ in terms of course level and responsibility. The roles of a **research *associate*** are similar to research ***assistant*** but generally have a higher degree of research responsibility.

Graduate ***teaching assistant***s and ***associates*** (**TA**s) are graduate students appointed part time by the university whose primary responsibility is in an instructional capacity. Graduate teaching assistants/ associates may lecture, lead discussion groups, serve as an assistant to laboratory classes, tutor students, proctor examinations, grade tests and papers, and provide general assistance in the instructional process under the direct supervision of a faculty member. Typical TA job responsibilities may include but are not limited to: preparing laboratories, teaching/presenting material, setting up blackboard assignments, grading assignments and tests, holding office hours and review sessions, recording grades.

Graduate ***research assistants*** and ***associates*** **(RAs)** are students appointed part time by the university whose primary responsibilities are research related. Graduate research assistants associates may assist faculty members in research and creative activities, perform administrative or editorial duties directly connected to research and creative activities, develop and evaluate instructional materials related with research and/or assume responsibilities for a designated research area under the direct supervision of a faculty member. Typical RA job responsibilities may include but are not limited to: writing sections of an IRB application, recruiting subjects, collecting data, organizing data, assisting with writing manuscripts, assisting with writing grants, performing laboratory assays.

Required Additional Training: RAs or TAs working in lab or clinical settings involving handling specimens or blood drawing, injections, or possible contact with body fluids must receive the **required biohazard training and immunizations** prior to working in these labs (https://cfo.asu.edu/ehs-training). RAs or TAs working in a laboratory or class that has an exercise component must have current **CPR** training. All RAs must have **CITI** (Collaborative Institutional Training Initiative) training (https://www.citiprogram.org/), and all TAs must have **FERPA** (Family Educational Rights and Privacy Act) training (https://students.asu.edu/policies/ferpa). Also, TAs must attend the Teaching Assistant Development (TAD) Program. TAD is designed to teach new ASU graduate teaching assistants about their role as student instructors, as well as provide them with strategies for successfully interacting with students and tips on how to lead discussions and grad students' work. For more information on fulfilling the requirements of this program, go to http://graduate.asu.edu/tad.

Hours, Materials and Work Space: TA/RA responsibilities should average 20 hours/week for 50% time and 10 hours for 25% time. RAs/TAs should not be required to work on officially recognized holidays when ASU offices are closed for the day, but are expected to work during university breaks (e.g., RAs/TAs are paid to work during Christmas break but can expect to have December 25 and January 1 off). The faculty mentor should provide all items necessary for the TA/RAs to carry out their responsibilities. Before RAs/TAs' work locations are altered, the affected TA/RAs should be notified as far in advance as possible. With prior written approval, RAs/TAs should be reimbursed for expenses related to their TA/RA duties, such as supplies and per diem for required travel.

Responsibilities: RAs/TAs will meet regularly with their assigned faculty member and complete task assignments as identified by supervisor in a timely manner. RAs/TAs need to maintain appropriate attire and appearance when representing the program in all professional situations. RAs/TAs will have general responsibility for the welfare of the students and the community members that they are assigned. These include, but are not limited to: following proper procedure in case of emergency, promptly reporting all violations or suspected violations of the program or school policies, protecting student's private information, following proper protocol in chain of command, and being a collegial member of the program.

Supervision: All RAs/TAs are to receive appropriate training and close faculty supervision by their research mentor and/or assigned faculty supervisor.

Evaluation: The faculty mentor's and/or supervisor's evaluation criteria should be communicated to the TA/RA with the offer letter. The purpose of the evaluation is to ensure that the TA/RA is performing competently, to provide guidance for improvement. At mid-semester, the supervising faculty member should complete the TA/RA evaluation form (attached) and meet with the TA/RA to discuss the evaluation. The faculty member must provide a signed copy to the TA/RA and forward the original to the Program Director. The substance of these reviews will be communicated in writing to the student concerned. The TA/RA should subsequently sign the evaluation and may append a response. The evaluator should provide a copy to the student and forward a copy of these documents to the student's advisor and the head of the academic unit for placement in the student's official file.

Should a student receive a negative review (i.e., does not meet expectations or unsatisfactory performance), then the following actions may be implemented depending on the individual circumstances: immediate termination and withdrawal of the TA/RA, or the students will be given an opportunity to improve with a specific time frame and set of expectations determined by the supervising faculty member (and, if needed, the student's mentor) which shall be presented to the student orally and in writing. A second negative review will result in immediate termination and withdrawal of the TA/RA.

Evaluation of performance shall not be based on sex, age, disability, race, color, religion, marital status, veteran status, national or ethnic origin, or sexual orientation or gender identity, nor shall it be influenced by a student exercising protected rights to freedom of expression or association.

Reappointments: TA/RA appointments are, by definition, term appointments. TAs/RAs should not assume that they will be reappointed merely because no notification or termination at the end of the appointment period has been received. *Reappointments are subject to and contingent upon the continuing availability of funds and the TA's/RA's satisfactory performance.*

Termination:
The head of the program may make TA/RA assignments and re-assignments when warranted. TAs are expected to fulfill their responsibilities throughout the semester.

Reasons for ***termination*** may include, but are not limited to:

- Change in academic discipline/ program
- Academic or scientific misconduct
- Poor academic performance or excessive absences
- Misconduct in assigned duties
- Unsatisfactory performance in assigned duties
- Breach of ASU student code of conduct (http://www.asu.edu/studentaffairs/studentlife/judicial/)
- Incapacitation of the TA/RA for an extended period of time
- Professional misconduct as defined in ASU's academic affairs policies and procedures manual (http://www.asu.edu/aad/manuals/acd)
- Misuse of university assets, including but not limited to, computing resources (e.g., copyright infringement, viewing pornography).

As noted above, the program faculty or research project director will conduct biannual reviews of the services rendered by TAs/RA(s).

If a TA/RA is unable to continue an appointment, he or she must inform the supervising faculty member in writing of the reasons for the action.

I hereby certify that I have received, read and will comply with these procedures regarding appointment and evaluation of research and/or teaching assistance and will perform all duties of a TA/RA faithfully and satisfactorily.

_____ _____

Student's signature Date

Original to be placed in student's file. Copy to be given to TA/RA Revised 10/7/2016

School of Nutrition & Health Promotion
ARIZONA STATE UNIVERSITY

EVALUATION OF TEACHING / RESEARCH ASSISTANTS/ ASSOCIATES

Name: _____ TA/RA _____ Faculty Supervisor(s) _____

Semester/ Year _____ Evaluation Date: _____

(After completing and signing this form, faculty should provide a copy to the TA/RA at the time of the evaluation. Additional pages may be attached as needed.)

EVALUATION:

Indicate performance by entering one of the following ratings and providing comments as relevant.

1=Unacceptable **2**=Needs improvement **3**=Adequate **4**=Very Good **5**=Excellent **NA**=Not applicable

General	Rating	Comments
On-time attendance		
Meets deadlines		
Organization		
Initiative		
Appropriate appearance		
Communication with supervisor		
Knowledge and skills		
Maintained at least 3.0 GPA		Grade point average is: _____
Maintained at least 6 credit hours		
TA		
Preparation for class		
Accuracy of information provided		
Timely delivery of class materials		
Quality of explanations		
Following directions		
Work quality and efficiency		
Cooperative ability with other TAs		
Respectful treatment of students		
Professional behavior & interactions		
Other:		
RA		
Literature searches		
Manuscripts/writing		
Study-design tasks		
Interaction with study participants		
Laboratory skills		

Data organization/analysis		
Attention to protocol detail		
Timely delivery of required material		
Professional behavior & interactions		
Other:		
Overall performance		

Additional Comments: _____

_____

_____

Problems identified (if applicable): _____

_____

_____

Follow-up actions to be taken (if applicable): _____

_____

_____

_____ _____

Faculty Signature Date

_____ _____

TA/RA Signature Date

Fall evaluation: *Completed Faculty Evaluation Form to TA/RA* DATE: _____

Spring evaluation: *Completed Faculty Evaluation Form to TA/RA* DATE: _____

Copy of evaluation is to be forwarded to student's advisor and the head of the academic unit for placement in the student's official file

Fall evaluation is to be completed by the Fall Break

Spring evaluation is to be completed by the Spring Break