



Exercise and Nutritional Sciences, PhD

Student Handbook
2024-2025 Catalog

ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Inclusive Excellence at the College of Health Solutions

The College of Health Solutions has a mission to improve the mental and physical health of our larger and immediate communities by better understanding the challenges that individuals and populations face, while striving to be part of the solution. The college is committed to the idea that every member of our society should have the opportunity for good health and wellness throughout their lifespans. In an effort to actualize this ideal, we embrace and support inclusive excellence in everything we do, including teaching, research, service, and clinical practice.

Commitments to Inclusive Excellence

We create leaders who advance the principles of justice, diversity, equity and inclusion, shaping a future in which all community members can fully realize their potential.

We embed diversity, equity and inclusion as a transformational force in every aspect of our teaching, research and service as we work to address the challenges facing people and communities to stay healthy, improve their health and manage chronic disease.

We believe that diversity and inclusion are essential for excellence and innovation, and thus it is stated in our college values: We maximize opportunities for people of diverse backgrounds, abilities and perspectives.

We support underrepresented and historically marginalized groups and will not tolerate discriminatory or harmful actions.

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Introduction

Welcome

Welcome to the Exercise and Nutritional Sciences doctoral program at Arizona State University! Our faculty are excited you have selected our program. As graduate students, you will have the opportunity to interact with renowned faculty whose expertise spans behavioral, biomechanics, exercise, and nutritional sciences. The intellectual diversity and practical experience of our faculty ensures graduate students will participate in offerings that are unique, nationally recognized, and supported by Arizona State University's commitment to innovation. The graduate faculty is committed to your success and would like to recognize your efforts that bring you to the Exercise and Nutritional Sciences doctoral program!

This handbook lays the foundation for your success in the Exercise and Nutritional Sciences doctoral program. It sets shared expectations for both faculty and students. It also outlines the standards and policies set by the College of Health Solutions and ASU's Office of Graduate Education. Please keep this handbook as a reference as you navigate through the degree program. Let us know if any policies seem unclear. As a graduate student it is your responsibility to make sure you are following it in letter and in spirit.

As the co-directors of the Exercise and Nutritional Sciences doctoral program, we speak for the graduate faculty in reiterating our commitment to an innovative and rewarding educational journey. We look forward to working with you to achieve your graduate degree in Exercise and Nutritional Sciences and beyond.

Cheryl Der Ananian, PhD and Shu Wang, PhD

Co-Directors, Exercise and Nutritional Sciences doctoral program

Vision and mission

The PhD in Exercise & Nutritional Sciences (ENS) at Arizona State University was specifically designed to prepare scholars and leaders to address growing health problems and help meet the ever-increasing demand for developing effective and precision-based physical activity and nutrition programs for all segments of society. The mission of the program is to train research scholars to conduct high-impact, interdisciplinary and translational research in exercise and nutrition sciences.

Program overview

Our students and faculty conduct high-quality, use-inspired 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 the promotion of 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 program trains students to translate evidence-based approaches to clinical and community practice using transdisciplinary team science.

Graduates of the ENS PhD at ASU are prepared for translational, precision health-based 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. The ENS PhD program is designed to allow students to tailor their course of study and

research in three broad areas: 1) behavioral and community health; 2) metabolism and physiology; and 3) biomechanics and motor control.

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. Specific outcomes of the ENS program include the following:

- Educate students in translational research to inform evidence-based practice in the clinical and community using transdisciplinary team science
- Train students and graduates to become proficient in various research disciplines and methodologies needed to collect data, conduct research, and implement programs or disseminate information to improve nutrition, exercise and related health outcomes.
- Equip students and graduates with the ability to synthesize and evaluate scientific, clinical, and other information on the role of nutrition, exercise, or their interaction on the health of diverse populations.
- Prepare and engage scholars in the dissemination of research findings through presentations at scientific conferences as well as peer-reviewed publications.
- Train research scholars who are productive members of the scientific community as evidenced by attainment of employment in a post-doctoral research position, academic faculty position, government or health-related position in private industry.
- Prepare scholars to become leaders in the fields of exercise and nutrition sciences through participation in professional development trainings and opportunities.

Program contacts

Program co-directors:

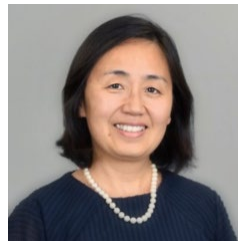


Cheryl Der Ananian

Associate Professor

Behavioral and Community Health

cheryl.deranianian@asu.edu



Shu Wang

Professor

Metabolism and Physiology

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Graduate support coordinator:



Aaron Falvey

chsgrad@asu.edu

ENS executive committee: The ENS Executive Committee oversees the administration of the ENS PhD program. The committee is comprised of seven members, at least two members from nutritional sciences area and at least two members from the exercise sciences. The ENS program co-directors chair the

committee. In addition to the program co-directors, the ENS Executive Committee is comprised of the following faculty representatives:



Edward Ofori, PhD
Assistant Professor
Biomechanics and
Motor Control



Shannon Ringenbach, PhD
Associate Professor
Biomechanics and
Motor Control



Joseph Roberts, PhD
Assistant Professor
Translational
Metabolism and
Physiology



Dorothy Sears, PhD
Professor
Translational
Metabolism and
Physiology



Jason Siegler, PhD
Associate Professor
Translational
Metabolism and
Physiology



Christopher Wharton, PhD
Associate Professor
Behavioral &
Community Health
Sciences

A student-elected student representative serves as a non-voting member on the ENS Executive Committee each year.



Brook Butterick

Student Representative (24-25 AY)

butterick@asu.edu

The ENS Executive Committee votes on all petitions (e.g., committee changes, outside course requests, etc.) and student-related topics (e.g., curriculum changes, exam changes, etc.). The committee meets once per month. The committee meets once per month. If you have a request, submit it to the graduate support coordinator at chsgrad@asu.edu with ample time for the committee to review and vote.

Program faculty: The ENS PhD program is an interdisciplinary academic degree offered by faculty from different academic administrative units at ASU. More than 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. See [Appendix A](#).

Admission

Admission to the Exercise and Nutritional Sciences, PhD is available for Fall terms. Deadlines to apply can be found [here](#). Applications will be reviewed by the admissions committee only once all materials have been received. Application status can be monitored in MyASU. Official admission decisions will be emailed to the student.

Quick Facts:

- Location: Downtown Phoenix campus
- Start terms: Fall
- Time to completion: 4 years

The program hosts a Prospective Student Day during the Fall term. For more information, reach out to chsgrad@asu.edu. **Prospective students must identify and contact a potential mentor prior to submitting their application.**

Graduate admission requirements

ASU maintains minimum standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- A minimum grade point average of 3.00 (scale is 4.00 = "A") in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program.
- International applicants must provide proof of English proficiency. For more information, visit the admissions [website](#).

Academic program requirements

In addition to the graduate admission requirements, the program requires the following as part of the application:

Undergraduate or graduate degrees – master's degree in any field from a regionally accredited institution; prefer that a data-based research thesis has been completed; expected that applicants have documented academic training and a strong interest in exercise science and nutritional science related to one of the following research emphases: behavioral and community health, translational metabolism and physiology, or biomechanics and motor control.

Prerequisite coursework – completion of a graduate-level research methods course and a graduate-level research statistics course; students are expected to take a refresher in research statistics in the summer before they start the program

Letter of intent – limit 3 pages, address the following questions:

- What scientific or health problem are you interested in contributing to within your career?
- What are the skills and knowledge that you have already developed that make you prepared to take part in our doctorate program?

- How do you see yourself contributing to this problem (e.g., as a researcher, teacher, professional scientist within an industry position, policy-maker, etc.)?
- What skills and knowledge do you lack currently that you are interested in learning from our PhD program?
- Why are you interested in the ENS PhD program?
- Which faculty member(s) are you interested in working with? Why? In what ways do your interests and future career ambitions match with this (these) faculty member(s)?

References – Contact information of three references is required. References will be contacted via email to submit a letter of recommendation and respond to a series of questions about the applicant.

Writing sample – six to ten pages, double-spaced; should be a sample from a research paper, which could be an extended abstract, part of literature review, a short research paper, or a portion of a master's thesis.

Resume or curriculum vitae – include relevant employment, scholarship and publications (including any completed thesis), presentations, and organization memberships.

Interview – required for admission; top applicants will be invited for a virtual interview with the prospective mentor, program faculty, and at least one ENS Executive Committee member.

After prospective students' applications are complete, the applications are reviewed in batches and scored by an ad hoc faculty review committee. If a student passes this phase of the review, students are then invited to a virtual interview. After the interview phase, the ENS Executive Committee reviews the entire packet and votes on admissions for each applicant.

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 and prerequisites, 4) undergraduate and graduate GPA scores, 5) interview, and 6) professional recommendations. Students may also be denied admission if: a) their undergraduate or graduate GPA is under 3.0, or b) their stated research interests do not match those of an available mentor. Thus, admissions may be limited by mentor availability. In other words, even if an applicant has high scores, if there is no available mentor, the applicant will be denied admission.

Mentor approach

Students work with a mentor from the beginning to the end of the doctoral program. The mentor is selected by mutual agreement between student and faculty based upon shared research interests of the student and research expertise of the faculty. *Prior to admission, the faculty member must state his or her willingness to mentor the student.*

All mentors must be approved by the Graduate College to serve on a student's committee as a chair.

Provisional acceptance guidelines

In some instances, a student may be admitted provisionally and/or with a deficiency. Students should refer to the official admission letter sent by the Graduate College via MyASU to determine if they have been admitted with a provision and/or deficiency.

A provisional admission requires a student to maintain a 3.0 or higher GPA within a specified timeframe. If the 3.0 is not achieved by the end of the timeframe specified on the official admission letter, the student will be automatically dismissed from the degree program.

A deficiency requires a student to fulfill a competency area within a given timeframe. The academic program will monitor students with deficiencies. If a deficiency is not completed within the timeframe indicated on the official admission letter, the student may be recommended for dismissal from the academic program.

Pre-admission credit policy

Credit hours completed at ASU or at another regionally accredited U.S. institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits. With the approval of the academic unit and the Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used toward a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree or certificate program to be accepted. Certain types of graduate credits cannot be transferred to ASU (see the [Graduate College Policy Manual](#)). Official transcripts must be sent to Graduate Admission Services from the records office of the institution where the credits were earned.

Tuition and assistance

Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. View the general [Tuition and Fees Schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Information on residency requirements can be found at [Residency for Tuition Purposes](#).

The Exercise and Nutritional Sciences, PhD does not have a program fee.

Financial assistance

Financial assistance is available through a variety of sources, including:

- College of Health Solutions [scholarships](#)
- Graduate College [fellowships](#)
- Traditional financial aid ([loans](#) and [grants](#)).

For more information and assistance, visit the [Financial Aid website](#).

Travel assistance

Financial assistance for travel related to conferences, workshops, or training related to a student's graduate program is available through several resources.

- Graduate College [travel awards](#)
- Graduate and Professional Student Association [travel grants](#)
- College of Health Solutions [student conference support](#)

Assistantships

All RA and TAs within the program are competitive. RA and TA positions consist of a 9-month position (August – May) and include a full tuition waiver. 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. International students must [demonstrate English proficiency](#) before they can begin a TA appointment. An ASU Graduate Assistantship (TA/RA) handbook and policy Manual is available from the Graduate College ([TA/RA handbook](#)) to provide an overview of ASU policies and support services pertinent to teaching and research assistants and associates.

- **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.
- **Training for TAs:** All **new TAs** are required to complete [Pre-Service Training](#) prior to your first semester as a TA.
- **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.* TAs are

based upon the availability of funds and are not guaranteed. 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.

- Evaluations: TAs/RAs will be reviewed biannually (October and April) to inform students as to their progress and outline areas for improvement if necessary. 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. 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. 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., score of 3 or lower), then the student will be given one semester to improve. A student who receives a second unsatisfactory review, will NOT have their position renewed.
- Termination: 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 dean 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. If a TA/RA is unable to continue an appointment, he or she must inform the supervising faculty member and the program co-directors in writing of the reasons for the action, with the understanding that the student will lose financial support.
- Summer funding: TAs are NOT available over the summer. RAs are dependent upon funding. Students who want to teach in the summer are encouraged to apply to be a Faculty Associate (FA) upon availability. Any openings for summer teaching are filled from a general pool of FA applicants.

Additional financial support

- [Dr. Jane C. Hurley Memorial Scholarship](#)

There are several merit-based awards currently available to qualified ENS students.

- John and Elizabeth Ainsworth ENS Doctoral Student Travel Award. The purpose of this award is to provide travel support (up to \$500) to present research with a significant focus on physical activity, sport, or exercise at scientific conferences. Applications are due October 1st (for Fall semester travel) and March 1st (for Spring semester travel). See [Appendix O](#).
- The Dr. Charles Corbin Outstanding Graduating Leader, Teacher, and Scholar Award. This award honors our past colleague and collaborator, Dr. Charles Corbin, Professor Emeritus. This award is selectively given to an outstanding graduating doctoral student who is recognized for his or her overall abilities in leadership, service, teaching, and scholarship. Mentors submit the application on behalf of a graduating student. The deadline for submission is March 1st. See [Appendix P](#).
- Dr. Christine Wells Outstanding Graduating Researcher Award. This award honors our past colleague and collaborator, Dr. Christine Wells, Professor Emeritus. This award is selectively

given to a single outstanding graduating doctoral student researcher. This is not necessarily an annual award but is given if an individual is identified who has already established a record of outstanding scholarship of discovery as evidenced by strong record of publication. Mentors submit the application on behalf of a graduating student. The deadline for submission is March 1st. See [Appendix P](#).

Curriculum and graduation requirements

Program requirements

The Exercise and Nutritional Sciences, PhD is comprised of 89 credits, including a dissertation.

Required Core (6 credits)

- BMI 515 Applied Biostatistics in Medicine and Informatics (3) or EXW 640 Analysis of Variance for Exercise and Wellness (3)
- EXW 645 Advanced Applied Methods and Data Analysis (3)

Required Research (12 credits)

- EXW 700 Research Methods (3)
- EXW 701 Scientific Grant Writing (3)
- EXW 780 Practicum (6) or NTR 780 Practicum (6)

Elective Research (15 credits)

Professional Development (5 credits)

- CHS 791 Seminar: Early Career Professional Development (3)
- EXW 784 Internship (2)

Focus Area (9 credits)

- Behavioral and Community Health Sciences
- Biomechanics and Motor Control
- Translational Metabolism and Physiology

Electives (30 credits)

- [consult with program director]

Culminating Experience (12 credits)

- EXW 799 or NTR 799 Dissertation (12)

Note: Grades of B or higher are required in BMI 515/EXW 640, EXW 645, and EXW 700.

Up to 30 credits from a previously completed master's degree may be applied to the elective area with program approval.

No 400-level coursework may be used toward the requirements of this program.

Statistics refresher

Prior to the start of the first semester, all incoming students will be required to complete a self-paced, no-credit, online statistics module/tutorial that will serve to refresh statistics knowledge and to help ensure that students will be on even playing field with regard to their statistics background prior to starting classes in the program. Incoming students generally have access to this course mid-June, and are expected to complete it by August 1st.

Research

A total of 33 credits of statistics and research-related courses and/or experiences are required. The Required Core and Required Research areas indicate 18 credits of courses that are specifically required.

The research practicum (EXW/NTR 780, 6 credits total) enables students to expand the depth and/or breadth of their research training by participating in **two different** research rotations with faculty mentors other than their committee chair (primary mentor). The research practicum rotations are meant to complement the student's area of research and help them to develop additional areas of expertise and/or expand their scope of expertise. A student should work with their primary mentor to identify appropriate faculty mentors for the practicum experience. The practicum mentors can be in or outside of CHS. **As this is an interdisciplinary degree in exercise and nutrition sciences, students are encouraged to engage in experiences that are in the opposite area or that include research in the opposite area of their primary area of study.** For example, if a student's research emphasis is nutrition, they are encouraged to engage in research activities related to exercise science. Students will need to work with the graduate support coordinator to register for credit.

An agreement form for the practicum must be filled out by the student in collaboration with the faculty member, signed by the program director, and submitted to the graduate support coordinator. See [Appendix H](#).

For the Elective Research area, students may enroll in directed research (EXW/ NTR 692 and/or EXW/ NTR 792) and/or applied research and statistic courses as deemed appropriate by the ENS Executive Committee. Courses outside of the ENS program (NTR and EXW prefixes) need to be petitioned to the ENS Executive Committee for approval prior to course enrollment. Please plan ahead for petitions.

Students are expected to publish research articles throughout the program. To that end, each student is expected to complete research skill building/research experiences/projects in the first few years, leading to the dissertation. The student should be prepared to discuss the status of these research experiences/project at their Annual Review.

Professional development area

The professional seminar (CHS 791; 3 credits total) prepares students to become faculty and professionals in the nutrition, exercise, and/or health promotion fields. Various objectives of the class are: to prepare for future employment interviews; to be able to develop the components of an academic, to develop an annotated curriculum vitae. 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. Students take CHS 791 for 1 credit hour for 3 Fall terms.

The teaching internship (EXW/ NTR 784; 2 credits) 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 prepare students to become teaching faculty. Past teaching experience cannot be used to fulfill this requirement.

Focus area

Students will be expected to articulate their chosen focus area when submitting their iPOS. The focus area options include: Biomechanics and Motor Control; Translational Metabolism and Physiology; and

Behavioral and Community Health Sciences. Courses in the focus areas are determined by the student and committee members. 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). At least one course (3 credits) in the focus area must be from either the NTR or EXW prefix. As this is an interdisciplinary program, students are encouraged to also enroll in classes in the opposite emphasis. For example, if a student is engaged in nutrition, they are encouraged to enroll in an EXW course.

Committees

Students will need to form two committees as they progress through the program: the supervisory committee (which oversees the annual review, iPOS) and the comprehensive exams/dissertation committee. The student’s mentor serves as the chair of these committees, and with the student, is responsible for completing any forms and soliciting any signatures from committee members. The 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 at least three members, who must be approved ENS faculty mentors. Students can invite an additional outside member to serve on this committee, but it is not necessary. The supervisory committee will assist with course selection and conduct annual reviews.

Comprehensive exams and dissertation committee – The comprehensive exam and dissertation committee must have five (5) members and contain a minimum of [three approved mentors](#) in the ENS program and at least one outside committee member. This committee is responsible for administering and evaluating the comprehensive exams and providing oversight to the dissertation phase. The comprehensive exam/dissertation committee does not have to be the same as the supervisory committee. While the comprehensive exam and dissertation committees do not need to be identical, students are encouraged to have the same members to better support the dissertation phase of the program. Students must have at least the chair or co-chairs listed and approved on the iPOS before the comprehensive exams can be taken.

External committee members – There are two types of external members: those within the College of Health Solutions who are not approved faculty mentors of the ENS program and other qualified individuals. All external committee members are subject to approval by a vote from the ENS Executive Committee. External committee members should provide expertise not already available within the ENS mentor faculty. Eligibility and approvals for these outside committee members is as follows:

- College of Health Solutions faculty: All non-ENS faculty must meet minimum independent research productivity (three first authored/senior authored peer-reviewed manuscripts) to serve on an ENS student’s committees.
- Other qualified individuals: Students are encouraged to engage qualified individuals to serve on their dissertation committees. Other qualified individuals include tenure-track and research faculty within ASU and other academic institutions, practitioners with recent practice, policy, and/or research experience relevant to the specific topic addressed in the dissertation (e.g., MDs, state health department administrators, industry partners, health care or public health leaders, etc.). These individuals should be actively engaged in evidence-based research within the scope of the Exercise and Nutritional Sciences program as evidenced by recent publications and/or grant funding (within past 3 years) on their CVs.

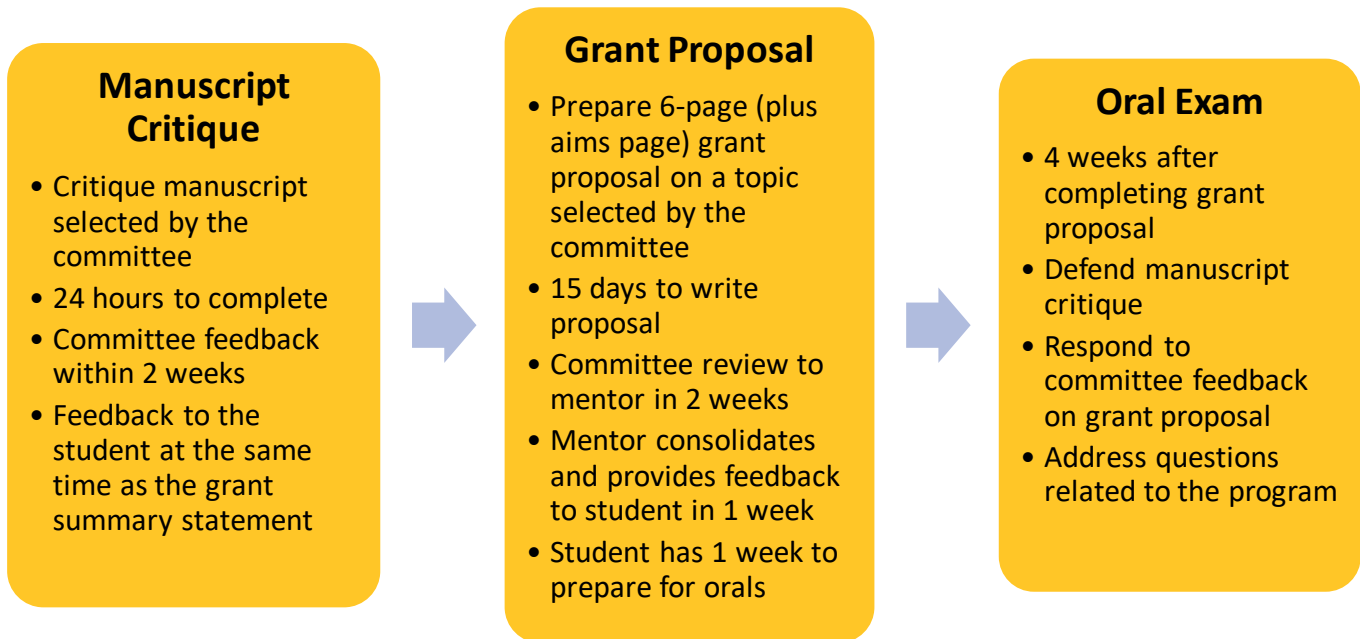
Students must submit a committee member approval request to include a qualified individual to serve on comps/dissertation committees. Students should email chsgrad@asu.edu to request an electronic form be initiated to add a qualifying individual to serve on their committee. Students should include: an electronic copy of the nominee's curriculum vitae; a brief justification (<300 words) of the potential committee member's recent practice, research, and/or policy experience relevant to the specific topic to be addressed in the dissertation; and the nominee's date of birth or ASU ID number in the request. **The request must be approved by the program co-directors and the ENS Executive Committee before the graduate support coordinator will submit the individual for review by the Graduate College.** Once approved, the external member will populate as an option on your iPOS. Make sure to submit this request well before scheduling your defense.

Changes to committee members – If a student would like to change a committee member, they must submit a change in their iPOS. Changes must be approved by the program co-directors and the Graduate College. At least 5 days should be expected for these approvals, and longer if ENS Executive Committee votes are necessary (the committee meets one time per month). Please, plan accordingly.

Written and oral 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 to discuss preparing for the comprehensive exams. The student should 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. Students needing longer than this for justified reasons (e.g., prolonged illness) must submit a written petition to the ENS Executive Committee for consideration; there are no guarantees that the ENS Executive Committee will grant an extension. (Reminder: the iPOS must be approved and at least the chair or co-chairs listed and approved on the iPOS before the comprehensive exams can be taken.). *All students must be registered for a minimum of one credit hour (including summer) the semester they plan on taking and defending comprehensive examinations.*

The structure and content of the comprehensive exams includes *three components with distinct time guidelines*: Critique a manuscript (24-hours); prepare a novel 6-page grant proposal (15 days); and, an oral exam (1 week following feedback from the written portion).



Manuscript Critique: In consultation with the comprehensive exam 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 the end of the handbook.

Grant proposal: Students must prepare a novel 6-page grant proposal, plus specific aims page. 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 topics the student previously used for other grants* including in EXW 700 and 701, different from their mentor's prior research, and different from any other grant the student may have previously worked on or written. 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 plus aims 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-doctoral format appropriate for an identified funding agency. The specific grant format should be determined by the student's mentor and supervisory committee.

Once the topics are approved, the mentor will choose one of the topics for the student to complete. The student will be given *15 total 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 and submit their reviews to the mentor within a predetermined time frame (typically two weeks). The committee members will indicate to the primary mentor whether the student has passed the written exam, passed with revisions, or failed to pass the

written comprehensive exam at this time. The primary mentor will inform the student of the exam results and the next steps (see section on grading below).

For students who pass the written exam without required revisions, the comments will be consolidated and blinded 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 oral exam.

Oral exam: Once a student has passed the written comprehensive exam, the oral exam will be scheduled by the committee to be held at a mutually convenient time typically within 2 weeks of passing the written exam. Orals will be structured in 3 parts: defend questions regarding their manuscript critique regarding the major/minor revisions suggested; discuss and respond to reviewer's feedback of their grant proposal (*Note: It is suggested that a visual presentation be developed to help direct the discussion "point by point" in response to the reviewer's feedback*); and, respond to any additional generic or "big picture" questions related to their focus area in regard to population health science.

Grading: The written and comprehensive exams are conducted on a pass/fail basis. Students must pass *both* the written and oral exams. The chair solicits signatures from the committee on the Report of the Comprehensive Exam Pass /Fail Form and submits the form to the graduate support coordinator by emailing chsgrad@asu.edu and the program co-directors who will submit the results to the Graduate College.

Re-examination policy: A pass or fail will be determined by an overall vote by the student's 5-member comprehensive exam committee. Per university and ENS program policies, only one re-examination is permitted. This retake must be supported by the student's committee and have approval from the Graduate College.

Written exam grading: A grade of "pass" indicates that the student addressed the questions at a level of quality commensurate with the majority of the examiners' expectations, including the chair. To pass the written exam, students must meet the majority of the examiners' expectations and the chair for both the manuscript critique and grant proposal.

Students may also receive a "conditional pass" if the majority of the committee, or the committee chair, require minor revisions to the written document to pass. The required changes must be provided to the student in writing and copied to the chair of the comprehensive exam committee. Students must complete the revisions within 3 calendar weeks of receiving feedback from the committee on the required revisions. In addition to an updated aims page and 6-page research strategy, students will submit a 1-page introduction (see NIH procedures on revisions) summarizing what was changed in their grant. Similarly, if the student was asked to revise the manuscript critique, they must submit the revised document and a one-page summary of changes made. The student may not advance to the oral defense until he/she has received a grade of "pass" from each comprehensive exam committee member. Students who receive a grade of "pass" from each committee member will advance to the oral defense within two weeks of receiving their grades.

A grade of "fail" is given when the majority of responses are inaccurate, insufficient or unacceptable. *If a student fails either the manuscript critique or the grant writing component or both, the student will receive a grade of fail on the written comprehensive exam.* A grade of "fail" indicates that the student did not demonstrate the appropriate level of knowledge and expertise required for dissertation work and that it is unlikely that additional time and study will result in success. In this situation, the student will be recommended for dismissal from the program. The dismissal notification will include appeal procedures.

A failing grade from the committee chair or a simple majority of the committee is a failing grade for the entire written examination. Failing the comprehensive examination(s) is considered final unless the supervisory committee and the head of the academic unit recommend, and the dean of the Graduate College approves, a re-examination. Only one reexamination is permitted. A petition with substantial justification for re-examination, endorsed by the members of the students' supervisory committee and the program co-directors, must be approved by the dean of the Graduate College before students can take the examination a second time. Re-examination may be administered no sooner than three months and no later than one year from the date of the original examination.

Results of the written examination are recorded on the *Report of Doctoral Comprehensive Examinations Form* (see [Appendix K](#)) and given to the graduate support coordinator who will submit them via the iPOS to the Graduate College.

Written examination re-take for a failed exam: The retake of the written exam must be approved by the dean of the Graduate College before the retake can commence. Students will only have to retake the written component in which they earned a failing grade. If the student failed both sections, they will have to retake both the manuscript critique and the grant proposal components.

If the student fails the *manuscript critique*, the mentor and committee need to identify a new article to critique. The new critique *may not be started any sooner than 3 months* from the original attempt. This allows the student to gain additional mentoring or take additional classes to better prepare the student for a successful attempt. Students must pass the second attempt of the manuscript critique to move onto the oral comprehensive exam. Once started, the student will have 24 hours to complete the critique. The new manuscript critique will be re-evaluated by the examination committee.

If the student fails the *grant proposal*, they will be required to submit a new grant proposal. The mentor and committee will select a NEW question for the student to write a grant proposal. This option *may not be started any sooner than 3 months* from the original attempt. This allows the student to gain additional mentoring or take additional classes to better prepare the student for a successful attempt. Students must pass the second attempt of the grant proposal to move onto oral comprehensive exams.

Oral exam grading: A grade of “pass” issued by the majority of the comprehensive examination committee including the chair indicates that the student may embark on development of a dissertation proposal (prospectus).

A grade of “re-test” is rendered when the majority of the comprehensive examination committee and chair believes the student has the capability to successfully complete the oral comprehensive examination at a later date. If a “re-test” is the grade rendered, the supervisory committee and the program recommend a re-examination. *A re-examination will be permitted with approval of the dean of the Graduate College.* Only one reexamination is permitted. A petition with substantial justification for re-examination, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the dean of the Graduate College before students can take the examination a second time. The re-examination may be administered no sooner than three months and no later than one year from the date of the original examination.

A grade of “fail” indicates that the student did not demonstrate the appropriate level of knowledge and expertise required for dissertation work and that it is unlikely that additional time and study will result in success. In this situation, the student will be recommended for dismissal from the program. The dismissal notification will include appeal procedures.

Results of the oral examination are recorded on the *Report of Doctoral Comprehensive Examinations Form* (see [Appendix K](#)) and given to the graduate support coordinator who will submit them via the iPOS to the Graduate College.

Dissertation and prospectus

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

Dissertation proposal/prospectus defense: Per Graduate College policies, students cannot begin their dissertation until they have passed their dissertation proposal defense (using a rubric available in the program Canvas site). The dissertation proposal defense may not be scheduled until the student has passed the comprehensive exams. The dissertation prospectus consists of two components: a written proposal and an oral examination. The written proposal must contain a formal title page, introduction with a statement of purpose/ question/ specific aims and hypotheses, a complete literature review, and must describe in detail the methods to be used including descriptions of subjects, instruments, statistics and other procedures (i.e. chapters 1-3). For the oral examination, students will be asked to present their proposed research study and defend their research design in addition to answering any additional generic or “big picture” questions related to their focus area population health. *Before beginning the written dissertation proposal, it is recommended that the student schedule a pre-proposal meeting with their committee to discuss the purpose, specific aims, hypotheses, and proposed research design. This will allow the committee to provide constructive feedback on the scientific merits of the project.*

Student’s must allow sufficient time for their mentor and committee to review their work prior to the proposal defense. The student must *provide a formal dissertation proposal* to the dissertation committee *at least 10 business days prior to the defense*. The student’s mentor must approve the written dissertation proposal prior to submission to the committee. The proposal defense is a public event. Within 10 business days of the proposal defense, the student must send the proposal abstract, date of the proposal, room location and zoom link to chsgrad@asu.edu and chsreception@asu.edu to enable an announcement of the event to be sent to ENS faculty and students.

Note, ASU uses an online formatting tool that follows the [Format Manual](#) to generate a template into which you can insert your document text. The student cannot begin data collection until all approvals of the proposal have been completed and after all IRB (or IACUC) approvals are done.

Students should defend their dissertation proposal within one year of passing their comprehensive exams. Students needing longer than this for justified reasons (e.g., prolonged illness) must submit a written petition to the ENS Executive Committee for consideration; there are no guarantees the committee will grant an extension.

Proposal/prospectus grading: The committee determines whether the student has passed, passed with minor revisions, or failed the dissertation proposal/prospectus defense. For minor revisions, the student will have no longer than 3 months to make revisions based on feedback from the committee. The committee feedback will be documented during the defense by the chair and provided to the student. A simple majority of the committee and the chair must approve the revisions for the student to pass the dissertation proposal/prospectus. The chair solicits signatures from the committee on the Report of the Proposal Defense Pass /Fail form and submits the form to the graduate support coordinator by emailing chsgrad@asu.edu and the program co-directors who will submit the results to the Graduate College.

Failure of the doctoral dissertation prospectus oral defense is considered final unless the supervisory committee and the head of the academic unit recommend, and the dean of the Graduate College approves, a second proposal defense. If such a petition is approved, students must submit the new prospectus by the end of six months (the six months begins from the date that the first doctoral dissertation proposal defense was held). If the academic unit does not grant the student permission to retake the proposal defense, or if the students fail to pass the retake of the proposal defense, the Graduate College may withdraw the students from the degree program. Students are required to register for at least one semester hour of credit that appears on the iPOS or one hour of appropriate graduate-level credit during the fall, spring or summer session in which doctoral prospectus is defended.

Advancement to candidacy: The Graduate College will send a letter indicating that the student has been advanced to candidacy once the comprehensive exams are passed and the dissertation proposal defense forms are approved and submitted. **Students should not enroll in Dissertation hours (EXW/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.

Dissertation research: After the dissertation proposal and IRB (or IACUC) application have been approved, the student will undertake the approved dissertation project. Remember, the student will not be able to begin the dissertation if the proposal is not complete and approved. A total of 12 dissertation credit hours 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. Refer to the formatting requirements as indicated on the Graduate College [website](#).

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. A series of publishable papers (typically 3 papers), with appropriate introductory and concluding sections. A three-paper format generally includes the following chapters: introduction, literature review (including theoretical background), methods, paper 1, paper 2, paper 3, discussion, and conclusions.

All students who conduct any research using human subjects are required to submit their research proposal to the Institutional Review Board (IRB), for approval prior to conducting their study. Similarly, any students who conduct research using animal models are required to submit their research proposal to the Institutional Animal Care and Use Committee (IACUC) for approval prior to conducting their study. This procedure is necessary even for students who are doing secondary data analysis. Students at ASU are not eligible to submit their own IRB or IACUC applications. Students will have to work with their faculty mentor to submit the IRB or IACUC protocols.

Data meeting: A doctoral candidate who is near the completion of their dissertation research is required to hold a “data meeting” with their dissertation committee, ideally, two months before the dissertation defense date. At this meeting, the candidate will offer a complete report on their results by sharing data, statistics, models, figures, and tables related to the aims of their research. This meeting allows the dissertation committee to review the results and offer any recommendations on the state of the analysis plan and offer suggestions for any new analyses prior to the final document and defense.

Scheduling the defense: Once the student's committee has approved scheduling of the dissertation defense, the student will:

- Work with chsreception@asu.edu to book a room for their defense. Students must know the location of their defense before they can schedule their defense through the Graduate College.
- Student enters their defense date for approval by the Graduate College through the iPOS. The oral defense must be scheduled at least 10 business days before the anticipated defense date. Please see the available [resources](#) to help prepare for your defense, which includes the 10-Working Day Calendar.
- Email chsgrad@asu.edu and chsreception@asu.edu the defense template to announce the defense to faculty and students.
- Once the request has been submitted, the request must be approved by the ENS program. Note: the defense is not officially scheduled until approved by the ENS program and the Graduate College.

Dissertation submission: Once the defense has been scheduled, the student must upload their complete, defense-ready document for format review to the Graduate College 10 business days prior to the defense.

1. Students must submit documents through their iPOS by clicking on the Format tab and uploading a Word or PDF document as an attachment. If you are attaching multiple files, the documents must be submitted as a compressed zip file.
2. Documents should only be submitted after consultation with the student's committee/chair and must be a complete, defense-ready document (i.e. meets standards set by the [ASU Graduate College Format Manual](#), complete content).
3. The Graduate Format team will not review incomplete documents or those that have not been formatted according to the format manual. If a partial or incomplete document is submitted, the document will be returned without evaluation and revisions will be requested before further review.
4. 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.

Oral dissertation defense: All students are required to hold a **public** defense of their dissertation on an ASU campus. Students are required to provide an electronic copy of the "final" dissertation to their dissertation committee no fewer than 10 business days prior to the oral defense. If the draft is submitted to the committee 5-9 business days before the defense, it will be considered late. It will be at the discretion of the dissertation committee to decide whether postponing the defense is necessary. If a student submits their draft less than 5 business days before the defense, the student must postpone their defense.

Students should plan for 3 hours for their dissertation defense. In addition, an abstract of the dissertation and information about the defense time and location should be sent to chsgrad@asu.edu and chsreception@asu.edu no fewer than 10 business days in advance of the oral dissertation defense (This allows the program to invite the public to attend the dissertation). The defense 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, up to 2 hours, follows. A vote of the dissertation committee is taken before and after the committee discusses the examination. Revisions and modifications may be recommended, even if the committee has determined the student has passed the exam.

Note: 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. Students may need to pay out of pocket for this credit and related fees, as it is rare for the program to cover tuition in the summer.

Committee presence at defense: Refer to the Graduate College [website](#) for the most up-to-date information on committee presence at the defense. The student, committee chair (or one co-chair), and at least 50% of the 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 a member(s) 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:

- The absent committee member videoconferences into the defense location.
- The absent committee member teleconferences into the defense location.
- 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.

An email needs to be sent to grad-gps@asu.edu with the student's ID number and the name of the tele/videoconferencing member or the names of the member who will be absent and the faculty member who will attend as a substitute. This information must be submitted before the defense.

Defense grading procedure: The dissertation committee will grade the student's written and oral defense using a rubric (available on the program's Canvas site) and submit the completed form to chsgrad@asu.edu.

Reporting defense outcome: The dissertation committee will receive instructions regarding defense reporting procedures via email from the Graduate College 7 days prior to the defense. Faculty serving on the dissertation committee may access iPOS through their MyASU in order to report results. If a committee member will be absent from the defense, the committee chair/co-chair or graduate support coordinator must notify the Graduate College as quickly as possible via phone at (480) 965-3521 before the defense takes place. In order to assign a substitute, be prepared to provide the Graduate College with the full name and email address of the faculty member who will serve as the substitute. Reported results can be viewed in iPOS under the Defense Results tab.

Degree completion/ final revisions: 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 dissertation committee) is evaluated by a format reviewer in the Graduate College and submitted to UMI/ProQuest for printing.

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*. 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.

Revision process: After making the required corrections outlined in the email and reviewed the entire document, then upload the document to the Graduate College via your iPOS. (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: Students will receive an email from the 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 the Graduate College and have had your defense results submitted to the Graduate College via iPOS in order to be eligible to complete the final step of submitting to ProQuest.

Application to graduate

Students should [apply for graduation](#) during the semester of planned graduation and must apply prior to scheduling the dissertation defense and no later than the [deadline specified](#) for that term. Students must have an approved iPOS on file before applying for graduation. The student should report to the graduate support coordinator 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 graduate support coordinator to ensure that all grades are entered. A student will not receive a letter of degree completion until all final grades are entered.

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

Per ASU policy, students completing a doctoral program may only participate in graduation ceremonies if all degree requirements are met prior to the deadlines for that semester. Students who need an extra semester to complete coursework must defer their graduation to the next term and participate in the next available ceremony.

Plan of study

To graduate in a timely manner, students should follow a recommended plan of study. Deviation from a plan of study should be discussed with the graduate support coordinator and program co-directors. Failure to follow a plan of study may result in delayed graduation.

Sample Plan of Study, Fall Start

Term/ Session	Course	Credits
Year 1 – Fall	BMI 515 Applied Biostatistics in Medicine and Informatics or	3
	EXW 640 Analysis of Variance for Exercise and Wellness	
	CHS 791 Seminar: Early Career Professional Development	1

	EXW 700 Research Methods	3
	Research elective	2
Year 1 – Spring	EXW 645 Advanced Applied Methods and Data Analysis	3
	EXW 701 Scientific Grant Writing OR Research Elective	3
	EXW 780 or NTR 780 Practicum	3
Year 2 – Fall	CHS 791 Seminar: Early Career Professional Development	1
	EXW 701 Scientific Grant Writing OR Research Elective	3
	EXW 780 or NTR 780 Practicum	3
	Focus area elective	3
Year 2 – Spring	Focus area elective	3
	Focus area elective	3
	Written and oral comprehensive exams	0
Year 3 – Fall	CHS 791 Seminar: Early Career Professional Development	1
	Research elective	6
Year 3 – Spring	EXW 784 Internship	2
	Research elective	4
	Dissertation proposal	0
Year 4 – Fall	EXW 799 or NTR 799 Dissertation	6
Year 4 – Spring	EXW 799 or NTR 799 Dissertation	6
	Dissertation defense	0

Note: This sample plan assumes application of 30 credits from a previous master's degree toward the ENS program elective area. Additionally, EXW 701 is currently offered once per year in either a Fall or Spring term. Students should consult with the program co-directors and graduate support coordinator for an individualized study plan.

Milestones

There are program milestones that must be met to demonstrate continuous progress in the program. These benchmarks include: Annual Mentoring Agreement, Annual Academic Scholarship and Service Contract, Midterm Review, Annual Review, Written/Oral Comprehensive Exam and Defense, and the Dissertation phase (Dissertation Proposal Defense, Advancement to Candidacy, and Dissertation Defense). While the details of this process are outlined below, we have included a milestone checklist in the appendices. **Please note, unless otherwise noted, most deadlines are in the frame of business days (e.g., 10 days = 10 business days).**

Annual mentor agreement: Each Fall term, students and their mentors will meet and complete the Annual Mentoring Agreement form (see [Appendix C](#)). The purpose of this form is to encourage students and their mentors to discuss mentor and mentee expectations, timelines, how to handle unexpected situations, and other issues related to student health and wellbeing during graduate school. This agreement is to be signed by the student and mentor and **submitted no later than September 15th of each year**. A copy of this signed agreement should be provided to the graduate support coordinator by emailing chsgrad@asu.edu.

Annual academic scholarship and service contract: All doctoral students must have their academic progress reviewed annually. All students who have not been advanced to candidacy (i.e., those who have yet to pass their dissertation proposal) are required to develop a contract with their mentor regarding their scholarly and service goals to be accomplished each year they are enrolled in the program (see [Appendix D](#) for a contract template). This contract is to be signed by the student and mentor and **submitted no later than October 15th of each year**. A copy of this signed agreement should be provided to the graduate support coordinator by emailing chsgrad@asu.edu. A template of the

scholarly goals and service contract is included in this handbook. An example is available in the program Canvas site.

Midterm review: All first- and second-year students, and select others, will be asked to meet with the program co-directors 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- to 15-minute informal discussion. 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 students are required to be evaluated annually by their supervisory committee until they have reached candidacy (e.g. have successfully passed the proposal of the dissertation prospectus). The review consists of a **30-minute** review of your annual contract and portfolio noting your accomplishments in research and service. The student should meet with their mentor to review the Annual Mentoring Agreement form that was completed in the Fall term along with their timeline, including major deadlines, prior to the Annual Review.

Procedures are as follows for the Annual Review:

1. Students are responsible for scheduling 3 mentors from their supervisory committee and one member from the ENS Executive Committee to attend their annual review interview. If your supervisory committee has an ENS Executive Committee member present, no additional members are needed. 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 last day of classes during the spring semester. Interview dates and times are to be mutually decided between the student and the faculty committee members.
2. Students are responsible for scheduling the day, time, and room for their annual review. Contact chsreception@asu.edu for assistance in booking a room. Once this is done, email the final details to chsgrad@asu.edu. It is preferred that reviews are conducted in-person, through Zoom may be used on a case-by-case basis.
3. Prepare a portfolio of your annual accomplishments. A checklist of the materials to provide in the portfolio is presented at the end of this document. Create an electronic pdf (please put into single file) copy of the portfolio and send to your mentor, your supervisory committee, the graduate support coordinator and the program co-directors.

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.

Interactive plan of study (iPOS)

The Interactive Plan of Study, or iPOS, is an agreement between the student, the academic unit, and the Graduate College. The student must submit their iPOS in the first semester of the program. Students are encouraged to review the iPOS at the end of each semester to ensure the courses listed on the iPOS match the student's transcript and that the courses meet the plan of study course requirements. More information on iPOS can be found [here](#).

Faculty advisor/chair: faculty mentor

Change of coursework: If a change of coursework is needed, the student must update the courses listed in the iPOS and submit a course change for review. This process is required if you projected a course you did not complete, or if you need to change courses listed. The iPOS will be routed electronically to the graduate support coordinator for review and approval, and then for auditing by the Graduate College.

Specializations and certifications

The College of Health Solutions prepares graduates for excellence upon entering the workplace. Since certification and licensure requirements vary by profession and from state to state, we recommend that you visit the [ASU licensure website](#) to determine if your program meets the requirements of individual state licensures or national certifications, as applicable. If you have specific questions, please contact your program director or degree coordinator.

Satisfactory academic progress

All graduate students are expected to make systematic progress toward completion of their graduate program. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the individual graduate programs as well as the Graduate College. If a student fails to satisfy the requirements of their program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to the Graduate College at which time the dean of the Graduate College makes the final determination.

Satisfactory academic progress includes:

1. Maintain a minimum 3.00 for all GPAs.
2. Satisfy all requirements of the graduate program.
3. Satisfy the maximum time limit for graduation for the student's graduate program (six years for masters and certificates, ten years for doctoral)
4. Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the thesis or dissertation.
5. Successfully complete the culminating experience.
6. Graduate students must remain continuously enrolled in their graduate program. Failing to do so without a Graduate College approved Leave of Absence is considered to be lack of academic progress and may result in the Graduate College withdrawing the student from their program.

Satisfactory progress in Exercise and Nutritional Sciences, PhD program requires students to:

- Complete and pass annual reviews until advancement to candidacy
- Complete and pass comprehensive examinations within indicated timeframes
- Complete and pass dissertation proposal within one year of successful completion of comprehensive exams
- Complete and pass the dissertation defense

GPA and grades

Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPAs (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA):

1. The iPOS GPA is calculated on all courses that appear on the student's approved iPOS
2. Cumulative GPA represents all courses completed at ASU during the graduate career.
3. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Transfer credits and some courses taken in the Sandra Day O'Connor College of Law are not calculated in the iPOS GPA or the Graduate GPA. Courses lower than a "C" cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an "I" grade (incomplete) or "X" grade (audit) cannot appear on the iPOS.

University grade definitions and policies can be found [here](#).

The Exercise and Nutritional Sciences, PhD program requires grades of B or higher in BMI 515/EXW 640, EXW 645, and EXW 700. If a student earns a B- or lower in these courses, they must retake the course to earn the required grade.

Incomplete grade requests

An incomplete grade request may be considered by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of "I" is recorded. Once the work is completed, faculty must request a change on the grade roster to post the grade. If a student does not complete the missing coursework by the date that is agreed upon on the incomplete request form, the instructor may change the grade to what was earned based on the work completed in the class. If the coursework is not completed after a calendar year, the incomplete becomes permanent. Repeating a class in which an incomplete is awarded will not replace the "I" on the student's transcript. Students must complete the [incomplete request form](#) and submit it to their instructor for review and processing.

Academic probation and dismissal

Failure to maintain a minimum 3.0 GPA or failure to satisfactorily progress in the program as referenced in this handbook will result in the student being placed on academic probation. Students will be notified of probationary status and expectations for improvement by the program director or graduate support coordinator. Time limits for probationary status may vary. Typically, students have 9 credit hours or one year, whichever comes first, to raise their GPA.

Students who fail to meet requirements or timeline needed to demonstrate satisfactory improvement will be recommended for dismissal from the program. Notice will be provided by the program and will include procedures for appeal.

Students may be recommended for dismissal from the Exercise and Nutritional Sciences, PhD program for failing to meet necessary milestones and timelines as indicated in this handbook. These pertain, but are not limited to: annual reviews, professional conduct, comprehensive exams, prospectus defense, and dissertation defense.

Time to completion limit

Doctoral students must complete all program requirements within a ten-year period. Graduate courses taken prior to admission that are included on the iPOS must have been completed within three years of

the semester and year of admission to the program (previously awarded master's degrees used on the Interactive Plan of Study are exempt). The ten-year period begins with the term of admission to the doctoral program OR the earliest term of applied pre-admission credit.

Any exception to the time limit policy must be approved by the program director, the College of Health Solutions, and the dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

Appeal and grievance processes

Grade appeal

For grade disputes during a class, students must first contact the instructor of the course. Concerns that are not able to be resolved with the instructor should be brought to the program director.

The process to appeal a final course grade may only be initiated by a student once the course has concluded and a final course grade has been posted to the student's transcript. Per university policy, grade appeals must be processed in the regular semester immediately following the issuance of the final grade in dispute (by commencement for fall or spring) regardless of whether the student is enrolled at the university.

The process begins with a discussion about the matter between the student and the course instructor. If the matter is unresolved, the student should submit a Grade Appeal Form for further review. If this review does not adequately settle the matter, the student should begin the formal procedure of appealing to the College of Health Solutions Academic Standards and Grievance Committee. More information on all steps of this process can be found [here](#).

Student grievance

Students who wish to file a grievance about a non-grade-related matter may use the established procedure (more information can be found [here](#)). Non-grade-related grievances may include dissatisfaction with an instructor, problems with a classmate or other unresolved situations.

Mentor changes

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 significant commitment of time and resources by the mentor and is a career-altering decision by the student. Both parties must communicate clearly and listen carefully to each other.

Occasionally students are confronted with the position of wanting to change mentors. If a student determines that they are 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, one of the program co-directors, or one of the ENS Executive Committee members right away. Often these issues can be relieved by simply opening a clear line of communication and/or by developing a co-mentoring relationship with another faculty. The ENS Executive Committee will also support measures to mediate the situation.

If it is decided that the student still wants to petition the Executive Committee 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 ENS Executive Committee will review the petition and will ask the mentor and/or student to come to the meeting to describe their perspective of the situation. The ENS Executive Committee will discuss whether a change in mentorship is the best solution for both parties. The ENS Executive Committee 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.

Appealing recommendation for dismissal

1. Students may appeal a decision for dismissal from the program by submitting a letter to the program director.
 - a. The appeal letter must be received within 10 business days of the date of the letter of dismissal. The letter should state the reasons justifying a reversal of the original decision and provide substantive evidence in support of the request.
 - b. Letters received after the 10 business-day interval will not be reviewed, and the dismissal will be final.
 - c. The program committee will review all letters of appeal that are received within the 10 business-day time frame. The committee will submit their decision to the program director within 10 business days of receipt of the student's letter.
2. The program director will then notify the Student Success Hub of the decision. The Student Success Hub will inform the student of the decision.
3. If the appeal is denied, the student may appeal to the CHS Academic Standards and Grievances Committee within 10 business days of receiving the denial of the appeal. The CHS Academic Standards and Grievances Committee will review the dismissal and appeal materials and make a recommendation to the dean of the College of Health Solutions. The dean will have 20 calendar days to make a final decision.
4. If at any stage, a timely appeal is not submitted by the student, the program director will recommend dismissal to the Graduate College via the Student Success Hub. The Graduate College will then inform the student of the dismissal by letter.

Student code of conduct and academic integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [ASU Student Code of Conduct](#), the [ABOR Code of Conduct](#), the [Computer, Internet, and Electronic Communications Policy](#), the [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Violations of a Graduate College, College of Health Solutions, or Arizona State University policy will result in academic review and may consequently result in student disciplinary procedures.

Academic integrity

The [ASU Student Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Information on the Academic Integrity procedure within the College of Health Solutions can be found at <https://catalog.asu.edu/policies/chs>.

Newly admitted graduate students will receive a "priority task" on their MyASU directing them to complete a canvas module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher.

Student code of conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

Professional conduct

ASU is a community and a professional work environment. Graduate students are expected to treat their peers, teachers, students, staff, and members of the ASU community with respect and work with them in a professional manner. Graduate students are representatives of their program, the College of Health Solutions, and ASU. Students must demonstrate the requisite qualifications for successful professional performance, including interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences.

Graduate students who demonstrate behaviors or characteristics which make success in their related fields questionable will be reviewed by the program committee. The committee's review may result in a recommendation for dismissal from the program or implementation of probational conditions for continued participation. Students may appeal a recommendation for dismissal by following [established procedures](#).

College and university procedures and policies

All policies and procedures outlined in this handbook are in accordance with policy set by the [Graduate College](#) and [Office of the University Provost](#). In some cases, program policies may be more restrictive than those set by Graduate College and Provost.

Continuous enrollment policy

Students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way using university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program. More information on this policy can be found [here](#).

Requesting a leave of absence

Graduate students planning to discontinue registration for a semester or more must submit a leave of absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved **before** the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Students with a Graduate College-approved leave of absence are not required to pay tuition or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. More information on this policy can be found [here](#).

Registration policies

Students are strongly encouraged to enroll in courses well in advance of the start of the term. Enrollment must be complete by the Add/Drop deadline for the session in which the class is offered. Courses that are dropped by the Add/Drop deadline will not appear on a student's transcript. If a course is removed from a student's schedule after this deadline, it will be considered a withdrawal and a grade of "W" will be recorded. Term dates and deadlines, including the Add/Drop, Tuition Refund, Course Withdrawal, and Session Withdrawal deadlines, can be found on the [Academic Calendar](#).

Discrimination, harassment, and retaliation

Title IX of the Education Amendments of 1972 is a federal law which provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy [ACD 401](#) make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. For information on resources, visit the sexual violence awareness, prevention, and response [website](#).

Student support resources

Academic program support

After admittance to the program, students will be invited to join the ENS Program Canvas site. This canvas site is designed to share information and announcements with students and to house copies of the handbook and other important procedural documents needed throughout the program.

Graduate students in the College of Health solutions may access the [CHS website](#) for information on [college policies and resources](#) and [advising information](#).

University resources

- [Graduate College](#)
- [Office of the University Provost](#)

Academic and career support

- [ASU Libraries](#)
- [Graduate Writing Center](#)
- [Career and Professional Development Services](#)
- [Graduate and Professional Student Association](#)
- [Student Clubs and Organizations](#)

Business and finance services

- [Financial Aid and Scholarship Services](#) (financial aid)
- [Billing and Student Finances](#) (tuition, fees, and payments)
- [Parking and Transit Services](#) (permits, shuttles, public transit)
- [Sun Devil Card Services](#) (ID cards)
- [Enterprise Technology](#) (technology assistance)
- [Sun Devil Dining](#) (meal plans, M&G, hours)

Counseling services

ASU Counseling Services provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.

ASU Counseling Services, Student Services Building 234 Tempe, AZ 85287

480-965-6146

After-hours/weekends

Call EMPACT's 24-hour ASU-dedicated crisis hotline:

480-921-1006

For life threatening emergencies

Call 911

Disability accommodations

Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability ([SSM 701-02](#)). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.

- Email: Student.Accessibility@asu.edu
- Phone: (480) 965-1234
- FAX: (480) 965-0441

Pregnancy: Students requesting services due to pregnancy ([SSM 701-10](#)) should be prepared to submit documentation regarding the pregnancy, any complications and clearance to return to school related activities. Student Accessibility can work with students to foster continued participation in a program, whether that be with academic accommodations such as absences or assistance requesting a leave, or through other requested accommodations.

Health and fitness

All ASU students enrolled in in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: <https://fitness.asu.edu>

For information about health insurance and appointments with care providers, please see the ASU Health Services website: <https://eoss.asu.edu/health>

International students

ASU's International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC adviser, visit the website: <https://issc.asu.edu/>

Veterans and military

The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: <https://veterans.asu.edu/>

Appendix

A: Program faculty

Behavioral & Community Health Sciences

[Marc Adams](#), PhD, MPH

Professor

Behavior change: walking, physical activity; Environment: city designs, walkability, transit environments; Intervention design: e-Health & adaptive interventions; Theory: behavioral economics; Measurement: pedometers, GIS/GPS; Primary prevention.

[Cheryl Der Ananian](#), PhD

Associate Professor

The promotion of physical activity for older adults with an emphasis on utilizing physical activity as a secondary prevention strategy for chronic illnesses including: arthritis and heart disease; community-based physical activity for older adults; translation and dissemination of evidence-based physical activity programs and fall prevention.

[Rebecca Lee](#), EdD, FACS

Professor

Community participatory research in the US and Mexico to promote physical activity and fruit and vegetable consumption in Hispanic children and families; built environment and open spaces assessment and intervention strategies to increase safe outdoor time and physical activity; digital and virtual behavioral interventions to improve cardiometabolic outcomes in women with mobility impairing disabilities.

[Cady Berkel](#), PhD

Associate Professor

Evidence-based prevention programs; pediatrics; parenting; health disparities; culture; dissemination & implementation; community based participatory research.

[Alexis Koskan](#), PhD

Assistant Professor

Preventing and controlling HPV-related cancers.

Major topics include: Intervention studies aimed at increasing HPV vaccine series completion, working with various types of healthcare providers (e.g. primary care providers, infectious disease specialists, dentists, dental hygienists, etc.) to ensure HPV vaccine uptake and completion; HPV-related cancer screening interventions.

[Punam Ohri-Vachaspati](#), PhD, RD

Professor

Examining social-ecological determinants of obesity and food consumption behaviors; role of food access, food security, food environments, and food policies in influencing consumption behaviors and health outcomes; focus on federal, state, and local nutrition policies and programs in community and school settings.

[Matthew Buman](#), PhD

Professor

Digital health interventions leverage personal technologies (i.e., smartphones, wearables); dynamic interplay of sleep, sedentary, and more active behaviors for health promotion; Precision health for behavior change; device-based measure of 24-hour behaviors.

[Chong Lee](#), EdD, FACSM

Associate Professor

Investigating the combined impact of lifestyle factors (i.e., physical activity, healthy diet, not smoking, etc.) on CVD and cancer mortality; developing new waist girth, body fatness, and physical fitness standards in children and adults (e.g. population-specific groups); and constructing new global prediction algorithms of CVD, cancer (i.e. colorectal, breast, etc.), and type 2 diabetes using health behaviors and health factors across race and sex groups.

[Allison Ross](#), PhD

Assistant Professor

Community-engaged research in school and neighborhood settings to promote movement for health.

Topics: walking/biking; youth sports; play/recreation; program and curricular interventions in schools; community-level interventions for active living; built environment; policy; implementation science.

[Gabriel Shaibi](#), PhD

Professor

Effects of lifestyle behaviors on cardiometabolic disease risk (e.g., insulin resistance, metabolic syndrome, and type 2 diabetes) in children, adolescents, and families. Community-based health promotion and diabetes prevention to address health disparities. Physiology of insulin resistance and type 2 diabetes across the lifespan.

[Chad Stetcher](#), PhD

Assistant Professor

Improving global health through two broad agendas in behavioral health economics: (1) identifying strategies for maintaining healthy lifestyles, and (2) improving physicians' quality of care. Towards the first agenda, his research utilizes novel study designs and quantitative methods to identify the mechanisms that maintain different health behaviors across different populations. In regards to physician behavior, his research uses the latest causal modeling techniques and large, administrative healthcare datasets to investigate the impact of healthcare policy on physicians' quality of care and patients' health outcomes.

[Yi-Yuan Tang](#), PhD

Professor

Health neuroscience; science of behavior change; brain/mind-body interaction; performance neuroscience; altered state of consciousness; gene x brain x behavior x environment interaction; prevention and intervention science; data science; neuroimaging and modeling; cognitive, affective, cultural, developmental, social, health psychology and neuroscience; neuromodulation & neurorehab; brain plasticity and aging; behavioral problems and chronic disorder.

[Sonia Vega-López](#), PhD

Professor

Development of culturally sensitive interventions and strategies to promote diet improvement and chronic disease prevention among Hispanics and other high-risk populations; assessment of family- and household environment-level factors influencing diet quality and chronic disease prevention and control among Hispanic families; evaluation of the effects of diet and lifestyle modifications on chronic disease risk factors, obesity, metabolic diseases and diabetes management; effect of diets and dietary components on the metabolism of cholesterol and lipoproteins.

[Christopher Wharton](#), PhD

Associate Professor

Lifestyle and dietary behavior change interventions, including screen time management and food waste reduction; Plant-based nutrition; Food systems and sustainability and local food programs.

[Shawn Youngstedt](#), PhD

Professor

Non-pharmacologic means of improving sleep, circadian rhythms and mental health. Research examining the effects of exercise and bright light on insomnia, sleep apnea, and PTSD. Effects of napping on health; sleep in competitive swimmers; bright light and insomnia treatment for women undergoing chemotherapy for breast cancer; compare exercise vs CPAP for improving health in patients with sleep apnea.

Translational Metabolism & Physiology

[Glenn Gaesser](#), PhD

Professor

Effects of exercise and diet on cardiometabolic health; diet-exercise interactions; weight-loss

[Haiwei Gu](#), PhD

Associate Professor

Metabolomics, microbiome, metabolism, metabolic flux

[Carol Johnston](#), PhD, RD

Professor

Vitamin C - relationships with mood states and adiposity; vinegar - metabolic effects in healthy adults and individuals with type 2 diabetes;

independent health benefits of exercise and diet.

[Christos Katsanos](#), PhD

Associate Professor

Metabolic responses in humans with obesity, insulin resistance, and Type 2 Diabetes. Use of stable isotope tracers and mass spectrometry techniques to investigate how fat metabolism and the skeletal muscle proteome are altered in humans under these pathophysiological conditions, and how abnormal responses under these conditions can be favorably modified by exercise and diet.

[Susan Racette](#), PhD

Professor

Influence of diet and exercise in order to promote health and fitness and to reduce cardiovascular disease risk. Specific research interests include carefully controlled diet and exercise interventions, long-term calorie restriction interventions to delay age-related physiological decline, cardiac rehabilitation programs, lifestyle modification programs for weight loss and enhanced glucose regulation, and dietary phytosterol research.

analysis, nutrition, environmental sciences, Alzheimer's Disease.

[Stavros Kavouras](#), PhD

Professor

- Hydration & Glucose Homeostasis
- Childhood Nutrition, Hydration & Obesity
- Hydration Assessment & Biomarkers
- Fluid/Electrolyte Balance, Thermoregulation & Performance

[Joseph Roberts](#), PhD

Assistant Professor

The role of nutrition during recovery from musculoskeletal injuries. Nutritional strategies that can improve quality of life while simultaneously enhancing healing in patients suffering from musculoskeletal injuries. Current laboratory work is focused on: Gut microbiota control of bone fracture-induced pain; therapeutic effects of probiotic dietary supplements on fracture-induced pain and function; influence of the gut microbiota on metabolic flexibility/inflexibility after musculoskeletal injury.

vegetarian diets and dietary supplements.

[Min-Hyun Kim](#), PhD

Assistant Professor

Investigating the molecular mechanisms of obesity and metabolic syndrome, focusing on the impact of nutrition (overnutrition, specific nutrients and bioactive compounds, and fasting). Specific research interests include: (1) Epigenetic roles of nutrition in the development of obesity and type 2 diabetes; (2) Nutritional regulation of leptin and insulin sensitivity; (3) Nutritional modulation of obesity-related pathologies such as ER stress, inflammation, and autophagy; (4) Effect of nutrition on the hypothalamic control of food intake and body weight.

[Dorothy Sears](#), PhD

Professor

Development of evidence-based, practical, scalable modalities for obesity-associated, chronic disease prevention that leverage functional interaction between healthy behaviors and nutrition. "Nucleotides to public health" problem-solving approach, integrating multi-omics, behavioral, biomarker, and clinical outcomes. Specific interests include molecular mechanisms by which prolonged sitting time and intermittent fasting impact cancer and cardiometabolic risk and the mediating effect that functional foods may have on that risk.

[Jason Siegler](#), PhD

Associate Professor

Research related to human performance (both individual and team sport), performance nutrition and skeletal muscle fatigue. Specific areas within buffering supplementation and maximizing human performance, thermal physiology, and injury prevention in youth sports.

[Taichi Suzuki](#), PhD

Assistant Professor

Ecology and evolution of host-microbial interactions and their implications for human health. The lab combines population genetic studies and laboratory experiments to study host-microbial coevolution, ranging from genes to organismal biology to macro-evolutionary patterns.

[Floris Wardenaar](#), PhD

Assistant Professor

Defining the nutrition needs of active populations in a hot and dry environment. Special focus on methods to define hydration status, the impact of hydration status on performance, thermoregulation, and dietary supplement behavior of athletes. His lab has an applied scientific approach in working with local

[Pamela Swan](#), PhD, FACSM, FTOS

Associate Professor

Exercise, obesity and health, Muscular-skeletal health consequences of severe weight loss (Post Bariatric Surgery), Regional adiposity, Effects of exercise on resting energy expenditure, Health effects of whole-body vibration exercise. (Not currently taking PhD students as primary mentor.

[Natasha Tasevska](#), MD, PhD

Associate Professor

Developing biomarkers of intake; Dietary validation and calibrations studies and measurement error in self-reported diet; Epidemiological investigations of the effects of sugars on cancer, obesity and other chronic diseases.

[Corrie Whisner](#), PhD

Associate Professor

Broad research interests: metabolic disturbances in nutrition-related diseases, lifestyle interventions to prevent or correct chronic disease, and the influence of both genetic and environmental factors on health outcomes. Specific interests include: Interactions between dietary intake and gut microbiome in

[Karen Sweazea](#), PhD

Associate Professor

Exploration of unique solutions in mammalian and non-mammalian organisms against complications that can arise in diseases associated with being overweight or having high blood sugar levels; Evaluation of functional foods in the reversal or prevention of complications associated with overweight and diabetes.

[Shu Wang](#), PhD

Professor

Development of biocompatible nanoparticles, transdermal patches, and other innovative delivery approaches for improving overall health and combating chronic diseases. Specific projects include using nanoparticles and transdermal patches to study browning white adipose tissue for obesity therapy; Effects of browning white adipose tissue on type 2 diabetes, atherosclerosis, fatty liver disease and aging; Encapsulating phytochemicals and bioactive compounds into nanoparticles to prevent and treat chronic diseases, especially obesity, cardiovascular disease, and type 2 diabetes; Application of nanotechnology in functional food and food science.

[Fang Yu](#), PhD, RN, GNP-BC

Full Professor

Inspired by her clinical practice as a nurse, Fang Yu has focused her research on preventing and treating Alzheimer's disease (AD) and related dementias using lifestyle behavioral interventions with the vision to improve function and

stakeholders and industry partners. Study participants are generally recruited from the Army and Air Force ROTC at ASU, Sun Devil Athletics, hikers at the City of Phoenix, and local sports clubs and teams.

relation to health outcomes; Mineral metabolism in at-risk, pediatric populations such as infants and adolescents; Functional food (prebiotics/probiotics) applications for health.

quality of life for older adults with AD and their family caregivers.

Motor Control & Biomechanics

[Edward Ofori](#), PhD

Assistant Professor

Multimodal imaging, nonlinear analyses, and biomechanical modeling to understand brain dynamics associated with sensory-motor interactions and memory, cognitive-motor abilities, and movement patterns. Biomarker discovery and pharmaceutical rehabilitation of neurologic disorders, and individual differences (e.g., gender and lifestyle) within neurological disorders and across the lifespan.

[Daniel Peterson](#), PhD

Associate Professor

Our lab aims to understand the interaction between balance, cognitive deficits, brain activity/structure, and falls in neurological populations such as people with Parkinson's disease and multiple sclerosis. We have a particular focus on how gait and balance can be improved (and falls avoided) through rehabilitation using principles of motor learning.

[Shannon Ringenbach](#), PhD

Associate Professor

Assisted cycle therapy on motor, cognitive & clinical functions in persons with Down Syndrome, intellectual disability, ADHD, stroke, physical & mental health, behavioral neuroscience, etc.

B: Checklists for completing degree

Ongoing checklists (until candidacy)

Steps and Deadlines	Complete
<p>1. In the summer before the first term, complete and pass the online statistics pre-test module.</p>	<input type="checkbox"/>
<p>2. Register for courses promptly each term</p> <p>Some courses, or sections of a course, fill up quickly so you are encouraged to register when your name appears in the registration queue. You must be registered by the first day of each term; if not, you will be “inactive” and will have to complete a form (and likely pay a late registration fee) in order to be re-admitted.</p> <p>Tips:</p> <ul style="list-style-type: none"> • While most coursework should be completed before the Comprehensive Oral Exam, students are permitted to take coursework after the Comprehensive Oral Exam. • Dissertation credits cannot be taken prior to passing the Comprehensive Oral Exam and the Dissertation Proposal Oral Exam. • In any given term, if you don’t register for at least 6 credits (to maintain full-time status), and you need 6 credits for your research/teaching assistantship or other financial loan reasons. 	<input type="checkbox"/>
<p>3. Complete an annual mentoring agreement with your mentor</p> <p>To ensure transparent expectations, students must meet with and discuss mentoring expectations with their mentor on an annual basis.</p> <p>Tips:</p> <ul style="list-style-type: none"> • The annual mentoring agreement should be completed by September 15th. Send completed mentoring agreements to the graduate support coordinator (chsgrad@asu.edu). • The annual mentoring agreement form is available in Appendix C. 	<input type="checkbox"/>
<p>4. Complete an annual academic scholarship and service contract with your mentor</p> <p>All doctoral students must have their academic progress reviewed annually. 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.</p> <p>Tips:</p> <ul style="list-style-type: none"> • The annual academic scholarship and service contract should be filed by October 15th. Send completed contracts to the graduate support coordinator (chsgrad@asu.edu). • A template for the annual scholarship and service contract is available in Appendix D. Examples are available upon request. 	<input type="checkbox"/>
<p>5. Complete mid-term review with program co-directors</p> <p>All 1st and 2nd year PhD students and selected others will be asked to meet with the program co-directors every fall semester 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. Students should work directly with the co-directors to determine an acceptable time and location to meet.</p>	<input type="checkbox"/>

<p>6. Complete annual review</p> <p>Until you pass to candidacy (after your dissertation proposal), you will be required to hold an annual review each Spring semester with your supervisory committee (at least 3 approved ENS PhD mentors). An ENS Executive Committee faculty member also needs to attend the meeting. Your annual review will review your progress towards accomplishing your annual contract, your course grades, and other accomplishments and challenges in the program. At least 10 business days before the meeting, send your committee members a BRIEF summary, addressing the above points in a single PDF. Send a copy of the summary to the graduate support coordinator (chsgrad@asu.edu).</p> <p>Tips:</p> <ul style="list-style-type: none"> • The annual review needs to be completed by the first Friday in May, so start planning in late March/early April. • Send chsreception@asu.edu a room request which includes the date/time/number of attendees at least 10 business days in advance, and they will schedule the room. Once the student has this information, the student is required to send an email to the attendees with the meeting information and cc chsgrad@asu.edu. 	<input type="checkbox"/>
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Milestones to graduation

Steps and Deadlines	Complete
<p>1. Submit your iPOS</p> <p>Fill out and complete your Plan of Study. Directions on how to submit your iPOS are available here. Meet with your mentor to review your iPOS before posting online and submit a copy to the graduate support coordinator (chsgrad@asu.edu)</p> <p>Tips:</p> <ul style="list-style-type: none"> • Your iPOS should be completed in your first semester in the program. • It can be updated, but each change will require approval from the program co-directors and the Graduate College. Plan ahead. • iPOS must be completed and approved before comprehensive exams can be taken. • Students may not include on their iPOS any credit hours that have been applied towards a previously awarded degree. • A maximum of 12 credits can be transferred into the iPOS from ASU or another institution. • While you may have additional courses that are listed on your transcript and not included on your iPOS, the courses in the iPOS must match those listed on your transcript. 	<input type="checkbox"/>
<p>2. Assign members to your Comprehensive Exam committee</p> <p>This committee serves on the student’s written and oral comprehensive exams. Students must verify the members of the comprehensive exam committee in their iPOS. Any changes to the comprehensive exam committee from the supervisory committee must be approved by the program co-directors and the Graduate College.</p> <p>Tips:</p>	<input type="checkbox"/>

<ul style="list-style-type: none"> • Students tend to have the same members of their supervisory committee on their Comprehensive Exam committee, but this is not required. • It is recommended that your comprehensive exam committee is made up the same members as your dissertation committee. • You cannot sit for the Comprehensive Exam until your committee members are approved by the program co-directors and the Graduate College. Plan ahead. • At least 5 members (3 of which are ENS faculty mentors) are required on this committee. • If a committee member is not an ENS faculty mentor, students must work with the graduate support coordinator (chsgrad@asu.edu) to have them reviewed and approved by the ENS Executive Committee and the Graduate College. 	
<p>3. Comprehensive Exam</p> <p>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 structure and content of the comprehensive exams includes three components with distinct time guidelines (see ENS PhD Student Handbook): 1) Critique a manuscript, 2) Prepare a novel grant proposal and 3) Oral Exam.</p> <p>The chair solicits signatures from the committee on the Report of the Comprehensive Exam Pass/Fail Form and submits the form to the graduate support coordinator (chsgrad@asu.edu). The student or his/her chair is responsible for submitting the form to the graduate support coordinator. Please remember, the student must pass both the written and oral components of the Comprehensive Exam to pass.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Make sure your comprehensive exam committee has been approved before you sit for the exam. • All students must be registered for a minimum of one credit hour (including summer) the semester that they plan on defending comprehensive examinations. • After your oral exam, the chair of the committee should submit the form to the graduate support coordinator (chsgrad@asu.edu). 	<input type="checkbox"/>
<p>4. Assign/update members to your Dissertation committee</p> <p>The Dissertation Committee must have five (5) members and contain a minimum of three approved mentors in the ENS program.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Students cannot sit for the Dissertation Proposal until the committee is approved by the program co-directors and the Graduate College. Plan ahead. • If a committee member is not an ENS faculty mentor, students must work with the graduate support coordinator (chsgrad@asu.edu) to have them reviewed and approved by the ENS Executive Committee and the Graduate College. 	<input type="checkbox"/>

<p>5. Dissertation Proposal Oral Exam</p> <p>The student must provide a formal dissertation prospectus to the dissertation committee at least 10 business days prior to the defense. The student’s primary mentor must approve the written proposal prior to submitting it to the committee. 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 or IACUC approvals are done. Within 10 business days of the proposal defense, please send an abstract and date of the event to chsgrad@asu.edu. A room will be scheduled and the event will be announced to ENS faculty and students. The chair solicits signatures from the committee on the Report of the Proposal Defense Pass /Fail form and submits the form to the graduate support coordinator (chsgrad@asu.edu). The graduate support coordinator will report the results of the proposal defense to the Graduate College.</p> <p>Tips:</p> <ul style="list-style-type: none"> • The dissertation proposal defense may not be scheduled until the student has passed the comprehensive exams. • Make sure your dissertation committee has been approved before you sit for the exam. • All students must be registered for a minimum of one credit hour (including summer) the semester that they plan on defending their dissertation proposal. 	<input type="checkbox"/>
<p>6. Final steps to graduate: Apply for graduation</p> <p>Prior to defending your dissertation, you must apply for graduation through the “Graduation” tab on your MyASU. At this point, you need to audit your iPOS to determine if any changes need to be made. You should also submit documents for format review, and schedule the Oral Defense. You must submit a Survey of Earned Doctorates form.</p> <p>Tips:</p> <ul style="list-style-type: none"> • You have an approved iPOS (no pending changes or petitions) • You have met all minimum 3.0 GPA requirements (Cumulative, iPOS, and Graduate) • You have an approved full committee on the iPOS (no pending changes) • You have satisfied all milestone requirements above (for example, written comprehensive examination) • You have reached candidacy • You are an active student and currently enrolled. Confirm that your defense date occurs in the last semester that you are enrolled. Failure to do so, may delay graduation and you may incur additional fees. 	<input type="checkbox"/>
<p>7. Schedule and hold a Data Meeting with your Dissertation committee</p> <p>All 5 members of the committee must be included in this meeting and you must present a description of your analytical approach, results, tables, and figures. Committee members will provide feedback on the analytical approach and results, including any changes that need to be made prior to the dissertation defense.</p>	<input type="checkbox"/>

<p>Tips:</p> <ul style="list-style-type: none"> • This meeting should occur no less than 2 weeks prior to submitting your final dissertation document to allow sufficient time to make requested modifications. 	
<p>8. Final steps to graduate: Scheduling your Dissertation Defense</p> <p>Schedule three hours for your Dissertation Defense: The Dissertation Defense includes a one-hour public presentation and then a two-hour meeting with your committee. Your committee must have at least two weeks' notice that your dissertation will be given to them by a specific date. It is also required that all committee members have at least two weeks to read your dissertation before the exam date. In other words, a month before the exam, the committee has to know the exam date and that they are getting the final draft in two weeks.</p> <p>Submit your Dissertation Defense date electronically to the Graduate College and your committee within 10 business days of your defense. This ensures the Graduate College will send the defense reporting instructions via email to your committee and will give your committee sufficient time to review your dissertation.</p> <p>Tips:</p> <ul style="list-style-type: none"> • At least 50% of your committee must be physically present at the defense. Your chair must be physically present at the defense. • Please pay careful attention to the graduate college deadlines. If you do not defend your dissertation by the Graduate College's semester deadline, you are responsible for any tuition and fees incurred in the subsequent semester. • Once you have a date, email chsreception@asu.edu to schedule a room large enough for a public defense. 	<input type="checkbox"/>
<p>9. Final steps to graduate: Public announcement</p> <p>The one-hour presentation must be announced to all ENS doctoral faculty and doctoral students. At least two weeks prior to your final oral exam, please send the following information to the graduate support coordinator (chsgrad@asu.edu) for the announcement: how you want your name and previous graduate-level degree listed, the day, date and time of the one-hour presentation, building and room location; title of the thesis/talk and an announcement abstract no more than 300 words.</p>	<input type="checkbox"/>
<p>10. Final steps to graduate: Submitting your Dissertation</p> <p>Once the defense has been scheduled, the student must upload their complete, defense-ready document for format review to the Graduate College and their committee 10 business days prior to the defense, through the student's iPOS. Once the defense has been scheduled, the student must upload their complete, defense-ready document for format review to the Graduate College <u>10 business days</u> prior to the defense.</p> <p>Tips:</p> <ul style="list-style-type: none"> • 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. • 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 ASU Graduate College Format Manual, complete content). • For questions regarding documents that require special format, please email gradformat@asu.edu. 	<input type="checkbox"/>

11. Final steps to graduate: Degree completion

The dissertation committee will receive instructions regarding defense reporting procedures via email from the Graduate College 7 days prior to the defense. Faculty serving on the dissertation committee may access iPOS through their MyASU in order to report results. Reported results can be viewed in iPOS under the Defense Results tab.

Once the defense is over, most students have some revisions to complete. Begin working on these soon after your defense. 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 the Graduate College.

Students 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 the Graduate College and have your defense results reported to the Graduate College through iPOS in order to be eligible to complete the final step of submitting to UMI/ProQuest.

Tips:

- 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.
- Work with the program co-directors to confirm that your final dissertation credits have been entered.
- A student will not receive a letter of degree completion until all final grades are entered.



C: Annual mentoring agreement

ENS Internal Form – Due each year by September 15th

The Exercise and Nutritional Sciences program in the College of Health Solutions at ASU is committed to supporting the education and mental well-being of each graduate student. This agreement was developed with the intent of helping faculty mentors and their mentees develop healthy mentoring relationships based on open communication, clear and realistic expectations and deadlines, as well as a joint commitment to focus on the professional development and overall well-being of the mentee. These guidelines were developed with help from the Graduate and Professional Student Association at ASU and are intended to facilitate regular dialogues on these topics.

Instructions/Submission:

- The student completes Part 1.
- The student and their mentor(s) should use this form as a starting point for setting up expectations for the mentor-mentee relationship (reviewing Part 2 together).
- The student will add any personalized commitments they are responsible for in Part 3.
- The mentor(s) will add any personalized commitments they are responsible for in Part 4.
- The student and their mentor(s) complete Part 5.
- The student submits the completed form to the graduate support coordinator at chsgrad@asu.edu by September 15th.

Part 1: Student Information

Name of Student (Last, First, Middle)		ASU ID #
Degree	Major	
Doctor of Philosophy	Exercise and Nutritional Sciences	

Part 2: General Guidelines for Discussing Expectations

- A successful mentoring relationship is based on clear and regular communication. It is important that mentors and graduate students meet regularly to have open and honest conversations about goals and anticipated challenges.
- Determine the time and frequency of one-on-one meetings to discuss progress, successes, challenges, opportunities, and wellbeing. Ideally these meetings occur at least once per month.
- Prioritize transparency. Do not wait to reach out with concerns regarding the relationship. Regular feedback on the mentoring relationship is important.
- Determine how you plan to communicate outside of regular in-person meetings. Will this occur via email or text? How much lead time does the mentor require to review materials before providing feedback? What are the best times for communication? Are there topics that either the mentor or mentee are uncomfortable discussing?
- Set deadlines for milestones and goals at the beginning of each term with realistic expectations. Be sure to consider other commitments when goal-setting.
- How will unexpected absences and illnesses be handled?
- Failure is part of scientific progress and mistakes are part of life. If something does not turn out the way you expected it to, how will you ensure it does not happen again? What are some ways we can work together

to support one another? How do you respond to and handle mistakes or failures? What do you consider a failure?

Part 3: Responsibilities of Graduate Students

- I acknowledge and take primary responsibility for the successful completion of my degree including my education, research, as well as related academic and professional activities. I will understand all policies and requirements of my degree program, and the graduate college.
- I will uphold all university and professional ethical standards and research policies and will act professionally throughout my degree.
- I will demonstrate respect for my peers and colleagues regardless of gender, race, religion, disability, or sexual orientation.
- I recognize that I have the primary responsibility for the development of my own career.
- I will prioritize communication with my mentor by reaching out ahead of time to discuss my coursework, research, concerns, short- and long-term goals, comprehensive exam, and thesis/dissertation.
- I will regularly check-in with my mentor to update them on any upcoming milestones, coursework, research, professional activities, successes, and challenges as well as schedule changes or leaves of absence.
- I will work with my mentor to develop my dissertation project.
- I will establish a realistic timeline for my work and inform my mentor if any of these dates need to be changed.
- I will discuss attendance at scientific and other professional meetings as well as policies regarding authorship with my mentor.

Record personalized commitments below:

Part 4: Responsibilities of Mentors

- I will demonstrate respect for all students regardless of gender, race, religion, disability, or sexual orientation, and I will cultivate a culture of respect and acceptance among my trainees and be open to conversation about these topics.
- I will be supportive, accessible, equitable, encouraging, and respectful of my mentee.
- I will provide a thought-provoking learning environment while ensuring my mentee feels safe and emotionally supported.
- I will not require my mentee to complete tasks unrelated to their professional development or the ENS degree.
- I will discuss career paths and opportunities that match my mentee's skills, goals, values, and interests and support their choices as well as provide letters of recommendation.
- I will be knowledgeable of and guide my mentee in meeting requirements, milestones, and deadlines.
- I will provide regular feedback on the student's progress, including an assessment of strengths and areas for improvement.
- I will provide timely feedback on my mentee's research and written work and will be supportive of their research project(s).
- I will assist my mentee in selecting supervisory and dissertation committees.
- I will identify professional and research development opportunities for my mentee including conferences, fellowships, awards, workshops, and other opportunities to advance their career. I will encourage the mentee to network and present research at scientific conferences.
- I will be as available as realistically attainable for my student.

- If I anticipate any upcoming schedule changes or leaves of absence, I will inform my mentee ahead of time and make arrangements for continued communication and success.
- I will commit to regularly checking-in with my mentee regarding their overall well-being.

Record personalized commitments below:

Part 5: Agreement Acknowledgment

Mentee Name	Mentee Signature	Date
Primary Mentor Name	Primary Mentor Signature	Date
Co-Mentor Name (if applicable)	Co-Mentor Signature	Date

D: Example of annual academic 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 ...
 - i. 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. Volunteer reviewer for GPSA grants.
2. To participate in the Graduate Club including ...
3. Participation in other college, university, or professional service activities.

Student Signature

Date

Mentor Signature

Date

E: Annual review portfolio requirements

Please organize the following documents into one pdf file in the following order 1-9.

Submit to the graduate support coordinator (chsgrad@asu.edu).

1. A signed copy of the Annual Review Cover Page Form
2. A copy of the signed Annual Scholarly and Service Contract
3. Provide a statement/ short paragraph addressing each of the following (please limit to 2 pages total):
 - Status of the Plan of Study (iPOS)
 - Status of coursework performance and GPA
 - Status of goals in annual contract
 - Status of current proposed research and/or evidence of progress toward the dissertation
 - Any awards or grants received (be specific).
4. Provide the following:
 - An updated copy of student's curriculum vitae
 - A current copy of the student's transcript

F: Annual review cover page form

ENS Internal Form

(complete each Spring semester until Candidacy)

Name: _____ Date: _____
 Focus Area: _____ E-mail Address: _____

Supervisory Committee (5)

Chair: _____
 Member: _____
 Member: _____
 Member: _____
 Member: _____

Comprehensive Exam/Dissertation Committee (5)

Chair: _____
 Member: _____
 Member: _____
 Member: _____
 Member: _____

Program Course Requirements and Milestones

First term of program: _____ Date iPOS filed: _____ Current iPOS status: _____
 Research Project(s) during the 1st year: _____
 Research Project(s) during the 2nd year: _____
 Research Project(s) during the 3rd year: _____

List the course prefix & course #, semester/year completed (e.g., EXW 700 Fall'21)

Required Core:

Required and Elective Research:

Professional Development:

Focus Area:

List the date program milestone completed/passed

Comprehensive Written Exam:

Comprehensive Oral Defense:

Dissertation Proposal Defense:

Anticipated Graduation:

*Candidacy is defined as comprehensive examinations passed, dissertation proposal formally approved, and formal notification from the Graduate Education Program of PhD candidacy. Twelve (12) credit hours of dissertation (799) must be taken **after** formal admission to candidacy.*

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 research projects; and service accomplishments.

Mentor Signature: _____ Date: _____

G: Evaluation of teaching/ research assistants and associates

ENS Internal Form

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 faculty mentor, the program co-directors, and the graduate support coordinator for placement in the student's official file.

H: Practicum agreement form

ENS Internal Form – Due prior to enrollment in 780 Practicum course

Instructions/Submission:

- The student and supervising faculty collaborate to complete the student, course, and instructor information the course objectives sections.
- The student completes and signs the student responsibilities section.
- The instructor completes and signs the instructor responsibilities section.
- The student makes two copies of the completed form – one for their records and one for the instructor's records.
- The student submits the original completed form to the graduate support coordinator at chsgrad@asu.edu at least 2 weeks prior to the start of the term/session to allow for an enrollment override to be processed.
- **The student is responsible for enrolling in the 780 Practicum course following processing of the form.**

This portion is for administrative use only.

Course (Prefix, Number)	Course Title
Term, Year and Session	Section Line Number (SLN)
Advisor Completing Override	Date

STUDENT, COURSE, AND INSTRUCTOR INFORMATION

This portion is to be completed by the student and faculty member.

Student Name (Last, First)	ASU ID #
Course (Prefix, Number)	Course Title
Term, Year and Session	Credit Amount
Name of Supervising Faculty/ Instructor	

COURSE OBJECTIVES

Clearly list the measurable learning objectives or products to be completed by the end of this course. Describe the specific action steps necessary to meet those objectives. The student will complete these fields first, with the instructor adding any edits or comments necessary. The final grade for this course will be determined by the extent to which the student meets these objectives and requirements.

Objective #1
Action Steps:
Objective #2
Action Steps:
Objective #3
Action Steps:
Objective #4
Action Steps:
Objective #5
Action Steps:
Additional Course Requirements:

STUDENT RESPONSIBILITIES

- I will maintain consistent contact with the instructor.
- I will notify the instructor immediately if an issue arises that will affect my ability to complete my duties.
- I will be prompt for all scheduled activities and meetings.
- I will enroll myself in the designated course once I receive the confirmation email.

Student Signature	Date
-------------------	------



chsgrad@asu.edu | 602-496-3300

INSTRUCTOR RESPONSIBILITIES

- I will maintain consistent contact with the student.
- I will ensure that the student responsibilities do not exceed the maximum hours per week (3 credits = 9 hrs/week).
- I will promptly notify the student if they are not sufficiently completing their duties.
- By signing below, I am agreeing to allow the named student to participate in my research without the expectation of compensation both monetary or having this course count toward my teaching load.

Please select one:

- I require my own section of this course in order to build a Canvas shell tailored to the student(s) I will be supervising.
- I will not be using Canvas for this supervised practicum.

Instructor Signature	Date
----------------------	------

I: Written comprehensive exam

ENS Internal Form

Manuscript review

Please review the manuscript selected by your mentor and your committee and write a critique as if you were providing comments to the authors and/or the editor by answering the following questions. If with your assessment you determine that the work is publishable, include constructive suggestions on how to improve the manuscript (design, analysis, data presentation, highlighting of strengths and limitations, appropriateness of conclusions, etc.). If you would reject the manuscript, justify your comments with constructive feedback regarding the flaws of the study design, analysis or manuscript content.

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. Comment on the overall impact of the work in relationship to current state of the science.
6. 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.
7. 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	Maximum Points
Q1	0-4 (unsatisfactory – exceptional)	4
Q2	0-8 (unsatisfactory – exceptional)	8
Q3-Q5	0-4 (unsatisfactory – exceptional)	12
Q6-Q7	0-1	2
Constructive, clear, understandable criticism, respectful tone	0-2	2
Writing	0-2	2
Total		30

Grant proposal guidelines

Grant is to be 6 pages plus a Significant Aims page, and not including references. (It may contain appendix if justified). The grant is not expected to have a budget.

The NIH scoring system was designed to encourage reliable scoring of applications. The NIH grant application scoring system uses a 9-point scale for both overall impact scores and scores for individual review criteria. NIH expects that scores of 1 or 9 to be used less frequently than the other scores; 5 is considered an average score. Reviewers who assign high ratings to all applications diminish their ability to communicate the scientific impact of an individual application. Therefore, reviewers who carefully consider the rating guidance below can improve the reliability of their scores as well as their ability to communicate the scientific impact of the applications reviewed. We encourage reviewers to anchor their responses on the score of 5 and provide adjustments based on the student's performance on each criterion. Reviewers will provide 4 scores: 1) Significance; 2) Innovation; 3) Approach; and 4) Overall Impact.

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 (anchor) score.

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

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

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

J: Written comprehensive exam grant review form

ENS Internal Form

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 three scored review criteria, and additional review criteria. An application does not need to be strong in all categories to be judged likely to have major scientific impact. *Like in the NIH scoring process, please use the score of 5 as an anchor (starting place) for your scoring.*

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

Score:

SCORED REVIEW CRITERIA

Reviewers will consider each of the three review criteria below in the determination of scientific and technical merit, and give a separate score for each.

1. Significance Score:

Strengths

-
-

Weaknesses

-
-

2. Innovation Score:

Strengths

-
-

Weaknesses

-
-

3. Approach Score:

Strengths

-
-

Weaknesses

-
-

K: Report of doctoral comprehensive exams

ENS Internal PASS/FAIL Form

The Plan of Study must be approved by the Graduate College before a student is eligible to take the doctoral comprehensive examinations. The completed report should be submitted immediately to the academic unit.

Instructions:

- Part 1: The student completes Part 1 and submits the form to committee chair.
- Part 2: After each examination (written and oral), 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, Conditional Pass, or Failed. The student may only progress to the oral exam after successful completion of the written exam.
- Part 4: The program co-directors complete 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.

Part 1: Student Information

Name of Student (Last, First, Middle)		ASU ID #
Degree	Major	
Doctor of Philosophy	Exercise and Nutritional Sciences	

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

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

Part 3A: Written Examination Result

NAMES OF COMMITTEE (TYPED)	SIGNATURES	PASSED	CONDIT. PASS	FAILED	REVISIONS APPROVED
Chair		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe recommended revisions (if any) and the due date for revisions. Attach additional documentation as needed.

Date of revisions approval:	
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Part 3B: Oral Examination Result

NAMES OF COMMITTEE (TYPED)	SIGNATURES	PASSED	RE-TEST	FAILED
Chair		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 4: FINAL RESULT

PASSED	FAILED	SIGNATURE, program director	DATE

All comprehensive examination results, including failure in any one of the required examinations, must be reported to the Graduate College. 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 dean for Graduate College approves the re-examination.

L: Report of doctoral dissertation proposal defense

ENS Internal Form

The student must successfully complete the doctoral comprehensive examinations and the results must have been electronically submitted to the Graduate College 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 and indicate whether the student's proposal has been approved to submit to the student's committee.
- Part 3: The dissertation committee completes the rubric in Part 3, signs the form, and indicates their votes of Passed, Passed with Revisions, or Failed.
- Part 4: The program co-directors 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 the graduate support coordinator at chsgrad@asu.edu.

Part 1: Student Information

Name of Student (Last, First, Middle)		ASU ID #
Degree	Major	
Doctor of Philosophy	Exercise and Nutritional Sciences	

Mentor approval to submit the written proposal to student's committee (signature/date):

Part 2: Proposal/Prospectus Information

Defense Date (MM/DD/YYYY)
Title of Dissertation Proposal

Part 3: Proposal/Prospectus Rubric

PASS (2 pts)	PASS WITH REVISIONS (1 pt)	FAIL (0 pts)	SCORE	COMMENTS
Written Prospectus:				
1. Student demonstrates ability to clearly state a well-conceptualized problem.				
Demonstrates moderately strong to	Demonstrates moderate ability to describe research problem	Demonstrates little to no ability to describe research problem		

strong ability to describe research problem				
2. Student demonstrates ability to integrate relevant literature.				
Demonstrates moderately strong to strong understanding of relevant literature	Demonstrates moderate understanding of relevant literature	Demonstrates little to no understanding of relevant literature		
3. Student demonstrates knowledge of appropriate research methods.				
Demonstrates moderately strong to strong knowledge of research methods	Demonstrates moderate knowledge of research methods	Demonstrates little to no knowledge of research methods		
4. Student demonstrates knowledge of appropriate research statistics				
Demonstrates moderately strong to strong knowledge of statistical approaches	Demonstrates moderate knowledge of statistical approaches	Demonstrates little to no knowledge of statistical approaches		
Oral Defense:				
5. Student demonstrates ability to orally present problem, objectives/aims, approach, and plan for dissertation research.				
Demonstrates moderately strong to strong ability to orally present the proposed dissertation research	Demonstrates moderate ability to orally present the proposed dissertation research	Demonstrates little to no ability to orally present the proposed dissertation research		
6. Student demonstrates ability to respond to questions about dissertation research.				
Demonstrates moderately strong to strong ability to respond to questions about proposed dissertation research	Demonstrates moderate ability to respond to questions about proposed dissertation research	Demonstrates little to no ability to respond to questions about proposed dissertation research		
Total Score:				

Note: A score of 10 or above should be considered "Pass". A score of 6-9 (with 2 or fewer failures) could be considered "Pass with minor revisions". A score of 5 or lower should be considered "Fail". Failure is considered final unless the supervisory committee, program co-directors, and dean of the Graduate College approve a second defense.

Results of the Dissertation Proposal Defense:

NAMES OF COMMITTEE (TYPED)	SIGNATURES	PASSED	PASSED WITH REVISIONS	FAILED
Chair		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Member		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please describe recommended revisions (if any) and the due date for revisions. Attach additional documentation as needed.				
Date of revisions approval:				
Graduate Dissertation Committee: If the committee, as listed above, is different than the committee listed on the approved Program of Study, the student should submit a Graduate Committee Change Form to officially change the committee.				

Part 4: Final Result

PASSED	FAILED	SIGNATURE, program director	DATE
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All results, including failure of the dissertation proposal/prospectus, must be reported to the Graduate College. Failure of the proposal/prospectus is final unless the supervisory committee and the head of the academic unit recommend, and the dean of the Graduate College approves a second proposal/prospectus defense.

M: Doctoral dissertation defense rubric

ENS Internal Form

The purpose of the oral dissertation defense is to evaluate whether a doctoral student has successfully completed original research in their discipline or focus area.

Instructions/Submission:

- Each dissertation committee member, including the chair, will require a copy of this form at the defense.
- The student completes Part 1 and Part 2 on each form.
- The dissertation committee member completes Part 3 (rubric) and Part 4 (final vote) on their form.
- The chair collects the completed forms from each member and sends the forms immediately to the graduate support coordinator at chsgrad@asu.edu.
- Each committee member will receive an email from iPOS with an electronic link to record the student's overall final score of pass/fail.

Part 1: Student Information

Name of Student (Last, First, Middle)		ASU ID #
Degree	Major	
Doctor of Philosophy	Exercise and Nutritional Sciences	

Part 2: Dissertation Information

Defense Date (MM/DD/YYYY)
Title of Dissertation

Part 3: Dissertation Defense Rubric

PASS (2 pts)	PASS WITH REVISIONS (1 pt)	FAIL (0 pts)	SCORE	COMMENTS
Written Dissertation:				
1. Student demonstrates ability to state a problem clearly and well-conceptualized.				
Demonstrates moderately strong to strong ability to describe and conceptualize research problem	Demonstrates moderate ability to describe and conceptualize research problem	Demonstrates little to no ability to describe and conceptualize research problem		
2. Student demonstrates ability to integrate and critique relevant literature.				
Demonstrates moderately strong to strong ability to integrate and critique relevant literature	Demonstrates moderate ability to integrate and critique relevant literature	Demonstrates little to no ability to integrate and critique relevant literature		
3. Student uses appropriate research methods.				

Moderately strong to strong use of appropriate research approaches and methods	Moderate use of appropriate research approaches and methods	Little to no use of appropriate research approaches and methods		
4. Student uses appropriate research statistics.				
Moderately strong to strong use of appropriate statistical approaches	Moderate use of appropriate statistical approaches	Little to no use of appropriate statistical approaches		
5. Student presents justified and defensible results and conclusions				
Moderately strong to strong justification and defense of results and conclusions	Moderate justification and defense of results and conclusions	Little to no justification and defense of results and conclusions		
Oral Defense:				
6. Student demonstrates ability to orally present and defend problem, objectives/aims, approach, and conclusions of dissertation research.				
Demonstrates moderately strong to strong ability to orally present and defend the dissertation research	Demonstrates moderate ability to orally present and defend the dissertation research	Demonstrates little to no ability to orally present and defend the dissertation research		
7. Student's presentation and delivery is clear, organized, and of professional quality.				
Demonstrates moderately strong to strong ability to present clearly and convincingly at a professional level	Demonstrates moderate ability to present clearly and convincingly at a professional level	Demonstrates little to no ability to present clearly and convincingly at a professional level		
Total Score:				

Note: A minimum score of 12 with no failures could be scored as "Pass". A score of 6 or less should be considered "Fail". For "Pass with Revisions" (typically scores between 7-11 points), the dissertation committee will determine whether those revisions are deemed minor or major and will provide specific feedback to the student and Graduate College on required changes using this rubric and the Graduate College form. If a student demonstrates a failure in any one of the criteria, this would most likely indicate the need for a major revision. If there are multiple criteria scored as "Fail", the dissertation committee will need to determine whether those failures constitute an overall score of "Fail" or "Pass with Major Revisions."

Part 4: Final Result

PASSED	PASSED WITH MINOR REVISIONS	PASSED WITH MAJOR REVISIONS	FAILED
Name of Chair/Committee Member		Signature	Date

N: Dissertation proposal and doctoral defense public announcement

Submit the information below to the graduate support coordinator (chsgrad@asu.edu) **no fewer than 10 business days prior to the approved schedule defense**. Must be submitted in typed, electronic format.

- Student name
- Mentor/Chair name
- Committee members
- Title of Dissertation
- Date, time and location of Dissertation Defense
- Abstract

O: Ainsworth travel grant application

John and Elizabeth Ainsworth ENS Research Travel Award Application

Applications due October 1 and March 1 for each Fall and Spring research presentations, respectively. Submit application materials to the graduate support coordinator (chsgrad@asu.edu).

Name: _____ Mentor's name: _____

E-mail address: _____ Date submitted: _____

Meeting information

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. **You must clearly demonstrate that the research has a significant focus on physical activity, sport, or exercise.**

Expenses

Receipts are needed for the following:

Abstract fee	\$
Registration	\$
Travel	\$
Lodging	\$
Total	\$

Submit a copy of the accepted abstract and acceptance letter with this form.

P: Corbin outstanding graduating leader, teacher, and scholar award

Dr. Charles Corbin Outstanding Graduating Leader, Teacher, and Scholar Award

This award honors our past colleague and collaborator, Dr. Charles Corbin, Professor Emeritus. This award is selectively given to an outstanding graduating doctoral student who is recognized for his or her overall abilities in leadership, service, teaching, and scholarship. This is not necessarily an annual award but is given to any individual(s) identified who has an established record of accomplishments.

Criteria: Students must demonstrate the following:

- Evidence of strong leadership in professional service, such as leadership in on-campus professional organizations; volunteerism in state, regional, and/or national professional organizations; and supporting the success of fellow graduate students
- Evidence of effective teaching skills through their students' instructor evaluations and through letters of recommendation from former students
- Scholarship of discovery as evidenced by publications and prestigious presentations
- Scholarship of integration as evidenced by professional publications (including books)

Nomination Procedure: Doctoral mentors may nominate graduating doctoral students.

- Mentors submit a one-page (maximum) description of the student's accomplishments in relation to the criteria above.
- Mentors should also submit a CV for the nominee.
- Mentors should email their nominee's name, along with the one-page or less description and CV to the graduate support coordinator (chsgrad@asu.edu).

Decision Process: The ENS Executive Committee awards sub-committee will consider all nominations and determine a final awardee. (Note: This award is selectively given and may not be awarded annually).

Award: Certificate

Q: Wells outstanding graduating researcher award

Dr. Christine Wells Outstanding Graduating Researcher Award

This award honors our past colleague and collaborator, Dr. Christine Wells, Professor Emeritus. This award is *selectively given* to a single outstanding graduating doctoral student researcher. This is not necessarily an annual award but is given if an individual is identified who has already established a record outstanding scholarship of discovery as evidenced by strong record of publication.

Criteria: Students must demonstrate the following:

- Strong record of publication (3+ published articles)
- Innovation in research, driven by curiosity and tenacity of spirit
- Record of dissemination of research at professional meetings

Nomination Procedure:

- Doctoral mentors may nominate graduating doctoral students.
- Mentors submit a one-page (maximum) description of the student's accomplishments in relation to the criteria above.
- Mentors should also submit a CV for the nominee.
- Mentors should email their nominee's name, along with the one-page or less description and CV to the graduate support coordinator (chsgrad@asu.edu).

Decision Process: The ENS Executive Committee awards sub-committee will consider all nominations and determine a final awardee. (Note: This award is selectively given and may not be awarded annually).

Award: Certificate and \$500