Physical Activity, Nutrition and Wellness
Doctoral Student and Mentor Handbook

2013-2014

Helpful Web Pages and Graduate Resources

- Info for Current Grad Students: current students
- Grad Student Forms: graduate forms
- Deadlines: graduate deadlines
- Steps toward your degree: steps toward your degree
- How to guides: how to guides
- Policies: graduate policy guide

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Welcome to the PANW PhD program at Arizona State University! You join over 13,000 fellow graduate and professional students at ASU and over 80 former PhD graduates from our program. Currently we have about 25 PhD students enrolled. Of these, nine are newly admitted students in our 2013-2014 cohort. You will be challenged over the next few years in every way as you gain advanced training and skills that will make you a superb scholar and leader in the emerging interdisciplinary fields of nutrition, physical activity and health promotion. You will engage in many educational and personal experiences that will reinforce and shape your professional growth and accomplishments. I wish you every success. If you have any questions about our program and your process, please come see me. My door is open.

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Introduction
This document was created to help students (and their Mentors) in the Interdisciplinary Doctor of Philosophy (PhD) program in Physical Activity, Nutrition and Wellness (PANW) as they complete their studies at Arizona State University (ASU). These are guidelines ONLY. The student's Mentor in consultation with the Supervisory Committee, the PANW graduate faculty, the Executive Committee of the PANW PhD, and the Vice Provost for Graduate Education determine final decisions concerning all matters related to graduation. Be sure to check with the appropriate person or group to confirm information presented in this document.

Background, History and Mission of the Program
Sedentary living and poor nutrition may overtake tobacco as the No. 1 “actual cause” of death in the U.S. According to CDC data (2010), Arizonans are ranked 13th nationally and spend significantly more time per day engaged in sedentary activities than the national average. The estimated annual health care cost of physical inactivity and poor diet to the State of Arizona is greater than $1 billion.

The original PhD in Exercise and Wellness Education was created in 1988 as an Education concentration in the interdisciplinary PhD Program in Curriculum and Instruction (C & I) at ASU. The first doctoral student graduated in 1991. In 2003, Exercise and Wellness (EXW) and Nutrition (NTR) faculty increased their research collaborations and began working on developing an interdisciplinary PhD degree. The interdisciplinary PANW PhD program was approved by the AZ Board of Regents and was fully implemented in Fall 2005. The program was physically relocated to the downtown campus in 2010 and is now part of the School of Nutrition and Health Promotion.

The mission of the PANW program is to foster research to promote healthy lifestyles intended to reduce the physical, social and economic costs of unhealthy living. While many healthy lifestyles are studied, the emphasis is on physically active living and sound nutrition.

What makes the PhD in PANW unique?
Physical activity and proper nutrition are well known to have an important positive impact on health, quality of life and disease prevention. In contrast to programs that divide nutrition science and exercise science into separate specializations, the PANW program integrates exercise and nutrition research with health promotion research using a problem-centered rather than a pure disciplinary approach. Thus the PANW PhD program is uniquely designed to train scholars to conduct high impact, multidisciplinary health promotion research that combines both exercise and nutrition disciplinary fields. Students tailor their course of study in one of two general areas: Nutrition and Health or Physical Activity and Health. The PANW PhD program is the only doctoral degree in the country that prepares researchers, scholars and leaders to meet the increasing demand for developing effective health promotion, physical activity and nutrition programs to all segments of society.

Goals of the PANW PhD Program
The purpose of the PANW program is to produce research scholars, academic faculty and professionals who study health nutrition and physical activity promotion, healthy eating and physically active lifestyles, nutrition sciences, and exercise sciences. The doctoral degree in physical activity, nutrition and wellness is an individualized interdisciplinary program that integrates graduate courses from several academic units to provide a sound foundation for research, leading to a dissertation. The program emphasizes community or clinical practices that promote health, physically active living, sound nutrition, disease and injury prevention and movement abilities. Graduates will be prepared for careers in higher education, governmental agencies and health-related positions in private industry.

Specific program goals include the following.
- To produce researchers with a solid foundation in the knowledge base underlying healthy lifestyle promotion including an understanding of the empirical evidence, the underlying theories, strategies and principles, and the best practices in the field.
- To provide experts, for all levels of instruction, in the design, implementation, and evaluation of healthy lifestyle promotion programs for a variety of priority populations.
- To prepare scholars who can provide leadership at every level to the evolving field of physical activity, nutrition and wellness.

Graduate Student Responsibilities
Graduate students are expected to familiarize themselves with all university and graduate policies and procedures [http://graduate.asu.edu/faculty_staff/policies](http://graduate.asu.edu/faculty_staff/policies). Information is provided to students via MyASU. Also students are encouraged and expected to communicate directly with the PANW Administrative Associate or Director to be clear about the program’s expectations for degree completion. Students should frequently check their MyASU account for the most up-to-date information regarding their status, holds, items to attend to and other important information.
Program Administration
The PANW PhD program is an interdisciplinary academic degree offered by faculty from different academic administrative units at ASU. While the program is housed in the School of Nutrition and Health Promotion, administrative locus of the degree program is a five member Executive Committee. The Executive Committee is composed of two members from the Nutrition and Health area and two members from the Physical Activity and Health area. Each of these concentration areas has a member who has been designated as “Coordinator” of that specific area. In addition there is a ‘member at large’ who has been elected as Chair of the Executive Committee.

General Overview of the Program
The interdisciplinary PANW PhD program requires a minimum of three years of full-time study after the master’s degree. The iPOS in the PANW program consists of a minimum of 67 credit hours past the master’s degree distributed across four areas of study (i.e., research core: statistics, research & applied research experience (35 credit hours); professional development (5 credit hours); concentration focus area (15 credit hours); and dissertation (12 credit hours)). The intent of the program is to provide students depth in research inquiry methods and breadth in nutrition/exercise content focus areas. Figure 1 in Appendix A provides a visual representation of different structural models of PhD programs. Model A represents a PhD program that is generally comprehensive and lacks depth in any area. Model B represents a PhD that primarily prepares students for a very focused research specialty area. This model provides depth but little breadth in research methods and cross disciplinary coursework. Model C represents the PANW model which intends to prepare students for broad academic opportunities and positions. This model provides considerable depth in research methods and experience as well as providing breadth across interdisciplinary knowledge.

The Mentor Approach
Students work with a Mentor from the beginning to the end of the doctoral program. Prior to admission, prospective students contact potential Mentors. The Mentor is selected by mutual agreement between student and Mentor based on the student and Mentor research interests. The Mentor must state his or her willingness to Mentor the student at admission and verify that sufficient funding is available to support the student.

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

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

Admission
Applicants must submit the Graduate College online application and supplemental application forms. In addition to meeting Graduate College requirements, students must submit a letter of intent (indicating career and research/scholarly goals and designating the name of a potential Mentor from a list of approved faculty Mentors), GRE scores (verbal reasoning, quantitative reasoning and analytical writing), a six to eight page writing sample, a professional résumé, three letters of recommendation, and a Teaching/Research Assistantship Application.

Applicants whose native language is not English must provide proof of English proficiency. Acceptable proof is as follows:
- TOEFL: score of at least 550 (PBT) or 80 (iBT). The TOEFL is administered by TOEFL/TSE Services. ASU’s institutional code is 4007. ASU accepts only electronic copies of the TOEFL score report.
- IELTS overall band score of at least 6.5 with no band below 6.0. The IELTS is administered by the University of Cambridge. No institutional code is needed.
- Pearson Test of English (PTE) score of at least 60. The PTE is administered by Pearson.

Applicants must have successfully received a master’s degree prior to admission to the PhD program, and it is preferable that they have completed a data-based research thesis. Admission decisions are based on the compatibility of the applicant’s research interests and career goals with the purpose of the degree program, previous academic training, GPA,
GRE scores, professional recommendations, and a match of research interests with those of available Mentors. First priority will be given to completed applications received by January 15.

**Pre-requisite Courses**
It is expected that students admitted to the program will have a strong disciplinary foundation in physical activity/exercise science or nutrition science. Students must have completed the following prerequisite undergraduate and graduate courses or their equivalent prior to admission: **Human Anatomy**, **Human Physiology** (BIO 201, 202), **Human Nutrition** (NTR 241), **Physiological Foundations of Exercise** (EXW 315), **Upper Division Nutrition** (NTR 300 or 400 level), **Graduate Research Methods** (NTR 500) and **Graduate Research Statistics** (EXW 501). Other undergraduate courses may be recommended (e.g., biochemistry, microbiology, organic chemistry, kinesiology, epidemiology, health promotion, exercise testing, health behavior change, motor control, exercise prescription etc.) depending on the area of study and will be determined by the Mentor and Executive Committee prior to admission.

**Additional Admission Requirements**
Students may be denied admission if: a) their undergraduate or MS degree GPA is under 3.0; b) their calculated Fricke Score\(^1\) is less than 6.0; c) they score lower than about the 40\(^{th}\) percentile on either the V or Q GRE\(^2\) test, d) their stated research interests are not consistent with those of the focus area to which they are applying, e) no faculty member indicated willingness to serve as the applicant's Mentor and/or f) no graduate assistantship or other University support (teaching assistant (TA), research assistant (RA), fellowship, scholarship) for three years is available. Thus some applicants may be denied admission for reasons not related to their academic performance.

**Maintaining Academic Progress Toward Degree Completion**

**Residence**
It is expected that students will be enrolled as a full-time student for six consecutive semesters (excluding summer) from initial admission into the program. Experience has shown that it takes a minimum of three full years (including summers) beyond the master’s degree to complete the program. Depending on dissertation topic, research design, funding mechanisms, and post-doctoral study availability, a student may require 8 semesters and 3 summers (four years) to successfully complete the degree. The intent is to involve and embed the student in ongoing research as well as class study. Thus, all PhD students are to be full time students and hold part time appointments (50% time -- 20 hours per week) -- as a TA or RA. As such, to be accepted into the program the student must have the expertise, experience and willingness to teach courses or laboratories in the EXW or NTR undergraduate curriculum or be a RA as funding allows.

**Full Time Status / Enrollment Guidelines**
Students admitted to the program are expected to be full-time students (6-12 credit hours a regular semester) for three years. All graduate TAs or RAs must take at least six credit hours but cannot take more than 12 hours of credit without Executive Committee approval. Graduate students register for courses through My ASU. Details regarding registration and course drop/add procedures are provided in the registration guide. The registrar will verify student enrollment according to the guidelines below.

<table>
<thead>
<tr>
<th></th>
<th>Full Time*</th>
<th>Half Time</th>
<th>Less than half time</th>
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<tbody>
<tr>
<td><strong>Regular Semester</strong></td>
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<tr>
<td>Graduate</td>
<td>9 or more hrs</td>
<td>5-8 hrs</td>
<td>4 or less hrs</td>
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<tr>
<td>Graduate Assistant** (TA or RA)</td>
<td>6 or more hrs</td>
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<tr>
<td><strong>Six Week Summer Sessions</strong></td>
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<tr>
<td>Graduate</td>
<td>3 or more hrs</td>
<td>2 hrs</td>
<td>1 hr</td>
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<tr>
<td>Graduate Assistant** (TA or RA)</td>
<td>2 or more hrs</td>
<td>1 hr</td>
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<tr>
<td><strong>Eight Week Summer Sessions</strong></td>
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<tr>
<td>Graduate</td>
<td>5 or more hrs</td>
<td>3-4 hrs</td>
<td>1- 2 hrs</td>
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* Audited course do not count toward full-time enrollment

Graduate Assistantships
Graduate teaching (TA) or research assistantships (RA) are typically available for only three years. Should a student require more than three years to complete their degree, he or she will not be guaranteed a TA/RA position. After three years, students may continue as part time students and be employed off or on campus as they finish their degree. (Note:

\(^1\) Fricke Score = \([\text{Grad GPA} + (\text{Verbal GRE} + \text{Quantitative GRE}) /400]\) (*old GRE prior to August 2011, \(^2\)Revised GRE test after August 2011).
Continuous Enrollment and Leave of Absence

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour each Fall and Spring semester during their graduate education, including the term in which they graduate. This also includes the Summer semester if students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time. Graduate students planning to discontinue registration for a semester or more must submit a Request to Maintain Continuous Enrollment form. This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program.

See the Graduate College Policies for more information about Continuous Enrollment Policies. http://graduate.asu.edu/progress/steps/critical_policies_to_remember/continuous_enrollment

Minimum GPA

There are two GPA requirements that govern academic progress in and graduation from a graduate degree program. The iPOS GPA is based on all courses that appear on the student’s final iPOS. The Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript. To be eligible for graduation, students must achieve both a iPOS GPA and an overall Graduate GPA of 3.00 or higher. Transfer credits are not counted in calculations of the iPOS or Graduate GPA. If either GPA falls below 3.0, the student must develop, with his or her Mentor, an academic performance improvement plan that includes the conditions and timeframes for making satisfactory academic progress in her/his degree program. The student is considered to be on academic probation until the conditions specified in the academic performance improvement plan are met and both GPAs are raised above 3.0. A student on academic probation will not be allowed to sit for the progressive exam or the comprehensive exams until both GPAs are 3.0.

Time Limits

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

Plan of Study (iPOS)

One of the unique features of this interdisciplinary program is that a student can tailor a plan of study (iPOS) to fit individual goals and research interests. Students may not include on their iPOS any credit hours that have been applied towards a previously awarded degree. An iPOS is selected in consultation with the student’s Mentor and Supervisory Committee. The iPOS in the PANW program consists of a minimum of 67 credit hours past the master’s degree distributed across four areas of study (i.e., statistics & research courses & applied research experience (35 credit hours); professional development (5 credit hours); focus or theme (formally titled concentration) (15 credit hours), and the dissertation (12 credit hours)). A list of the iPOS course requirements is shown in Appendix B. It is expected that all 15 credit hours in the theme will be in a focused content area within the program. Students will be expected to articulate what their specific theme or focus area is when they submit their iPOS. Examples of the focus areas include: Chronic Disease Prevention, Lifespan/Aging and Special Populations, Energy Balance, Public Health/Community/Policy, Epidemiology/Surveillance/Measurement, Metabolism, Physiology and Health, Nutrition/Physical Activity Health Behaviors, Technology and Health Promotion. Courses in the theme or focus areas are determined by the student and committee members. Students wishing to include courses that are not listed in the specific focus area must have these courses approved by the PANW Executive Committee. No more than three credit hours in the focus area may be taken as “590 or 690, “reading and conference” or “independent study”. No more than six credit hours in the focus area may be taken outside of NTR or EXW without approval from the Executive Committee. In addition, at least one course in the focus area or theme should be taken from either NTR or EXW (in other words students are not to choose 15 hours of only NTR or only EXW).
Committee

Committee members are required to conduct a specific research skill in a course, project, or research that is to be included with the student's Annual Review portfolio. A Committee Approval Request form must be submitted for approval and signature. Then the signed form and CV are routed to the Graduate College. The form must be completed by the student and approved by the student's Panw Coordinator and Curriculum Vitae. The form must be filed with the Student's Panw Coordinator to be filed electronically for revision. Note: The Chair of the Executive Committee of the Panw PhD program is the final signature required for the iPOS (not the EXW or NTR Program Directors).

Changes to the iPOS

Once your iPOS is approved, you may still need to change it. That is a simple process. Just make the changes and submit. The biggest error that students have is recording a course prefix or number on the iPOS that is not EXACTLY the same as what is on the transcript.

Supervisory Committee

By the beginning of the second semester, the student should select a Supervisory Committee who will approve the iPOS and be responsible for administering the comprehensive exams. You must have an approved committee listed on you iPOS before you can take your comprehensive exams. The Graduate College and Panw program has specific eligibility criteria for faculty who serve on supervisory committees. The Supervisory Committee/Comprehensive Exam committee must have at least four members and must consist of at least three approved Panw Mentors. This Committee serves until completion of the written and oral comprehensive exams. Supervisory committee members are responsible for conducting the Annual Review, they help prepare questions for the written and oral comprehensive exams, they grade and evaluate the comprehensive exam responses and sign the Written and Oral Comprehensive Exam form. They do not attend the dissertation proposal session unless they are also on the Dissertation Committee (see below).

Outside Faculty Serving on Committee

You can request that a qualified academic outside of ASU faculty serve on your committee. You and the potential member must submit a Committee Approval Request form and submit it with the potential member’s curriculum vitae to the Panw Program Director for approval and signature. Then the signed form and CV are routed to the Graduate College for review. Once approved, the outside member will appear as an option on your iPOS. Make sure you submit the Committee Approval Request and Curriculum Vitae well before you complete your comprehensive exams.

Dissertation Committee

The Dissertation Committee does not have to be the same as the Supervisory Committee. The Dissertation Committee must have five members and contain a minimum of three approved Panw Mentors in the Panw program and at least one member should be from outside the student’s “home” program (NTR or EXW). Students must submit a Committee Approval Form when requesting special approval for a qualified (non-ASU faculty) individual to serve on doctoral supervisory or dissertation committees. The form must be completed by the student and approved by the student’s Mentor, the Chair of the Executive Committee and the Graduate College. An electronic copy of the nominee’s Curriculum Vitae must accompany the form.

Scholarly and Service Goals Contract

All doctoral students (including third year students) are to develop a contract with their Mentor regarding their scholarly and service goals to be accomplished each year they are enrolled at ASU. This agreement/contract is to be signed by the student and Mentor, and approved by the Concentration Coordinator by October of each year. A copy of this signed agreement should be provided to the Concentration Coordinator. Also a copy should be given to the Panw Executive Committee Administrative Associate to be filed. These contracts should be filed by early October. The signed agreement is to be included with the student’s Annual Review portfolio. A template of the scholarly goals and service contract is included in the PhD handbook.

Research

Students will be actively involved in research at all stages of their doctoral study through their participation in research courses, independent research projects, research technical and skill building experiences, seminars and colloquia. Each student is expected to complete first year and second year skill building research experiences and research projects leading to the Dissertation in the third year. A total of 20 credit hours of elective research-related courses and/or experiences are required. To earn credit for the research experiences the student can enroll in EXW/NTR 692 and/or EXW/NTR 792 for up to 12 credits each or they can take any other applied research course deemed appropriate by the Mentor and Supervisory Committee. The first year project typically involves the student learning a specific research skill related to the Ph.D. program.
or conducting a faculty directed research study to learn closely from the faculty Mentor. The student in consultation with the mentor should prepare a description of the proposed work and help complete any necessary IRB forms after the proposal is approved. Other examples of the research experience may include learning specific biochemical assays or research techniques, learning statistical packages, helping with collecting data, cleaning and/or analyzing data, manuscript writing, and/or research presentation. A detailed proposal and/or summary of the first and/or second year experience/project must be submitted with the Annual Review (see Annual Review below). The student should be prepared to discuss the completion status of the first and second year research experience/project at the final Annual Review. It is expected that by the second year, the student will complete and be first author on at least one project that is written up and submitted for publication and/or presentation at a scholarly meeting. The project should be written in the style of a journal in the area of the research focus. It is also expected that doctoral students will present their research results and/or proposals as part of the EXW/NTR 691 Research Seminars.

Culture of Scholarship
A goal of the program is to have all students listed as an author on three or more papers or presentations and to be first author on at least one paper prior to graduation. Student's are expected to hold regular "office hours" in the Graduate Student Office/or lab area, and regularly attend supplementary research seminars, journal clubs, colloquium and conferences as they are offered each semester, and generally "be involved" in all aspects of the professional and research culture of the program during the three year program. Students are expected to be on campus (in their office, class or lab), to be available to their Mentors and to participate fully in the program every semester.

Annual Review
All PhD students, who have NOT BEEN officially admitted to candidacy* will be evaluated annually by the student’s supervisory committee. The review consists of a 20-30 minute interview/ review of your annual contract, noting your accomplishments in research and service. Procedures are as follows:

1) Prior to the review, each student is to complete a portfolio providing evidence of accomplishments. The requirements for the portfolio are listed in Appendix D. Please make sure to elicit all materials needed in plenty of time prior to the meeting. Students are required to submit to their Mentor by mid April, a HARD COPY of this portfolio. After reviewing these materials, the Mentor then writes a brief evaluation summary statement on the annual review cover page form and includes this in the portfolio which will be submitted to the Executive Committee Chair.

2) Students are responsible for scheduling 3-4 mentors from their supervisory committee to attend their annual review interview. An electronic pdf (please put into single zip file if possible) copy of the portfolio is to be sent to the other committee members and to the Executive Committee Adm. Associate (Linda Sampsel). The reviews are to be completed during the regular workday from 8 am to 5 pm between Monday APRIL 14th and Friday MAY 2nd. The interview dates and times are to be mutually decided between the student and the faculty committee members. (NOTE: If at least 3 members cannot attend ‘in person’, then another time must be selected. A review CANNOT be completed with less than 3 faculty members present). Only in extenuating circumstances can an interview be done with a faculty attending by phone.

3) The date and time and location of this interview must be provided to the Executive Committee Adm. Associate (Linda Sampsel) at least 10 days prior to the scheduled review date. One member of the Executive Board will be scheduled to attend the review and will provide a report to the Executive Committee Chair concerning the interview outcomes. The report from the representative and all portfolio materials must be submitted to the Executive Committee Chair by Friday May 9th.

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

The Executive Committee Chair will send a letter to each student informing him or her of the outcome of the annual evaluation. 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 will 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. A student on academic probation will not be allowed to sit for the progressive exam or the comprehensive exams until satisfactory progress is achieved. Failure to make improvements within the given timeline after being issued a letter of unsatisfactory performance can be grounds for dismissal from the program.
Teaching Practicum/Internship
The Teaching Internship (TI) experience (EXW 784) is designed to increase student teaching competency in a new content area. Typically this is completed in the SPRING semester in the first or second year of study. Once a student has registered for EXW 784 he or she will be required to work both independently and meet face to face periodically with the 784 instructor. It is expected that the student determine an upper level undergraduate course that he or she would like to have more experience teaching. Then he or she should receive approval to work with the course instructor to teach a select section of the course. Typically the early part of the TI experience will include observing and consulting with the supervising/master teacher whereas later in the experience it is expected that the intern will prepare for and teach class sessions independently. At the end of the internship the student is encouraged to compile his or her materials into a portfolio. At least one lesson should be formally evaluated by the supervising teacher and a teaching evaluation form (Appendix E) should be included in the final teaching portfolio. A student’s past teaching experience cannot be used to fulfill the TI requirement. The student’s paid teaching assistantship is generally not recommended to be used but may be used to fulfill the TI requirement with Mentor approval. EXW 784 is only offered in the spring semester.

Progression Exams
All first year Ph.D. students are to take a progression exam on research design and statistics proficiency in May at the end of the second semester of course work. These exams cover material taken in the first year of study. Each question of the exam will be graded (blindly) by two readers appointed by the Executive Committee. Readers will meet to discuss any discrepancies in scores. If discrepancies still remain, an additional reader will be solicited. A student must receive a pass from two of the three readers to pass a question. Students must pass all questions on the exam to continue to advance in the program. Failing any question on the progression exam requires that remedial work be done and a re-examination of that question be taken before starting the Fall semester. The re-examination will be graded by two readers appointed by the Executive Committee. If there is a discrepancy in the grades, a third reader will be asked to grade the exam. A second failure is considered final and dismissal from the program will be recommended to the Graduate College.

Comprehensive Exams
Second year students prepare for their written comprehensive exams over the course of the entire second year. The student is to meet with their Mentor and the Supervisory Committee members. (Note: As stated above, the Supervisory Committee must have at least four members and must consist of at least three approved PANW Mentors). Questions are developed by the student with their Committee to determine a pool of seven (7) questions covering different aspects of their disciplinary, theme or focus area. By October, (when the Annual Scholarly Contract is due), students are required to submit these questions to be filed to the Concentration Coordinator. The Concentration coordinator is asked to check the questions with the Mentor to verify that the questions can be answered sufficiently in a 2-3 hour time period. Students are expected to study and prepare answers to all the questions throughout the year. 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, the student may schedule the written comprehensive examination covering his/her field of study. Note students must be registered for a minimum of one credit hour (including summer) the semester that they plan on taking and defending comprehensive examinations.

The exam consists of four of the seven questions from the aforementioned pool that are selected randomly by the Mentor. Students are provided two-to-three hours to answer each question over two days. It is expected that the answers to the questions be written in a narrative format, be structured to include an introduction, definitions of important terms, give precise answers using evidence based knowledge, cite references where appropriate, and include a summary of the material written. While there is no official page limitation, it is important to be concise yet complete in your answers. (Note: Experience has shown that most students can sufficiently answer a question in about 4-5 pages).

The Mentor must secure a quiet room with a computer with no internet access for the exam. Four of the seven questions should be determined randomly. Students are provided a flash drive to save their responses but will be given only one question at a time. Faculty must proctor the exam so that the student does not have access to any resources (i.e., no access to the internet or to a smart phone or any saved material on the computer). Students may opt to take all four questions in one day or split the questions up between two days. Upon completion the Mentor will assign faculty on the Comprehensive Exam Committee questions to evaluate. Typically there are at least three reviewers for each question (i.e., primary, secondary and tertiary). However, all members of the Comprehensive Exam Committee must evaluate and sign the final pass/fail form. Within two weeks of taking the written exam, the Chair of the Comprehensive Exam Committee should compile the scores and schedule a brief meeting with the committee to discuss the scores and any discrepancies. The chair then submits a final signed Report of the Comprehensive Exam Form (Appendix H) to the Chair of the Executive Committee who will submit a report to the Graduate College, file the form and inform the student of the results.
A student must pass all questions to proceed to the oral exam. A student who receives a fail or a marginal pass on ANY question (from two of three reviewers) on the written exam may be asked to retake that question prior to the oral exam. If the committee agrees that student needs a re-examination of the entire exam, then this must be reported to the Chair of the Executive Committee and the Graduate College. A petition for re-examination must be submitted by the student and Executive Committee to the Graduate College. Approval and scheduling of a re-examination must be obtained from the Mentor and Supervisory Committee, the Chair of the Executive Committee, and the Vice Provost for Graduate Education. Any re-examination of the whole exam cannot be taken sooner than one semester following the initial exam and must not be taken later than one year following the original test. The re-examination will be evaluated by at least two members of the Comprehensive Exam Committee. If there is a discrepancy in the grades, a third reader will be asked to evaluate the question. Upon passing the written examination, an oral examination is scheduled. A second failure is considered final and dismissal from the program will be recommended to the Graduate College.

Oral Exam

Upon passing the written examination, the oral examination is scheduled. Any question from the original pool of questions and/or any questions receiving a marginal pass on the written exam will be selected for the Oral Exam. In addition, a global question concerning physical activity, nutrition, and wellness will be asked. All faculty on the Comprehensive Exam Committee evaluate the student’s performance on the oral exam. A student must pass all questions to continue to the dissertation proposal defense. A student who receives a fail on any question in the Oral Exam must schedule a retake of the exam within one month of the original test. When the oral exam has been passed, the committee members must sign and submit the appropriate form (Appendix H). The chair then submits a final signed Report of the Comprehensive Exam Form part 3b (Appendix H) to the Chair of the Executive Committee, who will submit a report to the Graduate College and file the form.

Dissertation Prospectus Defense

The dissertation proposal defense may not be scheduled until the student has completed most course work (six or less credit hours remaining in iPOS excluding dissertation hours) and has passed the written and oral comprehensive exams. The dissertation proposal defense may immediately follow a successful completion of the oral exam. The student must provide a formal dissertation prospectus to the Dissertation Committee at least 10 days prior to the defense. The Dissertation Committee must have five members. It does not have to be the same as the Supervisory Committee, but it must contain a minimum of three approved Mentors in the PANW program and at least one member of the Dissertation Committee should be from outside the student’s “home” program. The prospectus must be formatted correctly and include a formal title page, introduction with a statement of purpose/question/specific aims and hypotheses, a review of the literature, and must describe in detail the methods to be used including descriptions of subjects, instruments, statistics and other procedures (See Proposal Example Appendix F). A copy of the IRB forms should be included with the proposal. However, final IRB approval should be sought after the proposal has been formally approved. NOTE: ASU uses an online formatting tool (graduate.asu.edu/formatadvising) that follows the Format Manual formatting guidelines to generate a template into which you insert your document’s text.

When the dissertation proposal has been approved, the Dissertation Committee members must sign and submit the appropriate form Appendix I.

Advancement to Candidacy

The Graduate College will send a letter indicating that the student is advanced to candidacy once the comprehensive exam forms (written and oral) and the dissertation prospectus has been approved. Students should not enroll in Dissertation hours (EXW or NTR 799) until after being advanced to candidacy. Doctoral students who have been advanced to candidacy are required to maintain continuous enrollment until all degree requirements have been completed and graduated.

Complete the Dissertation

After the proposal and IRB application have been approved, the student will undertake the approved dissertation project. A total of 12 hours of dissertation must be taken prior to graduation. It is highly recommended that the appropriate format be followed throughout each stage of the dissertation process from proposal to the final draft.

Dissertation Defense

The student’s Dissertation Committee with the approval of the Graduate College will schedule the oral defense. The candidate must take the final oral examination in defense of the dissertation within five years after advancement to candidacy. The student’s Dissertation Committee, the Executive Committee Chair and the Graduate College, must approve any exemption. After completion of the dissertation, the final format review of the document and oral defense is to be scheduled. Students must have the appropriate format and dissertation defense schedule form signed by the Mentor at least 10 working days in advance of the planned defense date. Use the ‘Ten Working-Day Calendar’ available online from the
Graduate College to determine the appropriate schedule dates. Please see the official Graduate College guidelines for updated deadlines and guidelines regarding the format and submission of the Dissertation.

**Summer Defenses**

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

**How to Graduate**

Graduation Deadlines and Procedures [http://graduate.asu.edu/progress/graduation_deadlines](http://graduate.asu.edu/progress/graduation_deadlines)

See also Appendix K in this Handbook.

**Academic Integrity**

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

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

**Probation and Dismissal Policy**

A student can be placed on academic probation for unsatisfactory progress noted on the Annual Review or failure to meet for the Annual Review or failing to maintain an average 3.0 GPA on the POS or Graduate GPA. Time limits for remaining on probationary status may vary. Typically students have up to two semesters to demonstrate improvement and be removed off of probation. Student’s who fail to meet the requirements or time line needed to demonstrate satisfactory improvement will be dismissed from the program. A student can be recommended for dismissal from the doctoral program if they exceed the statute of limitations or and/or are not making sufficient progress towards defending his or her dissertation after being advanced to candidacy. Dismissal for any reason cited above will be automatic. The student will receive notice from the PANW Executive Committee that they have been removed from the program. A student may appeal any action concerning dismissal by through the Graduate Council Appeals Board (GCAB) [http://graduate.asu.edu/sites/default/files/Graduate_Appeals_Guidelines.pdf](http://graduate.asu.edu/sites/default/files/Graduate_Appeals_Guidelines.pdf).

**Graduate Policies and Procedures**

The Graduate College webpage has many links to help guide graduate students along their academic path. Current students are encouraged to visit the links on academic progress, strategies for success and how to guides.

**Strategies for Success (SFS)**

The Graduate College offers workshops, links and podcasts on various topics to help you adjust to graduate school and begin to develop skills for a successful graduate experience. Examples include:

**Getting Started**
- Advice for Success
- Stress Management
- Time Management
- Balancing Work, Life & School
- Mentoring
- Library Skills

**SFS Writing** [http://graduate.asu.edu/grow/sfs/writing](http://graduate.asu.edu/grow/sfs/writing)
- Writing in Graduate School
- Faculty Expectations of Graduate Writing
- Compiling Literature Reviews
SFS Teaching: http://graduate.asu.edu/grow/sfs/teaching
- Course and Syllabus Design
- Active and Cooperative Learning
- Grading and Assessment
- Using Blackboard
- Technology and New Media
- Teaching Large Classes
- Teaching Lab Courses
- Teaching Tips for International Students
- Lectures
- Odds and Ends

SFS Scholarship/Research: http://graduate.asu.edu/grow/sfs/scholarship-research
- Citation and Research Management
- Habits of Success
- Conference Presentations
- Responsible Conduct of Research
- Ethics of Authorship

SFS Getting Published: http://graduate.asu.edu/grow/sfs/publishing
- Publish or Perish
- Publishing in Academic Journals
- Publishing the Dissertation as a Book
- Publishing Beyond Your Discipline

SFS Grant Writing: http://graduate.asu.edu/grow/sfs/grant-writing
- Tips
- Writing the Proposal
- Funding Sources

- Getting Started
- Staying on Track
- Getting Unstuck
- Your Committee
- Closing it Out

SFS Getting a Job: http://graduate.asu.edu/grow/sfs/getting-a-job
- Academic Jobs
- Entrepreneurship
- Negotiation Basics
- Postdoctoral Positions (Postdocs)
- Professional Jobs

Graduate Education Podcasts:
http://graduate.asu.edu/grow/sfs/podcasts
Responsible Conduct of Research
Research Success
Writing in Graduate School
Communicating Beyond Your Discipline
Publishing Your Work
Academic Integrity: http://graduate.asu.edu/beintheknow

HOW TO GRADUATE!!
Go to link: http://graduate.asu.edu/sites/default/files/How_to_Graduate_Dissertation.pdf
APPENDIX A
PhD Program Models

Figure 1

Model A
Research/Statistics Concentration

Model B
Research/Statistics Concentration

Model C
Research/Statistics Foundation Concentration

Depth of Knowledge
Breadth of Knowledge
### Prerequisites: Required Prior to Admission into Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
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<tbody>
<tr>
<td>Lower Division Human Anatomy</td>
<td>Upper Division Human Nutrition</td>
</tr>
<tr>
<td>Lower Division Human Physiology</td>
<td>Grad Level Research Methods</td>
</tr>
<tr>
<td>Lower Division Human Nutrition</td>
<td>Grad Level Research Statistics</td>
</tr>
<tr>
<td>Upper Division Exercise Physiology with Lab</td>
<td>Completed MS Degree (Data Based Thesis)</td>
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### Research Core (35 Credit Hrs)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Yr</th>
<th>Required Research and Statistics Courses (18 Credit Hrs)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
<td>1st</td>
<td>EXW 640: ANOVA</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>1st</td>
<td>EXW 643: Multivariate Analyses</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>1st</td>
<td>EXW 700: Advanced Research Methods Randomized Control Trials</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>1st</td>
<td>EXW 701: Research, Grant and Scientific Writing</td>
<td>3</td>
</tr>
<tr>
<td>Fall/Spr</td>
<td>ALL</td>
<td>EXW/NTR 691: Research Seminar</td>
<td>6</td>
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</table>

| Fall | 2nd yr | EXW 598: Adv. Applied Research Methods and Analyses   | 3       |
| Spring | 2nd yr | NTR 501: Research Methods: Survey Design              | 3       |
| Spring | 2nd yr | NTR 598: Designing Behavioral Interventions           | 3       |
| Fall/Spr | 1st yr | EXW or NTR 692: Directed or Independent Research      | 1-9     |
| Fall/Spr | 2nd yr | EXW or NTR 792: Directed or Independent Research      | 1-9     |

**Total Credits 35**

### Professional Development (5 Credit Hours)

<table>
<thead>
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<th>Sem</th>
<th>Yr</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Spring</td>
<td>1st</td>
<td>EXW 784: Teaching Practicum/ Internship</td>
<td>2</td>
</tr>
<tr>
<td>Spring</td>
<td>2nd</td>
<td>NTR 791: Ph.D. Professional Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits 5**

### Theme or Focus Area Courses (15 Credit Hours)

Choose 5 courses in one of the focus areas or themes below. No more than 3 credit hours can be taken outside PANW without approval.

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
</table>
| Chronic Disease Prevention
| Lifespan/Aging and Special Populations Health
| Energy Balance
| Public Health/Community/ Policy
| Epidemiology/Surveillance/Measurement
| Metabolism, Physiology and Health Outcomes
| Technology and Health Promotion
| Nutrition/Physical Activity Health Behaviors |
| 15      |
| 15      |
| 15      |
| 15      |
| 15      |
| 15      |
| 15      |
| 15      |
| 15      |

**Total Credits 15**

### Dissertation (12 Credit Hours)

To be taken after advancement to candidacy

<table>
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<tbody>
<tr>
<td>Fall/Spring 3rd</td>
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<tr>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits 12**

### Examples of Focus Areas and Courses

(Choose 15 credits in One Focus Area)

<table>
<thead>
<tr>
<th>Chronic Disease Prevention</th>
<th>Lifespan/Aging &amp; Health</th>
<th>Energy Balance</th>
<th>Public Health/Community/Policy</th>
<th>Epidemiology/Surveillance/Measurement</th>
<th>Metabolism, Physiology and Health Outcomes</th>
<th>Technology &amp; Health Promotion</th>
<th>Nutrition/Physical Activity Health Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXW 535</td>
<td>EXW 536</td>
<td>EXW 535</td>
<td>EXW 542</td>
<td>EXW 546</td>
<td>NTR 527</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>EXW 536</td>
<td>EXW 538</td>
<td>EXW 536</td>
<td>EXW 546</td>
<td>EXW 642</td>
<td>NTR 535</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td>EXW 538</td>
<td>EXW 635</td>
<td>EXW 538</td>
<td>EXW 642</td>
<td>EXW 645</td>
<td>NTR 546</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>EXW 554</td>
<td>NTR 523</td>
<td>EXW 598</td>
<td>EXW 650</td>
<td>EXW 650</td>
<td>NTR 523</td>
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<td>TBD</td>
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<tr>
<td>EXW 560</td>
<td>NTR 529</td>
<td>NTR 527</td>
<td>NTR 598</td>
<td>NTR 501</td>
<td>NTR 537</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>EXW 650</td>
<td>NTR 550</td>
<td>NTR 535</td>
<td>NTR 537</td>
<td>NTR 546</td>
<td>EXW 536</td>
<td>BDS</td>
<td>BDS</td>
</tr>
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</table>
Courses in Each Focus Area  (EXAMPLES ONLY)
(Choose 15 credits in one Focus Area)

<table>
<thead>
<tr>
<th>Chronic Disease Prevention</th>
<th>Lifespan / Aging and Health</th>
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</thead>
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<tr>
<td>EXW 535  Advanced Exercise Assessment and Lab Techniques</td>
<td>EXW 536  Physiol Aspects of Physical Activity and Chronic Disease</td>
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<tr>
<td>EXW 536  Physiol Aspects of Physical Activity and Chronic Disease</td>
<td>EXW 538  Obesity Exercise and Health</td>
</tr>
<tr>
<td>EXW 538  Obesity Exercise and Health</td>
<td>EXW 536  Aging and Physical Activity</td>
</tr>
<tr>
<td>EXW 554  Mindfulness Stress and Health</td>
<td>EXW 635  Nutrition Immunology</td>
</tr>
<tr>
<td>EXW 556  Theory of Resistance Training and Health</td>
<td>NTR 523  Pediatric Nutrition</td>
</tr>
<tr>
<td>NTR 521  Vegetarian Nutrition</td>
<td>NTR 551  Adv. Geriatric Nutrition</td>
</tr>
<tr>
<td>NTR 523  Nutrition Immunology</td>
<td>NUR 682  Geriatric Health Promotion</td>
</tr>
<tr>
<td>NTR 537  Evidence Based Nutrition : Cardiovascular Disease</td>
<td>HCR 571  Cultural Diversity in Health Promotion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Energy Balance/ Metabolism and Health</th>
<th>Nutrition and Physical Activity Behavioral Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXW 535  Advanced Exercise Assessment and Prescription</td>
<td>EXW 542  Health Promotion Theory</td>
</tr>
<tr>
<td>EXW 536  Physiol Aspects of Physical Activity and Chronic Disease</td>
<td>EXW 554  Mindfulness Stress and Health</td>
</tr>
<tr>
<td>EXW 538  Obesity Exercise and Health</td>
<td>NTR 527  Policy and Environ Prevent Obesity</td>
</tr>
<tr>
<td>NTR 546  Assessment Tech in Nutrition</td>
<td>NTR 598  ST: Designing Behavioral Interventions</td>
</tr>
<tr>
<td>EXW 598  Muscle Physiology/ Fuel Metabolism</td>
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<tr>
<td>NTR 521  Vegetarian Nutrition</td>
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<tr>
<td>NTR 523  Nutrition Immunology</td>
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</tr>
<tr>
<td>NTR 537  Evidenced-Based Nutrition: Cardiovascular Disease</td>
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<tr>
<td>NTR 535  Nutrigenomics</td>
<td></td>
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<tr>
<td>NTR 539  Adv. Sport Nutrition</td>
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</tr>
<tr>
<td>NTR 540  Adv. Micronutrient Metabolism</td>
<td></td>
</tr>
<tr>
<td>NTR 541  Adv. Macronutrient Metabolism</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public / Community Health and Policy</th>
<th>Epidemiology/ Surveillance/ Measurement</th>
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</thead>
<tbody>
<tr>
<td>EXW 542  Health Promotion Theory</td>
<td>EXW 546  Health Promotion Evaluation</td>
</tr>
<tr>
<td>EXW 546  Health Promotion Evaluation</td>
<td>EXW 642  PA Epidemiology</td>
</tr>
<tr>
<td>EXW 642  PA Epidemiology</td>
<td>EXW 645  Biostatistics in PANW</td>
</tr>
<tr>
<td>EXW 645  PA &amp; Public Health</td>
<td>EXW 650  PA &amp; Public Health</td>
</tr>
<tr>
<td>NTR 598  Policy and Environ Prevent Obesity</td>
<td>NTR 501  Research Methods II: Survey Design</td>
</tr>
<tr>
<td>NTR 598  ST: Politics Ethics and the American Diet</td>
<td>NTR 598  Nutritional Epidemiology</td>
</tr>
<tr>
<td>HCR 571  Cultural Diversity in Health Promotion</td>
<td>NTR 546  Assessment Techniques in Nutrition</td>
</tr>
<tr>
<td>HHE 510  Design and Health</td>
<td>HSM 505  Managerial Epidemiology I</td>
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<tr>
<td>HSM 565  Introduction to Health Policy</td>
<td>EXW 598  Adv Applied Research Methods and Analysis</td>
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<td>NTR 539  Global Nutrition</td>
<td>NTR 598  ST: Designing Behavioral Interventions</td>
</tr>
<tr>
<td>NTR 598  NTR Epidemiology</td>
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</table>

<table>
<thead>
<tr>
<th>Technology and Health Promotion</th>
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<tbody>
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</tr>
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</table>
# Example of PANW iPOS by Semester

## Example 4 years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Year 1</th>
<th>Fall Year 2</th>
<th>Spring Year 1</th>
<th>Spring Year 2</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required EXW 640 (3 cr)</td>
<td>Required EXW/ NTR 691 (1 cr)</td>
<td>Required EXW 643 (3 cr)</td>
<td>Required EXW / NTR Focus 1 (3 cr)</td>
<td>Progressive</td>
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<tr>
<td></td>
<td>Required EXW 700 (3 cr)</td>
<td>Elective EXW/NTR 792 (5 cr)</td>
<td>Required EXW 701 (3 cr)</td>
<td>Elective EXW/NTR Focus 2 (3 cr)</td>
<td>Exam: Stats &amp; Research</td>
</tr>
<tr>
<td></td>
<td>Required EXW/NTR 691 (1 cr)</td>
<td>Elective EXW/NTR Focus 3 (3 cr)</td>
<td>Required EXW/NTR 691 (1 cr)</td>
<td>Elective EXW/NTR Focus 4 (3 cr)</td>
<td>Written</td>
</tr>
<tr>
<td></td>
<td>Required EXW/ NTR 692 (2 cr)</td>
<td>Elective EXW/ NTR Focus 5 (3 cr)</td>
<td>Required EXW / NTR 784 (2 cr)</td>
<td>Elective EXW/NTR 598 (Stats) or EXW/NTR 692 (3 cr)</td>
<td>Comprehensive</td>
</tr>
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</table>

**Fall Year 1**
- Required: EXW 640 (3 cr)
- Required: EXW 700 (3 cr)
- Required: EXW/NTR 691 (1 cr)
- Required: EXW/ NTR 692 (2 cr)

**Fall Year 2**
- Required: EXW/NTR 691 (1 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/ NTR Focus 3 (3 cr)

**Spring Year 1**
- Required: EXW 643 (3 cr)
- Required: EXW 701 (3 cr)
- Required: EXW/NTR 691 (1 cr)
- Required: EXW / NTR 784 (2 cr)

**Spring Year 2**
- Required: EXW / NTR 691 (1 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)

**Exam**
- Progressive
- Exam: Stats & Research
- Written
- Comprehensive

---

## Example 3 years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Year 1</th>
<th>Fall Year 2</th>
<th>Spring Year 1</th>
<th>Spring Year 2</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required EXW 640 (3 cr)</td>
<td>Required EXW/ NTR 691 (1 cr)</td>
<td>Required EXW 643 (3 cr)</td>
<td>Required EXW / NTR Focus 1 (3 cr)</td>
<td>Progressive</td>
</tr>
<tr>
<td></td>
<td>Required EXW 700 (3 cr)</td>
<td>Elective EXW/NTR 792 (5 cr)</td>
<td>Required EXW 701 (3 cr)</td>
<td>Elective EXW/NTR Focus 2 (3 cr)</td>
<td>Exam: Stats &amp; Research</td>
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<tr>
<td></td>
<td>Required EXW/NTR 691 (1 cr)</td>
<td>Elective EXW/NTR Focus 3 (3 cr)</td>
<td>Required EXW/NTR 691 (1 cr)</td>
<td>Elective EXW/NTR Focus 4 (3 cr)</td>
<td>Written</td>
</tr>
<tr>
<td></td>
<td>Required EXW/ NTR 692 (2 cr)</td>
<td>Elective EXW/ NTR Focus 5 (3 cr)</td>
<td>Required EXW / NTR 784 (2 cr)</td>
<td>Elective EXW/NTR 598 (Stats) or EXW/NTR 692 (3 cr)</td>
<td>Comprehensive</td>
</tr>
</tbody>
</table>

**Fall Year 1**
- Required: EXW 640 (3 cr)
- Required: EXW 700 (3 cr)
- Required: EXW/NTR 691 (1 cr)
- Required: EXW/ NTR 692 (2 cr)

**Fall Year 2**
- Required: EXW/NTR 691 (1 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)
- Elective: EXW/ NTR Focus 5 (3 cr)

**Spring Year 1**
- Required: EXW 643 (3 cr)
- Required: EXW 701 (3 cr)
- Required: EXW/NTR 691 (1 cr)
- Required: EXW / NTR 784 (2 cr)

**Spring Year 2**
- Required: EXW / NTR 691 (1 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)

**Exam**
- Progressive
- Exam: Stats & Research
- Written
- Comprehensive

---

**2nd year ↔ Work on Comprehensive Exams → →**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Year 3</th>
<th>Fall Year 4</th>
<th>Spring Year 3</th>
<th>Spring Year 4</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required EXW/NTR 691 (1 cr)</td>
<td>Required EXW/ NTR 799 (6 cr)</td>
<td>Required EXW/NTR 691 (1 cr)</td>
<td>Required EXW / NTR 799 (6 cr)</td>
<td>Oral Comps</td>
</tr>
<tr>
<td></td>
<td>Elective EXW/NTR 792 (5 cr)</td>
<td>Elective EXW/NTR 598 (Stats) or EXW/NTR 692 (3 cr)</td>
<td>Required EXW 791 (3 cr)</td>
<td>Required EXW/ NTR 791 (3 cr)</td>
<td>Proposal defense</td>
</tr>
<tr>
<td></td>
<td>Elective EXW/NTR Focus 5 (3 cr)</td>
<td>Elective EXW/ NTR Focus 3 (3 cr)</td>
<td>Elective EXW/NTR Focus 4 (3 cr)</td>
<td>Elective EXW/NTR 598 (RM) or EXW/NTR 692 (3 cr)</td>
<td>Comprehensive</td>
</tr>
</tbody>
</table>

**Fall Year 3**
- Required: EXW/NTR 691 (1 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)
- Elective: EXW/NTR Focus 5 (3 cr)

**Fall Year 4**
- Required: EXW/ NTR 799 (6 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)

**Spring Year 3**
- Required: EXW/NTR 691 (1 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)

**Spring Year 4**
- Required: EXW/ NTR 799 (6 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)

**Exam**
- Oral Comps
- Proposal defense
- Comprehensive

---

**2nd year ↔ Work on Comprehensive Exams → →**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Year 3</th>
<th>Fall Year 4</th>
<th>Spring Year 3</th>
<th>Spring Year 4</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required EXW/NTR 691 (1 cr)</td>
<td>Required EXW/ NTR 799 (6 cr)</td>
<td>Required EXW/NTR 691 (1 cr)</td>
<td>Required EXW / NTR 799 (6 cr)</td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td>Elective EXW/NTR 792 (5 cr)</td>
<td>Elective EXW/NTR 598 (Stats) or EXW/NTR 692 (3 cr)</td>
<td>Required EXW 791 (3 cr)</td>
<td>Required EXW/ NTR 791 (3 cr)</td>
<td>Defense</td>
</tr>
<tr>
<td></td>
<td>Required EXW/ NTR 692 (2 cr)</td>
<td>Elective EXW/NTR Focus 5 (3 cr)</td>
<td>Elective EXW/NTR Focus 4 (3 cr)</td>
<td>Elective EXW/NTR 598 (RM) or EXW/NTR 692 (3 cr)</td>
<td>Comprehensive</td>
</tr>
</tbody>
</table>

**Fall Year 3**
- Required: EXW/NTR 691 (1 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)
- Elective: EXW/NTR Focus 5 (3 cr)

**Fall Year 4**
- Required: EXW/ NTR 799 (6 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)

**Spring Year 3**
- Required: EXW/NTR 691 (1 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)

**Spring Year 4**
- Required: EXW/ NTR 799 (6 cr)
- Elective: EXW/NTR Focus 1 (3 cr)
- Elective: EXW/NTR Focus 2 (3 cr)
- Elective: EXW/NTR Focus 3 (3 cr)

**Exam**
- Dissertation
- Defense

---

**Example of PANW iPOS by Semester**
APPENDIX C
Example of Annual Scholarship and Service Contract

Academic Year: 2013-2014

Student: __example_______

Mentor: __example_______

Scholarly Goals:
(please be very specific in terms of dates/conference names and locations)

1) To learn and acquire........
   a. Demonstrate proficiency in ...
      To illustrate this skill...
   b. Demonstrate proficiency in ...
      To illustrate this skill...
2) Assist in ..... 
   a. Demonstrate competence in....
   b. Gain an understanding of...
   c. 
3) To show competency in __________________ as evidenced by __________________
4) To attend at least two (2) professional conferences (____ and ______).
5) To submit one (1) abstract to ______________ academic conference.

Service Goals:

1) To participate in the Building Healthy Lifestyles Conference.
   • Assist in ______________.
2) Volunteer reviewer for GPSA grants.
3) To participate in the Exercise and Wellness Graduate Club including ....
4) To raise money for and participate in ____________________.

Signatures

Student ____________________________ Date ____________________________

Mentor ____________________________ Date ____________________________
APPENDIX D

Annual Review Portfolio Requirements

The Research & Service Portfolio should include the following (please place in a binder in the following order):

A. A signed copy of the Annual Review Cover Page Form (Appendix Dii)
B. A copy of the signed Annual Scholarly and Service Contract (Appendix C)
C. A TWO page summary/ reflection addressing the status and accomplishments as noted in the Annual Scholarly And Service Goals Contract.
   1. Statement concerning the status of the Plan of Study (iPOS)
   2. Statement of describing coursework performance and GPA
   3. Statement about the status of the first/second year project
   4. Statement of current proposed research and/or evidence of progress toward the dissertation
   5. A statement regarding any awards or grants received.

D. An updated copy of student’s curriculum vitae
E. A current copy of the student’s transcript
F. A copy of the iPOS
G. Copies of first or second year study
H. Evidence of professional seminars attended, presentations made, publications (submitted and printed) and grants received (provide copies of abstracts etc.)
I. Evidence of professional service accomplished
APPENDIX Dii
Annual Review Cover Page Form

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

<table>
<thead>
<tr>
<th>Personal Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: __________________________ Date: __________________________</td>
</tr>
<tr>
<td>Focus: __________________________</td>
</tr>
<tr>
<td>Address: __________________________</td>
</tr>
<tr>
<td>Phone: (Cell) __________________________ (Home) __________________________</td>
</tr>
<tr>
<td>E-mail Address: __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisory Committee</th>
<th>Dissertation Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair: __________________________</td>
<td>Chair: __________________________</td>
</tr>
<tr>
<td>Member: __________________________</td>
<td>Member: __________________________</td>
</tr>
<tr>
<td>Member: __________________________</td>
<td>Member: __________________________</td>
</tr>
<tr>
<td>Member: __________________________</td>
<td>Member: __________________________</td>
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<tr>
<td>Member: __________________________</td>
<td>Member: __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Entry: __________ Date iPOS filed: __________ Current iPOS status: __________</td>
</tr>
<tr>
<td>Title First Year Project: __________________________</td>
</tr>
<tr>
<td>Title Second Year Project: __________________________</td>
</tr>
<tr>
<td>Research Core: (35-hrs) (List Semester/ Year, Prefix &amp; #) __________________________</td>
</tr>
<tr>
<td>Teaching Internship __________________________. Modules Completed __________________________, Teaching Portfolio Complete __________________________</td>
</tr>
<tr>
<td>Area of Theme or Focus: __________________________</td>
</tr>
<tr>
<td>Date of Comprehensive Written Exam: __________ Date of Oral Defense: __________</td>
</tr>
<tr>
<td>Date of Dissertation Proposal Defense: __________ Date of Anticipated Graduation: __________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mentor’s Comments/Review Regarding Student Performance and Status of Annual Scholarly and Service Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide a brief review and statement concerning coursework performance; professional accomplishments and status of the first or second year project; and service accomplishments.</td>
</tr>
<tr>
<td>Mentor Signature: __________________________</td>
</tr>
</tbody>
</table>

PANW Handbook 2013-2014
APPENDIX E
Teaching Evaluation Sheet

This form has been included for use in the PANW Teaching Internship as a teaching evaluation form. The items included in the teaching evaluation rating form reflect best practices in university instruction and are those that have been included in the teaching modules for EXW 784 (i.e., PowerPoint Slides and web resources). The form is typical of the types of teaching evaluation forms that are used in peer teaching evaluations at the University level.

When using this form for the supervisory evaluation, it is best to meet with your supervising teacher prior to the lesson that will be formally evaluated to discuss your plans for the lesson. Provide your supervising teacher with a copy of the teaching evaluation form with sufficient time for him/her to become familiar with the form.

The teaching evaluation form has been designed as a rating scale

1 = Excellent/Highly Effective,
2 = Good/Effective,
3 = Needs Improvement/Somewhat Effective,
4 = Weak/Not Effective,
NA = Not Observed or Not Applicable.

Space has also been provided for comments beside each item and at the end of each cluster of items. Finally, space has been provided at the end of the evaluation form for specific descriptions of teaching strengths and specific suggestions for improvement.
APPENDIX E
Peer Teaching Evaluation Sheet

Please use the following rankings for your observations when using this form for a peer evaluation of teaching:

1. Excellent/Highly Effective
2. Good/Effective
3. Needs Improvement/Somewhat Effective
4. Weak/Not Effective
NA Not Observed or Not Applicable

Date:_____________    Course and Topic:________________________________________________

# Students:________    Teacher: ______________________________    Evaluator: _______________

<table>
<thead>
<tr>
<th>Lesson Organization</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made clear statement of the purpose of the lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Defined relationship of this lesson to previous lessons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Presented overview of the lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Presented topics with a logical sequence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Paced lesson appropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Summarized major points of lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Responded to problems raised during lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Related today's lesson to future lessons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Content Knowledge and Relevance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented material worth knowing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Presentation appropriate to student knowledge &amp; background</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Presented material appropriate to stated purpose of the course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Made distinctions between fact &amp; opinion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Presented divergent view-points when appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrated command of subject matter</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments:
<table>
<thead>
<tr>
<th></th>
<th>1. Excellent/Highly Effective</th>
<th>2. Good/Effective</th>
<th>3. Needs Improvement/Somewhat Effective</th>
<th>4. Weak/Not Effective</th>
<th>NA Not Observed or Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected voice so easily heard</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Used intonation to vary emphasis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrated enthusiasm for the content and the class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Explained ideas with clarity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Maintained eye contact with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Listened to student questions &amp; comments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Projected nonverbal gestures consistent with intentions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Defined unfamiliar terms, concepts, and principles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Presented examples and analogies to clarify points</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Related new ideas to familiar concepts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Restated important ideas at appropriate times</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Varied explanations for complex and difficult material</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Used humor appropriately to strengthen retention &amp; interest</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Limited use of repetitive phrases &amp; hanging articles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructor-Student Interactions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged student questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Encouraged student discussion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Maintained and monitored student attention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Gave satisfactory answers to student questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Responded to nonverbal cues of confusion, boredom, &amp; curiosity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Encouraged students to answer difficult questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Asked probing questions when student answer was incomplete</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Restated questions and answers when necessary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Used informal techniques to monitor student understanding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrated friendliness and approachability with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What were the instructor's major strengths as demonstrated in this observation?

1.
2.
3.
4.
5.

What specific suggestions do you have for improving upon this instructor's skills?

1.
2.
3.
4.
5.

Adapted From: A Guide for Evaluating Teaching for Promotion and Tenure, by Centra, Froh, Gray, & Lambert. Permission granted by Center for Instructional Development, Syracuse University, Syracuse, N.Y., 1976. All rights reserved.
APPENDIX F

Proposal Outline Format for Research Projects

1. Use format required by Graduate College

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

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

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

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

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

6. Other Considerations
   • IRB application and consent letter.
   • Provide TimeLine
   • Give proposal to Committee in plenty of time before defense (10days?)
APPENDIX G
Being Mentored…
Roles and Responsibilities for Graduate Students

_In Scholarship and Creative Activity_
Identify a director of the dissertation who is known to be an effective Mentor and compatible with your goals

Establish whether the Mentor has the time, the funding, and the enthusiasm to support your scholarship and creative activity

Establish a mutually agreeable timeline to carry your research to completion

Seek direction through regular communication with your Mentor

Respect the multiple roles and time constraints of your Mentor by using meetings effectively

Maintain communication with your Committee through periods of discouragement or lack of progress

Acknowledge the work of your Mentor and Committee members in your publications.

Share authorship on papers where others have made major contributions to the scholarship

_In Career Development_
Seek out a team of outstanding mentors in your areas of teaching, research and service

Network with mentor(s) and professional colleagues at professional meetings

Keep your Mentor apprised of your achievements

Meet with your Mentor to address issues in your professional development

Seek opportunities to assist the Mentor in grant writing and in scholarly and creative activities

Seek out post-doctoral mentors/opportunities early in your scholarly process and work toward achieving a post-doctoral position

_In Intellectual Development_
Collaborate with your Mentor to establish ground rules for effective communication

Establish regular meeting times and keep to them

Be receptive to tips about effective communication in the professional setting of your discipline

Seek out and appreciate differences

Initiate face-to-face communication where electronic communication may be ineffective or misunderstood

Keep your Mentor apprised of serious stress and physical distress—seek help from professionals if needed.
Mentoring
Roles and Responsibilities For Faculty Mentors

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

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

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

Report of Doctoral Comprehensive Examinations
Internal PANW 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 (PANW Program Administrative Associate).

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

### Part 1: Student Information

<table>
<thead>
<tr>
<th>Name of Student (Last, first, middle)</th>
<th>ASU ID #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy</td>
<td>Major</td>
</tr>
</tbody>
</table>

| Physical Activity Nutrition and Wellness |

### Part 2: Examination Dates (MM/DD/YY)

| Date Written Comprehensive Examination Taken | Date Oral Comprehensive Examination Taken |

### Part 3a: Written Examination Result

<table>
<thead>
<tr>
<th>PLEASE TYPE NAMES OF COMMITTEE</th>
<th>SIGNATURES</th>
<th>PASSED (✓)</th>
<th>MARGINAL (✓)</th>
<th>FAILED (✓)</th>
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</thead>
<tbody>
<tr>
<td>Chair</td>
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</table>

### Part 3b: Oral Examination Result

<table>
<thead>
<tr>
<th>PLEASE TYPE NAMES OF COMMITTEE</th>
<th>SIGNATURES</th>
<th>PASSED (✓)</th>
<th>MARGINAL (✓)</th>
<th>FAILED (✓)</th>
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<tbody>
<tr>
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### Part 4: FINAL RESULT

<table>
<thead>
<tr>
<th>PASSED</th>
<th>FAILED</th>
<th>SIGNATURE, HEAD OF ACADEMIC UNIT</th>
<th>DATE</th>
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</table>

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 Vice Provost for Graduate Education approves the re-examination.
APPENDIX I

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 2: The dissertation committee chair should write in the date (MM/DD/YY) of the proposal/prospectus defense.
- Part 3: The dissertation committee completes Part 3 by signing the form and indicating their votes of Passed or Failed.
- Part 4: The head of the academic unit 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 completed report should be submitted immediately to PANW Administrative Associate (Julie Rice) NIH2 Building.

### Part 1: Student Information

<table>
<thead>
<tr>
<th>Name of Student (Last, first, middle)</th>
<th>ASU ID #</th>
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<table>
<thead>
<tr>
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<th>Major</th>
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<tbody>
<tr>
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<td>Physical Activity Nutrition and Wellness</td>
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### Part 2: Proposal/Prospectus Defense Date (MM/DD/YY)

<table>
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<th>Date Taken</th>
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### Part 3: Proposal/Prospectus Information

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**GRADUATE SUPERVISORY COMMITTEE:** If the Graduate Supervisory Committee, as listed above, is different than the committee listed on the approved Program of Study, the student should submit a Graduate Supervisory Committee Change Form to officially change the committee.

### Part 4: FINAL RESULT

<table>
<thead>
<tr>
<th>PASSED</th>
<th>FAILED</th>
<th>SIGNATURE, HEAD OF ACADEMIC UNIT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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 Vice Provost for Graduate Education approves a second proposal/prospectus defense.
APPENDIX J

Committee Approval Request

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

Please complete all information below and submit with the nominee’s Curriculum Vitae to Graduate Enrollment Services, Mail Code 1003, or via email to grad-ges@asu.edu.

Committee Nominee Biographical Information:

<table>
<thead>
<tr>
<th>NOMINEE NAME</th>
<th>DATE OF BIRTH</th>
<th>10 DIGIT ASU AFFILIATE ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAIL ADDRESS</td>
<td>CURRENT JOB TITLE</td>
<td></td>
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</table>

Master’s or Doctoral Student Information:

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>10 DIGIT ASU AFFILIATE ID#</th>
</tr>
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<tbody>
<tr>
<td>EMAIL ADDRESS</td>
<td>STUDENT PLAN CODE</td>
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</tbody>
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NOMINEE WILL SERVE AS:

☐ CHAIR    ☐ CO-CHAIR    ☐ MEMBER

Approval:

<table>
<thead>
<tr>
<th>APPROVAL OF THE HEAD OF THE ACADEMIC UNIT</th>
</tr>
</thead>
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<tr>
<td>NAME __________________________________</td>
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<td>SIGNATURE: ___________________________</td>
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<table>
<thead>
<tr>
<th>APPROVAL OF GRADUATE COLLEGE</th>
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<tbody>
<tr>
<td>NAME ________________________</td>
</tr>
<tr>
<td>SIGNATURE: ___________________</td>
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</tbody>
</table>

Submit completed form along with the nominee’s Curriculum Vitae to Graduate Enrollment Services, Mail Code 1003, or via email to grad-ges@asu.edu.
APPENDIX K
2013-2014 HOW TO GRADUATE!!

Go to link:  http://graduate.asu.edu/sites/default/files/How_to_Graduate_Dissertation.pdf

Use a checklist to remember your deadlines:

• Keep yourself on track by filling out and printing the handy checklist included.
• Deadline dates for each semester are at graduate.asu.edu/graddeadlines and also appear on MyASU
• Check frequently with MyASU for updates and next steps.
• Check with your academic unit for deadlines specific to your plan of study.