

Human Development
and
Family Science Department

2019
Developmental Science
Ph.D. Student Manual

College of Human Development and Education
North Dakota State University

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www.ndsu.edu/hdfs

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Welcome!

Welcome to Developmental Science at North Dakota State University! By coming to NDSU you've made a decision to study with active scholars with cutting edge research programs and state of the art research equipment and labs. You'll find yourself in a highly supportive environment designed to help you develop your own interests and skills in research and teaching, with faculty who genuinely care about your welfare and who are dedicated to helping you be the best professional you can be. And you'll be living in a vibrant college town environment regularly included in national rankings of "Best Places To Live."

The Substantive Area of Study

Developmental Science is an exciting, rapidly emerging, interdisciplinary field. Here at NDSU, you'll find faculty who study both socioemotional and cognitive development across a variety of ages. Rather than being concerned with how groups of individuals at different ages differ from one another, our focus is on how individuals grow and develop over time, and particularly how this growth and development relates to a variety of contexts: family, social, and cultural.

Areas of study include perception and cognition in infancy and toddlerhood; personality development in early childhood; prevention models in high-risk aggressive children; peer relations and victimization; disordered eating attitudes and behaviors in adolescence; prosocial and moral development; policy issues for children, adolescents, and older adults; intergenerational relationships; psychological well-being in old age; culture and aging; and cognitive development in middle and late adulthood. Students can choose to emphasize study in a particular age range, in a particular developmental domain, or in some combination of the two.

In addition, you'll find a strong emphasis on quantitative methodologies and their application to the study of development. To be able to address research questions in Developmental Science, a high degree of knowledge in advanced quantitative techniques is required, and our program will provide you with those skills.

Other Substantive Areas in the HDFs Department

In addition to Developmental Science, the department also provides Masters level training in Gerontology, Family Financial Planning, and Youth Development. These are totally on-line programs, and are a collaboration between NDSU and a number of other institutions across the Great Plains. For further information on other areas represented in the department, please see www.ndsu.edu/hdfs.

Your Admission into Developmental Science

You were chosen for admission into our program for a variety of reasons. First and foremost, your past academic record and your application materials indicate a superior level of academic achievement and high potential for the pursuit of an advanced degree. Second, your materials indicate the personal maturity and the level of commitment

necessary for success in this endeavor. Finally, the professional goals and interests indicated in your application show a high degree of overlap with both the overall goals of the departments as well as the individual research interests of the faculty.

Research And Instructional Facilities

Center for Child Development. The Center for Child Development provides an early childhood program that is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. Through a laboratory program, the Center provides research opportunities for NDSU students and faculty interested in young children. The Center has a capacity of 38 children ranging in age from 6 months to 5 years, and each room of the center is observable from an observation booth equipped with one-way glass and an audio system.

Center for Writers. The Center for Writers serves the NDSU community by providing free writing assistance to students, faculty, and staff in all departments at all levels in the following ways: by providing a supportive environment where writers and readers work efficiently one-on-one or in small groups; by helping students improve their strategies for writing proficiently and independently; by training writing tutors to become effective readers of and responders to texts from various disciplines; by helping faculty develop and refine writing assignments and assess student writing effectively and efficiently; by helping faculty and staff with questions about their own writing.

Graduate Center and Stop and Go Center. The Graduate Center at the corner of 12th Avenue and 12th Street and the SGC at the corner of 19th Avenue and University Drive include faculty labs and student office spaces. Graduate research assistants have desk space and computers available.

Group Decision Center. The GDC is a technology laboratory that provides GroupSystems software enabling anonymous discussion among small groups of participants. Students can use the GDC to conduct anonymous focus group interviews. Transcripts of all discussions are automatically generated.

Information Technology Services. Information Technology Services (ITS) provides instructional, research, and administrative computing resources and communications infrastructure support for the University. ITS provides clusters of computers, UNIX workstations, printers, documentation, and software in half a dozen locations around campus (including in the Family Life Center and EML Hall). ITS staff offers non-credit seminars on topics such as end-user computing, text and statistical processing, and microcomputers. Statistical consultants are also available to assist in analyzing research data. ITS is also the host of the North Dakota Interactive Video Network (IVN) which allows users at locations around the state to participate in classes and seminars via interactive video technology.

Libraries. As a member of the Tri-College University, the NDSU Libraries share resources with Moorhead State University and Concordia College. NDSU library cards are valid at all NDSU, MSU, and Concordia libraries. The Interlibrary Loan Service and Document Delivery Service provide access to books, articles, and other materials not available at the NDSU libraries. The on-line catalog interfaces with other on-line catalogs in North Dakota, Minnesota, the remainder of the United States, and Canada. The NDSU libraries also possess multiple databases accessible on-line. The Libraries offer a variety of library instruction services including: tours and orientation; course-related instruction in specific subject areas; and demonstrations of special services and information formats. Library subject specialists, including a Social Sciences librarian, are also available by appointment to provide in-depth assistance in locating and using various print and electronic information resources.

Online survey hosting service. The university has a license to use Qualtrics survey software, which provides a secure platform for online research questionnaires.

NDSU Student Research Listserv. NDSU has a voluntary student research listserv for study recruitment purposes. If you wish to recruit NDSU students for your study, you can send your recruitment notice to: nds-res-part@listserv.nodak.edu

Graduate Student Responsibilities

Graduate school differs from your undergraduate experience. You will need to take on more responsibility and initiative than you did in college in order to successfully complete the Ph.D. program. You will need to plan your program, attend classes, complete independent projects, and leave sufficient time for reading, writing, and thinking. In addition, you may NOT be enrolled in another graduate program outside of DS, with the exception of a dual degree in Gerontology.

More specifically, it is your responsibility to know what classes you need, take these classes when offered, meet with your major professor, know when deadlines are, and know what forms need to be completed and when to hand them in. Everyone in the department supports you and wants you to succeed; however, it is your responsibility to be prepared for classes and examinations. Time and motivation are needed to fulfill the demands of your classes, assistantship, and dissertation. In order to be successful in your graduate work, you will need to outline your goals and work towards them.

In this manual you will find an outline of major steps and a timeline. Remember, it is your responsibility to notify the appropriate offices and faculty members that all these steps have been completed. Therefore, it will be your task to find out what you need to do (and by when) to complete the steps.

When you have questions or concerns, there are a number of people you can talk to. Your first contact should be your advisor. You may also wish to speak to the Developmental Science Coordinator (Beth Blodgett Salafia) or the department head (Joel Hektner). In some cases, you may also be referred to a staff member at the Graduate School.

Important Offices And Phone Numbers

Human Development and Family Science Department

Department Head: Joel Hektner..... 231-8269
 DS Coordinator: Beth Blodgett Salafia 231-7099
 Administrative Assistant: Theresa Anderson 231-8268

Customer Account Services (Business Office)..... 231-7320

Financial Aid Office 231-7533

Faculty Labs and Student Office Spaces

Dr. Blodgett Salafia's Lab.....231-8907
 Graduate Center Rooms 104 and 214
 FLC Rooms 417 and 418
 Dr. Fuller's Lab
 Graduate Center Rooms 201, 209, and 211
 Dr. Randall's Lab..... 231-9709 and 231-5546
 Graduate Center Rooms 108 and 108a
 Dr. Rebecca Woods' Lab.....231-8904 and 231-8873
 Stop and Go Center Rooms C109, C135, C136, and C141

Graduate Student Office Space
Stop and Go Center Room 103

Graduate School..... 231-7033

Registrar 231-7981

Program Requirements

Basic Structure of the Program

Although students seek the Ph.D. for many different reasons, the doctoral program in Developmental Science is based on three components:

1. instruction in the fundamental research findings and theories of developmental science,
2. training in the creation and conduct of research, and
3. teaching experience in academic settings.

Students may enter the Developmental Science Doctoral program with either a Bachelor's degree or a Master's degree. If a student enters with a Bachelor's degree (or graduate degree in a field unrelated to developmental science) the student will enter the 5-year track that consists of 90 credits. If a student enters having completed a Master's degree and empirical thesis in HDFS, Developmental Science/Psychology, or another related field, upon faculty approval, the student may enter the 3-year track consisting of 60 credits for completion of the doctoral degree.

The doctoral program is, roughly speaking, divided into two phases: pre-candidacy and candidacy. Pre-candidacy comprises the period of study up to the comprehensive/preliminary examination. During this period, students become familiar with major theories and research and acquire the depth of knowledge considered necessary for high-level, independent developmental research. After reaching candidacy, students focus primarily on their dissertation, although they are encouraged to work on other projects within their areas of interest. A student formally has reached candidacy when he or she has taken the required courses, passed the qualifying exam, has turned in a satisfactory thesis project, and completed the comprehensive exam (i.e. dissertation proposal). Usually students reach candidacy during their third year in the program (second year if entering with a Master's).

Curriculum for students entering with a Bachelor's degree (90 credits total)

- Students earn a Master's degree after completing 30 credits, including the master's thesis and master's oral examination.
- All courses 3 credits unless otherwise noted.

- Development core (12 credits)
 - HDFS 811 Concepts and Theories of Developmental Science
 - HDFS 813 Social and Emotional Development across the Lifespan
 - HDFS 815 Cognitive and Physical Development across the Lifespan
 - HDFS 817 Prevention Science

- Teaching core (6 credits)
 - HDFS 802 Teaching Developmental Science
 - HDFS 892 Graduate Teaching Experience

- Methodology and statistics core (10 credits)
 - HDFS 705 Quantitative Methods in Developmental Science (4 credits)
 - HDFS 854 Advanced Quantitative Methods
 - HDFS 856 Longitudinal Research Methods and Analysis

- Electives (15 credits)
 - Must include 9 credits in didactic 700- or 800-level courses (in HDFS or other departments) (HDFS 824, 825, or 826 recommended)
 - Can include, distributed in varying credit amounts across multiple semesters:
 - HDFS 893 Individual Study (research): maximum of 6 additional credits (beyond the 15 required)
 - HDFS 894 Practicum, focus on teaching or non-academic role

- Non-didactic Courses (8 credits)
 - HDFS 801 Graduate Orientation (1 credit)
 - HDFS 805 Professional Development in Developmental Science (1 credit)
 - HDFS 890 Seminar: Quads Prep / Career Dev (6 credits total)
 - 2 credits during spring before doing qualifying exam
 - 2 credits in summer during qualifying exam
 - 2 credits during final year to focus on career development

- Independent Research (39 credits)
 - HDFS 893 Individual Study (research) (18 credits)
 - HDFS 798 Master's Thesis (6 credits)
 - HDFS 899 Dissertation (15 credits)

Master's Degree Plan of Study for those entering with a Bachelor's degree

The Plan of Study for the Master's Degree in this program requires exactly 30 credits (no more or less), although students may be taking more than 30 credits in their first two years in the program. The additional credits will be counted on the Doctoral Plan of Study. The following courses should be listed on the Master's Degree Plan of Study:

- HDFS 801 Graduate Orientation, 1 credit
- HDFS 805 Professional Development in Developmental Science, 1 credit
- HDFS 811 Concepts and Theories of Developmental Science
- HDFS 813 Social and Emotional Development across the Lifespan
- HDFS 815 Cognitive and Physical Development across the Lifespan
- HDFS 817 Prevention Science
- HDFS 705 Quantitative Methods in Developmental Science, 4 credits
- HDFS 854 Advanced Quantitative Methods
- HDFS 893 Individual Study (Research), 3 credits
- HDFS 798 Master's Thesis (6 credits)

Doctoral Degree Plan of Study for those entering with a Bachelor's degree

The Plan of Study for the Doctoral Degree in this program requires at least 60 credits. The following courses should be listed on the Doctoral Degree Plan of Study. This list totals 60 credits.

- HDFS 802 Teaching Developmental Science
- HDFS 892 Graduate Teaching Experience
- HDFS 856 Longitudinal Research Methods and Analysis
- XXXX xxx Elective (other didactic)
- XXXX xxx Elective (other didactic)
- XXXX xxx Elective (other didactic)
- HDFS xxx Elective (6 credits other)
 - *at least 9 elective credits must be didactic courses at the 700-800 level
- HDFS 890 Seminar Quals/Career (6 credits)
- HDFS 893 Individual Study (15 credits)
- HDFS 899 Dissertation (15 credits)

Suggested Course Schedule for Students Entering with Bachelor's Degree**Entering Odd Fall****FIRST YEAR**

<u>Odd Fall</u>	<u>Even Spring</u>
705 Quantitative (4)	813 Soc/Emot (3)
801 Orientation (1)	805 Prof Dev (1)
815 Cog/Phys (3)	854 Adv. Quant (3)
893 Research (1)	893 Research (1)
	798 Thesis (1)
9 total credits	9 total credits
<i>-Select committee/ Plan of Study</i>	
<i>-Summer Optional: 798 Thesis</i>	

SECOND YEAR

<u>Even Fall</u>	<u>Odd Spring</u>
811 Theory (3)	802 Teach DS (3)
856 Longitudinal (3)	817 Prevention (3)
893 Research (1)	890 Qual Exam Prep (2)
798 Thesis (3)	798 Thesis (2)
10 total credits	10 total credits
<i>-Propose thesis</i>	<i>-Defend thesis</i>
	<i>-Ph.D. Plan of Study</i>

Summer: 890 Qualifying Exam (2)**THIRD YEAR**

<u>Odd Fall</u>	<u>Even Spring</u>
Elective (3)	Elective (3)
Elective or 892 (3)	Elective or 892 (3)
893 Research (4)	893 Research (4)
10 total credits	10 total credits
	<i>-Propose dissertation (Comps)</i>

FOURTH YEAR

<u>Even Fall</u>	<u>Odd Spring</u>
893 Research (4)	893 Research (3)
899 Dissertation (2)	899 Dissertation (3)
Elective (3)	Elective (3)
9 total credits	9 total credits

FIFTH YEAR

<u>Odd Fall</u>	<u>Even Spring</u>
890 Career Dev (1)	890 Career Dev (1)
899 Dissertation (5)	899 Dissertation (5)
6 total credits	6 total credits
	<i>-Defend dissertation</i>

*complete teaching requirement during 3rd or 4th year**Entering Even Fall****FIRST YEAR**

<u>Even Fall</u>	<u>Odd Spring</u>
Elective (3)	Elective (3)
801 Orientation (1)	805 Prof Dev (1)
811 Theory (3)	817 Prevention (3)
893 Research (2)	893 Research (1)
	798 Thesis (1)
9 total credits	9 total credits
<i>-Select committee/Plan of Study</i>	
<i>-Summer Optional: 798 Thesis</i>	

SECOND YEAR

<u>Odd Fall</u>	<u>Even Spring</u>
705 Quantitative (4)	854 Adv. Quant (3)
815 Cog/Phys (3)	813 Soc/Emot (3)
	890 Qual Exam Prep (2)
798 Thesis (3)	798 Thesis (2)
10 total credits	10 total credits
<i>-Propose thesis</i>	<i>-Defend thesis</i>
	<i>-Ph.D. Plan of Study</i>

Summer: 890 Qualifying Exam (2)**THIRD YEAR**

<u>Even Fall</u>	<u>Odd Spring</u>
856 Longitudinal (3)	802 Teach DS (3)
Elective (3)	Elective (3)
893 Research (4)	893 Research (4)
10 total credits	10 total credits
	<i>-Propose dissertation (Comps)</i>

FOURTH YEAR

<u>Odd Fall</u>	<u>Even Spring</u>
893 Research (4)	893 Research (3)
899 Dissertation (2)	899 Dissertation (3)
Elective or 892 (3)	Elective or 892 (3)
9 total credits	9 total credits

FIFTH YEAR

<u>Even Fall</u>	<u>Odd Spring</u>
890 Career Dev (1)	890 Career Dev (1)
899 Dissertation (5)	899 Dissertation (5)
6 total credits	6 total credits
	<i>-Defend dissertation</i>

*complete teaching requirement during 4th or 5th year

Curriculum for students entering with a Master's degree (60 credits total)

- Students may follow this track only if their Master's degree and thesis was approved by the Developmental Science Committee upon admission.
- Additional coursework may be necessary to compensate for courses not taken.
- All courses 3 credits unless otherwise noted.

- Development core (12 credits; could substitute other electives with committee approval)
 - HDFS 811 Concepts and Theories of Developmental Science
 - HDFS 813 Social and Emotional Development across the Lifespan
 - HDFS 815 Cognitive and Physical Development across the Lifespan
 - HDFS 817 Prevention Science

- Teaching core (6 credits)
 - HDFS 802 Teaching Developmental Science
 - HDFS 892 Graduate Teaching Experience

- Methodology and statistics core (6 credits)
 - HDFS 854 Advanced Quantitative Methods
 - HDFS 856 Longitudinal Research Methods and Analysis

- Didactic elective (3 credits): could include HDFS 824, 825, 826, or 700- or 800-level course in HDFS or other department.

- Non-didactic Courses (8 credits total)
 - HDFS 801 Graduate Orientation (1 credit)
 - HDFS 805 Professional Development in Developmental Science (1 credit)
 - HDFS 890 Quals Prep / Career Dev (6 credits total)
 - 2 credits during spring before doing qualifying exam
 - 2 credit in summer during qualifying exam
 - 2 credits during final year to focus on career development

- Research Credits (25 credits total)
 - HDFS 893 Individual Study (research) (10 credits)
 - HDFS 899 Dissertation (15 credits)

Doctoral Degree Plan of Study for those entering with a Master's degree

The Plan of Study for the Doctoral Degree requires at least 60 hours.

Suggested Course Schedule for Students Entering with a Master's Degree

(Note: Schedule may vary depending on prior educational background)

Entering Odd Fall

FIRST YEAR

<u>Odd Fall</u>	<u>Even Spring</u>
Elective (3)	854 Adv. Quant (3)
801 Orientation (1)	805 Prof Dev (1)
815 Cog/Phys (3)	813 Soc/Emot (3)
893 Research (2)	893 Research (2)
9 total credits	9 total credits
<i>-Select committee/ Plan of Study</i>	
<i>-Plan of Study meeting: Approve QE timeline</i>	
<i>-Summer option: 893 or 899 (2 or 3)</i>	

SECOND YEAR

<u>Even Fall</u>	<u>Odd Spring</u>
811 Theory (3)	802 Teach DS (3)
856 Longitudinal (3)	817 Prevention (3)
893 Research (4)	893 Research (1)
	893 Qual Exam Prep (2)
	899 Dissertation (2)
10 total credits	11 total credits

Summer: 893 Qualifying Exam (2)

THIRD YEAR

<u>Odd Fall</u>	<u>Even Spring</u>
892 Teaching (3)	890 Career Dev (1)
890 Career Dev (1)	893 Research (1)
899 Dissertation (6)	899 Dissertation (7)
10 total credits	9 total credits
<i>-Propose dissertation</i>	<i>-Defend dissertation</i>

*complete teaching requirement during 3rd year

Entering Even Fall

FIRST YEAR

<u>Even Fall</u>	<u>Odd Spring</u>
856 Longitudinal (3)	802 Teach DS (3)
801 Orientation (1)	805 Prof Dev (1)
811 Theory (3)	817 Prevention (3)
893 Research (2)	893 Research (2)
9 total credits	9 total credits
<i>-Select committee/ Plan of Study</i>	
<i>-Plan of Study Meeting: Approve QE timeline</i>	
<i>-Summer option: 893 or 899 (2 or 3)</i>	

SECOND YEAR

<u>Odd Fall</u>	<u>Even Spring</u>
815 Cog/Phys (3)	854 Adv. Quant (3)
Elective (3)	813 Soc/Emot (3)
893 Research (4)	893 Research (1)
	893 Qual Exam Prep (2)
	899 Dissertation (2)
10 total credits	11 total credits

Summer: 893 Qualifying Exam (2)

THIRD YEAR

<u>Even Fall</u>	<u>Odd Spring</u>
892 Teaching (3)	890 Career Dev (1)
890 Career Dev (1)	893 Research (1)
899 Dissertation (6)	899 Dissertation (7)
10 total credits	9 total credits
<i>-Propose dissertation</i>	<i>-Defend dissertation</i>

*complete teaching requirement during 2nd or 3rd year

-Some students may need to take more than 3 years to complete all requirements.

Additional Program Requirements

1. Teaching Requirements

All students are required to teach one undergraduate course, with supervision, for course credit in HDFS 892 (3 credits). Before teaching, students must have first taken HDFS 802 and earned a minimum grade of a B, as well as taken two courses out of HDFS 811, 813, 815, and 817. In addition, students must have prior experience assisting an instructor with a course before teaching their own course. The initial course that all students will teach will be a face-to-face version of either HDFS 230 Lifespan Development or HDFS 250 Research Methods. Students will be assigned to teach either one of these courses. Students are encouraged to shadow (can be for credit) the course they will teach the semester before teaching and are allowed to register for credits to prepare materials the semester before teaching if approved by his/her supervisory committee.

For students who plan careers as college professors, multiple teaching experiences are recommended. After the completion of the required teaching practicum of either HDFS 230 or HDFS 250, students may be considered for additional teaching opportunities. Additional experiences may be worked out for credit or as part of an assistantship.

2. Research Requirements Beyond the Thesis and Dissertation

Research competence is central to the attainment of the Ph.D. degree. The emphasis on research is reflected in the fact that the completion of an original piece of research, the dissertation, constitutes one of the major requirements for awarding the Ph.D. In collaboration with their major advisor, students are to develop a program of research. Students should be consistently engaged in research during the entire course of their program. In addition to the Master's thesis and doctoral dissertation, students are expected to show competency in research activity, presentation, and publication.

A. Presentation of Research

- Submit at least 4 proposal/abstracts for presentations or posters at national conferences. The student must be first author for at least 2 of these. (If entering with a Master's, submit at least 2, with first authorship on at least 1).
- Present (in person) at least twice at national conferences (once if enter with MS), unless a waiver is granted by the student's committee.

B. Publication of Research

- Submit at least 2 peer-reviewed articles for publication, at least one of which must be as first author.

Although these presentation and publication requirements do not carry course credit per se, they are projects that would be worked on as part of HDFS 893 and/or HDFS 899.

3. Completing Annual Activity Reports for Evaluation of Progress

Every year, you are required to submit an Annual Activity Report for Evaluation of Progress along with a cumulative CV. A form for this report can be downloaded from the HDFS department website so that you can type in your information. The form and vita are due on April 15th and should be turned in as both a hard copy and an email attachment to Theresa Anderson, departmental academic assistant.

A. Basis for Evaluation. The nature of graduate education is different than that experienced in typical undergraduate programs. As such, the evaluation of a graduate student's academic performance may include, but is not necessarily limited to, assessing the student's knowledge of the academic discipline, the student's ability to apply that knowledge to discipline-specific problem-solving situations, and evaluation of the quality of a student's judgment in problem solving.

In addition, faculty will also assess the student's ethical behavior consistent with the professional ethical standards of the discipline. Because of the need to work well with others, faculty will also assess a student's interpersonal interactions in carrying out the work necessary to complete a course of graduate education and to ensure the orderly functioning of the academic department. In short, character and conduct are critical to students' academic evaluation and possibly the attainment of their graduate degrees.

B. Professional Standards for Developmental Science Doctoral Students. Professionalism is an important component of success in a graduate program and career. Students will be evaluated yearly on the following elements of professional behavior as part of the annual evaluation:

1. Initiative and motivation
2. Flexibility
3. Professionalism in Relationships
4. Professional decorum
5. Attention to ethical and legal considerations
6. Quality and excellence in performance

Initiative and Motivation

- * Demonstrates initiative in seeking out opportunities.
- * Shows creativity in professional activities.
- * Demonstrates motivation through going above minimum standards
- * Reliable in meeting deadlines.

Flexibility

- * *Openness to new ideas.* Is not dogmatic about own perspective, but instead is open to multiple perspectives. Forms ideas based on best available scientific evidence. Recognizes changing professional demands and changes behaviors accordingly.
- * *Adaptable to changing events.* Demonstrates flexibility when changes are needed in established schedule or duties (e.g., additional assistantship responsibilities).

* *Willingness to accept and use feedback.* Students are expected to view feedback as a growth opportunity that is intrinsic to the learning processes and therefore the student role. Students should invite constructive feedback without defensiveness, seek to fully understand feedback, and integrate (or incorporate) the feedback into future behavior.

Professionalism in Relationships

* *Ability to get along well with others.* Demonstrates willingness to compromise with others to meet group and individual goals. Willing to consider others' point of view. Pleasant in interactions.

* *Deals well with conflict.* Recognizes the impact of own words and actions on others. Examines own role in conflict, and keeps disagreements on a professional level.

* *Communicates effectively.* Articulates positions in a clear manner.

* *Respects others' time.* Arrives on time, does not cancel meetings without advanced notice, is organized and prepared for meetings and class

Maintains professional decorum

* *Recognizes role as a representative of the program including using language, dress, relationship boundaries, and behavior appropriate to context.*

* Professional appearance (including clothing and grooming) is appropriate to the setting and context.

* Uses professional language and behaviors in professional settings.

* Maintains professional boundaries in relationships with faculty, staff, and fellow students.

* Avoids dual relationships with undergraduates with whom is in a supervisory relationship (e.g., TA/instructor, lab supervisor, etc.).

Attention to ethical and legal considerations

* Seeks to educate oneself about professional ethics, including in the context of research and teaching (e.g., IRB training, FERPA training). Adheres to relevant ethical and legal guidelines.

Quality and excellence in performance

* Demonstrates a high level of excellence and ability in performance of program responsibilities. Puts forth best effort rather than being content with meeting a minimum standard.

C. Letters of Evaluation and Categories of Standing. Each year, you will be provided with a written letter of evaluation of progress. In this letter, the developmental science faculty members will evaluate your progress with respect to coursework, research, teaching, thesis/dissertation, departmental involvement, service, and professional behavior during the current year and over time. The committee will provide recommendations on areas that need additional attention in order to successfully complete the program. You will fall under one of the following evaluation categories:

“Excellent Standing” = a student who is exceeding expectations in regards to coursework, research, teaching, thesis/dissertation, service, and professional behavior (e.g., overall GPA and course grades, participation in scholarly work, meeting deadlines, etc.)

“Good Standing” = a student who is meeting expectations in regards to coursework, research, teaching, thesis/dissertation, service, and professional behavior

“Needs Improvement” = a student who is struggling but showing signs of potential in regards to coursework, research, teaching, thesis/dissertation, service, and professional behavior

“Marginal Standing” = a student who needs substantial improvement in one of the following areas: coursework, research, teaching, thesis/dissertation, service, or professional behavior

“Inadequate Progress” = a student who needs substantial improvement in two or more of the following areas: coursework, research, teaching, thesis/dissertation, service, or professional behavior

D. Improvement Plan. Students who are evaluated as either “Marginal Standing” or “Inadequate Progress” must provide a written response to the evaluation letter within 30 days and give this response to the graduate coordinator. The response should include a detailed plan agreed upon by the student and her/his advisor that specifies how the student can regain good standing. The plan must include specific strategies and deadlines for addressing the problematic areas identified by faculty members. The student will be required to submit another annual report in the fall semester, by December 1st, to the graduate coordinator. The student will then be re-evaluated by the developmental science faculty members, and evidence of satisfactory improvement must be demonstrated at that time.

E. Funding and Program Termination. Students who are evaluated as in “Marginal Standing” or “Inadequate Progress” may have funding removed for part or all of an upcoming semester. If no improvement is seen by the next annual report, the student will not be eligible for an assistantship the following year. Students who routinely do not complete their required assistantship hours for a semester may also lose part or all of their funding. Students who do not complete the annual report will automatically lose their funding.

After the second year in the program, the developmental science faculty will determine whether students will be allowed to continue in the program. Some possible reasons for dismissal from the program at the second year review may include, but are not limited to: multiple grades of C or lower, repeated program standing of “Needs Improvement” or below, and/or lack of professional behavior.

4. Filing Plan(s) of Study with the Graduate School

All graduate students in degree programs must file a Plan of Study with the Graduate School. The plan specifies the courses you have taken and plan to take, as well as your major advisor and committee members. Students need to file one plan for the Master's degree and a separate plan for the doctoral degree.

The Master's Degree Plan of Study must be filed by the end of your second semester.

The Doctoral Degree Plan of Study must be filed by the end of the second semester for students entering with a Master's degree. For students entering with a Bachelor's degree, it must be filed by the end of the fourth semester.

5. Completion of the Master's Thesis and Oral Examination

To complete the Master's thesis proposal, thesis, and oral examination, students entering with a Bachelor's degree will follow procedures which are parallel to those outlined in the section in this manual on the doctoral dissertation.

A student's Master's thesis is comprised of at least three faculty members, including the student's advisor. Two members must be core Developmental Science faculty, and the third member must serve as the Graduate School representative and cannot be HDFS faculty. Members of a student's Master's thesis committee do not need to be the same as the members of his/her dissertation committee.

Students who plan to make significant use of faculty time or university resources to work on a thesis must enroll in HDFS 798, commonly called "thesis credits." Students enrolling in thesis credits must complete a thesis contract and submit it to the department secretary in order to receive permission to enroll. This contract must be signed by the student and the student's major professor, who must agree on and document the number of credits and the goals that will be achieved during the semester to earn those credits. Careful consideration of these goals is important, as they form the basis for grading the thesis credits. The possible grades that could be received for thesis credits are S (Satisfactory) or U (Unsatisfactory). In order to achieve an 'S' the student must complete all the goals set forth in the thesis contract.

Each semester that a student plans to work on the thesis, a new thesis contract must be completed. Students planning to make use of faculty time in the summer must also complete a contract and enroll in thesis credits for the summer term. Students not working on a thesis but needing to maintain continuous enrollment (and not taking a leave of absence) must also complete a contract and enroll in at least 1 thesis credit each fall and spring term.

6. Qualifying Examination

A qualifying examination will be required of each student after the student has passed the core developmental courses (811, 813, 815, and 817) or has passed the final exams for these courses if entering with a master's degree. After passing the qualifying exam and completing all requirements for the master of science degree, the student will be allowed to proceed with a dissertation proposal.

A. Purpose. The purpose of qualifying examination is to assess whether the student has acquired the requisite understanding of the general fundamental knowledge of the discipline and the critical thinking ability to elaborate and execute a sound research plan for his or her dissertation.

B. The Qualifying Examination Committee. The Qualifying Examination (QE) committee will be comprised of all members of the Developmental Science core faculty. The QE committee will be charged with distributing a reading list and exam questions, and facilitating grading of the written exams.

C. Timeline. The qualifying exam is administered during the summer after the student has completed the core developmental courses (811, 813, 815, and 817).

- Students receive a reading list in January. Previous editions of the reading list are posted on the DS Resources Blackboard site online.
- Students enroll in 2 credits of 890 during spring semester (pass/fail), supervised by their advisor. The sole assignment is to prepare for the exam. Plans for preparation and time management should be discussed with the advisor.
- Students must write and submit 2 sample questions to the chair of the QE committee by April 1.
- All four questions for the exam will be provided to students on the Monday after the semester ends in May.
- Students enroll in 2 credits of 890 during the summer (pass/fail). The sole assignment is to complete the exam.
- A written response to one question is due at the end of each week from the date the exam questions were first provided. Students are required to submit an electronic copy of each response. Late submissions will not be accepted.
- Students will receive feedback and grades on their exams within 2 weeks after the submission of the final response.
- If students need to revise and resubmit a response, that revised response is due 1 week after grades are received.

In special circumstances, if the student has considerable difficulty with this timeline, he or she may petition the QE committee for a variation in the scheduling. This request must be made in writing and approved, in writing, by the QE committee.

D. Format and Content

Written examination. The qualifying exam will consist of responses to a set of 4 questions selected by the QE committee covering four broad areas: core developmental concepts and issues, socio-emotional development, cognitive/biological development, and research methodology. The examination questions are essay questions, and responses should include citations to appropriate sources as well as headings and subheadings to show organization. Responses should be double-spaced in 12-point Times New Roman font with 1-inch margins. Each response should be 6 to 7 pages (excluding references) and should not exceed these page limits. Responses should have a header with the student's

chosen 3-digit ID number, the question number, and page numbers. Students should present succinct, organized, and coherent responses.

Exam responses must be the student's own work; the student is not allowed to accept any kind of assistance, including proofreading assistance. In constructing responses, the student may paraphrase portions of his/her own previously written work, but he/she may not include any verbatim portions of prior work.

The examination requires students to organize their own thoughts about core developmental topics. A student's performance on the examination should reflect the breadth and depth of knowledge that he or she has gained during graduate training. The student will be asked to demonstrate ways in which the key principles of development are manifest across multiple domains. The reading list is provided as a starting point for the student's responses, but we expect the student to draw upon additional resources in framing his/her response to each question. Good answers will involve the integration of theories and research across a broad range of material. Responses should not merely summarize or reiterate theories and research findings, but rather should creatively integrate, argue, and synthesize. In sum, the exam provides an opportunity for students to demonstrate their understanding of relevant research and theory, and their ability to critically and creatively construct and argue a unique position.

E. Evaluation. Student identity will be kept anonymous until after the exams are graded. Students should avoid obvious self-references in their answers. All student responses will be run through plagiarism detection software. The identity of the faculty member who graded each question will be revealed to the students after grading is completed. Each question on the examination is read and graded by (at least) two faculty members using a 5-point rating scale corresponding to the letter grades A through F. Each letter grade is assigned its traditional a point value (A = 4 points, B = 3, C = 2, D = 1, F = 0). Examination responses will be assigned to faculty graders by members of the QE committee. Graders will send a copy of the response with grades and comments to the QE committee. All graders must provide details about the basis of the grade.

The committee will aggregate the responses, identify and work to resolve any inconsistencies among grades, and notify the faculty and students of the results. If a large discrepancy occurs between raters on a given question (2 points or more), the question is evaluated by a third rater. The numerical scores from all graders of a question are averaged to determine the score for that question. The scores from all 4 questions are averaged to determine the overall score for the exam.

Pass and Pass with Distinction. The minimum passing grade on the exam is 3.0, with no individual question score lower than 2.0. Students whose exam grade before any revisions is 3.5 or higher, with no individual question grade lower than 3.0, will have passed the exam with distinction, an honor that can be listed on their CV.

Failure with Opportunity to Revise. To determine whether a student who initially failed the exam will be given an opportunity to revise, do the following: Take the lowest question grade, substitute 4.0 for that grade, and recalculate the average exam grade. If that average is 3.0 or higher and no other question grade is lower than 2.0, then the student is allowed to revise one question that was initially graded less than 3.0. If there is more than

one question that was initially graded less than 3.0, the student can choose which one of those questions to revise. In making revisions, the student must carefully review the graders' comments. No other feedback or consultations will occur. The student will have 1 week to complete a revision and resubmit to the QE committee; late submissions will not be accepted. The revised response will then be graded by the original readers within 2 weeks after the submission.

If after revision, the student's exam score is still below 3.0 or still includes a question score lower than 2.0, the student will have failed the exam with no further revision opportunities.

Failure with no Opportunity to Revise. If there would be no possible way that revision of one question could result in a revised average exam score of 3.0 or greater with no question score lower than 2.0, then the student will not be allowed to revise and will have failed the exam.

F. Options after failure of the qualifying examination. Students who fail the exam once MUST meet with the DS committee or a subcommittee and develop a remediation plan. This meeting must take place within 4 weeks after failure of the exam. Then the student may be allowed to retake the exam the next time it is offered, dependent on whether the student has passed his/her second year review. Thus, not passing the qualifying exam will very likely extend the student's time in the program. If a student fails the exam a second time, the DS committee will meet to decide whether the student will be allowed to try again. This decision will be made based on a review of the student's academic and research competencies, as well as his/her professional behavior. A two-thirds affirmative vote by the developmental science faculty, as well as the agreement of a major advisor, is necessary for the student to be allowed to continue in the program and try the exam again the next time it is offered.

7. Doctoral Dissertation, Comprehensive/Preliminary Exam, and Final Oral Examination

The culmination of research training for the Ph.D. is the doctoral dissertation. This dissertation takes the form of original empirical research designed, conducted, analyzed, and written by the candidate.

A. Dissertation Course Credits. Students enrolling in dissertation credits must complete a Dissertation contract and submit it to the department secretary in order to receive permission to enroll. The student and major advisor will complete the contract, which specifies the expected outcomes during the semester. Dissertation credits will be graded as satisfactory or unsatisfactory. If a student does not adequately meet the written goals for the semester, credits will have to be retaken.

B. Dissertation Forms and Format. Guidance for Graduate School requirements regarding dissertations can be found on the Graduate School website. The website includes information about formatting the dissertation and links to forms for scheduling the comprehensive/preliminary examination and final examination (the defense), as well as

for participating in commencement. The student should become familiar with these forms and deadlines well in advance of completing the dissertation proposal and final document.

C. Dissertation Content. Dissertation topics and methods are agreed upon by the candidate and the dissertation committee in the proposal phase of dissertation work. Experimental laboratory research, survey research, naturalistic observations, etc., are all appropriate. Dissertation data can be collected by the candidate individually, or as part of a larger research team, or involve analyses of already collected data from some appropriate large-scale database. In all cases, however, the questions, analyses, and write up must reflect the student's original thinking and efforts.

A typical dissertation should approximate in focus and structure an article (or series of articles) in one of the major journals in the field, (e.g., *Child Development*, *Developmental Psychology*, *Journal of Research on Adolescence*, *Journals of Gerontology*). In the case of experimental research, it would probably include the results of a series of related experiments. In most cases, dissertations have a more extended literature review and discussion section than the typical journal article and the data analyses are typically more thoroughly documented. With the committee's approval, a dissertation can also be comprised of two related manuscripts in preparation for submission (or two related previously submitted or published articles that had been approved by the committee prior to submission) authored by the student (as first author; coauthors also acceptable), bookended by chapters that provide a general introduction and general conclusion.

D. Supervisory Committee for Dissertation. When starting dissertation work, the student assembles his/her dissertation committee. This committee guides students through the dissertation process, reviews their progress and eventually accepts the completed dissertation after the final examination (the defense). The committee is comprised of at least four faculty members. Two members must be core Developmental Science faculty. The third can be core or affiliated faculty. The fourth member must serve as the Graduate School representative and cannot be HDFS faculty. Typically, students work closely with their major advisor as the dissertation research is being conducted. The student may also request advice regarding data, analyses, interpretations, etc. from other committee members as needed.

E. Comprehensive/Preliminary Exam (Dissertation Proposal). The written component of the comprehensive/preliminary examination is the dissertation proposal describing the student's intended dissertation research. The proposal document should be comprised of the literature review, method, and proposed analysis strategy. The proposal ensures acceptance of the study design by the committee before beginning the dissertation research.

Only students who have passed the qualifying examination can proceed to the oral component of the comprehensive/preliminary examination. This meeting is scheduled with the student's supervisory committee members only after the major advisor approves the proposal as ready. At least two weeks before the oral exam, the student submits the Request to Schedule Examination form to the Graduate school and provides each committee member with the proposal. At the oral exam, the candidate's proposal is discussed and modifications are suggested or required. The proposal process ends when

the candidate and his/her supervisory committee agree upon a promising and acceptable dissertation project. At that point the committee votes on whether the student has passed the comprehensive/preliminary oral exam, and the advisor submits the record of that vote to the Graduate School. In the event the student fails the oral exam, the student will be allowed one more chance to take the exam in a subsequent semester. The student cannot proceed with steps outlined in the proposal until the student passes the oral exam. After passing the comprehensive exam, the student will be formally admitted to candidacy for the Doctor of Philosophy degree.

F. Dissertation and Final Oral Examination (the "Dissertation Defense")

Scheduling the Defense. The final examination cannot take place in the same semester as the comprehensive/preliminary exam. It must be scheduled in advance with the Graduate School and must take place, at minimum, a specified number of days before the anticipated graduation date (typically a month or more; see the Graduate School website for details). When the major advisor has approved the dissertation document, it must be given to the supervisory committee members at least two weeks in advance of the final examination. The oral exam is advertised in advance to departmental faculty, graduate students, and affiliated faculty, who are invited to come for the public portion.

Oral Examination (the defense meeting). The candidate begins with an audiovisual presentation of the research questions and results of the dissertation. During this public presentation, the committee members and audience members may ask questions and discuss points of interest. The candidate also prepares and presents a 2-3 minute video in which the candidate summarizes his or her dissertation research for a general audience. After the public audience leaves the room, the committee will question the candidate further. The candidate is expected to "defend" his or her scientific work academically, i.e., weighing arguments carefully and reacting to criticism appropriately. Final acceptance of the dissertation is often made contingent on revisions before the final copy of the dissertation is submitted to the graduate school. The committee needs to approve both the dissertation text and the video presentation. In the event the student fails the final oral exam, the student will be allowed one more chance to take the exam in a subsequent semester.

Working With Your Major Professor And Your Committee

Major professors serve a number of important functions. Each serves as an advisor, mentor, guide, and instructor. Your major professor will help you to choose your committee members, making sure they are appropriate for the topic of study. Your committee and your major professor will approve your plan of study. Your major professor will work with you as you develop and revise your thesis proposal, thesis, dissertation proposal, and dissertation. This person must approve your final draft of each of these documents before you can set up your proposal or defense meetings. In addition to these clearly defined functions, though, major professors may serve in other capacities. They may nominate their students for awards, scholarships, and/or fellowships if applicable. They may invite students to work on other projects of mutual interest. Major professors may serve as role models for professional behavior, and encourage you to engage in activities that will enhance your professional development (e.g. attend and/or present at professional conferences). While not therapists or counselors, major professors can serve as an important source of encouragement and emotional support. They can serve as a sounding board for ideas about your career path. Finding a major professor who will also serve as a mentor might be particularly helpful to students who are traditionally underrepresented in graduate school. These are just a few of the ways a major professor may nurture your development as a professional.

There are individual differences among different professors' styles with regard to advising graduate students. There are also differences in what type of advising an individual student may want. For this reason, it is important that students carefully consider whether there is a good match with a potential major professor in two different areas: 1) area of research interest and 2) advising style and student needs. It is recommended that you read two to three recent publications of potential major professors, and then meet with them to discuss the possibility of working together. Professors understand the need to find the best fit, and so will not object to this style of information gathering. This process might also help you identify potential committee members.

Major Professor Responsibilities

Choosing a major advisor is one of the most important decisions you will make during your graduate studies. You will work closely with your advisor to develop your proposal and master's thesis and to prepare for your oral defense. It is important that your advisor has some knowledge in your specific topic area. It is also important that you can work well with your advisor over the period of your program.

When you first begin your program, you may be assigned a temporary advisor. You may decide to continue with that person or switch to someone else. Feel free to talk with several professors about the possibility of working together, to ensure that you make "the best match." Some questions that you may want to ask potential major advisors include:

1. Are you willing to work on a project not directly linked to your line of research?
2. What is your basic philosophy or strategy when working with graduate students?
3. Have you planned any sabbaticals or leave of absences during the next two years?
4. Are you willing to allow students to work off of your own data sets? Under what

conditions?

5. How involved do you like for the committee members to be?
6. Are you available to work with students in the summer?

Once you select a major professor, you will work together on developing a time line for completing your Plans of Study, your thesis, and your dissertation.

It is possible to change your major professor; in fact, it is very common to change if you had an advisor who was temporarily assigned to you. Other reasons for switching might include a professor going on developmental leave or leaving NDSU. Changing your major professor is strongly discouraged after your thesis work has begun, and would have to be approved by your current and proposed major professor. In order to change, it is necessary to make arrangements with your new major professor and complete the Request for Change form. If you are admitted to work with a particular faculty member as your advisor, it is not guaranteed that a different advisor will agree to work with you should you decide to switch.

Department Head Responsibilities

The Department Head will give final approval for several decisions that are made during your graduate career. The Head must approve the Plan of Study Committee and changes to the Plan of Study. He or she is also responsible for approving your scheduled oral examination dates (thesis and dissertation defenses), as well as signing the final copy of your thesis and dissertation. If your thesis involves the collection of data with human participants, the Head must also approve the request to the Institutional Review Board.

Plan of Study Committee

During the second semester, you, in consultation with your major professor and with the approval of the Department Head, should select your Plan of Study Committee. Requirements for the membership of this committee are the same as for the doctoral supervisory committee. It is advantageous to select committee members that have expertise in a specific component of your disquisition. For example, if you selected as your thesis topic “Parent-adolescent conflict during puberty for Native Americans,” it is possible that your major advisor will have expertise in parenting. In this case, it would be a good idea to select committee members that have a strong knowledge of adolescence or Native Americans. Sometimes it may be important to choose a committee member with an expertise in methodology, particularly if you foresee complicated analyses.

Revisions of the Plan of Study require the completion of a Request for Change form and approval by the major professor, the Plan of Study Committee, HDFD Department Head, and the Graduate Dean. The major professor and committee may be different on the doctoral Plan of Study from the master’s Plan of Study without completing a Request for Change form.

Opportunities to Enhance Your Educational Experience

Endorsement in Quantitative Methodology

We offer doctoral students the opportunity to enhance their statistical knowledge by obtaining an endorsement in quantitative methodology. This endorsement can be listed on the student's vita alongside his/her degree. In order to obtain this endorsement, students must complete the following courses:

HDFS 705: Quantitative Methods in Developmental Science (if entering with a Bachelor's degree)

HDFS 854: Advanced Quantitative Methods

HDFS 856: Longitudinal Research Methods and Analysis

Additionally, students must choose two of the following listed courses, or other courses as approved by the DS committee:

EDUC 881: Data Management and Decision Making

EDUC 882: Institutional Analysis Techniques

EDUC 883: Survey Research

EDUC 885: Structural Equation Modeling

STAT 764: Multivariate Methods

STAT 767: Probability and Mathematical Statistics

Internship Experience

For students who plan careers as college professors, multiple teaching experiences are recommended. For those who have specific research, service, or consulting careers in mind, teaching experience is helpful but other internship experiences are important as well. Internships can significantly advance the understanding of developmental science when the students work and train in a setting related to their interests (e.g., school setting, hospital or state institution, a congressional office, an agency or a center associated with child or adult development). Internships may be taken for course credit. For both teaching and internships, it is advantageous for students to document their experiences (e.g., teaching or internship evaluations) for use when applying for positions.

Graduate Certificate Program in College Teaching

Students in Developmental Science are eligible to earn a graduate certificate in college teaching. There are 9 credits required, including HDFS 802, which is already required in the DS program. A practicum/field experience (HDFS 892/EDUC 795) is also required during the semester the student is teaching. See <http://bulletin.ndsu.edu/graduate/programs/collegeteaching/#newitemtext> for more information.

Core Faculty and Affiliated Faculty

Students will choose a major advisor from among the core Developmental Science Faculty. In addition to the core, several NDSU faculty members both inside and outside of HDFS have indicated a willingness to be affiliated with the Developmental Science Ph.D. program. This means that they are a good pool to draw from when composing supervisory committees, they might offer classes that would be of interest as electives, and they might be good resources to consult at any stage of the research process.

Core Developmental Science Faculty:

Beth Blodgett Salafia, Ph.D., Associate Professor
Sean Brotherson, Ph.D., Professor
Jim Deal, Ph.D., Professor
Heather Fuller, Ph.D., Associate Professor
Joel Hektner, Ph.D., Professor
Melissa Lunsman O'Connor, Associate Professor
Brandy Randall, Ph.D., Professor
Greg Sanders, Ph.D., Professor
Rebecca Woods, Ph.D., Associate Professor

Affiliated Faculty within HDFS:

Carrie Johnson, Ph.D., Assistant Professor
Christine McGeorge, Ph.D., Professor
Meagan Scott, Ph.D., Assistant Professor
Tom Stone-Carlson, Ph.D., Professor

Affiliated Faculty outside HDFS:

Ben Balas, Ph.D., Associate Professor (Psychology)
Sarah Boonstoppel, Ph.D., Assistant Professor (Criminal Justice and Political Science)
Erin Conwell, Ph.D., Assistant Professor (Psychology)
Donna Grandbois, Ph.D., Associate Professor (Nursing)
Britt Heidinger, Ph.D., Assistant Professor (Biological Sciences)
Brent Hill, Ph.D., Assistant Professor (Education)
Andrea Huseth-Zosel, Ph.D., Assistant Professor (Public Health)
Linda Langley, Ph.D., Associate Professor (Psychology)
Carrie Anne Platt (Communication)
Susan Ray-Degges, Ph.D., Professor (Apparel, Design and Hospitality Management)
Molly Secor-Turner, Ph.D., Associate Professor (Nursing)
Kevin Thompson, Ph.D., Professor (Criminal Justice and Political Science)
Rachelle Vetter, Ph.D., Associate Professor (Center for 4-H Youth Development)

Funding Opportunities

Graduate Assistantships. Graduate assistantships may be awarded to students to support the teaching and research missions of the department. Most graduate assistants receive a stipend and full tuition waiver. In order to hold an assistantship, students with course work other than disquisition or practicum credits remaining need to be enrolled a minimum of half time (5 credits per semester) and be making adequate progress to degree. Students with only disquisition or practicum credits remaining must enroll in at least 1 credit and must be making adequate progress to degree. Requests for a waiver of this policy may be made in writing to the graduate coordinator. Graduate assistants are evaluated at the end of each semester; continuation of appointment is contingent on satisfactory evaluations.

Grants, Scholarships and Fellowships.

- NDSU Graduate School

Funding opportunities are available to graduate students in the form of grants, scholarships and fellowships. Opportunities through the Graduate School include NDSU Graduate School Dissertation Fellowships, Graduate School Teaching and Research Awards, the Doctoral Dissertation Assistantship program and non-faculty travel awards.

For information on these and several other funding possibilities visit:

http://www.ndsu.edu/gradschool/current_students/fellowships_and_awards/

- Scholarships in the College of Human Development and Education

Students may also apply for scholarships through the NDSU College of Human Development and Education

http://www.ndsu.edu/hde/scholarships/graduate_scholarships/.

- Fellowships

There are a number of agencies and organizations that provide funding to doctoral students. Simply conducting a Google search of “doctoral fellowships in the social sciences” will provide several opportunities to sort through to see if you qualify! Following are some examples of where you can find information on funding opportunities that might apply—but this is *just a sample* of what is available:

- Members of Phi Upsilon Omicron Honor Society may apply for fellowships. For information visit: <http://www.phiu.org/fellowships.htm>
- National Science Foundation Graduate Research Fellowship Program (NSF GRFP) <http://www.nsfgrfp.org/>
- Ruth L. Kirschstein National Research Service Award (NRSA) <http://grants.nih.gov/training/nrsa.htm>

- Guide to U.S. Department of Education Programs
<http://www2.ed.gov/programs/gtep/index.html>
- National Defense Science and Engineering Graduate (NDSEG) Fellowship Program (cognitive, neural, & behavioral sciences)
http://www.wpafb.af.mil/library/factsheets/factsheet_print.asp?fsID=9339&page=1
- International Dissertation Research Fellowships (IDRF)
<http://www.ssrc.org/fellowships/idrf-fellowship/>
- Mellon/ACLS Dissertation Completion Fellowships (ACLS American Council of Learned Societies) <http://www.acls.org/programs/dcf/>
- Charlotte W. Newcombe Foundation: Doctoral Dissertation Fellowships
http://www.newcombefoundation.org/scholarship_ddf.html

Postdoctoral Opportunities

The APS Postdoc Exchange (Association for Psychological Science)
<http://www.psychologicalscience.org/index.php/post-doc-exchange>

Program Policies

Graduate Assistantships

Graduate assistants in Developmental Science work for a faculty member usually for 15 hours per week. The student receives a full waiver of all tuition as well as a stipend. International students are responsible for furnishing appropriate documents required for their employment on campus. In order to hold an assistantship, students with course work other than disquisition or practicum credits remaining need to be enrolled a minimum of half time (5 credits per semester) and be making adequate progress to degree. Students with only disquisition or practicum credits remaining must enroll in at least 1 credit and must be making adequate progress to degree. Requests for a waiver of this policy may be made in writing to the graduate coordinator.

Other Financial Aid

The North Dakota Board of Higher Education also offers scholarships for returning graduate students. Application forms are on the Graduate School website. If finances are an issue for you, keep in mind that proper planning can help you minimize the length of time required to complete your program and thus minimize expenses. Keep your financial status in mind as you follow through on your program of study.

Maintaining Continuous Enrollment

Students must maintain continuous enrollment for fall and spring semesters each year until all degree requirements are completed. Students who need to interrupt their studies may obtain a leave of absence by applying in writing to the Graduate Dean. The penalty for not maintaining continuous enrollment until submitting final thesis or paper copies can become steep. The Graduate Dean will not approve the degree until the student has registered for the appropriate number of credits of research for any Fall and/or Spring Semesters not covered by either registration or leave of absence. The number of these credits, determined by the Graduate Dean after consulting with the student and the chair of the student's supervisory committee, will amount to at least one (1) credit per semester not covered by either registration or leave of absence, but not more than four (4) credits total. A student who has not registered and/or is on a leave of absence for longer than a continuous two-year period must also reapply for admission and is subject to the degree requirements at the time of readmission. Students who move out of the state may maintain their North Dakota residence status for up to 12 months, after which it is assumed that out-of-state tuition applies.

10-Year Limit

Graduate credit for any course work that is more than ten (10) calendar years old at the time of the final examination cannot be used to satisfy a Ph.D. degree program. Following the final examination (i.e. oral defense), the candidate has one (1) additional year during which to provide The Graduate School a disquisition for which the Graduate Dean will sign final approval of all requirements for the degree. Should the disquisition not be deposited as specified or any other degree requirements not be completed within this time limit, the student must repeat the final examination. Leaves of absence do not amend in any way the ten year time limit.

Checking NDSU Email Address

Each student is issued an NDSU email address (usually of the form firstname.lastname@ndsu.edu). Students are required to check this address regularly, as it will be a primary mode of communication from University faculty, staff, and administration. If students do not wish to set up their email program to make their NDSU email account primary, NDSU email can be checked without an email program via the Internet here: <http://www.ndsu.edu/pubweb/itdivision/mailhub/> Alternatively, students can have all of their NDSU email delivered to another account (such as yahoo). If this option is chosen, students must insure that any spam filters they use do not delete mail from NDSU.

Courses not eligible for tuition waiver

All core courses are offered at least once every two years in a form that is eligible for tuition waiver. These courses and some elective courses may also be offered at other times in an online format either through Distance and Continuing Education (DCE) or Great Plains IDEA (GPIDEA). In these cases, these courses would not be eligible for tuition waiver. All courses not eligible for tuition waiver are clearly marked as “DCE” or “GPIDEA” in the Schedule of Courses published online each semester by the Registrar.

Participating in Commencement

Students are eligible to participate in commencement at the end of the semester in which they complete their final examination (thesis or dissertation defense). A Commencement Application form must be completed and submitted to the Graduate School by October 31st for fall commencement or March 15th for spring commencement. The final examination must be scheduled at least one week prior to the date of commencement. Participating in commencement is not proof of earning a degree. The degree is earned and graduation is posted on the date that the Graduate School grants final approval to the student’s disquisition.

Full-time and half-time status

Full-time graduate students take 9 or more credits per semester; half-time students take 5 credits. However, taking fewer than 5 credits, if those credits are for thesis or practicum, will count for half-time status for financial aid purposes.

Awards for Graduate Students

Awards are given annually to students for “Outstanding Assistance to faculty in HDFS” and for the “Mark T. Suffolk Award for Outstanding Contributions in Developmental Science”. The awards come with a certificate and a monetary prize. Awardees’ names are inscribed on a plaque in the HDFS office.

Authorship Guidelines

The College of Human Development and Education has an “Authorship Guide” that provides general principles for deciding issues of authorship and recommends procedures for making and documenting these decisions. Among the principles are that authorship should be discussed at the initiation of a project, but ultimately be determined by the relative contribution of participants. Publishing and authorship expectations should be

discussed between students and potential advisors prior to the final selection of an advisor. Publications resulting from a student's disquisition should, under most circumstances, list that student as the lead author. Exceptions might be considered in the case where the student is using a faculty member's data. Authorship on additional articles from the data based on new research questions and analysis should be determined based on relative contributions. More details on these guidelines and a template to use to document authorship decisions are available from the Graduate Coordinator.

Approval Required on Publication and Grant Submissions

Any student who submits a manuscript for publication in a journal or book must first have the approval of a DS faculty member who is a coauthor or the approval of his or her advisor, if there is no coauthor who is a DS faculty member. Students who intend to submit a proposal for external research funding must also have the approval of a DS faculty member and must route the proposal through NDSU Sponsored Programs Administration.

Protection of Human Subjects

All research using human participants, including the use of secondary data sources, requires approval by the University's Institutional Review Board (IRB). Information and forms for filing a project with the IRB can be found on the NDSU IRB website.

Unethical or Unprofessional Conduct

Students who violate policy or otherwise display unethical or unprofessional conduct may face disciplinary action ranging from a letter placed in the student's file documenting such conduct to expulsion from the program. The student has a right to an appeals process, following the "Grievances" process outlined on the next page.

Academic Standards

Only grades of A, B, C, or S are acceptable for graduate credit. All courses taken by a graduate student for which grades are given will be used in calculating the grade point average, except where a course has been repeated. Both grades will appear on the transcript, but only the second grade will be used in calculating the grade point average. (A specific course can be retaken only once, and only three total courses can be retaken). Satisfactory or Unsatisfactory is assigned for research credits, and they are not used in calculating the GPA. Acquisition of more than two grades of C, D, F or U may be grounds for dismissal upon recommendation by the program administrator.

To be in a scholastic status of GOOD STANDING and to receive a graduate degree, a student must maintain a cumulative grade average of at least 3.0.

Any student in GOOD STANDING whose cumulative grade average drops to less than 3.0 at any time of attendance is automatically placed on academic WARNING. Any student admitted in CONDITIONAL status because of grade deficiency is automatically placed on academic WARNING. A student on academic WARNING cannot register for the following semester until the grades for the current semester post. If a student on academic WARNING fails to achieve a cumulative grade average of at least 3.0 in the subsequent semester of attendance then the student will be placed on academic PROBATION.

A student on academic PROBATION may not continue the pursuit of a graduate degree program without a recommendation from the appropriate program administrator and a waiver from the Dean of the Graduate School. This recommendation must include a review of the student's current status and a proposed plan of remediation which provides the student an opportunity to return to a cumulative GPA of at least 3.0 within one additional semester (fall or spring). The remediation plan must be submitted and approved in time for the student to register for the academic term (fall or spring) that immediately follows the term in which the student was placed on probation. If the student does not submit an acceptable plan in time to enroll for the next academic term (fall or spring), or if the cumulative GPA is not at least 3.0 after this one additional semester, the student will be dismissed from his or her graduate program.

A student on academic PROBATION is not eligible for a graduate assistantship or tuition waiver. These minimal scholastic requirements apply to all students enrolled in the Graduate School. Additional requirements may exist for certain graduate departments and programs.

Grievances

- Step 1. The first step in grievance resolution is to discuss the problem with the faculty person it concerns. If resolution cannot be obtained between concerned parties, the student should move to Step 2. Do not proceed to Step 2 until Step 1 has been completed.
- Step 2. It is the right and responsibility of the Department Chair to work toward conflict resolution within the Department. The student may request a meeting with the individual faculty person and the Department Chair.
- Step 3. Only if satisfactory resolution is not forthcoming in Step 2, the concerned

parties move to Step 3, contacting the Dean of the college and or the Dean of the NDSU Graduate School.

Resolution of grievances beyond this stage should follow grievance policies of the university.

Recommended Electives

HDFS

HDFS 722 Methods and Theories in Gerontology
HDFS 760 Aging Policy
HDFS 824 Special Topics Socioemotional
HDFS 825 Special Topics Cognitive
HDFS 830 Family Theories
HDFS 874 Contemporary Grant Writing (CFT)
HDFS 877 Qualitative Theories and Methods in CFT

Apparel, Design and Hospitality Management (ADHM)

ADHM 705 Environments and Aging

Animal Science

ANSC 728 Advanced Reproductive Biology

Biology

BIOC 719 Molecular Biology of Gene Expression and Regulation
BIO 825 Biology of Aging
BIO 859 Evolution

Communication

COMM 704. Qualitative Research Methods in Communication
COMM 714. Marriage & Family Communication
COMM 780. Health Communication

Criminal Justice

CJ 702 Program Evaluation
CJ 707 Juvenile Corrections
CJ 709 Criminal Justice Policy
CJ 722 Crime and the Life Course
CJ 760 Police and Race Issues
CJ 768 Gender and Justice

Education

EDUC 753 Managing/Monitoring Learning
EDUC 851. Adult Learning
EDUC 853 Instructional Methods for Adult Learners
EDUC 871. Planning and Conducting Needs Assessment
EDUC 872. Qualitative Research Methods
EDUC 881: Data Management and Decision Making
EDUC 882. Institutional Analysis Techniques
EDUC 883. Survey Research
EDUC 884. Program Evaluation Research
EDUC 885. Structural Equation Modeling Fundamentals.

Health, Nutrition, and Exercise Science (HNES)

HNES 703 Graduate Biomechanics of Sport and Exercise

HNES 713 Graduate Exercise Physiology

HNES 721 Health Promotion Programming

HNES 725 Promoting Health through Policy, Systems, and Environment

HNES 727 Physical Activity Epidemiology

HNES 745 Community Health Leadership

HNES 760 Skeletal Muscle Physiology

HNES 777 Scholarly Writing and Presenting in Health, Nutrition, and Exercise Science

Nursing

NURS 715 Advanced Community Assessment

NURS 810 Health Promotion and Disease Prevention

Psychology

PSYCH 731 Fundamental Processes/Cognition

PSYCH 733 Social Judgment

PSYCH 756. Empir. Supp. Interventions II

PSYCH 760 Res. Meth/Visual/Cogn/Neurosci

PSYCH 761 Applied Research Methods

PSYCH 762 Advanced Research Methods / Analysis

PSYCH 770. Testing and Assessment

PSYCH 771 Social/Health Psych Research

PSYCH 782 Emotions

PSYCH 787 Adv. Social Psych/Health

Public Health

(most PH courses are not open to students outside of that program, but students can ask permission)

PH 705 Global Health

PH 710 Health Care Delivery in the U.S.

PH 712 Health Outcomes Research

PH 720 Environmental Health for Public Health Professionals

PH 741 Social and Behavioral Sciences in Public Health

PH 751 Essentials in Epidemiology

PH 765 Cultural Competence in Health Professions

Sociology

SOC 700. Qualitative Methods

SOC 701. Quantitative Methods

SOC 723. Social Theory

Statistics

STAT 725 Applied Statistics

STAT 726 Applied Regression and Analysis of Variance
 STAT 730 Biostatistics
 STAT 732 Introduction to Bioinformatics
 STAT 764. Multivariate Methods
 STAT 767 Probability and Mathematical Statistics I
 STAT 768 Probability and Mathematical Statistics II
 STAT 786 Advanced Inference

List Of Forms

Name of Form	When Needed
Master's Degree Plan of Study and Supervisory Committee	By end of 2 nd semester
Request for Change: Plan of Study, Advisory/Supervisory Committee	Any time a change is made in courses taken or committee members
HDFS Thesis Contract HDFS Individual Study Contract HDFS Dissertation Contract	When registering for any semester in which you plan to take thesis, individual study, or dissertation credits
HDFS Cumulative Graduate Student Activity Report for Evaluation of Progress	Due by April 1 every year to the DS Coordinator
Financial Aid form to verify research credits equivalent to half-time	Available only from financial aid office (not online). Used to obtain half-time student status even when taking fewer than 5 credits, if those credits are thesis, research, or practicum.
Request to Schedule Examination	Due at least 2 weeks before the date of the defense to the Graduate School
Graduate School Commencement Application	If participating in commencement, due October 31 or March 15 to the Graduate School, as long as defense will be completed by one week before commencement
Doctoral Degree Plan of Study and Supervisory Committee	By end of 2 nd semester if already have MS degree; by end of 4 th semester if not.

These forms are available either on the Graduate School website
 (http://www.ndsu.edu/gradschool/current_students/forms/)
 or the HDFS department website
 (http://www.ndsu.edu/hdfs/graduate_programs/graduate_forms/)

or from the HDFS department secretary.

Core Developmental Science Faculty

Beth Blodgett Salafia (Ph.D., University of Notre Dame)

I earned my bachelor's, master's, and doctoral degrees in the Department of Psychology at the University of Notre Dame. My research examines the actual and perceived correlates and predictors of adolescents' and emerging adults' eating disorders and body image concerns. Specifically, I investigate the various individual, parent, peer, and partner influences on dieting, body image, muscularity, and eating disorders. My teaching interests primarily include adolescent development, parent-child relations, body image, and statistics. I am a member of the Society for Research in Child Development, the Society for Research on Adolescence, and the Australia and New Zealand Academy of Eating Disorders.

Sean Brotherson (Ph.D., Oregon State University)

My doctoral degree is in Human Development and Family Studies from Oregon State University, with added emphases in gerontology and family policy. My master's degree is in Family Science from Brigham Young University, with an emphasis in family life education. My areas of interest include research, teaching and program and resource development in fathering, parent-child relationships, couple and marriage relationship quality, family well-being, grief and bereavement, individual and family transitions, and family life education. I am a member of the National Council on Family Relations and work with various organizations in family life education and family policy, primarily through the Cooperative Extension Service.

James Deal (Ph.D., University of Georgia)

I received my bachelors degree from Georgia Southern University in Sociology, and both my masters and doctoral degrees at the University of Georgia in the department of Child and Family Development. Following that, I completed a three year post doc at the University of Virginia (Psychology Department), and George Washington University (Center for Family Research, Division of Psychiatry). My teaching focuses on children and families across cultures and on issues/theories in family science. My research focuses on temperament and personality development in young children, and on whole family functioning. I am a member of the Society for Research in Child Development and the National Council on Family Relations.

Heather Fuller (Ph.D., University of Michigan)

My research focuses on social relationships and their effect on well-being across the lifespan. Specifically, my interests include family dynamics and aging, intergenerational relationships, and sociodemographic and cross-cultural differences in lifespan development. My teaching focuses on aging, lifespan development, family dynamics, and cross-cultural variation. I received my bachelor's degree in Psychology and Spanish from the University of Minnesota, and both my master's and doctoral degrees in Developmental Psychology from the University of Michigan. I am a member of the Gerontological Society of America and the Society for the Study of Human Development.

Joel Hektner (Ph.D., University of Chicago)

My interests and research are in social emotional learning (SEL) as a means of well-being promotion and problem prevention in school-age children; peer affiliation patterns and peer influences on behavior; parent training programs; and family and school conditions that facilitate optimal experiences (flow) and optimal development. I enjoy teaching courses in socioemotional development, statistics, and research methods. My doctoral field of study was in Human Development at University of Chicago. I earned my B.A. in Psychology from Princeton University. I am a member of the Society for Prevention Research, the Society for Research in Child Development, the American Educational Research Association, and the National Council on Family Relations.

Melissa Lunsman O'Connor (Ph.D., University of South Florida)

I received a bachelor's degree in Psychology (with a minor in Creative Writing) from St. Cloud State University, a master's degree in Experimental Psychology from the University of Wisconsin Oshkosh, and a Ph.D. in Aging Studies from the University of South Florida. My research focuses on characterizing changes in cognitive and functional abilities across the adult lifespan, and my ultimate goal is to promote healthy aging. Specifically, my research interests include: examining age-related differences and changes in cognitive and functional abilities, such as driving, among healthy adults and clinical populations; quantitative methods and psychometrics; interventions for improving cognition, health, and everyday functioning; and attitudes toward dementia. My teaching interests include adult development and aging, lifespan development, cognitive psychology, and research methods. I am a member of the American Psychological Association (Division 20, Adult Development and Aging) and the Gerontological Society of America.

Brandy Randall (Ph.D., University of Nebraska-Lincoln)

I received my bachelors degree from Creighton University in Psychology, and both my masters and doctoral degrees at the University of Nebraska-Lincoln. My teaching focuses on child and adolescent development. My research interests include prosocial behaviors and moral development, relationship quality, well-being and competence, positive and problem behaviors in adolescence, and culturally appropriate quantitative measurement. I am a member of the Society for Research in Child Development and the Society for Research in Adolescence.

Greg Sanders (Ph.D., University of Georgia)

I have published and presented nationally and internationally on building technology and distance education capacities and on issues related to aging and families in later life. My administrative roles have included serving as Associate Dean for the College of Human Development and Education; Chair, Department of Child Development and Family Science at NDSU; and Interim Chair, Department of Food and Nutrition (NDSU). I currently serve on the Barnesville Area HELPERS, the board of NEXUS, and the Board on Human Sciences and on the board and executive committee of PATH North Dakota Inc. I received a Bachelors degree in Human Development/Psychology from Indiana University, a Master's in Human Development and Family from the University of Nebraska-Lincoln, and a Ph.D. in Child Development and Family from the University of Georgia.

Rebecca Woods (Ph.D., Texas A&M University)

My research topics include object processing in infancy, early perceptual development, motor development, and gender differences in infancy. In addition, I am interested in learning how parent-child interaction can influence infants' attention, learning, and memory. My teaching interests include perceptual and cognitive development, prenatal development and childbirth, infancy and toddlerhood, lifespan development, and research methods. I graduated with my bachelor's degree in Psychology and Art from Stephen F. Austin University. I earned both my master's and doctoral degrees in Developmental Psychology at Texas A&M University. I am a member of the International Society on Infant Studies (ISIS), the Society for Research in Child Development (SRCD), and the Society for Teachers of Psychology, APA division II.

Helpful Resources About Graduate School

Following is a list of resources that contain information and insights that will help you negotiate different phases of the graduate school process, from the first year to finishing a dissertation. There is also information about funding for graduate education. The resources have been grouped according to topics. However, some sources cover multiple topics. These resources may be available through the library (either directly at the library or via Interlibrary Loan). The following website may also be a good resource: <http://www.apa.org/apags/resources/index.aspx>. If these sources raise additional questions for you, it is recommended that you consult with an academic advisor.

Beginning Graduate School

1. Rossman, M. H. (2002). *Negotiating graduate school: A guide for graduate students*. 2nd ed. Thousand Oaks, CA: Sage.

Great information on practical, social, and emotional aspects of graduate school.

Funding

1. Hamel, A. P., & Furlong, J. S. (2011). *The graduate school funding handbook*. 3rd ed. Philadelphia, PA: University of Pennsylvania Press.

Pre-application and in-grad school funding.

2. Diffley, P. (2003). *Paying for graduate school without going broke*. New York: Princeton Review.

Good financial advice, money management, funding sources.

In Graduate School

1. Johnson, B. W. & Huwe, J. W. (2003). *Getting mentored in graduate school*. Washington, DC: American Psychological Association.

2. Mauch, J. E., & Park, N. (2003). *Guide to the successful thesis and dissertation: A handbook for students and faculty*. 5th ed. New York: Marcel Dekker.
3. Cone, J. & Foster, S. L. (2006). *Dissertations and thesis from start to finish: Psychology and related fields*. 2nd ed. Washington, DC: American Psychological Association.
4. Walfish, S. & Hess, A. K. (2001). *Succeeding in graduate school: The career guide for psychology students*. Mahwah, NJ: Lawrence Erlbaum Associates.
5. Peters, R. L. (1997). *Getting what you came for: The smart student's guide to earning a master's or Ph.D.* Rev. ed. New York: Farrar, Straus, and Giroux.
6. Kline, R. B. (2009). *Becoming a behavioral science researcher: A guide to producing research that matters*. New York: Guilford.
7. Roberts, C. M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. 2nd ed. Thousand Oaks, CA: Corwin.
8. <http://teachpsych.org/gsta/index.php>
Great for teaching resources

In Graduate School: Minority Groups and Women

1. Farmer, V. L. (2006). *The Black student's guide to graduate and professional school success*. Charlotte, NC: IAP LCC.
2. Toth, E. (2008). *Ms. Mentor's new and ever more impeccable advice for women and men in academia*. Philadelphia, PA: University of Pennsylvania Press.
3. Leonard, D. (2001). *A woman's guide to doctoral studies*. Buckingham, PA: Open University Press.

Developmental Science Ph.D. Student Manual

*Developmental Science Ph.D. program, Department of Human Development and Family Science
College of Human Development and Education*

This form acknowledges your receipt of the Developmental Science Ph.D. Student Manual. Please review the document closely and ask the Developmental Science Coordinator or your advisor if you have any questions before signing this form.

By September 1st, you must complete this form and submit it to the Developmental Science Coordinator.

- ☐ I have read and understood the policies and procedures outlined in the Developmental Science Ph.D. Student Manual.
- ☐ I agree to abide by the professional standards and requirements for graduate students as described in the manual.

Signed: _____ Date: _____

Printed name _____

Agreement to abide by Professional and Academic Standards

*Developmental Science Ph.D. program, Department of Human Development and Family Science
College of Human Development and Education*

Graduate students are professionals in training, and being an effective professional requires more than what can be learned in a classroom setting. In addition to meeting academic standards, graduate students are expected to conduct themselves in an ethical, responsible, and professional manner. The purpose of this document is to connect you to student and professional standards of conduct and create a record of your agreement to abide by these standards during your graduate program. When you complete and sign this document, you agree to:

- Abide by the NDSU Student Code of Conduct.
<http://www.ndsu.edu/fileadmin/studentlife/StudentCode.pdf>
- Abide by the NDSU University research conduct standards.
http://www.ndsu.nodak.edu/research/institutional_review_board/
http://www.ndsu.nodak.edu/research/institutional_animal_care_and_use_committee/
http://www.ndsu.nodak.edu/research/institutional_biosafety_committee/
- Abide by the NDSU Graduate School policies and scholastic standards.
http://www.ndsu.edu/gradschool/bulletin/graduate_school_policies/general_policies/#c30343
- Abide by the Developmental Science Doctoral Program standards of professional conduct.
https://www.ndsu.edu/fileadmin/hdfs/documents/graduate_info/Dev_Sci_Manual_2015_draft.pdf (see pages 18-19 of the manual, either online or in the hard copy you received)

Upon officially entering the program (and no later than September 1st), you must complete this form and submit it to the Developmental Science Coordinator.

- ☐ I have reviewed the standards identified above and/or have taken relevant training and agree to fully abide by them.
- ☐ I understand the process for establishing consequences for violations of professional and academic standards and my rights of review and appeal.
- ☐ I understand that if I violate the professional standards indicated above, consequences could include action up to dismissal from the program.

Signed: _____ Date: _____

Printed name _____