Ph.D. in Community Resources & Development
2017 – 2018 Student Guide

School of Community Resources & Development
411 N. Central Ave. Suite 550
Phoenix, AZ 85004
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You are here because you are interested in community development as it relates to recreation, communities, nonprofit leadership, leisure or tourism. We are committed to the science behind those interests and helping you discover how community resources can be sustainably used to enhance quality of life. The School of Community Resources and Development, with its multi-disciplinary approach, committed faculty, and urban desert setting provides a unique environment to earn your doctoral degree.

Our curriculum is designed to provide you with the tools necessary to understand, explain, and build a new knowledge for sustainable and healthy communities. Our academic expertise spans broad spectrum of knowledge in areas such as tourism economics, park management, community recreation, nonprofit organizations, social media, cultural and heritage tourism, and community development. We are the only major school in the United States to successfully combine these broad areas into one shared experience.

Our program offers opportunities to help solve critical issues impacting communities and regions. You will gain expertise in analyzing and understanding critical topics and issues pertinent to the fields of recreation, leisure, tourism, nonprofit management and community development. You will work closely with your Graduate Studies Committee to develop a program of study based specifically on your interests and needs. Our graduates work for universities as faculty or researchers, and private, public and nonprofit sectors as managers and researchers.

We invite you to explore the exciting possibilities for your future at our School either through our website or through your inquiries and visits. Contact our Director of Graduate Studies, Dr. Gyan Nyaupane at Gyan.Nyaupane@asu.edu for information on the application process. I hope you decide this program is right for you.

Kathleen Andereck, Ph.D., Director,
ASU School of Community Resources & Development
The Ph.D. program is a university-wide interdisciplinary degree. The core faculty engaged in this program is housed in the School of Community Resources and Development (SCRD) at the Downtown Phoenix campus. The faculty is comprised of diverse individuals with a broad range of scholarly expertise and leadership abilities in the primary areas of study.

There are many aspects of the Ph.D. in Community Resources and Development that make this degree unique among its peers. ASU is located in the Phoenix Arizona metropolitan area, one of the fastest growing and most dynamic areas in the United States. Our location in the heart of the fifth largest city in the U.S. and capital of Arizona provides unprecedented access to a host of organizations, agencies, and businesses. It also provides a living laboratory for the study of issues facing communities today. ASU has a vision to be a New American University, promoting excellence in its research and among its students and faculty, increasing access to its educational resources and working with communities to positively impact social and economic development. This New American University is a single, unified institution comprising four differentiated campuses that positively impact the economic, social, cultural and environmental health of the communities it serves. Its research is inspired by real-world application, blurring the boundaries that traditionally separate academic disciplines. ASU serves more than 69,000 students and welcomes students from all fifty states and more than one hundred nations.

In addition, the Ph.D. builds on current collaborations with faculty with related research interests from existing ASU departments, schools and centers with expertise in public administration, urban planning, community development, communication, gerontology, geography, exercise and wellness, human evolution and social change, family studies and human development, marketing, economics, sustainability, social work, criminal justice and criminology, sociology, and life sciences.
The program builds on the mission of SCRD where the concept of building sustainable and healthy communities is the unifying principle in the focus areas of parks and recreation management, tourism development and management, nonprofit leadership and management, and community studies. Although students will select one specific track, their scholarship will be interdisciplinary and collaborative. Research generally occurs within the following two thematic areas:

**Sustainable Communities**

Sustainability is a university-wide strategic initiative at ASU rather than the province of any single unit, and our School makes unique contributions to sustainability scholarship and education. This theme focuses on work that empowers communities to develop pathways for transformation to a sustainable future. Researchers investigate the individuals, institutions, and policies that define and promote healthy communities and explore fundamental social scientific questions about human-environment interactions. Focus is placed on producing knowledge that informs strategies for community capacity building and maintaining social, cultural, economic, and environmental values. Research empowers communities to utilize natural and cultural resources in a manner that promotes quality of life through economic growth, environmental protection and social equity, including causes and consequences of quality of life. Such a research program examines individual and collective meanings of natural, cultural, and economic environments at multiple scales and including the role of public, private, and nonprofit institutions in sustainable community development.
Community and Economic Development for the Public Good

Research and education in this theme focus on understanding and promoting sustainable community and economic development activities to promote well-being, happiness, enhanced quality of life, and social equity for all residents. Specific projects examine the role of the nonprofit and philanthropic sector; parks, recreation and tourism activities; and community organizations in promoting resilience, empowerment, and adaptive capacity for individuals and communities. This theme also focuses on improving organizational competence, enhancing professional development, and developing research-based knowledge for nonprofit, public and private sector organizations that provide tourism, parks and leisure, nonprofit, and community programs and services. These community resources are essential components to the quality of life for residents and visitors alike. In particular, the development of entrepreneurial approaches to social enterprise is a growing area of opportunity as communities seek to find new organizational forms that improve the human and community condition.
Ph.D. Admission Requirements and Application Process

Students applying to the program are expected to have a Master's degree from an accredited institution. They are expected to have taken at least one master's level research methods and/or statistics class, and have a strong research foundation and interest in research.

Applications are accepted once a year in the spring semester (due by February 1st) and students are granted admission for fall semester only. The Ph.D. in Community Resources and Development is designed as a full time, research intensive program. Students are admitted once a year as a cohort and are generally expected to complete the degree in three to four years. A small number of part-time students on a longer completion time frame may be admitted when space is available. The School does not provide funding for part-time students.

Applicants are encouraged to contact the Ph.D. program director prior to application submission to discuss interests and fit with the program and faculty. They are also encouraged to contact faculty with similar interests to discuss their fit with the program.

Students must submit the following online to ASU's Graduate Education by February 1:

- Application to Graduate Education. This is completed online and requires an application fee of $70 (non-U.S. Citizen fee is $90). You will receive an e-mailed acknowledgement letter from Graduate Education that will include an ID number and information on how to access your MyASU page. You may check your application status on MyASU.

- One copy of official transcripts for all undergraduate and graduate work. Transcripts must be sent in sealed envelopes, stamped and verified by the issuing institutions. A grade point average of at least a “B” (3.0) or equivalent is expected in all undergraduate and graduate work.

  If sending by US Mail: Arizona State University Graduate Admission Services PO Box 870112 Tempe, AZ 85287-0112

  If sending by FedEx, DHL or UPS: Arizona State University Graduate Admission Services 1151 S. Forest Avenue, #SSV112 Tempe, AZ 85287-0112

- Graduate Record Exam (GRE) scores [http://www.ets.org/gre] taken within the past five years. ASU's GRE Institutional Code is 4007.

  GRE minimum requirements (new scoring system after August 2011):

  - Combined score of at least 300 (old system 1000);
  - Verbal minimum of 146 (old system 400);
  - Quantitative minimum of 140 (old system 400);
  - Writing 3.5. (same for new and old systems).

- A written statement of personal academic and professional goals. The statement should provide sufficient detail to indicate compatibility with the educational objectives and capabilities of the Ph.D. program (approximately three pages single spaced and submitted online with application). Please explain your research interests and indicate the faculty member with whom you would like to work. Please review
faculty profiles (http://scrd.asu.edu/about-us/faculty) to learn their research expertise. You should also contact individual faculty members to discuss your interests. Successful letters should make clear why you have chosen to do a Ph.D. in Community Resources & Development and how this program will fulfill your career goals.

- Curriculum vita or resume.

- Three letters of recommendation. During the online application process, you will be asked to provide the email addresses for three references who can write about your personal qualities and qualifications for graduate studies, such as career history, credentials, leadership strengths, communication skills and ability to plan and conduct research. Letters from family or personal friends are inappropriate. Recommendations from previous academic professors or supervisors are acceptable. There should be at least two references who are academic professors.

- You are also encouraged to provide a copy of your scholarly writing (e.g., thesis abstract, a journal article, seminar paper) that shows your research and writing competence. This can be sent via email to the Ph.D. Program Director.

- International applicants, whose native language is not English, must provide TOEFL or IELTS scores. ASU's institutional code is 4007. The minimum TOEFL requirement is 550 (PBT) or 80 (iBT). The minimum IELTS requirement is an overall band score of 6.5 (no individual band below a 6.0). The TOEFL or IELTS must have been taken within the last two years. If you have earned a bachelor’s degree or higher from an accredited university in the United States you do not need to submit evidence of English proficiency.

- You must provide proof of Measles Immunization before attending classes.

Please submit the graduate assistantship form online if you are seeking an assistantship: http://graduate.asu.edu/forms/index.html.

The Graduate Education application evaluation process takes approximately four weeks before a file is processed and forwarded to the Ph.D. Program Director. You will be notified of the decision by the middle of March. All of the data points will be evaluated as a whole to determine admission. Only complete application files will be reviewed and considered for admission.

Please note: Because ASU receives applications from many highly qualified students, some applicants may be denied admission for reasons not related to their academic performance (e.g., program capacity, mentor availability, program match).
The degree program is organized around a set of integrative experiences for student cohorts that provide knowledge and analytical skills to understand and address contemporary challenges related to building sustainable and healthy communities. These experiences include interdisciplinary coursework, mentoring by faculty, and community involvement. Students are mentored individually and in cohorts by close associations with faculty in teaching and research. Community-based research projects overseen by faculty and professionals are primary experiences for all students throughout their program of study. Consistent with our underlying principle and themes, students demonstrate relevance through linkages made between science and community challenges. Students are expected to work with faculty mentors to devise unique programs of study that focus on important community challenges.

The Ph.D. consists of a minimum of 54 credit hours beyond the master’s degree. Students are required to take 24 credits of core coursework, 15 of which are with the cohort during their first year and 6 with their cohort during the second year. A faculty mentor is assigned when students are admitted to the program. A supervisory committee is formed at the end of the first year of study and reflects the interests of the student and faculty. Each student develops her/his program of study in consultation with the Ph.D. Program Director, faculty mentor, and supervisory committee.

Students complete at least 12 credits of elective coursework, including courses from contributing disciplines, selected in consultation with their advisors, to foster the interdisciplinary nature of the degree. Students also complete at least 6 credits of CRD 792 (Research) and 12 credits of CRD 799 (Dissertation).

Core Courses (24 Credits)

Five of the required first year core classes bring students in the degree program together as a cohort in an integrated learning environment. A sixth class in advanced statistics or research methods is selected from current University offerings.

- CRD 555 Theoretical Perspectives in Community Development (Fall)
- CRD 620 Community Research Methods (Fall)
- CRD 502 Statistical and Data Analysis (Fall)
- CRD 610 Sustainable Communities (Spring)
- CRD 683 Field Work (Spring)
- Advanced statistics or research methods class to be chosen in consultation with advisor (Spring)
- Two seminars that focus on professional development and research are required in the second year of study.
- CRD 640 Research Seminar in Community Resources and Development I (Fall)
- CRD 650 Research Seminar II (Spring)
Elective Courses (minimum 12 credits)

Students choose from a range of electives relating to the thematic areas and problem foci they have chosen for their degree program. Courses are selected in consultation with a faculty mentor and supervisory committee. These may include, but are not limited to, graduate courses offered within the School.

Students can take a maximum of 6 credits of independent studies to count toward the required 12 elective credits.

For an independent study, a student, under the supervision of a faculty member, does specific assignments including literature review, data collection, experimental work, data analysis, or preparation of a manuscript. Students can also sign up for an independent study if a specific course related to content, method, or analysis that is required for their dissertation is not offered through ASU. A student, with the consultation of a faculty member, needs to fill out a form to specify the course content for an independent study.

Research 792 (minimum 6 credits)

Students are required to take a minimum of 6 research credits (CRD 792). Research may include work with a specific faculty member on a research project designed to enhance students’ research skills. For research credits, students work under the supervision of a faculty member to conduct research that is expected to lead to a specific output such as manuscript for a peer-reviewed journal. Assignments might include data collection, experimental work, data analysis, or preparation of a manuscript. Students cannot take research credit for their dissertation work. Students may also work on research projects conducted by research centers within the unit such as Lodestar Center for Philanthropy & Nonprofit Innovation, the Partnership for Community Development, and the Center for Sustainable Tourism.

Dissertation (12 Credits)

CRD 799 Dissertation (12 hours) is required of all students. Nontraditional dissertation formats are an option. (Note: students may not take more than 12 credits of Dissertation.). Students cannot sign up for dissertation credit prior to their successful proposal defense. If the proposal is defended in the first half of a semester, a student can sign up for up to 3 dissertation credits for the same semester.

Comprehensive Exams

Within six months after the completion of 21 credits of core courses (except CRD 650) as outlined in their approved Plan of Study (POS)¹, students are required to take written and oral comprehensive examinations. The purpose of these examinations is to assess the student’s general knowledge of community resources and development, and their field of specialization. The comprehensive examinations are administered by the student’s supervisory committee (also known as dissertation committee). A supervisory committee² must be formed and approved prior to scheduling the examination. The student will be assessed in the following three areas of evaluation: a) research methods; b) theories and concepts; c) and student’s specific topic area of research. The written sections of the examination will be “open book,” but students are not allowed to consult anyone during the examination, including other students or faculty. Students take six-hour examinations for three days-- one day each for methods, theories/concepts, and content of the student’s area of research. The three days of the written examination must be completed within one calendar week. Students will be given two to four

¹ Ph. D. students must file their POS via MyASU by the time they complete 50% (27 credits hours) of the credit hours required towards their degree program.
² Supervisory Committee is comprised of four faculty members. The committee should be listed in the POS. See Doctoral Dissertation Supervisory Committee on page 13.
questions each day. The completed written assignment must follow APA style and not exceed a total of six pages (Times New Roman, 12 pt font, and single spaced) for each day, not including references cited. Students must follow academic honesty and integrity. The ideas and concepts presented in the exam should be original, and if the student has used the work/ideas/words of others, this has to be appropriately cited or quoted in the text.

The written examinations are followed by a single oral examination. The oral examination, an integral component of the evaluation process, will provide opportunities for the student to explain and defend responses to the written examinations. The oral examination will be scheduled within two calendar weeks from the last day of the written examination.

If the student should fail in any of the three areas of evaluation examination, only one re-examination may be administered no sooner than three months and no later than one year from the date of the original examination. Students have to retake the entire examination if they fail in any area of the examinations. Approval for the re-examination must be obtained from the supervisory committee, the Director of the School of Community Resources & Development, and the Dean of the Graduate College.

School of Community Resources & Development
Ph.D. Full-Time Curriculum Check Sheet

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<td>Advisor:</td>
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<td>Area of Interest:</td>
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Deficiencies (6 credits min)

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<tr>
<th>Course</th>
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PhD in Community Resources & Development Program Requirements

Core Courses (24 credits)

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<th>Course</th>
<th>Credit Hrs</th>
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<tr>
<td>CRD 502 Statistical/Data Analysis (fall only)</td>
<td>3</td>
<td>Fall 1</td>
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<tr>
<td>CRD 555 Theoretical Perspectives/Community Development (fall only)</td>
<td>3</td>
<td>Fall 1</td>
<td></td>
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<tr>
<td>CRD 620 Community Research Methods (fall only)</td>
<td>3</td>
<td>Fall 1</td>
<td></td>
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<tr>
<td>CRD 610 Sustainable Communities (spring only) Perspectives</td>
<td>3</td>
<td>Spring 1</td>
<td></td>
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<tr>
<td>CRD 683 Fieldwork (spring only)</td>
<td>3</td>
<td>Spring 1</td>
<td></td>
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<tr>
<td>CRD 640 Seminar 1 (fall only)</td>
<td>3</td>
<td>Fall 2</td>
<td></td>
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<tr>
<td>CRD 650 Seminar II (spring only)</td>
<td>3</td>
<td>Spring 2</td>
<td></td>
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<tr>
<td>Advanced Statistics (chosen w/ advisor)</td>
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Electives (12 credits minimum)

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Research (6 credits minimum)

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Revised 8.2014. The most current pdf version of the SCRD Graduate Policies and Procedures can be found at: scrd.asu.edu/graduate programs
### PhD in Community Resources & Development Program Requirements

#### Core Courses (24 credits)

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<td>CRD 502 Statistical/Data Analysis (fall only)</td>
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<td>CRD 620 Community Research Methods (fall only)</td>
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<td>CRD 683 Fieldwork (spring only)</td>
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<tr>
<td>CRD 555 Theoretical Perspectives in Community Development (fall only)</td>
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<td>CRD 610 Sustainable Communities (spring only)</td>
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<td>Spring 2 (1)</td>
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<td>CRD 640 Seminar 1 (fall only)</td>
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<td>Fall 2 (2)</td>
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<tr>
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#### Research (6 credits minimum)

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### Comprehensive Exam

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### Proposal Defense

Date:  

### Dissertation Defense

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Revised 8.2014. The most current pdf version of the SCRD Graduate Policies and Procedures can be found at:  scrd.asu.edu/graduate programs
Filing your Plan of Study (iPos)

The Plan of Study (iPOS) functions as a contract between the student, the School, and Graduate Education. The iPOS contains certain degree requirements such as coursework, a committee, comprehensive exam, proposal defense, and dissertation defense. Students must file their iPOS via MyASU by the time they complete 50% (27 credits hours) of the credit hours required towards the degree program. Completed coursework, future courses, and committee (or just the chair) must be included before it can be approved. Students must update the iPOS when courses are changed, committee is expanded or changed.

The School’s graduate program director and graduate support staff should be the primary contact regarding iPOS and degree requirements. The iPOS must be approved by a student’s committee chair, the director of the School, and the Vice Provost of Graduate Education.

For additional information about the iPOS: https://graduate.asu.edu/sites/default/files/How-to_iPOS.pdf.
Dissertation Supervisory Committee

Upon the recommendation of the School Director, the Vice Provost for Graduate Education appoints the student’s dissertation committee. The committee must be comprised of at least four members, including either a chair or co-chairs. At least one member of the committee must be from outside SCRD. Chair or one of the co-chairs of the committee must be listed as SCRD Graduate faculty.

This committee serves as the intellectual guide for the student and must approve the research/scholarly focus and substance of the dissertation. The members of the dissertation committee have the necessary knowledge and skills to advise the student during the formulation of the research topic and during the completion of the research and the dissertation.

Dissertation chairs and co-chairs must be approved by the Vice Provost for Graduate Education and the SCRD maintains the list of graduate faculty approved by the office for Graduate Education to chair or co-chair Ph. D. dissertations. The SCRD may also include highly qualified individuals from outside the university who have been approved to serve on committees. Additional information regarding ASU Graduate Faculty can be found at graduate.asu.edu/graduate_faculty_initiative.

Doctoral students should communicate with the Ph. D. program director to confirm eligibility of faculty to chair or co-chair doctorate committees. They can request that a qualified academic outside of the ASU faculty serve on their committee. Students must complete and submit a Committee Approval Request form and submit it with the potential member’s curriculum vitae to the School for review. After reviewing the request, the school will forward the request to Graduate Education for review.

The final committee membership must be formed and approved through iPOS before the student may apply for comprehensive examination. Students may change their committee before the comprehensive exam with the approval of the school director. However, it is not recommended to change the committee after the comprehensive exam unless unavoidable circumstances occur. The circumstances will be evaluated by the Graduate Curriculum Committee and it has to be approved by the School director.

Doctoral Proposal Defense

All doctoral students are required to complete and pass defense of a dissertation proposal. The results have to be reported to the office for Graduate Education. Failure of the doctoral dissertation proposal defense is considered final unless the supervisory committee and the head of the academic unit recommend and the Vice Provost for Graduate Education approve a second proposal defense. If a petition is approved, the student must submit and pass the new proposal defense by the end of six months. The six months begins from the date that the first doctoral dissertation proposal defense was held. If the School does not grant the student permission to retake the proposal defense, or if the student fails to pass the retake of the proposal defense, Graduate Education may withdraw the student from the degree program.
Students are required to register for at least one semester hour of credit that appears on the iPOS or one hour of appropriate graduate-level credit during the fall, spring or summer session in which they conduct their doctoral defense.

**Doctoral Dissertation Format**

The dissertation should be completed using one of two formats: (a) *traditional dissertation*; or (b) *three original and distinct empirical articles*.

For the traditional dissertation option, the student should include an introduction, literature review, method, results, discussion, and conclusion chapters. For the empirical articles option, the student should include an introduction that provides the broad theoretical rational, statement of the problem and how it will be divided into three studies, and integration of the three articles/studies. Following the introduction, the student needs to provide three distinct articles almost ready for submission to a top-tier journal, followed by an integrative discussion and conclusion chapter. This chapter should tie together and synthesize all three articles. For the empirical article option, the end result must be articles that are ready for submission to appropriate journals, but the articles do not need to be submitted or reviewed to complete the dissertation requirements.

The doctoral dissertation must be the product of original scholarship and must make a significant contribution to knowledge and demonstrate the student’s mastery of research methods in the field. The dissertation goes beyond the master’s thesis in both originality and scope, and typically requires a year or more to complete. Formal work on the dissertation cannot begin until the comprehensive examination has been passed. Each student must register for a minimum of 12 semester hours of dissertation credit.

**Doctoral Dissertation Defense**

The dissertation research experience culminates in a final oral exam, commonly known as the “dissertation defense.” A final public dissertation defense is required. At least 50% of the committee must be physically present at the oral defense; others can join via teleconference. Students must be physically present at the oral defense of their dissertation. During the semester that the student defends the dissertation he or she is required to register for:

- At least one semester hour of credit that appears on the Plan of Study; OR
- At least one semester hour of appropriate graduate-level credit, for example: Research (792), Dissertation (799), or Continuing Registration (795); OR
- At least one hour of a graduate-level course.

Revisions to the dissertation following final defense are typical and must be completed in a timely manner. If the student is unable to complete revisions to the dissertation and submit to UMI/ProQuest by the deadline for the semester in which the defense is held, the student must complete the revisions, remain continuously enrolled, and present the final document to UMI/ProQuest within one year of the defense. Failure to do so will require the re-submission of the document for format review and may result in re-defense of the dissertation to ensure currency of the research.
In addition to the required coursework and dissertation, SCRD encourages and expects doctoral students to:

- Submit with the goal of publication at least one scholarly paper in recognized peer refereed journals;

- Present at least two papers at significant scholarly conferences. SCRD partially supports travel related expenses);

- Write or contribute to the writing of at least one research funding proposal with a faculty member. Writing a dissertation proposal or research proposal for a course requirement would not meet this expectation, but if a student submits the proposal for funding, that meets the criteria;

- Participate in a research project (other than their dissertation work) by themselves or with a faculty member;

- Participate in instruction activities, including guest lecturing, assisting teaching, or teaching a class.

- Serve their profession, community, and the university including, but not limited to, reviewing abstracts for conferences and journals, moderating session for conferences, assisting communities by providing their expertise or engaging in community events, and serving on the SCRD Graduate Club or other clubs within ASU.

- Attend the SCRD Graduate Seminar regularly.

Graduate Seminars

The School in collaboration with the SCRD graduate student club organizes three or four seminars every semester. The main purpose of these seminars is to create an environment for graduate students’ intellectual and professional development. The seminars include a range of topics that would help graduate students be successful both within and beyond graduate school. Attempts are made to invite at least one outside speaker each semester. The seminars also aim to create a social environment where graduate students can learn not only from interactions with faculty and outside speakers, but also from each other.

The success of these seminars largely depends on the regular presence and active participation of the graduate students and faculty. The graduate seminar is an integral part of the graduate program and all doctoral students are expected to attend at least two out of four seminars each semester. When doctoral students complete their annual portfolio (described below), they need to list the seminars they attended. The School supports the graduate students in presenting papers at conferences by providing travel funding. When we make the funding decisions, participation in the seminars will be taken into account. Other graduate students in the School are also welcome to attend the seminars.
Satisfactory Academic Progress

In addition to the Graduate Education Satisfactory Academic Progress Policy, SCRD has additional requirements outlined below. If a student fails to satisfy the SCRD requirements or the benchmarks outlined below, SCRD will recommend Graduate Education to dismiss the student from the program. The Vice Provost for Graduate Education makes the final determination.

1. Maintain a minimum of 3.00 GPA every semester and on both the iPOS and Graduate GPAs.

2. If a student’s GPA is below 3.0 for a given semester, the student will be placed on academic probation and will receive a probation letter from the School of Community Resources & Development. The student must develop, with his or her advisor, an academic performance improvement plan that includes the conditions and timeframes for making satisfactory academic progress in the degree program.

3. The student will be required to raise the semester GPA and overall GPA to a minimum of 3.0 within one semester.

4. Course work such as research or dissertation that earns a Z or a Y grade cannot be counted to raise the GPA.
   a. The iPOS GPA is calculated from all courses that appear on the student’s approved iPOS.
   b. The Graduate GPA is calculated from all courses numbered 500 or higher that appear on the transcript.
   c. The student is considered to be on academic probation until the conditions specified in the academic performance improvement plan are met and both GPAs (semester and overall) are above 3.00.
   d. If the student fails to raise the GPA within the given timeframe in the probation letter, the School will recommend Graduate Education for the student’s withdrawal from the program.
   e. The student may appeal actions concerning dismissal by petitioning the Director of the School of Community Resources & Development within 10 business days of receiving the withdrawal notice.
   f. Transfer credits and some courses taken in the Sandra Day O’Connor College of Law are not calculated on the iPOS GPA or the Graduate GPA.
   g. Courses with grades of “D” (1.00) and “E” (0.00) cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an “I” grade cannot appear on the iPOS.
   h. Courses identified as deficiencies in the original letter of admission.

5. The maximum time limit for graduation is 10 years. Students must complete their degrees before hitting the maximum limit.
6. Students must comply with the five-year time limit for graduation after passing the comprehensive examinations.

7. Student must pass comprehensive exams, the dissertation proposal defense, and the oral defense of the dissertation.

8. Doctoral students must stay continuously enrolled in their degree program. Failing to do so without a Graduate Education approved Request to Maintain Continuous Enrollment is considered to be lack of academic progress and may lead to automatic dismissal of the student from the degree program. Persistent “W” and “I” grades during multiple semesters on a plan of study or transcript may reflect lack of academic progress.

Incomplete Grades

A doctoral student cannot accumulate more than two incompletes at any given time while completing a graduate program of study.

a. If a student accumulates two or more incompletes at any given time, the student will be placed on academic probation and receive a notice from the School.

b. The student will be required to complete all incompletes within one semester. Any appeals to modify the length of time to complete the incompletes must be submitted in writing to the SCRD Graduate Committee. Appeals must be approved, in writing, by the instructing faculty member who assigned the incomplete grade before the appeal will be considered by the Graduate Committee.

c. If the student fails to complete all incompletes within the required time frame, the student will receive a letter from the School notifying him/her that he/she will be recommended for withdrawal from the Program.

Continuous Enrollment

Once admitted to the Ph. D. program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral proposal defense, working on or defending dissertations, taking comprehensive examinations, or in any other way utilizing university resources, facilities, or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking comprehensive examination, proposal defense, dissertation defense, or graduating from the degree program during the summer.

To maintain continuous enrollment the credit hour(s) must:

- Appear on the student’s Plan of Study, OR
- Be research (792), dissertation (799), or continuing registration (595, 695, 795), OR
- Be a graduate-level course.
Grades of “W” and/or “X” are not considered valid registration for continuous enrollment purposes. “W” grades are received when students officially withdraw from a course after the drop/add period. “X” grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of “I” must maintain continuous enrollment as defined previously. Graduate students have one semester to complete work for an incomplete grade; if the work is not complete and the grade changed within one semester, the “I” grade becomes permanent. Additional information regarding continuous enrollment can be found at asu.edu/aad/manuals/ssm/ssm203-09.html.
Annual Portfolio

All doctoral students beyond the first year of study are required to submit an Annual Portfolio every fall semester. Students who fail to submit their Annual Portfolio by the deadline will be placed on probation until the portfolio is submitted. A student who receives unsatisfactory evaluations in any one of the criteria, will receive a letter from the School and is required to develop, with his/her advisor, an academic performance improvement plan for making satisfactory progress. If the student fails to make progress within the given timeframe, the School will recommend Graduate Education for the student’s withdrawal from the program.

Annual Portfolio Preparation

The information students provide will be available to their advisor, the Graduate Support Staff, the Graduate Program Director, and the Graduate Faculty in the School of Community Resources and Development.

The goal of this process is to help students keep on track, regularly communicate with their advisor, and ensure doctoral completion.

1. Copy of your current vitae (format will be provided).

2. Submit your completed report with your updated vita and unofficial transcript to your advisor on or before October 31. Keep a copy for your own files. Students who do not submit this information are subject to a deficient evaluation, which may lead to probation or termination.

3. Between November 1 and November 15, make an appointment to meet with your advisor to review this information and your overall progress in the program. If you or your advisor is out of town, a telephone/email conversation is acceptable. You should try to reach mutual understandings about your general level of progress, specific strengths and weaknesses of your work, your future schedule of progress and goals, and your expectations of help or support by your advisor.

4. Between November 15 and November 30, your advisor will have the opportunity to reflect on your evaluation, and if he or she desires, seeks input from your progress from other instructors or committee members. Your advisor can either sign the evaluation as is, or draft a brief evaluation/overview regarding your progress in the program.

5. Please sign the final documents and provide all the materials to the Graduate Program Director no later than December 10 each year of your program.
SCRD DOCTORAL STUDENT ANNUAL REPORT
Fall 20___

STUDENT’S NAME: _____________________________

STUDENT’S ID__________________________

Please complete the following form and email/mail a copy to your advisor by October 31st. Please respond in a way that will be informative to your advisor and the graduate program director. The evaluation materials will be used to guide the student’s progress and may also be used to determine awards or funding.

1. Attach a current version of your vita
   (Vita format will be provided)

2. Attach a copy of your unofficial ASU transcript and list of ASU coursework and grades.

3. Faculty Advisor: _______________________

4. Dissertation Topic: ______________________________________________________
   ________________________________________________________

4. I am a: 2nd Year ____ 3rd Year ____ 4th Year (or more) ____ (Check one)

5. Please indicate: when did you complete/will complete the following to progress toward the Ph.D. Degree? Be as specific as possible. E.g., Month or Semester Year (October or Fall 2013).
   Complete coursework ______
   Comprehensive Examinations ______
   Defend Proposal ______
   Defend Dissertation ______

5. If you held or hold a teaching assistantship, reflect on and describe how your teaching experience relates to your professional development (one to two paragraphs, single-spaced).

6. If you held or hold a research assistantship or work with a faculty for research, reflect on and describe your research experience (one to two paragraphs, single-spaced).

7. List conferences at which you presented or submitted abstract/papers.

8. List SCRD Graduate Seminars you attended.

9. List papers you published/in press and manuscripts you have submitted.

10. How do you assess your progress in the program during the past year? If you previously set goals, describe your progress toward reaching them.
11. Describe your goals for next year in the program. Please be brief, specific, and realistic.

- Teaching and instruction
- Research and scholarly activity
  - Conferences
  - Manuscript preparation, submission, publication
- Service

10. Tell us about any notable events, circumstances, or problems that you have encountered within the past year that have affected your progress (positively or negatively) in the program. We welcome comments on either positive or negative aspects of what are going on, so they can be reinforced or corrected.

**ADVISORS**

Please rate your student and write your comments. Please discuss the progress with your advisee and let him/her read your rating and comments. Please sign, date, and return this document and other evaluation materials to the graduate staff.

*With respect to progress on course work,* I find this student to be:

- [ ] HIGHLY MERITORIOUS (exceeds/greatly exceeds expectations on all criteria)
- [ ] MERITORIOUS (exceeds expectations on many criteria)
- [ ] OVERALL SATISFACTORY (meets expectations for most criteria)
- [ ] OVERALL UNSATISFACTORY (does not meet expectations)
- [ ] N/A

Comments:

*With respect to progress toward comprehensive exams,* I find this student to be:

- [ ] HIGHLY MERITORIOUS (exceeds/greatly exceeds expectations on all criteria)
Graduate Assistantships

OVERALL SATISFACTORY (meets expectations for most criteria)

OVERALL UNSATISFACTORY (does not meet expectations)

N/A

Comments:

With respect to progress toward a dissertation proposal, I find this student to be:

HIGHLY MERITORIOUS (exceeds/greatly exceeds expectations on all criteria)

MERITORIOUS (exceeds expectations on many criteria)

OVERALL SATISFACTORY (meets expectations for most criteria)

OVERALL UNSATISFACTORY (does not meet expectations)

N/A

Comments:
All Graduate Teaching Assistants and Associates (TAs), and Graduate Research Assistants and Associates (RAs) must register for a minimum of six semester hours of appropriate credit during each academic term of their appointment. The six hours cannot include audit enrollment. TAs and RAs are treated as residents for tuition purposes. To be eligible for tuition remission, TAs and RAs must be employed a minimum of 10 hours per week (25 percent Full Time Equivalency {FTE}). TAs/RAs working 10-19 hours per week (25-49 percent FTE) receive a 50 percent remission of tuition for the semester or summer session of their employment. TAs/RAs working 20 hours per week (50 percent FTE) do not pay tuition during the semester or summer session of their employment. In addition, the university pays the individual health insurance premium for those TAs and RAs working 20 hours per week (50 percent FTE).

Due to federal regulations, international students on F-1 and J-1 visas are allowed to work a maximum of 20 hours per week while school is in session (fall and spring semesters). International students are allowed to work 40 hours per week during summer sessions. International students typically are not allowed to seek employment outside the university; students must consult with the International Student and Scholars Center (ISSC).

Detailed information and application procedures regarding Graduate Assistantships can be found at graduate.asu.edu/financing/tara.
Doctoral students are encouraged to present their papers at reputed national and international conferences of their fields. The Schools partially support student to travel. Students are required to submit a request to the Graduate Program Director along with the abstract and acceptance letter.

### FUNDING REQUEST FOR STUDENT CONFERENCE PRESENTATION TRAVEL

**School use only**

<table>
<thead>
<tr>
<th>___ Approved</th>
<th>___ Denied</th>
<th>Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$____________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Director Signature

_______________________________

**APPLICANT’S INFORMATION:**

<table>
<thead>
<tr>
<th>Name (Last, First, Middle Initial)</th>
<th>ASU Affiliate ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU email</td>
<td>Daytime phone (with area code)</td>
</tr>
<tr>
<td>Name of the conference:</td>
<td>Conference location (city, state, country):</td>
</tr>
<tr>
<td>Conference dates:</td>
<td>Approximate amount of round trip airfare: $</td>
</tr>
<tr>
<td>Did you receive travel funding from the School during this academic year?</td>
<td>Registration: $</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Applied for Graduate College travel funding</td>
<td></td>
</tr>
</tbody>
</table>

| _____ Yes | _____ |
| No |

Name of the conference: ____________________
FACULTY ENDORSEMENT

1. The student will be attending the conference referenced above;
2. If it is based on primary data, it has been approved by the IRB; and
3. The ideas and concepts in the abstract/paper are original and have not been published/presented before.

The signatures below attest the above information is true and accurate. I am a co-author of this abstract, or I read the abstract before it was submitted.

Faculty Member Name (please print)  Signature

APPLICANT’S ADVISOR/COMMITTEE CHAIR: (Only if faculty member who endorsed the abstract is NOT an advisor)

Name (please print)  Signature

Submit this form to the Graduate Program Director

GRADUATE PROGRAM DIRECTOR:

Name (please print)  Signature

Note: Please attach a copy of the abstract, conference information and presentation acceptance letter. If it’s a peer-reviewed abstract, please submit the reviews.
Graduate Faculty Profiles

Kathleen Andereck
Director of School of Community Resources & Development and Professor
Email: kandereck@asu.edu
Phone: 602.496.1056
Office: UCENT 559
Education: Ph.D., Clemson University
Academic Interests: The tourism experience from the perspective of residents and tourists particularly as it applies to sustainable tourism, including community-based tourism, tourism and quality of life, resident attitudes toward tourism, and volunteer tourism.

Robert F. Ashcraft
Executive Director of Lodestar Center for Philanthropy & Nonprofit Innovation and Associate Professor
Email: ashcraft@asu.edu
Phone: 602.496.0183
Office: UCENT 511
Education: B.A. University of Arizona (Broadcast Communications); M.A. Northern Arizona University (Human Relations and Behavior); Ph.D. Arizona State University (Educational Leadership and Policy Studies).
Academic Interests: Nonprofit organization leadership/management; social enterprise/entrepreneurship, philanthropy, and volunteerism.
Megha Budruk
Associate Professor
Email: Megha.Budruk@asu.edu
Phone: 602.496.0171
Office: UCENT 555
Education: B.S. University of Poona, India (Zoology); M.S. University of Poona, India (Environmental Sciences); M.S. Arizona State University (Recreation Management and Tourism); Ph.D. University of Vermont (Natural Resources).
Academic Interests: Human relationships with natural settings, specifically-place attachment and sense of place, crowding and indicator-based social carrying capacity, beneficial outcomes of natural resource recreation, visitor impacts, experience and management at natural and cultural resource settings such as parks, protected areas, and cultural monuments.

Christine Buzinde
Associate Professor
Email: Christine.Buzinde@asu.edu
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Office: UCENT 515
Education: B.A. Thompson Rivers University, Canada (Tourism Management); M.A. University of Waterloo, Canada (Leisure Studies); Ph.D University of Illinois Urbana-Champaign, USA.
Academic Interests: Socio-cultural aspects of the tourism industry with particular emphasis on the politics of representation within heritage tourism sites and community-based tourism development.
Deepak Chhabra
Associate Professor
Email: deepak.chhabra@asu.edu
Phone: 602.496.0172
Office: UCENT 580E
Education: B.A. Jammu University (Arts); M.A. Schiller International University, United Kingdom (International Tourism and Hotel Management); M.Phil. Jammu University (History); Ph.D. North Carolina State University (Forestry with emphasis on heritage tourism). Academic Interests: Sustainable Development and Marketing of the Hospitality and Tourism Industry and Promotion of Ethical Consumption and Building of Social, Cultural, and Economic Equity/Capital in Local, Regional, and Global Communities.

Mark A. Hager
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Office: UCENT 535
Education: Ph.D. University of Minnesota (Sociology)
Academic Interests: Behavior of nonprofit organizations; volunteer management capacity in charities and congregations; the scope, dimensions, administration, and financial operations of and reporting by nonprofit organizations.
Wendy Hultsman
Associate Professor
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Phone: 602.496.0179
Office: UCENT 557
Education: B.S.E. State University of New York at Cortland (Physical Education); M.S. Indiana University (Parks and Recreation Administration); Ph.D. The Pennsylvania State University (Parks and Recreation Administration)

Richard C. Knopf
Professor
Director, Partnership for Community Development
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Office: UCENT 756
Education: B.S. University of Michigan (Forestry); M.S. University of Michigan (Urban and Regional Planning); Ph.D. University of Michigan (Natural Resources and Environment)
Academic Interests: Community development theory and practice, public policy, human services planning and program evaluation, non-profit management, park and recreation management.
Dale Larsen
Professor of Practice
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Office: UCENT 534
Education: M.S. University of Wisconsin-Milwaukee (Education and Administrative Leadership)
B.S. University of Wisconsin-LaCrosse (Park and Recreation Administration)
Academic Interests: Public Sector Governance; Public Policy; Philanthropy; Volunteerism; Urban and Community Building; Youth Development

Woojin Lee
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ASU Profile
Education: Ph.D. Texas A & M University.
Academic Interests: The Effects of Mental Imagery on Attitudes and Behavioral Intentions toward Visiting Websites of Destination, Internet-based Tourism Marketing, Persuasive Technology, the Impact
of Sensory Information on Tourism Websites, the Influence of Storytelling Contained Consumer Generated Media on Tourism Information Search Behavior.

Laurie Mook
Assistant Professor
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Academic Interests: Nonprofit Organizations, Social and Environmental Accounting, Social Economy, Social Enterprises, Volunteerism.

Gyan Nyaupane
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Office: UCENT 545
ASU Profile
Education: B.S. Tribhuvan University, Nepal (Forestry); M.S. Lincoln University, New Zealand (Parks, Recreation and Tourism Management); Ph.D. Pennsylvania State University (Leisure Studies).
Academic Interests: Community based human service programs. Geriatrics, inclusive recreation, issues in therapeutic recreation, program development, leadership, and strategic planning.
Mark Searle
Professor
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Education: B.A. University of Winnipeg (Psychology and Political Science); M.S. University of North Dakota (Physical Education); Ph.D. The University of Maryland (Recreation).

Gordon Shockley
Associate Professor
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Office: UCENT 580C
Education: B.A. University of California, Los Angeles, Honors College (Ancient Greek and English Languages and Literatures); M.M./M.B.A. Northwestern University, J.L. Kellogg Graduate School of Management (Public and Nonprofit Management and Accounting); Ph.D. George Mason University, School of Public Policy (Public Policy).
Academic interests: Non-market entrepreneurship, nonprofit and public sector organizations, public policy analysis, politics, economics, and sociology of the arts and humanities.
Dallen Timothy
Professor
Email: dallen.timothy@asu.edu
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Office: UCENT 580B
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Academic Interests: International tourism, tourism planning and development. Environmental and social impacts of tourism, heritage and cultural tourism, the politics of tourism, administration of tourist attractions.

Christine Vogt
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Academic Interests: Destination marketing, community development with sustainability outcomes, park studies and outdoor recreation, consumer behavior, esp. planning, information search, and decision making, Resident and housing research as it relates to natural resources, parks, and tourism, and Survey research
Lili Wang
Associate Professor
Email: lili.wang@asu.edu
Phone: 602.496.2022
Office: UCENT 533
Education: Ph.D. University of Southern California.
Academic Interests: Public policy and nonprofit sector studies, collaborative governance in health/human services, intergovernmental relations, comparative public policy and analysis.

Dave White
Associate Professor
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Phone: 602.496.0154
Office: UCENT 580D
Education: B.A. George Mason University (History); M.S. University of Idaho (Resource Recreation and Tourism); Ph.D. Virginia Tech (Forestry).
Academic Interests: Public understanding of science in natural resource policy, social and ecological impacts of recreation and tourism, community involvement in natural resource planning, history of parks and wilderness.
Contact Information

Contact information for the School of Community Resources and Development, along with curriculum vitae and profiles, can be found on our Faculty Page at https://scrd.asu.edu/faculty_directory. School of Community Resources and Development administrative faculty and staff information is below.

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Phone: 602.496.0166
Office: UCENT 545

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