HONORS OPPORTUNITIES IN THE T. DENNY SANFORD SCHOOL OF
SOCIAL AND FAMILY DYNAMICS

MAJORS IN FAMILY AND HUMAN DEVELOPMENT AND
SOCIOLOGY

The undergraduate degree programs in the T. Denny Sanford School of Social and Family Dynamics at Arizona State University provides unique majors that provide students with an excellent liberal arts education, as well as pre-professional training for those interested in social sciences graduate study or other professional programs, including medicine and family law. Students not only study the historical, theoretical and academic frameworks used to explain social and family behavior, but they also acquire practical knowledge and skills that can be applied in their daily lives and occupations.

FAMILY AND HUMAN DEVELOPMENT

The Bachelor of Science in Family and Human Development offers course work on the development of individuals and families as they relate to their social worlds. The required concentration in family studies and child development provides a focus on the development of children, adults and families. Students take a wide variety of courses on contemporary issues related to human development from infancy through the end of the life span, and the development, formation and dissolution of families and develop proficiency in written communication, computer skills, statistics and research methods.

SOCIOLOGY

Sociology is the study of social life, social change and the social causes and consequences of human behavior. The Bachelor of Science in Sociology trains students in written communication, computer skills, statistics and research methods, and offers a wide variety of substantive courses on contemporary social issues ranging from crime to population trends, and courses on social institutions, such as the family, education and religion.

Come visit the T. Denny Sanford School of Social and Family Dynamics Department in the Social Sciences Building Room 144, or for more information on the majors see:
http://thesanfordschool.asu.edu/
THE SANFORD SCHOOL FACULTY

- **Victor Agadjanian**
  Associate Professor
  **Interests:** Research focused primarily on the demographic aspects of social change in sub-Saharan Africa, the former Soviet Union, and Latin America. His research therefore touches upon such diverse themes as reproduction and reproductive control, HIV/AIDS prevention, gender relations, traditional healing practices, and religious participation. Victor Agadjanian employs various methods ranging from statistical analysis of large survey datasets to in-depth interviewing and ethnographic observation.

- **Robert Bradley**
  Professor
  **Interests:** Research Interests include parenting, home environment, socioeconomic and cultural influences on family processes and child development, early education, child care, and measurement of environments.

- **Sarah Brem**
  Associate Professor

- **Denise Bodman**
  Principal Lecturer
  **Interests:** Parenting, including cross-cultural parenting; infant and adolescent development, family ethics; death and end of life issues; Teaching activities emphasize human development, family relationships, parenting, and language

- **M Brougham**
  Instructor

- **F Scott Christopher**
  Professor
  **Interests:** research interests include interrelationship of individual traits, relationship experiences, social network experiences, and sexual expression in relationships. He is also interested in sexual and physical aggression in relationships.

- **Anni Damgaard**
  Instructor
  **Interests:** Holistic well-being on a macro and micro level -- on a social and individual

- **Patricia Dobratz**
  Instructor
• Mary Duggan
  Assistant Research Professor

• Mary Doyle
  Instructor
  **Interests:** Focus on Marriage and Family Therapy practice and treatment.

• Larry Dumka
  Associate Professor
  **Interests:** How people accomplish changes in the context of their immediate social networks. He is also involved in research focused on developing and testing family-focused interventions to prevent mental health problems in children, especially in ethnically diverse low-income families. Dumka is also the co-ordinator of the SSFD's Community Action Research Experiences (CARE) program, a year long sequence in which undergraduate and graduate students learn leadership skills for community change by collaborating with a non-profit organization to implement a research project that will help the organization increase its effectiveness.

• Steve Elliot
  Professor
  **Interests:** Elliot’s research focuses on scale development and educational assessment practices. He has published articles on (a) the assessment of children’s social skills and academic competence, (b) the use of testing accommodations and alternate assessment methods for evaluating the academic performance of students with disabilities for educational accountability, and (c) students’ opportunities to learn the intended curriculum. He has authored the Social Skills Rating System (SSRS), the Socials Skills Improvement System (SSiS), and My Instructional Learning Opportunity Guidance System (MyiLOGS).

• Richard Fabes
  School Director and Professor
  **Interests:** Children's adjustment to school, emotional development, peer relationships, temperament, and gender and adjustment. Fabes teaching activities emphasize social-emotional development, peer relationships, and temperament. He is the Principal Investigator in The Understanding School Success (USS) project.

• Stacie Foster
  Assistant Professor
  **Interests:** Young children’s social and emotional development with an emphasis on preschoolers' solitary play. Her teaching interests are Human Development Through the Lifespan and Advanced Marriage and Family Relationships. She is the project director for the Understanding School Success Project.
• **Richard Fey**  
  Senior Lecturer  
  **Interests:** Role and gender identities of family members, marriage and family relationships, development of the criminal identity, deviance within society, methodologies of teaching, the influence of technology on society.

• **Marcella Gemelli**  
  Lecturer

• **Jennifer Glick**  
  Professor  
  Director, Center for Population Dynamics  
  **Interests:** Immigration/Migration; Immigrant Families, Adaptation and Child well-being

• **Samuel Green**  
  Professor

• **Karissa Greving**  
  Instructor

• **Laura Hanish**  
  Associate Professor  
  **Interests:** Development of aggression and victimization, peer interactions and relationships among girls and boys, school adjustment, intervention research

• **Sarah Hayford**  
  Assistant Professor  
  **Interests:** Social demography (focusing on family), fertility intentions and behavior, HIV/AIDS and childbearing in Africa

• **Liza Hita**  
  Lecturer  
  **Interests:** Prevention science, high conflict families, never married parents, multicultural and indigenous psychology, substance abuse, and counselor training.

• **Jenefer Husman**  
  **Interests:** Dr. Husman serves as the Director of Education for the Quantum Energy and Sustainable Solar Technology Center - an NSF funded Engineering Research Center. She currently serves as the elected Co-Coordinator of the Motivation Special Interest Group of the European Association for Research on Learning and Instruction.
• **Masumi Iida**  
  **Interests:** Her research interests span several domains of social, health, and quantitative psychology. Her primary substantive interest lies in understanding stress, coping, and well-being, with emphases on dynamic processes and close relationships.

• **Justin Jager**  
  Associate Professor

• **Laudan Jahromi**  
  Assistant Professor  
  **Interests:** Social-emotional competence, children at-risk for developmental disabilities, autism, children of adolescent mothers

• **Olga Kornienko**  
  Assistant Research Professor

• **Alexander Kurz**  
  Assistant Research Professor  
  **Interests:** His graduate work focused on behavior disorders, applied behavior analysis, educational measurement, and the inclusion of students with disabilities in test-based accountability. Dr. Kurz has published over a dozen articles and chapters on opportunity-to-learn (OTL), alignment, test accessibility, and testing accommodations. He has co-edited the Handbook of Accessible Achievement Tests, and his work has appeared in books such as the Handbook of Educational Psychology and journals such as Exceptional Children, Applied Measurement in Education, and the Journal of Special Education.

• **Becky Ladd**  
  Associate Professor  
  **Interests:** Social competence, peer relationships and school adjustment

• **Gary Ladd**  
  Professor  
  **Interests:** Children's and adolescents' friendships, peer group relations, and social competence.

• **Roy Levy**  
  Associate Professor  
  **Interests:** His research and teaching interests include methodological investigations and applications in psychometrics and statistical modeling, focusing on item response theory, structural equation modeling, and Bayesian approaches to inference and modeling.

• **Sabina Low**
Assistant Research Professor

- **Carol Martin**
  Professor
  **Interests:** Gender development, development of stereotypes, gender roles, peer relationships and school adjustment

- **Cecilia Menjivar**
  Cowden Distinguished Professor
  **Interests:** Immigrant communities and families, religion, legality and its effects on immigrants, gender and violence in Latin America

- **Cindy Miller**
  Assistant Research Professor
  **Interests:** The development of gender stereotype knowledge in children, the consequences associated with the development of gender knowledge, and the implementation of school-based interventions to prevent stereotyping and negative intergroup attitudes in children.

- Amy Reesing

- **Mark Roosa**
  Professor
  **Interests:** etiological processes that place children at risk or protect children from risk and the additive and interactive roles of culture and context in influencing child outcomes.

- **Ann Schulte**
  Research Professor

- **Bridget Seeley**
  Lecturer

- **Alyson Shapiro**
  Assistant Professor
  Associate Director
  **Interests:** Socio-emotional development in fetuses, infants, children, and families; Infant mental health, prenatal stress, co-parenting, father involvement, couple's transition to parenthood, family focused preventative intervention

- **Sandra Simpkins**
  Associate Professor
  **Interests:** Children’s and adolescents’ after-school activities and the individual, family and peer correlates of those activities
• **Tracy Spinrad**  
  Associate Professor  
  Director of Undergraduate Programming  
  **Interests:** Emotion-related regulation, temperament, effortful and reactive control, young children’s social-emotional competence and maladjustment, parenting, moral development, physiological markers of reactivity and regulation, school readiness

• **Jodi Swanson**  
  Assistant Research Professor

• **Marilyn Thompson**  
  Associate Professor

• **Monica Tsethlikai**  
  Assistant Professor

• **Adriana Umana-Taylor**  
  Professor  
  **Interests:** Adriana Umana-Taylor uses an ecological approach to inform her research, taking into account how individuals and families are influenced by their surrounding ecologies. Generally, her research focuses on ethnic identity formation during adolescence and parent-adolescent relationships.

• **Kimberly Updegraff**  
  Cowden Distinguished Professor  
  Family & Human Development Graduate Director  
  **Interests:** Family and peer relationships in adolescence; gender and cultural socialization in Mexican origin families

• **Carlos Valiente**  
  Associate Professor  
  **Interests:** Socialization of emotion, stress and coping, family processes in the development of children’s coping responses

• **Bethany Van Vleet**  
  Lecturer  
  **Interests:** Bethany Van Vleet's current research interests include power and longitudinal data analysis, the measurement of race and ethnicity, and ethnic self-identification.

• **Carrie Watson**  
  Lecturer

• **Barbara Weigand**
Instructor  
**Interests:** Child Development and Early Intervention

- **Robert Weigand**  
  Senior Lecturer  
  **Interests:** Teaching activities emphasize child development and early intervention.

- **Lisa Whitaker**  
  Senior Lecturer

- **Rebecca White**  
  Assistant Professor

- **Natalie Wilkens**  
  Assistant Professor  
  **Interests:** Dr. Wilkens is a Developmental Psychologist whose substantive research interests include children's social withdrawal, socio-emotional development in international contexts, as well as temperament/self-regulation.

- **Scott Yabiku**  
  Associate Professor  
  **Interests:** His research is now characterized by diverse collaborations across disciplines. My interdisciplinary research on how human and natural systems affect each other spans the social and natural sciences, and in these projects I have engaged with sociologists, demographers, ecologists, horticulturalists, urban planners, anthropologists, political scientists, geographers, and system modelers.
HONORS PROGRAM IN THE T. DENNY SANFORD SCHOOL OF SOCIAL AND FAMILY DYNAMICS

The T. Denny Sanford School of Social and Family Dynamics (The Sanford School) offers two undergraduate majors: Family and Human Development and Sociology. The Sanford School Honors Program has joint course offerings and requirements for both majors.

Honors Courses Offered:

- SOC 101 Introductory Sociology
- CDE 232 Human Development
- FAS 332 Human Sexuality

CONTACT:

Tracy Spinrad
T. Denny Sanford School of Social and Family Dynamics Honors Faculty Advisor
Office: SS 123
E-mail: tspinrad@asu.edu

Honors Enrichment Contracts

Most courses in The Sanford School offer honors enrichment contracts. Contact each faculty member for details.

INFORMATION ON HONORS ENRICHMENT CONTRACT

http://barretthonors.asu.edu/academics/honors-courses-and-contracts/honors-enrichment-contracts/
RESEARCH OPPORTUNITIES IN THE T. DENNY SANFORD SCHOOL OF SOCIAL AND FAMILY DYNAMICS

https://thesanfordschool.asu.edu/undergraduate-studies/research-opportunities

- **Academic Risk and Resilience in Rural Guatemala**

  Academic Risk and Resilience in Rural Guatemala focuses on understanding the school experiences of Guatemalan children. The project is in need of a 3hr/wk, Spanish-speaking research assistant who will earn research credit (FAS 390 or PSY 399) and gain valuable experience with survey development and data management.

  For more information, please contact:

  **Carey Cooper**

  Email: carey.cooper@asu.edu

- **Families and Science Project**

  When you think about high school, what comes to mind?

  Students make important choices about their future during high school. Selecting classes to take during high school is one of the first critical junctures when talented youth can opt out of science courses. Unfortunately, many talented and capable young people are turning away from STEM (science, technology, engineering, and mathematics). Latino youth are often underrepresented in STEM. Latino science professionals report that family was critical to their success. Yet, we know little about how families impact teenagers' science motivation and choices during high school. Our goal is to help fill that gap. We have partnered with 3 high schools in the area to collect data from Latino students about their motivation in science, their behaviors towards science, and how their families support them in science. We look forward to continuing to learn from our families and sharing our findings with you.

  For more information, please contact:

  **Dr. Sandi Simpkins**

  Email: Sandra.Simpkins@asu.edu

  **Chara Price**
**Gender and Academic Achievement and Performance (GAAP)**

GAAP focuses on issues of how gender impacts academic performance and achievement. Projects needing assistance: STAR and Project INTERSECT.

STAR aims to understand effects of same-sex and coed classroom instruction. Project INTERSECT focuses on understanding how early adolescents' perceptions, attitudes, and beliefs related to race, ethnicity and gender may influence psychological well being and academic achievement during middle school.

RAs on both projects will gain valuable experience collecting, entering, coding, and cleaning data as well as learning about these interesting topics.

For more information, please contact:

Phone: (480) 965-1423

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**Juntos ("Together") Families Raising Successful Teens**

The Juntos Project has been following Mexican American families in the Phoenix area for the last eight years. We are interested in learning about the pathways from adolescence to young adulthood for youth and their families.

The Juntos Project is focused on family relationships and youth development in Mexican-American families raising teenagers and young adults. The study will examine how longitudinal changes in cultural and family socialization are link to psychological and physical well being over 8 years across late adolescence and early adulthood.

We seek highly motivated and responsible undergraduate research assistants who are interested in being involved in a number of activities including: assist in the preparation of training materials, prepare home interview packets, clerical task, and literature research/reviews. Research assistants may also be involved in data collection by conducting home interviews or phone interviews.

Spanish fluency is desired but not a requirement.

For more information, please contact:

Leticia Reyes Gelhard

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Email: chara.price@asu.edu
The Kindergarten Project

In efforts to integrate sophisticated classroom-level research with the voices of educators, families, and communities, The Kindergarten Project has launched two initiatives offering insight into the education system - particularly during the first years of school. The Transition to Teaching (T3) Study follows Arizona State University teacher candidates through their college education and into the classroom as a full-time teacher in a large-scale, longitudinal study of teachers' lives and backgrounds. The Classroom Competence Composition (C3) Study aims to understand the influence of classroom context on learning and life with investigations of how the different groups of children within a classroom affect experiences.

We are seeking reliable and motivated undergraduate research assistants (RAs) who have an interest in education, teachers, and children. RAs will work closely with faculty members and be involved in data collection (including interviews, observations, and surveys), data entry, coding, and recruitment with teachers, parents, and children.

For more information, please contact:

Email: t3study@asu.edu.

Website: www.kindergartenproject.org
Late Adolescent HOME Inventory Project

The Home Observation for Measurement of the Environment (HOME) Inventory is designed to measure the quality and quantity of stimulation and support available to children in the home environment. We will be testing the validity of the new Late Adolescent (LA) HOME Inventory. The LA HOME Inventory is designed for use from ages 16-20. The Inventory includes subscales such as warmth and responsiveness, acceptance, socialization, and monitoring. For more information on the HOME Inventory and versions appropriate for younger children, please visit http://fhdri.clas.asu.edu/home/

We are seeking motivated and reliable undergraduate research assistants (RAs) to assist with data collection. RAs will work closely with faculty and graduate students to: 1) learn data collection procedures, 2) conduct home interviews with adolescents and their parents, 3) enter participant data, and 4) help with participant recruitment. All RAs are required to have their own reliable transportation. Preference will be given to students who are willing to work on the project for two consecutive semesters (i.e., Fall 2013 and Spring 2014). Students should have a 3.0 GPA.

RAs receive credit for FAS 390/499, SOC 499, or PGS 399/499 – Supervised Research Experience. Per University standards, enrollment in this 3 credit course requires a 9hr/week commitment. Participation in research provides RAs with exposure to the research process and is great experience for graduate school.

Bilingual students are strongly urged to apply.

For more information, please contact:

Amy Pennar

Email: Amy.Pennar@asu.edu
The Lives Enterprise

Lives consists of a set of research projects and initiatives that address issues focused on the dynamics of girls' and boys' development and relationships from preschool through adolescence.

• The Sanford Harmony Program is the center-piece of the Lives initiatives. It is a bold effort that is designed to enhance male-female communication and relationships. The major goal of this 5-year effort is to design curricula and interventions that promote positive relationships between boys and girls.

• GAAP focuses on issues of how gender impacts academic performance and achievement, with particular emphasis on understanding the processes underlying and consequences associated with gender differences.

• CataLyST focuses on the assessment of how girls and boys solve problems in classroom learning contexts and how gender influences classroom dynamics and outcomes.

• The CARE Project is designed to investigate how girls' and boys' attitudes, beliefs, and feelings about one another change across elementary school and to explore how these attitudes and cognitions relate to their social and academic outcomes.

We are seeking reliable and motivated undergraduate research assistants who have an interest in children and gender. RAs will work closely with faculty members and be involved in data collection (including child interviews, observations, and surveys), data entry, and coding.

For more information, please contact:

Stacie Foster

Email: Stacie.Foster@asu.edu
• **Lives of Teens Project**

*Why do some teenagers breakup and others not? Which relationship factors influence breakups? Jealousy, drinking, parents?*

*How do feelings of excitement and love develop over time? Does this affect grades?*

These are some of the important questions that The Lives of Teens project will investigate. In Fall 2013, we will begin studies of romantic relationship dynamics among Latino adolescents. The goal is to study adolescent couples (ages 15-18) from two Phoenix High Schools. These couples will report on their relationship experiences and emotions multiple times a week per semester (a so-called “dairy study”). Given the vulnerable nature of teenage relationships, it will be challenging for most adolescents to participate in this research. We are seeking individuals who are socially skilled and can motivate and encourage this group. In addition, teenage relationships are quite unpredictable, because break-ups occur unpredictably, so we are also looking for individuals who have a flexible work schedule and attitude.

We are seeking responsible, motivated, and qualified individuals who will have the opportunity to:

• Translate research materials into Spanish

• Recruit adolescent couples

• Collect dairy data and monitor adolescents’ motivation

• Attend project meetings & and work with graduate students and faculty

Who should apply?

Students who…

• Are undergraduates (2nd year or beyond)

• Can make a commitment for the Fall 2013 and/or Spring 2014 semester

• Have transportation

Research assistants will receive course credit in either Psychology or Family and Human Development: Receive up to 3 credits for FAS 390 or PGS 399
For more information, please contact:

**Thao Ha**

Email: ThaoHa@asu.edu

- **Parents To Be Project**

Are you interested in learning about families during and after pregnancy?

Do you need credit for FAS 390 or FAS 499? Join Dr. Shapiro's research team in the Early Family Relationships Lab.

For more information, please contact:

**Alyson Shapiro**

Email: Alyson.Shapiro@asu.edu

- **The PEERS Project**

Project PEERS is a research study designed to understand how school success is impacted by students' peers, everyday emotions, and relationships at school. The project is led by a team of child development faculty at Arizona State University who have been partnering with local schools for over three decades.

The primary goal of the Project is to better understand 'how' and 'why' students' positive and negative emotions are related to their relationships with teachers, social competence, engagement in the learning process, and subsequent academic achievement.

For more information, please contact:

**Jody Southworth**

Email: Jody.Southworth@asu.edu

Website: [http://asu.edu/clas/ssfd/peers/](http://asu.edu/clas/ssfd/peers/)
Project Reach

- Why do some teenagers attend organized activities after school and others don't?
- What drives a teenager to quit an activity they love?
- What hooks a teenager to sign up for an activity and what keeps them going year after year?
- What is it about activities and activity leaders that draws teens to participate or propels them away?
- How do friends sway teenagers' decisions?
- How does a teenager's home life affect what they do after school?

These are the types of questions we are trying to answer at Project Reach. Organized activities are things like sports and clubs. They typically have an adult leader, meet at regularly scheduled times, and youth work toward building skills and achieving goals. Organized activities can be at school or in the neighborhood. Going to high quality organized after-school activities helps youth be successful in life. Many Latino youth are unlikely to reap these potential benefits as their attendance is often low. We are interested in what drives Latino teenagers to attend or not attend an organized activity. What is it about the teenagers and the people in teenagers' lives, like parents and friends, that shape these important decisions? How does one's culture, ethnicity, and social class shape these decisions? We use both quantitative and qualitative data to capture the lived experiences of Latino teenagers and their families.

For more information, please contact:

Dr. Sandi Simpkins
Email: Sandra.Simpkins@asu.edu

Chara Price
Email: Chara.Price@asu.edu
• **Proyecto: La Familia**

  Culture, Context, and Mexican American Mental Health

How does culture influence Mexican American children's mental health and success in school? Why do children of recent immigrants from Mexico seem to have better developmental outcomes, in general, than second and third generation Mexican American children? Faculty from the School of Social And Family Dynamics and Psychology are conducting a longitudinal study of 750 Mexican American children and their families to increase our understanding of the role that cultural beliefs and practices, in combination with family, neighborhood, peer group, and school contexts, play in children's development. Undergraduates enrolled in Supervised Research Experience (FAS390 or PGS399) courses will be involved in tracking (i.e., keeping contact with families so they can be relocated for follow up interviews), interview quality control monitoring, obtaining data from children's teachers via mail, data preparation and management, and other activities. Biweekly seminars help students understand the research process, the state of research on Mexican American families and children, and provide career guidance and grad college application advice.

Students receive credit for FAS390/499 or PGS399/499 for participating in this project. Students should be juniors or seniors with a GPA of 3.0 or higher. This requires a 9 hour commitment (3 credits) from all participants. Bilingual students are strongly urged to apply.

For more information, please contact:

**Dr. Mark Roosa**

Email: Mark.Roosa@asu.edu

• **Supporting Mexican-origin Adolescent Mothers and their Infants (MAMI)**

Supporting MAMI is a research project involving teen mothers, their babies, and their mother figures. We conduct in-home interviews with the adolescents and their mother figures. We also conduct developmental testing with the children and conduct a mother-child observation task. We seek highly motivated and responsible undergraduate research assistants who are willing to conduct in home interviews as well as work on various office related tasks such as data coding.

For more information, please contact:
Dr. Adriana Umaña-Taylor

Email: Adriana.Umana-Taylor@asu.edu

- Toddler Emotional Development Project

The Toddler Emotional Development Project is designed to study how children grow and develop during their early years. The main goal of the project is to understand patterns of emotion and behavior in toddlers and how these patterns relate to their behavior as they grow older.

For more information, please contact:

Tracy Spinrad

Email: tspinrad@asu.edu

Website: http://www.asu.edu/clas/ssfd/se/
OTHER OPPORTUNITIES IN THE SANFORD SCHOOL OF
SOCIAL AND FAMILY DYNAMICS

Integrated Bachelor's/Master's Program

The integrated Bachelor of Science and Master of Science program in the T. Denny Sanford School of Social and Family Dynamics allows a limited number of high achieving, undergraduate Sanford School majors to apply to the MS in the Family & Human Development program. Students can apply after completing 75 credit hours (Junior standing) in their undergraduate program.

Once accepted, undergraduate students begin to take graduate courses after finishing 90 credit hours (Senior standing). Students take six hours of graduate courses while finishing their Bachelors; the remainder of the Master degree requirements are completed after earning their undergraduate degree. This potentially allows students to complete their Masters a semester early. Students enrolled in this program are considered undergraduates until they have completed all of the requirements for their Bachelor degree.

Restrictions

- Students in the program will not be eligible for graduate perquisites such as teaching/research assistantships, related health insurance for graduate students, graduate level financial aid, or graduate award programs until the undergraduate degree is completed and the undergraduate degree has been posted. After the undergraduate degree is posted, however, students can be awarded these perquisites.

CARE: Community Action Research Experiences - Leadership for Good

What is the CARE program?

The Community Action Research Experiences (CARE) program is a year-long concentration (Fall and Spring semesters) that provides a rare opportunity for talented ASU juniors of all majors:

- to gain valuable professional and leadership experience
- to have extensive contact with faculty and community professionals to develop high quality recommendations for future employment and graduate or professional school applications
- to apply your intellectual skills to a practical project that contributes to community improvement
- to work with a small close knit and diverse group of talented peers
• to structure the timely completion of thesis requirements for honors students who elect to do this

The core of the CARE program involves community organizations, students, and faculty working together to address research questions that are important to the community organizations. The action research projects represent the service provided to the community partners. Collaborations are intended to enhance organizations’ evidence-informed policy and practice and to increase students' capacity for leadership in community improvement.

Is CARE right for you?

• Will you be a junior with a GPA of 3.5 or above? A previous research methods course is also desirable.
• Are you willing to invest the time to being part of a personally challenging year-long leadership development program that combines in-depth coursework (with graduate level reading and writing requirements), developing a collaboration with a community organization, faculty mentoring, and managing a major project to completion?
• Do you want to participate in a close-knit community of peers dedicated to conducting worthwhile community action research?
• Do you want to gain a deeper understanding of yourself and of the kinds of leadership qualities needed to tackle complex problems in the real world?
• Do you want to explore how you might integrate social change making with your future career goals?

The SHURE Program (Summer Honors Undergraduate Research Experience)

This is a 4-week funded summer internship available to honors TDSSSFD students who have participated in a research lab in a prior semester. During the internship students participate in research assistant work, engage in daily discussion groups related to professional development, and refine their thesis idea and begin data analysis and literature review for their thesis.
THESIS /CREATIVE PROJECT GUIDELINES

Honors Credits:

CDE/SOC/FAS

- 492 – Honor’s Directed Study
- Up to 3 Credits

- 493 – Honor’s Thesis
- Up to 3 Credits

Requirements of Thesis Committee:

- Director MUST BE Regular ASU Faculty
- Second Committee Member may be faculty or non-faculty, depending on the decision of the director or the honors advisor (Undergraduate Director)
- The third reader is NOT required. However, because the Thesis/Creative Project sometimes benefits from a third reader, the decision regarding a third reader will be up to the discretion of the director based upon the individual needs.

Prior to enrolling in HON 492 OR 493, all students must complete a Thesis/Creative Project information session. Students may complete this requirement by completing one of the following:

- HON 498 “Thesis Prep Course”, a one-credit course offered on the downtown campus.
- One of the Thesis Workshop Sessions periodically offered by Barrett.
- The on-line workshop offered through Barrett via ASU Blackboard.

INFORMATION ABOUT THESIS/CREATIVE PROJECT (INCLUDES INFORMATION ABOUT THESIS PREP WORKSHOPS AND CLASSES)

http://barretthonors.asu.edu/academics/thesis-and-creative-project/
SCHOLARSHIPS

Through the generosity of special contributors, the T. Denny Sanford School of Social and Family Dynamics is able to provide our students with funding. Undergraduate students majoring in family/human development or sociology for the next academic year (Fall and Spring) are encouraged to apply for these scholarships.

- **Anna and Don Kirkman Family Scholarship**
  Eligibility Guidelines:
  (1) Junior/senior undergraduate majors in family and human development or sociology.
  (2) Outstanding academic record, minimum 3.00 GPA.
  (3) Demonstrated interest in studying families.

- **The Fitch-Craig Scholarship**
  Eligibility Guidelines:
  (1) Junior/senior majors in family and human development or sociology
  (2) Arizona resident.
  (3) Good academic standing.
  (4) Demonstrates financial need.

- **The Monts Scholarship**
  Eligibility Guidelines:
  (1) Undergraduate majors in family and human development or sociology.
  (2) Outstanding academic record, minimum 3.00 GPA.
  (3) Evidence of involvement and leadership on campus and in the community.
  (4) Demonstrates financial need.

- **Butterfield Scholarship**
  Eligibility Guidelines:
  (1) Undergraduate Majors in Family & Human Development or Sociology.
  (2) Student is working in an area designed to improve and strengthen families and children.
The following scholarships require the Sanford School Scholarship Application Form AND the application forms listed below. Applications are due by February 15

- **Wilde Family Undergraduate Research Scholarship**

  Each scholarship recipient shall identify a research project that involves alcoholism and drugs and their effects on the family as well as solutions, with the goal of discovering productive and healthy solutions that will result in positive outcomes, thus sustaining families and positioning them for success. Learn more by downloading the application form for the Wilde Family Research Undergraduate Scholarship (Word, 89KB).

The following scholarships are for Undergraduate Students Interested in Studying the Aging Process.

- **Susan Coleman Scholarship**

  This scholarship supports full-time students.

- **Del Webb Scholarship**

  This scholarship provides funding for students enrolled in at least 6 hours