



# Graduate Certificate in Responsible Innovation in Science, Engineering, and Society (RISES) Handbook

<https://sfis.asu.edu/degree-programs/grad-cert/rises/>

Welcome to the Graduate Certificate in Responsible Innovation in Science, Engineering and Society (RISES) program! The program is administered by the School for the Future of Innovation in Society (SFIS). This handbook is designed primarily to guide graduate students through the certificate program. It includes specific information about requirements and policies associated with the certificate program. Should questions arise that are not answered here, please consult the program advisors.

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## **WHAT IS THE GRADUATE CERTIFICATE IN RISES?**

Leaders and professionals look for strategies to boost innovation while performing it responsibly in order to maximize the positive impacts on society. This certificate program in responsible innovation offers a flexible curriculum focusing on approaches to making innovation and values work together to improve human lives.

The certificate program in responsible innovation in science, engineering and society is designed for scientists, engineers, research managers, technology officers, public administrators and policy officials who seek to advance science and technology to improve societal outcomes and to develop creative solutions to the fundamental global challenges of the 21st century.

The program provides knowledge, skills and methods for analyzing innovation and technological systems; knowledge and uncertainty in decision-making; the regulation and governance of science and technology; the uptake of science and technology in complex societal settings; and interactions between science, technology and the public. The certificate may be pursued by professionals in industry or government or by graduate students pursuing their Arizona State University degree program.

Graduates of the program are empowered to think beyond their technical degrees or background to try to connect science and engineering to broader social and political issues. They may find ways to reach out beyond academia in their faculty positions or pursue work in policy and public engagement realms. Recent alumni have found careers at places like the National Institutes of Health and coordinating the education portfolio of nationwide NSF networks.

## **ALUMNI INFORMATION**

Graduates of the program are empowered to think beyond their technical degrees or background to try to connect science and engineering to broader social and political issues. They may find ways to reach out beyond academia in their faculty positions or pursue work in policy and public engagement realms. Recent alums have gone on to be research scientists at the National Institutes of Health; directors at University Technology Offices; program officers at the National Academies of Science, Engineering, and Medicine; and directors of the education portfolio of nationwide NSF networks.

## SCHOOL FOR THE FUTURE OF INNOVATION IN SOCIETY (SFIS)



### WHAT IS SFIS?

The influence of science, technology and innovation in how we live our lives has never been greater. Tomorrow it is likely to be greater still. Headlines that would have seemed like science fiction a few short years ago announce new technical realities: “editing” human genes to erase disease traits or add new ones; programming robotic drones to operate autonomously on the battlefield; and collecting and interpreting data from nearly uncountable human interactions. These new capabilities contain both promise and challenge. But it is not just new technologies that draw our attention. The legacies of fossil fuels and nuclear power are ongoing. Our urban infrastructures of water, energy, transportation, food and health are intertwined in complex ways. Gaps between technological haves and have-nots are profound and stubbornly persistent against the backdrop of technological change.

Universities prepare students for the **future**. At **SFIS** we’re making the future – or, rather, the set of plausible futures that humanity has – a focus of our activities. We are planning now for the kinds of futures that we will want to inhabit.

Universities are at the forefront of **innovation**, generating and applying knowledge to improve our lives. At **SFIS** we’re making innovation the object of systematic study and informed critique, so that we might get what we truly want and need out of our scientific and technological endeavors.

Universities serve **society** by producing knowledge and facilitating opportunity. They educate new generations of informed citizens and skilled, productive workers. At **SFIS** we see our efforts as part of a larger social fabric – local, regional, national, global – that informs our wants and needs about the futures we will want to inhabit.

Our faculty have an extraordinary record that fully embraces the design aspirations of the New American University and the ASU Charter. Their interdisciplinary backgrounds enable them to advance use-inspired research in creative ways, for example, by bringing art and science together to help people learn about the societal aspects of emerging technologies. Their commitment to outcomes means seeking positive, knowledge-based transformations of society, like sustainable energy futures here in Arizona or agricultural practices resilient to climate change in Nepal.

Through our courses and curricula, our faculty will – in the words of visionary John Seely Brown – “teach content, mentor skills, and cultivate dispositions.” SFIS programs are designed to allow students to make innovative choices and follow their creative instincts. Success is less about checking the right box and more about taking intellectual risks and designing novel combinations. Our PhD programs prepare students to perform research and create new knowledge about complex, socio-technical phenomena. Our master’s programs prepare students to take on professional roles in serving the public good by understanding and translating new knowledge in domestic and global settings. Our undergraduate programs prepare a great variety of students to succeed in creating futures that are for everyone.

~ Kathleen Vogel, SFIS Interim Director

### ORGANIZATION OF SFIS

- **Interim Director**  
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Jameson Wetmore – [Wetmore@asu.edu](mailto:Wetmore@asu.edu)
- **Graduate Application Review Committee**  
The RISES Application Review Committee consists of the Certificate Program Chair(s), who also serve as the chairs of the application review committee, and two additional members from the SFIS Faculty. Members on the Graduate Application Review Committee are selected annually and serve for one year. They may serve more than one term.
- **RISES Certificate Program Academic Advisor**  
Andra Williams – [Andra.Williams@asu.edu](mailto:Andra.Williams@asu.edu) – (480) 727-9498

## STUDENT RESPONSIBILITIES

### PURPOSE OF THE HANDBOOK

Beginning July 1, 2020, the School for the Future of Innovation in Society is part of the College of Global Futures. As the various processes and programs in the School are aligned with the College there are likely to be changes in the policies and details outlined in this Handbook. Please do be on the lookout for revisions in this Handbook over the next year.

The handbook provides an overview of the policies and procedures for students in the RISES certificate program. It serves as an initial resource to give guidance and to answer questions, but students are also encouraged to consult with their faculty mentor/advisor, the Certificate Program Chair, or the RISES Certificate Program Academic Advisor. The primary references for graduate students on rules and regulations are the Arizona State University Academic Catalog available at <https://catalog.asu.edu/> and the Graduate College Policies and Procedures Manual available at [https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures\\_032019\\_0.pdf](https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures_032019_0.pdf). Each student should become familiar with both.

### POLICIES AND PROCEDURES

It is the responsibility of each student to understand and observe all procedures and requirements specified by the Graduate College, the School for the Future of Innovation in Society and the College of Global Futures. It is a requirement for all students to read and understand the RISES Graduate Student Handbook, the ASU Academic Catalog and Graduate College Policies and Procedures. Faculty and staff provide academic advice and assistance; however, the ultimate responsibility for meeting certificate and other requirements remains with the student.

### COMMUNICATION FROM SFIS

All ASU students are also **required to have an active ASU e-mail account** and to check it frequently. Students may forward their ASU email to another preferred account but are still responsible for frequently checking their official ASU email account for correspondence. Information is provided to students via My ASU (<https://my.asu.edu/>), and students should frequently check their My ASU Account for information regarding their status, holds, and list of “to do” items.

### STUDENT OBLIGATION TO NOTIFY SFIS OF THE FOLLOWING CONDITIONS

Graduate students enrolled full-time in any program must immediately notify their faculty advisor and their certificate program chair in writing if they are enrolled in any other degree or certificate program, including programs at ASU or at other institutions.

### COMMITMENT TO JUSTICE, EQUITY, DIVERSITY AND INCLUSION

Arizona State University is going through a process of examining its colonial past and culture and how it has historically benefitted from injustices, inequalities, exclusions, and pressures to conform, as well as how these in turn impact how we think about and behave toward the future. This is a process that requires our faculty, staff, and students to reflect on the intellectual, ethnic, and cultural diversity of our nation, and to become agents of change as we advance Justice, Equity, Diversity, and Inclusion (JEDI) in the world. We aspire to become a space where our students learn from the broadest perspectives and grow empowered and motivated to curb injustice, inequity, uniformity, and exclusion. We engage in the advancement of multiple forms of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities, promoting openness. At ASU, we believe that diversity involves addressing and redressing unequal power dynamics between different groups, including categories such as race, ethnicity, religion, country of origin, sexual orientation, socioeconomic background, age, cultural identity, intellectual perspective, physical and mental abilities, and veteran experience.

As part of ASU and a broader national and global community that is still impacted by racism, oppression, discrimination and the systematic extermination of non-human life, the College of Global Futures is fully committed to lead by example, and embed Justice, Equity, Diversity, and Inclusion (JEDI) in all aspects of its work. This includes working closely with students to ensure that the courses they take, the environment they work in, and the experience they have within the College of Global Futures and its associated schools and programs reflect this commitment.

In Fall 2020, the College formed two school-based committees, consisting of faculty, staff, and students, to study current strategies toward justice, equity, diversity, and inclusion; progress toward stated goals; and needs for change. The committees met regularly with individuals and communities, including students, faculty, and staff, and

began work toward strategic plans to further address and support JEDI across the college. However, these initiatives will not have any impact unless everyone in our community does their part toward changing the organizational structures and practices of academia and education institutions that still abide by and promote injustices, inequity, uniformity, and exclusion.

Moving forward, the college will continue to invest in and support responsive and impactful JEDI initiatives that engage faculty, staff, and students as we work together to build a just, fair, and sustainable future. Students who wish to join a committee or participate in these conversations should contact their graduate support coordinator or their JEDI committee chair.

### **STUDENT RESPONSIBILITIES: DIVERSITY AND INCLUSION**

ASU is committed to building excellence, enhancing access to exemplary education, and having an impact on our community, state, nation and the world. Doing this requires our faculty, staff, and students to be diverse so that we learn from the broadest perspectives, and engage in the advancement of knowledge with the most inclusive understanding of the issues we address through our scholarly activities.

Diversity is defined in terms of representation and inclusion. Representation reflects the extent to which our students, staff, faculty, and administrators proportionately reflect the regional and national populations served by our public institution. Inclusion encompasses empowerment and amplifying voices among all members of the university community in the areas of scholarship, teaching, learning, and governance. Both are integral to how we ensure a just and equitable environment for everyone who is part of it, and one that is not undermined by bias, prejudice, harassment, or other forms of discriminatory attitudes and behaviors.

As a result, diversity is not only measured by race, ethnicity, country of origin, and gender, but also includes cultural identity, disability, gender identity, intellectual perspective, national origin, physical and mental abilities, religion, sexual orientation, socioeconomic background, veteran experience, and age. These aspects of identity belong to all members of our community and make us richer.

It is imperative that students treat each other and those they interact with, including instructors, faculty, and staff, with respect, kindness, and dignity. Discrimination will not be tolerated.

Resources for exploring diversity and inclusion at ASU are included below. For additional information on discrimination, harassment, and abuse, including what to do if you experience these or become aware of specific instances, the [ASU has Office of Inclusion and Community Engagement](#) has additional resources, including information about ways to report your concern, such as the [ASU Hotline](#), [Incident Report Form](#), and a [Student Advocate](#) you can talk with about your situation.

- [Dispelling Stereotypes video series](#)
- [To Be Welcoming implicit bias classes](#) from ASU/Starbucks Global Academy (30-60 mins each)
- [GPSA Justice, Equity, Diversity, and Inclusion initiatives](#)
- [ASU's Office of Inclusion and Community Engagement website](#)

### **ACADEMIC INTEGRITY**

The College of Global Futures takes academic integrity seriously and requires students to:

1. have a good understanding of [what academic integrity is](#) and [why it's important](#);
2. understand what types of activities and behaviors violate the [student honor code](#) and [ASU's academic integrity policy](#);
3. have an awareness that [resources](#) exist to help prevent academic integrity violations; and
4. [report all academic integrity violations](#) as soon as they arise.

Each college/school has an [academic integrity officer](#) who can address questions related to academic integrity. If there are questions about a particular course, students should reach out to officers from the college/school that offers the course.

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



## **RESEARCH INTEGRITY AND ASSURANCE**

Students who are collecting human subjects data as part of their research must submit their research proposal to the [Institutional Review Board](#) (IRB) submission along with their faculty research advisor. All research activities involving the use of human subjects must be reviewed and approved by the IRB before data collection can begin. Investigators may not solicit subject participation or begin data collection until they have IRB approval.

[The Office of Research Integrity and Assurance](#) was established as a resource for the university to achieve and maintain ethical principles and compliance with federal, state, and university regulations governing research. The Office of Research Integrity and Assurance coordinates the development of, implements and oversees university policies related to research compliance and provides support for the responsible conduct of research for the following areas:

- [Institutional Animal Care and Use Committee](#)
- [Institutional Biosafety Committee](#)
- [Institutional Review Board](#)
- [Responsible Conduct in Research](#)
- [Export Controls and Security](#)
- [Scientific Diving](#)

### **Office of Research Integrity and Assurance**

ASU Centerpoint  
660 South Mill Avenue, Suite 312  
Mail Code: 6111  
Tempe, AZ 85281-6111  
(480) 965-6788 Telephone  
(480) 965-7772 Fax  
[research.integrity@asu.edu](mailto:research.integrity@asu.edu)

## ADMISSIONS POLICIES FOR RISES

The School for the Future of Innovation in Society encourages applications from students of diverse backgrounds. Students are strongly encouraged to have prior relevant education, training, or experience in science or engineering.

Applicants must fulfill the requirements of both the Graduate College and the School for the Future of Innovation in Society.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree, in any field, from a regionally accredited institution or the equivalent from an international institution that is officially recognized by that country.

Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.

All applicants must submit:

1. graduate admission application and application fee
2. personal statement
3. resume
4. official transcripts
5. two letters of recommendation
6. proof of English proficiency

### Additional Application Information

**English Proficiency:** Applicants whose native language is not English (regardless of where they may now reside) must provide proof of English proficiency. More information on English Proficiency requirements is available on the Graduate College web site at (<https://admission.asu.edu/international/graduate/english-proficiency>).

**Tempe Campus Based International Students:** International students who need an F1 or J1 visa will first need to apply to and be accepted into a master's degree or doctoral degree program prior to being considered for the certificate program. International students residing in the USA on other types of visas must adhere to all Graduate College policies and procedures regarding admission be considered for admission to this certificate program.

**English Proficiency:** Applicants whose native language is not English (regardless of where they may now reside) must provide proof of English proficiency. Acceptable proof is as follows:

- TOEFL score of at least 550 (PBT) or 80 (iBT)
- IELTS overall band score of at least 6.5 with no band below 6.0.
- Pearson Test of English (PTE) score of at least 60

More information on English Proficiency requirements is available on the Graduate College web site at (<https://international.asu.edu/graduate/proficiency>).

### APPLICATION DEADLINE

Applications are accepted for Fall, Spring and Summer admission:

TERM OF ADMISSION	DEADLINE
Fall	June 1 <sup>st</sup>
Spring	October 1 <sup>st</sup>
Summer	March 1 <sup>st</sup>

## APPLICATION PROCESS

The Responsible Innovation in Science, Engineering and Society application process:

1. Initiate an online ASU Graduate Admissions Application through the Graduate College web site (<https://admission.asu.edu/graduate>) by creating an account – *remember your log in email and password in case you need to return to the application.*
2. My Application Status; “Start New Application”
3. Personal Information
4. College and University information with majors and GPAs
5. Residency information
6. Degree Selection; Select the “Certificate” radio button; Search by College = College of Global Futures; select “Responsible Innovation in Science, Engineering and Society (Graduate Certificate)” then click the “Choose” button; in the pop up indicate “Tempe Campus” and the term for which you wish to apply.
7. Supplemental Application information
  - Identify any faculty, students or staff you have been in contact with about the certificate program.
  - Request two Letters of Recommendation from people who can evaluate your potential for success in this program. These letters must be submitted using the online application system. As you move through the steps in the online application, you will be asked to enter the email addresses for the two people who will be writing your recommendations. The ASU Graduate College online application system will automatically contact them with information on how to log in to the online system and upload the Letter of Recommendation.
  - Prepare and upload a Personal Statement.
  - Prepare and upload a current Resume.
  - Answer the questions
8. Submit the online ASU Graduate Admissions Application.
9. Pay the Application Fee (\$70 for domestic students, \$90 for international students).
10. Have official transcripts\* sent to ASU. One set of official transcripts from every college and university from which a Bachelors or higher degree was earned should be sent to:

**If sending by U.S. Mail, use this address:**

Admission Services Applicant Processing  
Arizona State University  
PO Box 871004  
Tempe, AZ 85287-1004

**If sending by FedEx, DHL or UPS, use this address:**

Arizona State University  
Admission Services Applicant Processing  
1150 East University Drive  
Building C, Room 226  
Tempe, AZ 85281

ASU transcripts do not need to be sent. If additional transcripts are required, the Graduate College will notify you.

ASU accepts electronic *official* transcripts – more information is available at <https://admission.asu.edu/transcripts>. For transcripts sent through a secured transcript service, please select Arizona State University from the vendor’s dropdown list to ensure the transcript is routed to the correct place. If an email address is requested you can route to [gradtranscripts@asu.edu](mailto:gradtranscripts@asu.edu). Please note that transcripts sent by students to [gradtranscripts@asu.edu](mailto:gradtranscripts@asu.edu) will not be accepted as official. These addresses are only for transcripts received from secured and approved transcript services.

**International Applicants** – more information on requirements for international academic credentials (<https://admission.asu.edu/international/graduate-apply>).

\* You must have one set of official transcripts from every college and university from which you earned a bachelor’s degree or higher sent to ASU. ASU accepts official transcripts that are original academic credentials issued by the registrar of the institution attended, bearing the original raised or colored seal of the institution and the signature of your institution’s registrar, academic official or recognized international organization.

All international transcripts must be submitted in the original language accompanied by an official English translation. Translations must be literal, complete versions of the originals and must be translated by a university, government official or official translation service. You may not complete your own translation.

11. If you are from a country whose native language is not English, you must provide proof of English proficiency. More information on English Proficiency requirements is available on the Graduate College web site (<https://admission.asu.edu/international/graduate/english-proficiency>).

***Students admitted to the Tempe Campus must have proof of measles immunization on file with Student Health prior to class registration. See the Priorities List in My ASU for more information.***

#### **PROVISIONAL ADMISSION**

When an applicant does not meet minimum academic standards with respect to grade point averages as required by the Graduate College and the academic unit, but has additional evidence to suggest the potential for success, the RISES application review committee might recommend that the student be considered for Provisional Admission. The student would be admitted with the provision that they must take a certain number of graduate level academic coursework. If students satisfy the requirements then they would be converted to regular admission status. If not, ASU Graduate Admissions will withdraw the student from the certificate program.

## TUITION COSTS AND FINANCIAL ASSISTANCE

### TUITION COSTS and UNIVERSITY FEES

Tuition is set by ASU and the Arizona Board of Regents every year and tuition costs are subject to change. Estimates below are based on Spring 2021 tuition and health care costs.

For the 2021-2022 academic year estimated graduate ASU Tuition and ASU University Fees for campus-based graduate students are:

- AZ Resident Full Time (7+ credit hours each semester for fall and spring terms) = \$6,304 per semester x 2 semesters = \$12,608 for both semesters
- Out-of-state Full Time (9 credit hours each semester for fall and spring terms) = \$12,216 per semester x 2 semesters = \$24,432
- International Full Time (9 credit hours each semester for fall and spring terms) = \$14,074 for the fall semester + \$14,739 for the spring semester (includes student health insurance) = \$28,813

The ASU general tuition and fees schedule is available here: <https://catalog.asu.edu/tuitionandfees>.

The ASU tuition and costs calculator is available here: <https://students.asu.edu/tuition>.

***Nine (9) credit hours per semester is considered full time for a graduate student. The estimated costs above are based on 9 credit hours. Students wishing to enroll in a different number of credit hours should consult the Tuition by Credit Hour charts available at the sites above.***

### RESIDENCY FOR TUITION PURPOSES

Tempe Campus based students who wish to pursue AZ residency for tuition purposes can find more information on the [University Registrar's website](#). The Residency Navigator will help determine the best category and provide information on what documentation is necessary for the application.

### TUITION ASSISTANCE, SCHOLARSHIPS, and FINANCIAL AID

Students who are pursuing the RISES certificate as a standalone program are considered Non-Degree seeking students and are not eligible for financial aid.

Students who are pursuing the RISES certificate in addition to a master's or doctoral program at ASU are eligible to seek financial aid from their home degree departments as well as the traditional financial aid and scholarship routes.

#### **Traditional Financial Aid**

Loans and Grants may be available if the student has filed a [FAFSA](#) for the academic year. More information is available on [ASU's Financial Aid website](#).

#### **Scholarships**

Although graduate students do not qualify for grants from the state or federal government, there are other options to help fund your ASU education. Some private donors offer scholarships to graduate students and more information may be found on [Scholarship Search](#).

## STEPS TOWARDS CERTIFICATE

### CERTIFICATE REQUIREMENTS

The program requires 15 credits of coursework including one required core course and a required capstone course:

The 15 credits include:

- 3 credits of required core course:
  - HSD 540 – Responsible Innovation and Research (3 credits)
- 9 credits of elective courses from a list of suggestions provided by and/or approved by the Program Chairs (If there are specific classes you wish to take for electives that are not on the list, you can request approval through the Program Chairs).  
Some Examples are:
  - CHM 501 – Current Topics in Chemistry – Science Policy for Scientists and Engineers (1 credit)
  - BIO 611 – Current Topics in Responsible Conduct of Research in Life Sciences – Conflicts of Interest (3 credits)
  - GTD 501 – Global Technology and Development (3 credits)
  - ASB 591 – Social Dimensions of Science
  - BIO 517 -- Uncertainty in Decision Making (3 credits)
  - BIO 515 -- Science, Technology and Public Affairs (3 credits)
  - HSD 501 – Science and Technology Policy (3 credits)
  - HSD 502 – Advanced Science and Technology Policy (3 credits)
  - HSD 503 -- Governing Emerging Technologies (3 credits)
  - HSD 504 – Analysis of Large-Scale Socio-Technological Systems (3 credits)
  - HSD 505 -- Washington, D.C. Science and Technology Policy Workshop (3 credits)
  - CMN 557 Communication and Technology
  - BIO 591 – Biotechnology: Science, Law and Policy
  - SOS 591 – Environmental Ethics and Policy Goals
  - BIO 516 – Foundations of Bioethics
  - LAW 703 – Law, Science and Technology
- 3 credits of Structured Practical Experience through a Capstone Course
  - HSD 580 – Practicum: Responsible Innovation (3 credits)

NOTE: If the student is enrolled in graduate degree program at ASU, the student may share up to 6 credit hours between their graduate degree program and the certificate program. Students with Non-Degree Graduate Student status who are admitted into the certificate program may use up to 6 credit hours of their non-degree work taken prior to admission to the certificate towards the program.

### COMPLETION TIME LIMIT

All coursework used to complete an ASU graduate certificate must be completed within a six-year time limit.

### ENROLLMENT

- Once admitted to a graduate degree program or graduate certificate 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. Even if a student is only engaged in research, they must still register for at least one credit hour of graduate level credit during that term.
- Registration for every fall semester and spring semester is required.
- The Graduate College has not established a maximum course load for graduate students. Students should consult with their faculty advisor, the Degree Program Chair and/or the RISES Certificate Program Academic Advisor if they have questions.
- To maintain continuous enrollment the credit hour(s) must:
  - Appear on the student's *Plan of Study*, OR
  - Be research (592) or continuing registration (595), OR
  - Be a graduate-level course.
- Courses with grades of "W" and "X" are not considered valid for continuous enrollment purposes.
- Students completing work for a course in which they received an "I" must maintain continuous enrollment during the time in which they are completing the work for that course.

- Students planning to discontinue registration for a semester or more must submit a **Leave of Absence request via their Interactive Plan of Student (iPOS)**. This request must be submitted and approved before the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Having an approved Leave of Absence by the Graduate College will enable students to re-enter their program without re-applying to the university.
- Students who do not register for a fall or spring semester without an approved Leave of Absence are considered withdrawn from the university assuming that they have decided to discontinue their program.
- Students removed for this reason may reapply for admission to resume their degree program. However, there will not be any special considerations for the new application -- the application for re-admission will be evaluated against the pool of current applications for that year and re-admission is NOT guaranteed.

## ENROLLMENT STATUS AND REQUIREMENTS

	Full Time*	Half Time	Less Than Half Time
<b>Regular semester</b>			
Graduate	9 or more hours	5-8 hours	4 or fewer hours
Graduate assistant**	6 or more hours	-----	-----
<b>Six-week summer session</b>			
Graduate	3 or more hours	2 hours	1 hour
Graduate assistant**	2 or more hours	1 hour	-----
<b>Eight-week summer session</b>			
Graduate	5 or more hours	3-4 hours	2 or fewer hours

\* An audited course does not count for full-time enrollment.

\*\* For enrollment verification purposes, "graduate assistant" is a generic term that includes teaching assistants, research assistants, teaching associates and research associates.

**For financial aid eligibility, a student must register for at least 5 credit hours during each of the fall, spring and summer terms.**

**International students are required to maintain full-time enrollment status to maintain their U.S. visa.**

## SUPERVISORY COMMITTEE

- The Supervisory Committee consists solely of one member - one of the Chairs for the certificate program. This person is designated as Chair of the committee on the student's Plan of Study.

## PLAN OF STUDY (POS)

- Each student must submit a **Certificate Plan of Study** (POS) for approval. A link to the student POS is provided through My ASU (<https://my.asu.edu/>).
- After consultation with their Supervisory Committee Chair and the RISES Certificate Program Academic Advisor, the student should create and submit the online POS.
- The POS specifies the requirements that students must complete for their certificate and is submitted and revised electronically via the online interactive POS system.
- Graduate students with regular status must submit their POS by the time they have enrolled for 50 percent of the minimum credit hours required towards their certificate program. For this certificate program, students must submit their POS by the time you have enrolled for 7 credit hours.
- The POS should have a minimum of 15 credit hours, with exactly 3 credit hours for the one core course HSD 540, 9 credit hours of electives chosen by the student and approved by the Supervisory Chair, and 3 credit hours of HSD 580.

## TYPES OF COURSES USED ON THE POS

- **400 Level Coursework Credits**
  - Courses at a 400 level may be allowed with prior approval from the appropriate certificate program; however, a minimum of two-thirds of the courses taken to complete the certificate must be at the 500 level or above. For the RISES certificate, 400 level courses will be limited to 5 credits hours.
  - 400 level courses taken prior to admission and/or graded as Pass/Fail cannot be included on a POS.
- **Courses Used for Prior Degrees**
  - Students may not include on their Plan of Study any credit hours that have been applied towards a previously awarded degree.

- **Pre-Admission Credits used towards certificate**
    - Credit hours completed at ASU and/or from another regionally accredited US institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate certificate program, are considered pre-admission credits.
    - Pre-admission credits may not have been used towards a prior degree or certificate.
    - No more than one-fifth (20 percent) of the minimum required credit hours for a graduate certificate – in the case of the RISES that is 3 credit hours - may be transferred from another university. All transfer work must meet the Graduate College transfer policies.
    - No more than 40% of coursework towards the requirements of a graduate certificate can be completed prior to admission to the certificate program. For the RISES certificate a student may use 6 credits taken prior to admission towards the certificate.
    - All pre-admission credits must be 500 level or above with grades of “B” or better.
    - Pre-admission credits must have been taken within three years of admission to the ASU certificate program to be accepted.
  - **Individual Course Grades**  
Courses with grades of “D”, “E”, or “W” and audited courses (graded as “X”) cannot be included on an iPOS.
  - **Repeating ASU Courses**  
Graduate students may retake any course at ASU, but all grades remain on the student transcript as well as in all GPA calculations.
  - **Incomplete Grades**  
Student must submit the **Incomplete Grade Request Form** (<https://students.asu.edu/forms/incomplete-grade-request>) to the instructor of record for the course. The student must maintain continuous enrollment while completing the work for the incomplete.
- According to University grading policies (<https://students.asu.edu/grades>), a grade of “I” (incomplete) may be given by an instructor *when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control*. Incompletes must be completed within one calendar year; after that the “I” changes to a permanent “I”.
- The student must complete the **Incomplete Grade Request Form**, available at the link above, and the instructor may set deadlines for the student to complete the work.
  - Students who receive a grade of “I” in graduate courses (500 level or above) have one calendar year to complete the course for a grade. If after one calendar year the student has not completed the courses for a grade, the grade of “I” will become a permanent part of the transcript.
  - Once coursework has been fulfilled, the instructor will assign a final grade for the course. If the student does not complete coursework within the allotted time, the incomplete will become permanent and remain in the student’s transcript. If the course is a required course for the certificate program, the student will have to re-take the course.
  - To repeat the course for credit, a student must reregister and pay fees. The grade for the repeated course will appear on the transcript but will not replace the permanent “I.”
- **Audit Classes**  
Graduate students may register to audit one or more courses with the approval of the supervisory committee chair and the consent of the instructor involved. An audited course does not count towards the required credits for the POS, the minimum number of credits required for international students with visa restrictions, students employed as TA/RAs, or students receiving financial assistance.

## POS APPROVAL

- The POS must be approved by the Certificate Program Chair, the Head of the Academic Unit, and the Vice Provost for the Graduate College. The POS becomes a contract between the University and the student that guides the student in completing certificate requirements.
- After submitting the **Interactive Plan of Study (iPOS)** online through [My ASU](#), the student should notify the RISES Certificate Program Academic Advisor that the iPOS is in the online system and ready for review.
- The RISES Certificate Program Academic Advisor will get the approval of the Committee Chair and the Head of Academic Unit.
- The RISES Certificate Program Academic Advisor will forward the online electronic version of the completed iPOS to the Graduate College for final approval.



## COMMITTEE CHANGES TO POS

- Once the original iPOS has been approved by the Graduate College, the student will need to submit an **online Committee Change request** through the iPOS web site to officially add or change members of the supervisory committee.
- After submitting the online Committee Change Request, the student should notify the RISES Certificate Program Academic Advisor that the request is in the online system and ready for review.
- The RISES Certificate Program Academic Advisor will get the approval of the Committee Chair and the Head of Academic Unit.
- The RISES Certificate Program Academic Advisor will forward the online electronic version of the Committee Change request to the Graduate College for final approval.

## COURSE CHANGES TO POS

- Submit a **Course Change request** through the online iPOS system to remove courses from the iPOS that the student did not take and/or to add courses that the student did take that were not originally listed on the iPOS.
- After submitting the online Course Change Request, the student should notify the RISES Certificate Program Academic Advisor that the request is in the online system and ready for review.
- The RISES Certificate Program Academic Advisor will get the approval of the Committee Chair and the Head of Academic Unit.
- The RISES Certificate Program Academic Advisor will forward the online electronic version of the Course Change request to the Graduate College for final approval.

## CAPSTONE COURSE HSD 580 “Practicum”

The Practicum Experience for the Capstone Course HSD 580 can either be an “Internship” type experience or, for current ASU master’s or doctoral students, the addition of a chapter to their thesis or dissertation. The student must submit a Practicum Application Form to get approval from the Certificate Program Chair(s) for the project they have chosen.

### Internship Experience

- If the student elects to do an internship type experience for HSD 580, the student is responsible for securing the internship and getting it approved by the Certificate Program Chair(s).
- Each student is required to do a minimum of 135 contact hours in a practical experience setting similar to an internship and the Practicum experience will require paperwork and approval similar to that used for the master’s and doctoral programs within SFIS.
- All Practicum/Internship Sites require approval through the College of Liberal Arts and Sciences. Before you commit to an internship, you must check with the RISES Certificate Program Academic Advisor to see if additional paperwork needs to be done in order for you to receive academic credit for your work.
- Finalize plans for the practicum/internship during the academic term prior to the start of the Practicum/Internship. The **Practicum Approval Form** (see Appendix A) is due to the RISES Certificate Program Academic Advisor the academic term prior to term in which the student registers for the HSD 580.
- Forms required prior to starting the Practicum are: **Practicum Internship Experience Contract** (see Appendix A) and the **Practicum Internship Experience Work Variance Form** (if applicable). (see Appendix A)
- Each student’s site supervisor for the Practicum will be required to complete and submit a **Practicum Internship Experience Midterm Evaluation of Student** and a **Practicum Internship Experience Final Evaluation of Student** (see Appendix A).
- Each student will be required to complete and submit a **Practicum Internship Experience Final Written Report of Internship** and **Practicum Internship Experience Work Hours Log Form** (see Appendix A).
- Grading options are A, B, C, D or E for failing. Students must obtain a B or better to complete the program.

### Additional Chapter in the Thesis or Dissertation

- If the student elects to do the additional chapter for HSD 580, the student must be currently enrolled in a master’s or doctoral program at ASU and is responsible for getting advanced approval from the Certificate Program Chair(s) to use this option for their practicum experience.
- The student will work with a SFIS faculty member to write an additional chapter for the thesis or dissertation that explores the social implications, political context, or ethical concerns of the work they are doing for their graduate degree. There is no formal process for this, but is worked out between the student, the student’s

supervisory committee chair, and the SFIs faculty member overseeing the additional chapter. Contact Dr. Jameson Wetmore ([jameson.wetmore@asu.edu](mailto:jameson.wetmore@asu.edu)) if you are interested in more information.

- The student must successfully defend the thesis or dissertation in order to receive a passing grade.
- The ***Practicum Additional Chapter in Thesis or Dissertation Final Evaluation of Student*** form must be completed by the SFIS faculty member who oversees the writing of the additional chapter. The completed form is turned in to the SFIS Graduate Advisor.
- ***Grading options are letter grades A through E. A grade of B or higher is required to pass the applied project and for graduation. Students who do not complete the Practicum during the semester in which they register for the course must take a grade of Incomplete (I) and will have a time limit of 12 months to complete the Applied Project.***

## STUDENT RESOURCES

### RISES ADVISING

The RISES Certificate Program Academic Advisor in SFIS is available to help explain department and university policies and procedures. Questions about paperwork or university policies should be addressed to the Program Academic Advisor first. At times it might be necessary to refer the student to someone else or another unit. Questions regarding what courses a student should take should be directed to the student's faculty advisor.

### SFIS GRADUATE STUDENT ORGANIZATION

The School for the Future of Innovation in Society Graduate Student Organization (GSO) exists to support three key functions for SFIS graduate students. In addition to cultivating community & cohesion within and between graduate cohorts & programs, we strive to provide a mechanism for interactions between SFIS graduate students, staff, and faculty, while supporting SFIS graduates in their academics, professional development, and new endeavors. Visit the [SFIS GSO](#) web site for more information.

### TRAVEL FUNDING

Travel funding for conferences, internship interviews and job interviews may be available through [SFIS](#), [Graduate College](#) and [Graduate and Professional Student Association](#) (GPSA). Some travel awards require a funding match from the academic unit. Students should pay close attention to application processes and deadlines.

### ASU ONLINE STUDENT SUPPORT AND SERVICES

[ASU Online student resources](#) offers information on libraries, career services, disability resources military support, online tutoring, study abroad, and much more.

### ASU GRADUATE AND PROFESSIONAL STUDENT ASSOCIATION (GPSA)

[GPSA](#) is the official, representative student body government for all ASU graduate and professional students that supports students' research, personal and professional development and service efforts. It operates through executive and legislative branches composed of over 41 elected student assembly members representing all ASU college and schools, 20 elected and appointed executives, and hundreds of volunteers.

Students are welcome to apply to GPSA for funding for travel, research and childcare. It also offers a wellness program, health insurance guide and professional development. Many events are scheduled throughout the year and students are encouraged to participate.

### ASU GRADUATE WRITING CENTERS

[ASU Writing Centers](#) offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Tutors from a wide range of majors help students hone writing skills and gain confidence in their writing. The RISES certificate program recommends that all students take advantage of this opportunity.

#### Benefits of Writing Tutoring

All writers — all ASU undergraduate or graduate students — can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas
- organize and structure a paper
- integrate and cite sources
- engage in writing and revision
- discuss editing and proofreading strategies
- find a place to write

#### In-Person Writing Tutoring

ASU students can schedule a 30-minute, in-person [appointment](#) for one-on-one writing tutoring. Writing tutoring for walk-ins may be limited and is subject to tutor availability. Please be sure to call the appropriate campus writing center if you need to change or cancel your appointment. Please click on the campus names below to view the centers' locations, hours of operation, and phone numbers. To schedule a one-on-one writing appointment in one of the writing centers, please [view the schedule](#) of available sessions and select an appointment time.

For information about graduate student writing appointments, please schedule an appointment by visiting [Graduate Writing Center](#).

### **Online Writing Tutoring**

Need help with a paper and can't get to campus? Try [online writing tutoring](#), accessible anywhere you have an Internet connection. Have questions? Please call 480-965-9072.

Throughout the fall and spring semesters, the Graduate Writing Centers will host special workshops and webinars on writing in graduate school. For information about online workshop offerings, please [email Jessica.J.Jones@asu.edu](mailto:Jessica.J.Jones@asu.edu).

### **ASU LIBRARIES**

[ASU Library](#) is home to seven library facilities across five ASU campuses, providing students access to millions of information resources, world-class collections, outstanding study spaces and research centers, and a suite of maker services. Locations are available here <https://lib.asu.edu/locations>.

### **CAREER SERVICES, INTERNSHIPS, AND PROFESSIONAL DEVELOPMENT**

[ASU Career Services](#) offers students the opportunity to speak with a career advisor and well as multiple career events that students may attend throughout the year. Internship postings are available to students who have an ASU "handshake" account. The office also offers assistance with resumes, cover letters and interviews.

Virtual career advising appointments are available for all online students. Appointments can be made through [Handshake](#). Virtual career fairs, workshops, and internship assistance are also available along with resume assistance.

The College of Global Futures has a career advisor dedicated to helping the college's degree-seeking students discuss career options and perform company and occupational research. The advisor also assists with resumes and cover letters, interview preparation, job search strategy, and other employment-related topics. Full time opportunities are communicated through the School for the Future of Innovation in Society internal LinkedIn group, which you are strongly encouraged to join. Additional employment, internship, career fair, and mentorship opportunities are available through ASU's career resource, Handshake.

Graduate students can also pursue internships, either for elective credit or no credit. There are many local sustainability internship opportunities posted on [SustainabilityConnect](#). These have been curated for the undergraduate sustainability program, but are open to any College of Global Futures student.

The school also offers a Job SHARE Program, which allows students to shadow alumni in their jobs for a day. Information is sent out in fall and spring to students about how to participate in the program.

To book an appointment, please visit the [College of Global Futures Advising](#) site.

The [ASU Graduate College](#) offers many avenues of professional development. Graduate students develop the professional identities needed to build enduring careers with academic integrity and university support programs that foster scholarly collaboration, career pathway exploration, and are encouraged to take advantage of the Graduate College's knowledge mobilization initiatives.

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### **VETERANS AND MILITARY**

The [Office for Veteran and Military Academic Engagement](#) serves the Arizona State University community by promoting dialogue, teaching, and research that increases information, understanding, knowledge, and relationships among military, civilian, and academic cultures. Their goal is to listen to veteran students, look for ways to connect them with faculty and other students, and continue to learn where and how to build bridges between these different cultures.

The [Pat Tillman Veterans Center](#) provides guidance and support for students who are veterans, active-duty military or military dependents. Six locations are available for ASU military students:

<p><b>Downtown Phoenix campus</b>          University Center Building, Room 130          602-496-0152          480-522-3058 Fax          Hours of Operation          Mon. – Fri.: 8 a.m. – 5 p.m.</p>	<p><b>Tempe campus</b>          Memorial Union, Lower Level, Room 75          480-965-7723          480-522-3058 Fax          Hours of Operation          Mon. – Thur.: 8 a.m. – 6 p.m.          Fri.: 8 a.m. – 5 p.m.</p>
<p><b>Polytechnic campus</b>          Administration Building          480-727-2773          480-522-3058 Fax          Hours of Operation          Mon. – Fri.: 8 a.m. – 5 p.m.</p>	<p><b>West campus</b>          University Center Building, Room 120          602-543-8220          480-522-3058 Fax          Hours of Operation          Mon. – Fri.: 8 a.m. – 5 p.m.</p>

### INTERNATIONAL STUDENTS

The [International Students and Scholars Center](#) (ISSC) is the resource for international students who need information on maintaining SEVEIS status, visa and travel, employment, and advising. The ISSC offers an orientation every fall and spring term for new international students as well as appointments for advising and counseling.

### HEALTH AND FITNESS

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

[ASU Health Services](#) is dedicated to the well-being and educational success of each individual student by providing high quality health care that is accessible, affordable, and compassionate. More than 20 physicians and nurse practitioners are board-certified in emergency medicine, family medicine, internal medicine, neurology, orthopedics, rheumatology, and sports medicine. In addition, [ASU Counseling Services](#) offers confidential, personal counseling, and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. Health Services are for any Sun Devil, regardless of race, gender, sexual orientation, age, student status, religion, ability, size, financial situation, the issue you're dealing with or whether you've had health care before. Appointments can be scheduled [online](#), [in person](#) or by phone. For immediate concerns, walk-in appointments are available.

### PARKING AND TRANSIT

Students, faculty and staff may purchase annual and semester permits through [ASU Parking and Transit Services](#). Sun Devils who choose not to purchase a permit, as well as campus visitors, may use various daily and hourly parking options. ASU Parking and Transit Services has offices on four campuses. If you are unsure of which campus to contact or have questions, [email PTS](#) or call 480-965-6124.

Campus	Address	Office hours	Parking information
<a href="#">Downtown Phoenix</a>	University Center - UCENT 411 N. Central Ave - Suite 116 Phoenix, AZ 85004	Mon–Fri 8 a.m.–4:30 p.m.	<a href="#">Campus information</a>
<a href="#">Polytechnic</a>	QUAD 4 7107 E. Tiburon, Bldg. 4 Mesa, AZ 85212	Mon–Fri 8 a.m.–4:30 p.m.	<a href="#">Campus information</a>
<a href="#">Tempe</a>	University Towers 525 S. Forest Ave. Tempe, AZ 85281 Entrance located on Fifth St.	Mon–Fri 7:30 a.m.–4:30 p.m.	<a href="#">Campus information</a>

Campus	Address	Office hours	Parking information
<a href="#">West</a>	North Services Building - NSB 4766 W. University Way North Glendale, AZ 85306	Mon–Fri 8 a.m.–4:30 p.m.	<a href="#">Campus Information</a>

[ASU intercampus shuttles](#) transport students, faculty and staff between the Downtown Phoenix, Polytechnic, Tempe and West campuses.

Several public transportation options are available to students and employees across the ASU campuses. City buses and light rail, discounted transit passes, Eco-Passes and car-sharing allow Sun Devils to travel quickly, easily and affordably throughout the greater-Phoenix area. More information is available at <https://cfo.asu.edu/transit>.

## STUDENT ACCOUNTS

[Student Business Services](#) offers a variety of student account services including tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past due accounts, third party sponsorship assistance and Perkins Loan repayment. Student may call 1-855-278-5080 or email [sbs@asu.edu](mailto:sbs@asu.edu) for information on their accounts. Office hours and locations are:

Monday - Friday

8:15 a.m. - 4:30 p.m.

Closed Saturday, Sunday and [university holidays](#).

## ASU ID CARDS

ASU requires all students, employees and qualifying university affiliates to obtain an official ASU ID card. With the exception of eligible new employees, the ASU ID card is issued for a fee. Online students must have an approved photo on file with Sun Devil Card Services. Students may choose between the [Pitchfork ID](#), complete with Sun Devil Checking exclusively from MidFirst Bank, or the basic Sun Card to use as their official university ID card. **The Pitchfork ID is two cards in one: an official photo ID for ASU® students - and a Visa® debit card. The Pitchfork ID must be created at one of the [MidFirst Bank locations](#). The basic [Sun Card](#) for on-campus students can be created by uploading a photo and then picking up the completed card at the Sun Card campus location. ID card FAQs are available at <https://cfo.asu.edu/cardservices-faqs>.**

## CAMPUS AMENITIES - STORES, BANKS, EATERIES

The [Sun Devil Campus Stores](#) sell textbooks, used books, academic supplies, art supplies and ASU logo clothing and gifts. Students can rent textbooks, or enjoy the convenience and savings of digital textbooks and ebooks. Thesis and dissertation binding is available, as are medical and nursing reference materials. The campus store is located on Orange Street, east of Computing Commons on the Tempe Campus.

[Sun Devil Dining](#) offers quality, value, variety and convenience with over [50 dining locations](#) including dining halls, fast casual restaurants, cafes and on-campus markets. Dining on campus plays an integral role in the college experience. Students may participate in the [meal plan program](#), which saves money and gives great value.

The [Memorial Union \(MU\)](#) is a one-stop campus hub. The MU features dozens of dining options, ATMs and full-service banking operations, meeting space, lounge and study space, a full-service salon, copy center, and market.

## DISCRIMINATION COMPLAINTS

It is a violation of ASU policy to discriminate against any employee or student on the basis of that individual's race, color, religion, national origin, citizenship, sex, gender identity, sexual orientation, age, disability, Vietnam-era veteran status, special disabled veteran status, other protected veteran status, newly separated veteran status, or any other unlawful discriminatory grounds. Complaints should be filed within 120 days of the last act of alleged discrimination. The director, Office of Equity and Inclusion, may waive or extend this time frame for good cause such as holidays or times that classes are not in session.

An employee or student (or member of the public in cases of disability complaints) who believes he or she has been unlawfully discriminated against may discuss his or her concerns with the director or an assistant director of the Office of Equity and Inclusion, file a report, and/or file a complaint of unlawful discrimination with the Office of Equity and Inclusion (<https://cfo.asu.edu/DEI>).

The Office of Equity and Inclusion review of complaints is a confidential process because it involves personnel matters. The parties to the complaint are guaranteed confidentiality except as noted in the policy and as necessary to conduct a thorough and fair investigation of the complaint. All witnesses in a complaint investigation are guaranteed confidentiality. All documentation and reports received and/or developed as part of the report/complaint process, including investigative reports are considered confidential unless otherwise noted in the policy.

To review the official policy, see “ACD 403: Procedures for Resolving Complaints of Unlawful Discrimination” in the Academic Affairs manual (<https://www.asu.edu/aad/manuals/acd/>).

**CRISIS SERVICES**

ASU Counseling Services prioritize immediate access to services to ensure that all students who request or need services can be seen the same day- no appointment is necessary. You can call or walk in and be seen anytime at one of our four [campus locations](#) between Monday-Friday, 8 a.m. – 5 p.m.

- Downtown Phoenix: 602-496-1155
- Polytechnic: 480-727-1255
- Tempe: 480-965-6146
- West: 602-543-8125

If you need assistance outside of business hours, please call EMPACT’s 24-Hour ASU-dedicated Crisis Line: 480-921-1006.

**For Life threatening emergencies, please call 911.**

**If You Are Concerned About a Student**

Faculty, staff, and parents can be very helpful in supporting a student in distress to access counseling services. ASU Counseling Services staff offers consultation assistance to concerned parents, faculty, staff, and other students who have concerns about a student. By speaking with one of our counselors, you can receive information about how to talk with a student experiencing difficulties and how to access various resources. You may call any [ASU Counseling Services location](#) and ask to speak to a counselor who will help you decide what options are available. If a crisis occurs on or near campus students, faculty, and staff may be affected. ASU Counseling Services staff will schedule meetings with groups of faculty, staff, and students who have been affected by a crisis. You may call any ASU Counseling Services location and ask to speak with a counselor who will talk with you about your needs.

**TITLE IX**

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU’s policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact [titleixcoordinator@asu.edu](mailto:titleixcoordinator@asu.edu) or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to [www.asu.edu/reportit/](http://www.asu.edu/reportit/).

**STUDENT ACCESSIBILITY AND INCLUSIVE LEARNING SERVICES**

Qualified students who wish to request an accommodation for a disability should contact the Student Accessibility and Inclusive Learning Services (SAILS) by going to <https://eoss.asu.edu/accessibility>, calling 480-965-1234, or emailing [student.accessibility@asu.edu](mailto:student.accessibility@asu.edu).

<p><b>Downtown Phoenix</b>  <a href="#">Post Office, Suite 201</a>  <b>Hours:</b> Monday - Friday, 8 a.m. - 5 p.m.                  Disability Resource Center                  522 N Central Ave, Ste 201                  Phoenix, AZ 85003</p>	<p><b>Polytechnic</b>  <a href="#">Wanner Hall - Suite 201</a>  <b>Hours:</b> Monday - Friday, 8 a.m. - 5 p.m.                  Disability Resource Center                  6049 S. Backus Mall                  Mesa, AZ 85212</p>
<p><b>Tempe</b></p>	<p><b>West</b></p>

[Matthews Center building, 1st floor](#)

**Hours:** Monday - Friday, 8 a.m. - 5 p.m.

Disability Resource Center

PO Box 873202

Tempe, AZ 85287-3202

[University Center Building, Room 304](#)

**Hours:** Monday - Friday, 8 a.m. - 5 p.m.

Disability Resource Center

PO Box 37100, MC 1050

Phoenix, AZ 85069-7100

## **GRADUATE WELLNESS RESOURCES**

[Graduate Wellness Resources](#) is a one-page guide to Financial, Social, Emotional, and Physical Health and Wellness Resources for ASU Graduate Students was developed by the GPSA.

## **10 BEST PRACTICES IN GRADUATE STUDENT WELLBEING**

[10 Best Practices in Graduate Student Wellbeing](#) provides proven ways to help graduate students better care for themselves under the increasing demands of graduate school.



## MOVING TOWARDS GRADUATION

### REGISTRATION DURING GRADUATION SEMESTER

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 complete their culminating experience.

### REVIEW POS FOR ACCURACY

Each student will need to review his/her POS against their current ASU transcript at the beginning of the last academic term. Any changes necessary to make the POS match the official transcript should be done through the iPOS link in My ASU (<https://my.asu.edu/>).

### APPLY FOR GRADUATION

Apply for graduation and pay the graduation fee online through [My ASU](#). Select the **Graduation** tab from **My Programs** and follow the online instructions. A credit card is required to complete your application. If application for graduation is made after the deadline, the student will be assessed a late fee.

If you are graduating in.....	Your deadline is....
Fall	October 1
Spring	February 15
Summer	July 15

- If application deadline falls on a weekend or holiday, the deadline will be extended to the next business day.
- To ensure that your name appears in the ASU commencement book and to avoid paying a late fee, the application must be received by the appropriate deadline.
- Summer graduate names appear in the Fall commencement book.

*If you are not able to apply online:*

- **Apply in person.**
  - Print and complete the [Application for Graduation](#).
  - Complete the Graduation Survey.
  - Submit completed application, payment receipt and completed graduation survey to the [University Registrar Services](#)
- **Apply by mail.**
  - Print and complete the [Application for Graduation](#).
  - Mail the completed application and applicable payment to the address listed on the application.

Students who apply for graduation will not be eligible to register for subsequent semesters without being admitted to a new certificate program. Students who wish to change their graduation semester after they have applied must contact the graduation office **to request that the** application for graduation be moved to their new intended semester of graduation prior to the conferral date of their original graduation semester.

**Your Application Status**—Check your application status from your [My ASU](#) page. Your status will be one of the following

**Applied:** Your application for graduation has been received and is being processed. If your application cannot be processed your status will change to either denied or withdrawn and you will be notified by email. Review your Plan of Study regularly to ensure that all requirements will be met. Unless you are denied or withdrawn, your status will appear as applied until your certificate is posted, which occurs approximately 4-6 weeks after the certificate conferral date.

**Denied:** Your application for graduation has been denied because you will not meet one or more certificate requirements by the certificate conferral date. Review your Plan of Study and contact either your academic advisor or department chair to review your certificate requirements and discuss your options.

**Withdrawn:** Your application for graduation has been withdrawn because you have not completed all coursework (including incompletes) and certificate requirements listed on your Certificate Audit or Plan of Study by the certificate conferral date. Review your Certificate Audit Report or Plan of Study and contact either your academic advisor or department chair to review your certificate requirements and discuss your options.

**COMPLETE ALL CERTIFICATE REQUIREMENTS**

Students must complete all certificate requirements in a timely manner. Final grades must be posted and all required forms and evaluations must be submitted to meet the deadlines for graduation. Students must obtain at least a 3.0 GPA on all three GPA calculations: 1) iPOS, 2) Graduate (all graduate level coursework 500 level and above), 3) cumulative that includes all coursework completed during the graduate career.

Refer to Graduate College Graduation Deadlines (<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>).

## ACADEMIC STANDARDS

### SATISFACTORY PROGRESS

All graduate students are expected to make systematic progress towards completion of their certificate. This progress includes meeting the conditions listed below and achieving the benchmarks and requirements set by the individual degree program. If a student fails to meet the requirements and/or benchmarks of their degree program, the student may be withdrawn from their program based on recommendations submitted by the academic unit to Graduate Education.

To be considered as making satisfactory progress toward the certificate objective, a student must:

1. Remain continuously enrolled in the certificate program.
2. Maintain a cumulative GPA of 3.0 or higher in all classes included in the Program of Study (Those students who have not yet filed a program of study must maintain a combined GPA of 3.0 or higher for all courses taken since entering the current certificate program and all courses numbered 500 and above completed since the last degree.)
3. Maintain a Graduate GPA of 3.0 or higher in all classes on their transcript numbered 500 or above
4. Maintain an overall cumulative GPA of 3.0 or higher
5. Meet all DEADLINES stated in the section above, Steps Toward Certificate:
6. Meet the stated time limit for graduation from the certificate program.

### REVIEW OF PROGRESS

At the end of each term (fall, spring summer), the RISES Certificate Academic Advisor will conduct a review of all RISES students and discuss their progress towards certificate with the Certificate Program Chairs.

### ACADEMIC PROBATION and DISMISSAL PROCESS

A student may be placed on academic probation if they meet any of the following criteria:

- The student does not meet GPA or grade requirements as outlined in the satisfactory academic progress policy;
- The student has more than 2 incompletes on their transcript since starting the program;
- The student does not meet milestones specified in the graduate handbook by the deadlines expressed therein; or
- The student fails to complete the program within the time to completion specified in the graduate handbook.

Students will be notified by email by their program when placed on probation and may be required to complete a probation agreement with their faculty advisor and the program chair. Students typically have one semester to advance to good standing before dismissal is considered. The student will be notified in writing if/when they advance to good standing. Failure to return to good standing within the time limit set in the probation letter may result in dismissal from the academic program.

A student may be dismissed from a graduate program with or without first being placed on probation if:

- The student is on academic probation because their GPA has fallen below the minimum GPA as outlined in the Satisfactory Academic Progress Policy section or below 3.00 for all post-baccalaureate courses taken at ASU, and the student fails to bring the GPA to required levels by the deadline specified in the probation letter;
- The student receives a lower grade than what is required while on academic probation;
- The student has more than 2 permanent incompletes since starting the program;
- The student fails to meet conditions stipulated in their probation letter; or
- The student violates terms of the [Student Code of Conduct](#).

Students will be notified by email and letter (sent to the student's listed mailing address) if they are being recommended for dismissal from the program. For a ground campus International student to be dismissed effective immediately, the school's advisor must provide a written document to the international student (as early in the process as possible) letting them know that being withdrawn from a degree program can have immediate consequences regarding their visa status.

### **Academic Probation and Dismissal Appeal Process**

A student may appeal any action concerning academic probation or dismissal by petitioning through their school within 10 business days, using the [College of Global Futures Grade Appeal and Academic Grievance Form](#).

Appealing probation status follows the Grade Appeal and Academic Grievance Process. The dismissal appeal process follows the process outlined below. Students can voluntarily withdraw from their degree program at any time during the dismissal/appeal process, thereby avoiding having a dismissal on their record.

#### **Dismissal Appeal Process – School Level:**

The designated person or committee within the school reviews the student's appeal. Possible outcomes include:

1. If the student does not appeal within the specified timeline in their letter, the school designee will notify the student in writing that they will be recommended to the Graduate College for dismissal.
2. The school designee notifies the student in writing of a successful appeal. The letter should include any stipulations or restrictions. For example, if the student is allowed to continue in the program under the condition of academic probation, the letter must outline specifically what the student needs to accomplish and in what timeframe to obtain academic good standing.
3. The school designee notifies the student in writing of an unsuccessful appeal. The letter will state that the school is recommending dismissal from the degree program. The student has the right to appeal the recommendation of dismissal to the college and they should send their appeal to the college's Associate Dean for Student Success, Andrew Maynard ([andrew.maynard@asu.edu](mailto:andrew.maynard@asu.edu)) and copy Lisa Murphy ([lisa.m.murphy@asu.edu](mailto:lisa.m.murphy@asu.edu)) and the point of contact they've been working with in the school within 10 business days.

#### **Dismissal Appeal Process – College Level:**

The school provides the college-level designee with a letter recommending dismissal of the student, along with supporting documentation. The designated person or committee within the college reviews the student's appeal. Possible outcomes include:

1. If the student does not appeal within the specified timeline in letter, the college designee will notify the student in writing that they will be recommended to the Graduate College for dismissal.
2. If the student does appeal within the specified timeline in the letter, the college designee will notify the student in writing that the college-level appeal was received and will be reviewed.
3. The college designee notifies the student in writing of a successful appeal. The letter should include any stipulations or restrictions (e.g. if the student is allowed to continue in the program under the condition of academic probation, the letter must outline specifically what the student needs to accomplish and the timeframe to obtain academic good standing).
4. The college designee notifies the student in writing of an unsuccessful appeal and that they will be recommended to Graduate College for dismissal.

#### **Graduate College Review of Dismissal:**

If the student does not appeal at the college level, or if the appeal is denied, the college designee sends a recommendation for dismissal to the Graduate College along with supporting documentation. Graduate College reviews the case, notifies the student of the final dismissal decision and sends copies of the notification to the school and college.

### **GRADE APPEAL and ACADEMIC GRIEVANCE PROCESS**

The College of Global Futures follows the [university policy for grade appeals](#). Outlined on the college's website are the [steps a student can take](#) if they wish to appeal a grade or the results of a defense or exam. This process only applies to courses and programs offered through the College of Global Futures. If the course or program is offered through another unit, the student will need to reference that unit's process. You can find information about which unit offers a course by clicking "Full Class Details" on the course in the course search tool and you will see the unit next to "Offered by".

It is recommended that this process be pursued in the semester following the issuance of the grade in dispute (but before commencement) to protect the student from retaliation. Students who believe they are victims of retaliation should immediately contact the [Dean of the college](#).

## MAXIMUM TIME LIMIT FOR THE PROGRAM

All work toward the certificate program must be completed within six consecutive years. The six years begins with the semester and year of admission to the program. Graduate courses taken prior to admission that are included on the *Plan of Study* must have been completed within three years of the semester and year of admission to the program.

Continuous enrollment would be required for the duration of the degree-seeking period.

## IMPORTANT REMINDERS

### QUESTIONS

If students ever have questions or doubts about anything..... please ask. Students should consult with the Faculty Mentor, the Certificate Program Chair(s), or the RISES Certificate Program Academic Advisor.

And remember that Graduate Education web site offers all kinds of resources for graduate students. Bookmark their website!

### POLICIES and DEADLINES

We have listed the policies and deadlines for your milestones in this handbook. But remember that things can change and the final word comes from Graduate Education. We suggest you also bookmark these and check frequently for any updates:

- The Graduate Catalog -- <https://catalog.asu.edu/>
- Graduate College Policies and Procedures -- <https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures.pdf>
- The Current Students page on Graduate College web site -- <https://graduate.asu.edu/>
- Graduation Deadlines and Procedures -- <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>

Students can also visit with a staff member in the **Graduate Enrollment Services Office** (Student Services 112), or call (480) 965-6113.

## **APPENDIX A: FORMS**

- **Practicum Approval Form**
- **Practicum Internship Experience Contract**
- **Practicum Internship Experience Work Variance Form**
- **Practicum Internship Experience Work Hours Log**
- **Practicum Internship Experience Written Report Form**
- **Practicum Internship Experience Mid-Term Evaluation of Student**
- **Practicum Internship Experience Final Evaluation of Student**
- **Practicum Additional Chapter in Thesis or Dissertation Final Evaluation of Student**

**STUDENT INFORMATION**

LAST NAME		FIRST NAME		M.I.	DATE (00/00/0000)
ASU ID (10-DIGIT)		ASU EMAIL ADDRESS			PHONE NUMBER
LOCAL ADDRESS			CITY	STATE	ZIP
GRADUATE COURSEWORK GPA	PLAN OF STUDY GPA	CUMULATIVE GPA	COURSE CREDIT HOURS COMPLETED TOWARDS CERTIFICATE		

**PRACTICUM SELECTION**

- Chapter in Thesis or Dissertation      Name of SFIS Faculty Overseeing Writing:
- Internship Experience (complete information below)

**INTERNSHIP EXPERIENCE INFORMATION (if selected to fulfill Practicum requirement)**

<b>PRACTICUM SESSION (SELECT ONE)</b> <input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER                      YEAR			
POSSIBLE PRACTICUM SITE NAME			
SITE ADDRESS		CITY	STATE      ZIP
CONTACT PERSON	PHONE NUMBER	EMAIL ADDRESS	
ARE YOU CURRENTLY EMPLOYED AT THIS SITE? <input type="checkbox"/> YES <input type="checkbox"/> NO			
IF YES, PLEASE PROVIDE THE FOLLOWING INFORMATION:			
NAME OF CURRENT SUPERVISOR	PHONE NUMBER	EMAIL ADDRESS	
CURRENT WORK SCHEDULE	CURRENT NUMBER OF HOURS PER WEEK		

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Certificate Program Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT INFORMATION**

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>M.I.</b>	<b>DATE (00/00/0000)</b>	
<b>ASU AFFILIATE ID (10-DIGIT)</b>	<b>ASU EMAIL ADDRESS</b>		<b>PHONE NUMBER</b>	
<b>LOCAL ADDRESS</b>		<b>CITY</b>	<b>STATE</b>	<b>ZIP</b>

**This contract must be completed (fill in all form fields), printed, signed by the appropriate individuals and submitted to the RISES Certificate Program Academic Advisor in Interdisciplinary B Room 256.**

**PRACTICUM AGREEMENT**

I, (Student Name – Last, First, MI) \_\_\_\_\_, (ASU 10 digit ID) \_\_\_\_\_, on this date \_\_\_\_\_ agree to a PRACTICUM with \_\_\_\_\_ for a **minimum** of 135 total contact hours to begin on this date and to be completed by this date \_\_\_\_\_. Based on a **minimum** of 135 contact hours, the student will earn 3 semester hours of credit in HSD 580 during the (Fall, Spring, Summer) \_\_\_\_\_ school term of (Year) \_\_\_\_\_.

The PRACTICUM will be supervised by \_\_\_\_\_, (Title of Supervisor) \_\_\_\_\_, who may be contacted at (Email) \_\_\_\_\_ and (Phone) \_\_\_\_\_.

The PRACTICUM site address is:

Address Line 1:

Address Line 2:

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**PRACTICUM PROJECT DESCRIPTION**

**Attach a separate document** which provides the following information about the project(s). This should be developed by the student and the practicum supervisor. The document should include the following:

- Project Goal – briefly explain the context and scope of the project.
- Project Description – briefly describe the task/responsibilities that will be performed.
- Project Objectives – briefly describe the specific learning objectives.
- Project Deliverable – briefly describe what will be developed.
- Project Evaluation – briefly describe how the student’s project will be evaluated.

**PRACTICUM SCHEDULE**

Please indicate the expected work schedule for the student.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Check here if substantial work will be completed off-site or if schedule will be at the student’s discretion. Regularly scheduled meetings with the Practicum Supervisor are required.

**PRACTICUM SIGNATURES**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Practicum Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Certificate Program Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



## Request to Utilize Current Employer for Practicum Credit

Submit to the RISES Certificate Program Academic Advisor in Interdisciplinary B Room 256.

Date (00/00/0000):

Student Name (Last, First, MI):

ASU 10 Digit ID:

Current Position:

Hours Per Week:

Dates of Employment:

Employer Name:

Supervisor Name:

Employer Address:

Line 1:

Line 2:

City:

State:

Zip Code:

Employer Phone Number:

Practicum Semester:  Fall

Spring

Summer

Year:

### REQUIRED MATERIALS FOR VARIANCE APPROVAL:

- This **Request to Utilize Current Employer for Practicum Credit** form (Work Variance Form)
- A letter from the student, requesting approval and briefly describing the project and task that are different from the student's employment.
- A current job description.
- A letter from the current supervisor which clearly states that the student's practicum requirements will be allowed by the employer.

### ACTION TAKEN:

Approved

Denied

Brief Description of Reason for Denial:

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Certificate Program Chair Name:

Certificate Program Chair Signature \_\_\_\_\_ Date \_\_\_\_\_



Students are required to submit an **Analytical Paper** to the RISES Certificate Program Academic Advisor in Interdisciplinary B Room 256 **at the end of the Practicum.**

Student Name (Last, First, MI):

Practicum Site:

Practicum Supervisor:

The paper is due at the same time as the Practicum HSD 580 Final Evaluation of Student Form and the Practicum HSD 580 Work Hours Log Form. **Please attach your written analytical report to this form.**

**The analytical paper** should consist of 3 – 7 pages and follow this outline:

1. Description (approximately 1-2 pages)

- What was the overall mission or goal of your practicum?
- What were your duties and responsibilities?
- What was your work situation and environment?
- What resources were available to help you carry out your duties?
- What skills did you acquire as a result of your practicum?
- How did the practicum evolve and change over time?

2. Evaluation (approximately 2-4 pages)

What did you learn:

- About the site you worked in for your practicum, the supervisor you worked with during your practicum, the responsibilities of this individual and the functions of the site?
- About the strengths and limitations of this site in carrying out its missions and goals?
- About the experience of working in a professional setting?
- About yourself - your own strengths and limitations; about how this experience affected your own personal goals and career objectives?
- How has the practicum changed your perception of responsible innovation?
- What are the most significant things you learned from the practicum?
- How does what you experienced/learned affect your evaluation of your education?

**To be completed by Practicum Supervisor**

Date (00/00/0000):

Student Name (Last, First, MI):

Practicum Site:

Site Supervisor:

**EVALUATION RATING SCALE**

<b>5</b>	<b>Outstanding:</b> This is the highest rating. The student's performance consistently excels beyond expectations in all aspects of the practicum.
<b>4</b>	<b>Strongly meets expectations:</b> Performance is above what is expected. The student is proficient in all aspects of the practicum and excels beyond expectations in some aspects of
<b>3</b>	<b>Meets Expectations:</b> Student is proficient in all aspects of this component/position.
<b>2</b>	<b>Partially meets expectations:</b> The student's performance is proficient in most aspects of the practicum, but he or she has immediate development needs in at least one area.
<b>1</b>	<b>Does not meet expectations:</b> The student's performance does not meet the minimal expectations of performance for the practicum. Immediate improvement is needed.

Please use the evaluation rating scale above and circle the number which best corresponds to how you rate the performance of the student in each of the categories listed below. Share this with the student to help them identify their areas of strengths and opportunities for growth.

<b>Is Punctual</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<b>Is willing to assume all tasks</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<b>Completes tasks with little supervision</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<b>Completes tasks with few or no mistakes</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<b>Assumes responsibility once a routine task has been done</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<b>Shows outstanding preparation</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<b>Applies academic knowledge to real work situations</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<b>Displays initiative and good judgment</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A
<b>Overall Performance</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> N/A

**PRACTICUM INTERNSHIP EXPERIENCE**  
**HSD 580 MID-TERM EVALUATION of STUDENT FORM continued**

Please answer the following questions:

1. What aspects of the student's performance were most positive?
  
2. What aspects of the student's performance would need improvement?
  
3. Additional Comments:

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Practicum Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Return completed form to the RISES Certificate Program Academic Advisor in Interdisciplinary B Room 256.**

**To be completed by Practicum Supervisor**

Date (00/00/0000):

Student Name (Last, First, MI):

Practicum Site:

Site Supervisor:

**EVALUATION RATING SCALE**

<b>5</b>	<b>Outstanding:</b> This is the highest rating. The student's performance consistently excels beyond expectations in all aspects of the practicum.
<b>4</b>	<b>Strongly meets expectations:</b> Performance is above what is expected. The student is proficient in all aspects of the practicum and excels beyond expectations in some aspects of
<b>3</b>	<b>Meets Expectations:</b> Student is proficient in all aspects of this component/position.
<b>2</b>	<b>Partially meets expectations:</b> The student's performance is proficient in most aspects of the practicum, but he or she has immediate development needs in at least one area.
<b>1</b>	<b>Does not meet expectations:</b> The student's performance does not meet the minimal expectations of performance for the practicum. Immediate improvement is needed.

Please use the evaluation rating scale above and circle the number which best corresponds to how you rate the performance of the student in each of the categories listed below. Share this with the student to help them identify their areas of strengths and opportunities for growth.

<b>Professionalism/Work Ethic</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<b>Teamwork/Collaboration</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<b>Critical Thinking/Problem Solving</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<b>Leadership</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<b>Communication Skills – Written</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<b>Communication Skills – Verbal</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<b>Self-Direction</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<b>Creativity/Innovation</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
<b>Overall Performance</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

**PRACTICUM INTERNSHIP EXPERIENCE  
HSD 580 FINAL EVALUATION of STUDENT FORM continued**

Please answer the following questions:

1. Was the student academically prepared for the practicum?
  
2. What aspects of the student's performance were most positive?
  
3. What aspects of the student's performance need improvement?
  
4. Did the student successfully complete the objectives specified in the contract?
  
5. Additional Comments:

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Practicum Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**Return completed form to the RISES Certificate Program Academic Advisor in Interdisciplinary B Room 256.**

**For SFIS Use Only**

HSD 580 Grade Assigned by RISES Program Chair: \_\_\_\_\_

RISES Program Chair Name: \_\_\_\_\_

RISES Program Chair Signature: \_\_\_\_\_

Date Grade Entered: \_\_\_\_\_

Entered by: \_\_\_\_\_

To be completed by SFIS Faculty Mentor(s) who oversee the writing of the additional chapter.  
Return completed form to RISES Certificate Program Academic Advisor in Interdisciplinary B 256.

NAME OF STUDENT (Last name, first name, middle initial)		10 DIGIT ASU AFFILIATE ID#	
PROGRAM TYPE	AREA		
Graduate Certificate	Responsible Innovation in Science, Engineering and Society		
PRACTICUM DESCRIPTION			COMPLETION DATE – MM/DD/YYYY

HSD 580 PRACTICUM EVALUATION CHART						
	AREAS OF PERFORMANCE	4 EXCEPTIONAL (Professional Level Work)	3 MEETS EXPECTATION (Above Average)	2 BORDERLINE MEETS EXPECTATION (Average Performance Level)	1 BELOW EXPECTATION	0 INFORMATION NOT PRESENT
1.	Identification and Framing of Responsible Innovation Problem/Issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Application of Appropriate Analytical Tools and Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Development and Evaluation of Solutions and Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Written Communication of Project Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Oral Communication of Project Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FINAL GRADE GIVEN for HSD 580 PRACTICUM (grade of B or better is required)**

NAME(S) OF FACULTY MENTOR(S) FOR ADDITIONAL CHAPTER	SIGNATURES	PASSED	FAILED	DATE
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

RISES PROGRAM CHAIR	SIGNATURE	PASSED	FAILED	DATE
		<input type="checkbox"/>	<input type="checkbox"/>	

**FOR SFIS USE ONLY**

Date Grade Entered: \_\_\_\_\_ Entered by: \_\_\_\_\_



# Grading

The 580 Practicum Additional Chapter in Thesis or Dissertation course is the culminating experience course for the program and is usually taken in the end of the session of study. The course allows the student to write an extra chapter to their thesis or dissertation to explore responsible innovation in the context of their other research. The chapter will be evaluated as a final deliverable of this course as well as being part of the thesis or dissertation defense, the responsible innovation chapter advisor will serve on the students committee.

This rubric evaluates the Practicum Additional Chapter to the thesis or dissertation done by the student during the course.

- **Identification and Framing of Responsible Innovation Problem/Issue.** The extra chapter should be able to highlight relevant responsible innovation issues in the student's technical work.
- **Application of Appropriate Analytical Tools and Methods.** The responsible innovation issue should be analyzed using methods and tools learned through previous course work.
- **Development and Evaluation of Solutions and Recommendations.** Specific solutions and recommendations should be developed addressing the responsible innovation issues identified.
- **Written Communication of Project Results.** The additional chapter is professionally written, formatted, and organized, presenting a logical argument backed up with citations as appropriate.
- **Oral Communication of Project Results.** Project results should be communicated in a professional/conference style presentation with appropriate visual aids.

## Grading Scale

A-/ A/ A+	90.0-92.4/ 92.5-97.9/ 98-100
B- /B/ B+	80.0-82.4/ 82.5-87.4/ 87.5-89.9
C/ C+	70.0-77.4/ 77.5-79.9
D	60.0-69.9
E	<60
XE	Failure due to Academic Dishonesty

Grading will be guided by the rubric on the following page

## HSD 580 Practicum Evaluation Rubric

AREAS OF PERFORMANCE	EXCEPTIONAL (Professional Level Work)	MEETS EXPECTATION (Above Average)	BORDERLINE MEETS EXPECTATION (Average Performance Level)	BELOW EXPECTATION	INFORMATION NOT PRESENT
<b>Identification and Framing of Responsible Innovation Problem/Issue</b>	Student clearly identifies responsible innovation issues	Student identifies most of the responsible innovation issues	Student identifies some responsible innovation issues	Student does not identify most responsible innovation issues in their work	Insufficient content to grade.
<b>Application of Appropriate Analytical Tools and Methods</b>	Student uses all the appropriate analytical tools on identified responsible innovation issues	Student uses most of the appropriate analytical tools on identified responsible innovation issues	Student uses some appropriate analytical tools on identified responsible innovation issues	Student mostly does not use appropriate analytical tools on identified responsible innovation issues	Insufficient content to grade.
<b>Development and Evaluation of Solutions and Recommendations</b>	Student is able to develop and evaluate solutions and recommendation for responsible innovation issues in their work	Student is mostly able to develop and evaluate solutions and recommendation for responsible innovation issues in their work	Student is somewhat able to develop and evaluate solutions and recommendation for responsible innovation issues in their work	Student is not able to consistently develop and evaluate solutions and recommendation for responsible innovation issues in their work	Insufficient content to grade.
<b>Written Communication of Project Results</b>	Student writes professionally, with a clear and well-organized chapter.	Student writes fairly well, with a clear and well-organized chapter.	Student writes fairly well, but the chapter might contain errors or be missing citations.	Student does not write a chapter that meets the criteria.	Insufficient content to grade.
<b>Oral Communication of Project Results</b>	Student presents their work clearly and professionally	Student presents their work mostly clearly and professionally	Student presents their work but either the visuals or presentation style needed more work or practice	Student presents their work but the presentation was hard to follow or understand	Insufficient content to grade.