# Human and Social Dimensions of Science and Technology, PhD (HSD PhD)

Graduate Student Handbook
2025-2026

# ASU Charter

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

# Contents

# Introduction

## Program Overview

In an era defined by rapid technological advancement, geopolitical complexity, and deepening societal challenges, the PhD program in Human and Social Dimensions of Science and Technology (HSDST) at Arizona State University (ASU) invites students to examine not only where science and technology are going, but where they *should* go and who gets to decide. This interdisciplinary program is grounded in the study of how scientific knowledge and technological systems are produced, shaped, and governed within society. Students explore the nature and practice of science and technology (S&T), critically assessing their risks, benefits, and their potential contributions to social wellbeing.

The program fosters cross-disciplinary integration and critical thinking and brings together perspectives from the humanities, social sciences, natural sciences, and engineering to understand and reimagine the relationship between science, technology, and society. From environmental and digital ethics to biosecurity and innovation policy to advancing innovation with civic purpose, students also engage with complex, real-world problems - developing the tools to navigate uncertainty and contribute to solutions that are equitable and forward-looking.

At the heart of the HSDST program is a commitment to co-producing knowledge through inclusive methods that emphasize collaboration, mutual respect, and social relevance. So, the graduates learn to work not only across academic boundaries, but also with scientists, engineers, policymakers, businesses, and the public - ensuring their research is both intellectually rigorous and socially relevant. Whether examining the cultural assumptions embedded in technological design or helping shape policy for a more resilient future, HSDST graduates are prepared to engage the world - not apart from it, but alongside it.

With built-in flexibility and a strong foundation in interdisciplinary rigor, the HSDST program offers students both structure and room to explore. All students begin with a shared, cohort-based first-year experience that fosters collaborative learning and introduces core theories and methods across disciplines. From there, they work closely with advisors to craft a rigorous plan of study aligned with their personal research interests and professional goals. The graduates go on become analysts, educators, researchers, and advisors who can think critically across disciplines, work across sectors, and lead with integrity. If you are looking for a program that connects deep intellectual inquiry with public purpose, and helps you become the kind of thinker and leader the future needs, the HSDST program may be a right place for you.

## Program contacts

Program Chair: Netra Chhetri, [netra.chhetri@asu.edu](mailto:netra.chhetri@asu.edu)

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# Admission

Admission to the Human and Social Dimensions of Science and Technology PhD is available for the Fall term, applications are due on December 1. Current admission requirements and the application process are listed on the Human and Social Dimensions of Science and Technology [website.](#)

Applications will be reviewed by the HSD PhD Executive Committee only after all materials have been received. Application status can be monitored in MyASU. Official admission decisions will be emailed to the student.

## Graduate admission requirements

ASU maintains minimum standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- A minimum grade point average of 3.00 (scale is 4.00 = "A") in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program.
- International applicants must provide proof of English proficiency. The following are accepted to meet this requirement.
  - Test of English as a Foreign Language (TOEFL): score of at least 80 (iBT). ASU's institutional code is 4007. Only electronic copies of scores are accepted.
  - International English Language Testing System (IELTS): overall band score of at least 6.5. No institutional code is needed.
  - Pearson Test of English (PTE): score of at least 60.
  - Individual academic units or programs may have higher requirements for English proficiency.

## Academic program requirements

All PhD programs are highly competitive and challenging, and HSD is no exception. Preference is given to students with clear and convincing evidence of succeeding in a rigorous and challenging environment.  It is important to note that the program is only able to select a small number of candidates each year and that admissions are offered to a very limited number of individuals.

No specific field of study is required for applicants, but prior education and experience must provide a relevant foundation for the student's proposed graduate work. Students come from the natural and social sciences, humanities, and engineering. The strongest applicants are likely to have some experience in both the sciences or engineering and the social sciences or humanities, but this is not a strict requirement.

# Provisional admission

On rare occasion, 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 HSD Application Review Committee may recommend that the student be considered for Provisional Admission.

The student may be admitted with the provision that they complete a specified number of graduate-level credits applicable to the HSDST program within a defined period, demonstrating their academic readiness through strong performance in coursework as well as evidence of critical thinking, research potential, and the ability to succeed under the demands of a rigorous intellectual environment. If students satisfy the requirements then they would be converted to regular admission status. If not, the HSDST graduate committee will make recommendation to ASU Graduate Admissions to withdraw the student from the degree program.

# Pre-admission credit policy

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 degree program. With the approval of the Faculty Advisor, Degree Program Chair, and the Graduate College office, students may include a maximum of 12 graduate-level credit hours with grades of "B" or better that were not used towards a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree program to be accepted. For more details, review the Graduate College's Policies and Procedures Manual.

# Tuition and Assistance

## Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. View the general Tuition and Fees Schedule, or calculate a more specific estimate of charges using the ASU Tuition Estimator. Information on residency requirements can be found at Residency for Tuition Purposes.

## Financial Assistance

Funding is never guaranteed. Students seeking financial support should investigate all funding opportunities within and beyond the School. Students are responsible for finding and securing funding to pay for their education.

**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.

**Research Assistant and Teaching Assistant Positions**
The HSD PhD program makes funding offers to eligible students after admission to the program. The program director works with faculty who might serve on a prospective student's advisory committee to develop funding from a variety of campus resources, such as research assistantships funded by faculty grants, teaching assistantships, and fellowships.

Prospective students should be sure to list three faculty members they may wish to work with in their online application. Students who are awarded a teaching or research assistantship must read and follow the Teaching Assistant/Research Assistant Handbook policies and guidelines. Additional information for international teaching assistants is available at https://graduate.asu.edu/current-students/funding-opportunities/graduate-appointments-and-assistantships/policies-and-procedures/ta.

**Scholarships, Grants and Fellowships**
College of Global Futures also offers scholarships, fellowships, and grants for both current and incoming graduate students. Many scholarship applications are due in spring each year for the following academic year. Specific deadlines can be found on the College of Global Futures Financial Support webpage.

**Graduate Student Government (GSG)**
This organization offers a variety of research and travel awards available to help students participate in academic and career-related activities.

**Graduate College Funding**
The ASU Graduate College offers several funding options for doctoral students. A list of fellowships and awards are available on the Graduate College website. Some fellowships require nomination by SFIS, others are open for students to apply by themselves.

**External Support**
The HSD PhD program encourages all students to seek external support.

National Science Foundation – Graduate Research Fellowship Program
NSF provides 3-year fellowships. Students should apply before they enter graduate school or in their first year. Applicants must not have completed more than 12 months of full-time graduate study or the equivalent to be eligible.

The Fulbright Program provides generous funding opportunities for graduate students, offering scholarships that cover tuition, travel, and living expenses for those looking to pursue graduate study in a foreign country.

Social Science Research Council
This funding is for conducting research abroad.

Jacob K. Javits Fellowships Program
This opportunity is similar to NSF fellowships, except that this program is needs based. It is overseen by the US Department of Education.

# Curriculum and Graduation requirements

## Program requirements

Requirements for the PhD in HSDST degree consist of:

- Coursework specified in the student's plan of study or iPOS.
- Successful completion of a pre-prospectus research project (second year project)
- Demonstration of mastery in three fields of study.
- Successful completion of prospectus defense (both written prospectus and its oral defense)
- Successful defense of the student's dissertation

The HSDST PhD degree requires completion of 84 credit hours of which 12 credit hours are for dissertation research. Students may apply up to 30 credit hours from a prior master's degree toward the total credit hour requirement upon approval of the Faculty Advisor and the Degree Program Chair. Each student, with his or her Faculty Advisor and other members of the Dissertation Supervisory Committee, develops a plan of dissertation study, which the student's Dissertation Supervisory Committee approves.

Each student is required to complete the core coursework outlined below. While there is no formal foreign language requirement for the program, students may pursue language study if deemed necessary by their faculty mentor to support the research goals or methodological needs of their dissertation project.

| Requirements | Credit Hours |
|---|---|
| **CORE COURSES** | |
| HSD 601: Human Dimensions of Science and Technology | 4 |
| HSD 602: Science, Power and Politics | 4 |
| HSD 610*: Colloquium | 4 |
| HSD 692: Research (Second Year Project) | 6 |
| IGD 790: Dissertation Prospectus | 3 |
| Coursework for Major Field 1 | 9 |
| Coursework for Major Field 2 | 9 |
| Coursework for Minor Field | 6 |
| Courses for Methods Training | 0-6 |
| *\* Students take at least four credits of HSD 610. Most students complete Colloquium credits in the first two years of the program.* | |
| **ADDITIONAL ELECTIVES AND RESEARCH** | 21-27 |
| For students admitted directly from a bachelor's degree, an additional 30 credit hours of electives and/or IGD 792 research credits are required. Students admitted with a master's degree may be eligible to receive up to 30 credits in this area towards the degree. | |
| **HSD 790: Dissertation Prospectus** | 3 |
| **HSD 799: Dissertation** | 12 |
| **TOTAL** | 84 |

# Course and Milestone Descriptions

<u>**Core Seminar (8 hours)**</u>
***Must be completed with a grade of B or higher.***

All first-year students participate in a yearlong seminar, HSD 601 and HSD 602, which provides foundational introduction to the literature on the HSDST while placing strong emphasis on research design and methods, as well as core research tools and an overview of the major HSD methods. Students engage deeply with core concepts and approaches in the field and acquire essential methodological approaches that are critical not only for academic success, but also for enhancing their career opportunities across sectors. As part of HSD 602, students are expected to develop a robust research proposal for their Second-Year Project - laying the groundwork for timely progress toward their scholarly journey their project in the second year of the program.

**Colloquium (4 hours)**
The colloquium is a regular series designed to create opportunities for the exchange of ideas among all members of the HSD community. It has a range of activities, including student or faculty member presentations, community discussions, and outside speakers. To strengthen the interdisciplinary character of the program and to take advantage of speakers or events of mutual interest, the colloquium may meet jointly with one or more other series on campus. Each semester one or more sections of the colloquium is offered for one credit as HSD 610: Colloquium. Students take at least four credits of HSD 610. Most students complete Colloquium credits in the first two years of the program.

**Second-Year Research Project (6 hours)**

The Second-Year Research Project is the first major milestone in the HSD doctoral journey and should be approached with strategic foresight. It offers students the opportunity to conduct an original, guided research that both builds essential methodological and analytical skills and lays the groundwork for the dissertation. Students are strongly encouraged to choose a topic such that the project can evolve into (or significantly inform) their dissertation. By the end of the first term, students are expected to identify a faculty member to serve as their Second-Year Project Advisor to ensure steady progress toward the dissertation research trajectory. Whenever possible, this faculty member should be someone the student intends to continue working with as Chair of the dissertation committee, as this continuity is key to maintaining momentum and supporting timely completion of the degree.

During the second term (end of Year I), students should also select two additional faculty members to form their Second-Year Project Committee - ideally, individuals who may later serve on the Dissertation Supervisory Committee. Careful planning, topic selection, and committee formation at this stage are essential to building intellectual momentum and research coherence over the course of the program. It must, therefore, be carefully developed in consultation with the advisor and formally approved in advance. While an oral defense is not required by the program, students are strongly encouraged to present their project in a formal defense setting, as this provides the committee with a valuable opportunity to assess the student's scholarly development and readiness to advance into the program.

**Fields (24 hours)**

Developing expertise in three defined fields of study is a critical milestone in the HSDST PhD program as they play a central role in helping students acquire the depth and breadth of knowledge necessary to become independent scholars in the field. Students are, therefore, expected to approach fields strategically, as the process shapes not only their research direction but also their professional identity as interdisciplinary scholars. In close consultation with the Dissertation Supervisory Committee, each student must identify three distinct fields (two major and one minor) to ensure a strong grounding in relevant areas of scholarship. Major fields consist of the equivalent of three graduate-level courses designed to cultivate deep expertise in a specific area, selected to meaningfully inform and support the student's dissertation research. The minor field consists of the equivalent of two courses and provides complementary expertise. These may be fulfilled through formal coursework, independent study[1], or reading and research projects, as approved by the student's Faculty Advisor and committee. Given the importance of the fields in preparing students for dissertation research and their future scholarly careers, students are strongly advised to work closely and consistently with their advisors to ensure a cohesive, structured, and meaningful field development process.

Fields are not pre-defined by the program. Instead, they are crafted by the student and committee to reflect the intellectual contours of the student's dissertation research interests. To ensure consistency and academic rigor, the committee and student must agree upon a structured plan for each field, including a curated list of readings or coursework and a clear format for demonstrating mastery. This typically includes a written field exam followed by an oral exam, though alternative formats such as a review paper or a significant scholarly product may be approved by the committee. If necessary individual committee members may be designated to oversee specific fields. Students are encouraged to begin shaping their fields as early as the first year to build intellectual continuity with their Second-Year Project and eventual dissertation. For those entering the program with a relevant master's degree, the committee may approve that prior degree as fulfilling one of the fields, provided it aligns with the student's academic goals and meets the expected standard of depth and rigor.

**Methods Training (0-6 hours)**

Methodological rigor is a cornerstone of doctoral research and is nowhere true than in a transdisciplinary program like HSD. The ability to ask meaningful questions, select appropriate tools of inquiry, and generate valid, credible insights across disciplinary boundaries is central to becoming a scholar. Moreover, methodological fluency is not only essential for producing a successful dissertation, but also a highly transferable skill set that enhances a student's competitiveness in academic, policy, nonprofit, and private-sector careers.

So, HSD students build their methodological foundation in two stages. The first stage occurs through the yearlong Core Seminar sequence (HSD 601 and HSD 602) which introduces students to the major methodological traditions that shape research in the field. These include

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[1] Any Independent Study courses (ex. HSD 590) as well as any other courses that are used towards completion of a Field must be graded on the A-E letter scale. Pass/Fail is not permitted.

historical, philosophical, ethnographic, and policy/political approaches. Through the seminar, students develop key competencies such as:

- Formulating clear and researchable questions
- Identifying appropriate methods to address those questions
- Designing effective and feasible research plans
- Distinguishing between data collection and data analysis techniques
- Grounding research in existing scholarly literatures
- Constructing logically sound and rhetorically compelling analytical arguments

The first stage, therefore, serves as a foundation for students to begin articulating their methodological stance in relation to their developing research agenda. As part of HSD 602, students also produce a detailed research proposal for their Second-Year Project, applying the concepts and methods explored in the seminar to their own area of inquiry.

The second stage of methods training is tailored to the needs of each student's dissertation research and is developed in collaboration with the Dissertation Supervisory Committee. This stage involves selecting specific methods courses, offered through HSD or other academic units, that provide the technical and conceptual preparation necessary for the student's proposed research. Students should approach this process strategically, ensuring that their methods coursework deepens their ability to collect, analyze, and interpret data in a way that meets the standards of scholarly rigor in their chosen fields.

With committee approval, selected methods courses may fulfill both methodological and field requirements. However, methods training should never be treated as a checkbox exercise. It must be approached as an integral part of the student's intellectual development and research identity. The selection of methods courses should reflect a clear and coherent rationale, aligned with the student's research goals and reviewed regularly in consultation with the advisor and committee to ensure continued relevance and rigor.


**Electives and Research (21-27 hours)**

Elective courses help students deepen their expertise, strengthen methodological skills, or explore related areas that support their dissertation goals. Electives may supplement field requirements or broaden understanding across science and technology studies, the humanities, social sciences, or relevant scientific and engineering disciplines. They should be chosen strategically to support the research proposal developed in the Second-Year Project and to build toward the knowledge and analytical capacity needed for the dissertation. When thoughtfully integrated, electives serve as bridges between core coursework, the fields, and the student's evolving research design. Students should select electives in consultation with their Faculty Advisor and Dissertation Committee to ensure these courses align with their Second-Year Project and long-term research plans. In some cases, students may also enroll in directed research hours to explore topics or methods that prepare them for dissertation work. These are typically taken with the committee chair or another faculty member with relevant expertise.


**400-Level Courses**
No more than 6 hours of 400-level courses may be counted in the plan of study.

**<u>Dissertation (12 credit hours)</u>**

Students must complete and list exactly **12 credit hours of HSD 799: Dissertation Research** on their Plan of Study, in accordance with university policy. Listing fewer or more than 12 credits will interfere with graduation processing and may delay degree completion. HSD 799 is available each semester for variable credit; students should determine the appropriate number of credits in consultation with their committee chair. As a rule, dissertation credits are intended to support focused, post-prospectus work on the dissertation itself, and not for general research, coursework, or exploratory activities. Students should not enroll in dissertation credits until they have successfully advanced to candidacy by passing the prospectus.

However, in exceptional cases, students may petition to enroll in HSD 799 prior to candidacy. Requests must be formally submitted and will be evaluated on a case-by-case basis by the program Chair, in consultation with relevant faculty. Justifications may include circumstances in which a research assistantship directly supports the dissertation project, or unique funding or enrollment constraints. In all such cases, the student must demonstrate that key academic milestones are on track and that early enrollment in HSD 799 will meaningfully advance progress toward the dissertation. Exceptions are not automatic and are granted sparingly to preserve the academic integrity of the dissertation phase. Students and faculty should treat dissertation credits as a signal of advanced progress and focused scholarly engagement.

# Comprehensive Exams

The comprehensive exam, often a crucial component of postgraduate studies, serves multiple important functions in a student's academic journey. It is designed to assess a student's comprehensive understanding of their field of study and their ability to synthesize and apply this knowledge. This exam often serves as a stepping-stone between course work and the dissertation or thesis, helping to ensure that the student is adequately prepared for independent research.

Moreover, the process of preparing for the comprehensive exam can facilitate a deeper engagement with the literature and a more thorough understanding of the major debates and methodologies in the field. Thus, it not only measures academic competence but also fosters intellectual growth and maturity, reinforcing the values of diligence, critical thinking, and scholarly integrity.

In the HSD program, the **written prospectus serves both as the student's written comprehensive exams and as the dissertation prospectus.** For this reason, the prospectus should clearly demonstrate the deeper engagement with the literature and demonstrate a thorough understanding of the major debates and methodologies in the field of study. The student must defend the prospectus in an oral examination also. The defense of the dissertation prospectus also serves as the student's oral comprehensive exams.

# Dissertation Prospectus and Defense

The dissertation prospectus serves as a pivotal milestone in the HSDST program. It marks the transition from coursework and preparatory research to independent dissertation work. As such, it is both an academic proposal and a formal assessment of the student's readiness to conduct doctoral-level research. Working in close consultation with their Dissertation Supervisory Committee, students will develop a written prospectus that outlines the scope, significance, and feasibility of their proposed dissertation project. While the exact format of the prospectus is determined by the committee, it must include the following core components:

- A clear articulation of the research question and its significance
- A critical review or synthesis of the relevant scholarly literature
- A detailed work plan for data collection, analysis, and methodology, including plans for human subject research if applicable
- A proposed chapter outline and writing timeline
- A complete bibliography

Once the written prospectus has been approved for defense, students will deliver oral presentation summarizing the key elements of the proposal. This is followed by questions and discussion with the committee. The oral component is a rigorous examination that allows faculty to evaluate the clarity, coherence, and viability of the proposed research, as well as the student's mastery of the relevant literature and methods. Successful completion of both the written and oral components of the prospectus defense advances the student to candidacy and formally launches the dissertation phase. Students are expected to treat the prospectus process as a serious, scholarly undertaking, one that demonstrates their ability to frame and execute a significant research project and to contribute meaningfully to the field.

Students must have an approved iPOS on file and be enrolled for at least one credit hour in the semester they defend the dissertation prospectus. Ideally the student will defend their dissertation prospectus in the semester they complete HSD 790/Dissertation Prospectus.

When the committee feels confident that the student is ready to proceed with the prospectus defense, the student must complete the *"Approval to Schedule the Dissertation Prospectus Defense"* form, get approval from all committee members and program chair, and submit the form to the HSD graduate program academic advisor. At least two weeks' notice is required to ensure there is enough time for the graduate program academic advisor to complete a records audit, schedule a room and prepare required paperwork.

# Advancement to Candidacy

Advancing from PhD student to PhD candidate is a major milestone in the doctoral journey. It signiies that the student has demonstrated the intellectual readiness, research preparation, and methodological rigor required to undertake independent dissertation research. To be eligible for candidacy, a student may have no more than two outstanding courses remaining, excluding dissertation and research credits. Advancement to candidacy also signals eligibility to enroll in HSD 799: Dissertation credits, which are reserved for students actively engaged in dissertation research.

Upon successful defense of the dissertation prospectus, the Graduate Advisor will enter the examination results into the student's iPOS (Interactive Plan of Study). Once approved by the Graduate College, the student will receive official notification of advancement to candidacy, which can be viewed and downloaded from their MyASU portal.

Following advancement to candidacy, students are required to maintain **continuous enrollment** by registering for at least **one credit hour each fall and spring semester** until all degree requirements are fulfilled. Failure to maintain enrollment may result in administrative withdrawal and disruption of degree progress.

# Culminating Experience

## The Dissertation

The culminating experience of the HSD PhD is a dissertation that that the student orally defends. These are original works of research and scholarship. The Graduate College's process for defending a dissertation or thesis and completing an ASU graduate degree has numerous strict deadlines. These are summarized below. In addition, **be sure to consult the Graduate College's website several months before the anticipated completion of a degree** for specific deadlines and process changes.

Students wishing to use previously published or publishable works in their dissertation (sometimes referred to as the 3 paper dissertation) must review the requirements on the Graduate College website: [Policy on using Previously Published or Publishable Work in a Culminating Experience Document](#).

## Dissertation Committee

The Dissertation Supervisory Committee provides intellectual guidance for the student. The committee chair/co-chair(s) with the close and regular involvement of the committee approves the Plan of Study or iPOS, oversees the writing and defense of a dissertation prospectus, and guides the writing and defense of a dissertation.

- The Dissertation Supervisory Committee consists of a minimum of 3 faculty members, including a chair or two co-chairs.
- The chair/co-chair(s) of the committee must be a member of the HSD Graduate Faculty endorsed by the Graduate College to chair such committees. The list of approved chairs, co-chairs and members eligible to serve as [HSD Graduate Faculty](#) is located on the Graduate College website.
- At least two members of the Dissertation Supervisory Committee are expected to be faculty affiliated with the School for the Future of Innovation in Society (SFIS), even if they hold broader HSD Graduate Faculty status. Exceptions may be considered with strong justification from the student and must be approved by the Program Chair.
- Most regular ASU faculty and emeritus faculty can be committee members.
- ASU Adjunct Faculty and Research Faculty may serve as committee members through a special approval process, but they may not serve as chairs or co-chairs. See the SFIS Graduate Advisor for more information.
- If the student wishes to have a member on their committee who is not currently approved by the Graduate College, they will need to provide the Graduate Advisor with a current CV for the person they wish to have on their committee, the date of birth of the person, and a memo explaining the importance of that person to the committee. The request must be approved by the Degree Program Chair, the SFIS Head of Academic Unit and the Graduate College.

## Defense Eligibility

Students must meet the following criteria to be eligible to defend their dissertation:

- Have achieved candidacy;
- Have a current iPOS on file that lists all classes accurately and approved committee chair, co-chairs, and members;
- Have a minimum cumulative grade point average (GPA) of:
  - 3.00 for all classes listed on the iPOS (both undergrad and graduate-level classes);
  - 3.00 cumulative for all graduate classes taken (even if not on the iPOS);
  - 3.00 cumulative for all undergrad classes taken (that are not on the iPOS); and
- Be in good standing with the school and university.

**Format**

The defense draft of the dissertation must be approved by the student's committee and formatted according to Graduate College format guidelines. The Graduate College provides a tool that assists students in formatting the preliminary pages of their documents, fixing the margins and setting pagination. Guidelines for the dissertation format can be obtained by downloading a copy of the Graduate College Format Manual.

The student submits the defense draft of the dissertation through their iPOS within 10 working days prior to the oral defense. A dissertation defense may be canceled if the student does not submit their formatted documents to the Graduate College by the deadline indicated on the online form.

**Scheduling the defense**

At least two months before the defense, the student should submit a complete draft of the dissertation to the committee for comments. Once the Dissertation Supervisory Committee is certain that the student is ready to defend the dissertation, the student must submit the ***Permission to Schedule Dissertation Defense*** form signed by the full committee and Head of Academic Unit. The completed form should be submitted to the HSD Graduate Program Academic Advisor at least two weeks in advance of the scheduled defense. The Graduate Program Academic Advisor will assist in booking a room and will work with the CGF marketing team to promote the dissertation defense.

No later than 10 working days before the scheduled defense, the student must schedule their defense with the Graduate College online through their iPOS. Dissertation defenses cannot be conducted during the week immediately prior to graduation and must be held in-person, on campus during normal business hours (Monday through Friday, 8am-5pm) and not on an observed university holiday.

Once the dissertation defense is scheduled, the Graduate College will email the pass/fail form to the student's dissertation committee. The Graduate College lists very specific rules related to steps and deadlines for defenses on their website. Students are encouraged to become familiar with this information prior to their final semester. Failure to comply with these deadlines may result in delayed graduation and the requirement of an additional semester of registration and tuition payment.

Students must have an approved iPOS on file and be enrolled for at least one credit hour in the semester they defend the dissertation.

# Application to Graduate

Every student is required to [apply for graduation](#) the semester in which they plan to complete their degree (including MIP) or certificate. The university lists graduation application deadlines on the [Academic Calendar](#). Students can apply after the deadline but will have to pay a late fee. A separate application is required for each degree or certificate program. It's important that students update their mailing address in MyASU prior to applying for graduation so the diploma gets mailed to the correct address.

Students must have an approved iPOS on file before applying for graduation.

# Commencement and Convocation

There are two main ceremonies during graduation week, each requiring separate RSVPs:

- **Commencement** is the university-wide graduation ceremony (the graduate students' ceremony is separate from the undergraduates' ceremony), facilitated by the President of the University. Degrees are conferred at this ceremony.
- **Convocation** is the College of Global Futures graduation ceremony. Graduates walk across the stage in front of a smaller audience. Hoods are already worn since degrees are conferred at Commencement. The College of Global Futures will send additional information about graduation directly to students who have applied to graduate. Additional information can also be found [here](#).

There are also [special interest and cultural convocations](#) in which students can participate.

Graduation regalia (cap with tassel, gown, and hood) is required for all students to participate in these ceremonies and are not provided by ASU. These items are available to purchase either on campus or online. Students are responsible for ordering, purchasing, and picking up their regalia.

# Academic Progress Tools and Milestones

## Interactive Plan of Study (iPOS)

The Interactive Plan of Study, or iPOS, is an agreement between the student, the academic unit, and the Graduate College. The iPOS must be submitted by the time the student has enrolled in 50 percent of the minimum credit hours required for the degree program, and before defending their comprehensive exams/prospectus. Students are encouraged to submit their iPOS by the end of their first year in the program and are expected to keep the iPOS up to date by checking it at the start of each semester and making changes as needed. At minimum, students must check and update (if needed) the iPOS by March 1 each year as part of the annual review process.

**Faculty Chair/Co-Chairs**: An iPOS can be submitted with just the Committee Chair/Co-Chairs listed but the full committee must be entered in and approved by the Graduate College before a student can defend their prospectus.

**Change of coursework**: If a change of coursework is needed, the student must update the courses listed in the iPOS and submit a course change for review. This process is required if a course taken by the student is not completed or if the student needs to change courses listed. The iPOS will be routed electronically to the Graduate Advisor for review and Academic Unit approval, and then to the Graduate College for final approval.

## Annual Progress Report and Advising Holds

In the Spring semester, all HSD PhD students will be issued an advising hold that will prevent them from enrolling for the Fall term until they have completed and submitted an Annual Progress Report (APR) and required supplemental documentation to their Committee Chair/Co-Chairs for approval <u>and</u> met with the program chair to discuss their academic progress. The policy is intended to promote regular, proactive communication between students, their committee, and Program Chair, while also ensuring students are making satisfactory progress and receiving any needed academic or professional support. It is the student's responsibility to initiate and schedule the meeting with the program chair, and to complete all steps of APR process in a timely manner.

The deadline for the Annual Progress report is **April 1st**. Students are strongly encouraged to complete the process earlier to avoid delays in course registration. Failure to complete the APR and advising meeting by the deadline may delay enrollment and, in some cases, affect funding or academic standing.

## Program Milestones

To ensure timely progress toward degree completion, the HSD PhD program has established a set of required academic milestones and deadlines. These benchmarks are not simply procedural—they represent critical moments in a student's intellectual and professional development as a scholar. Adhering to them is essential for staying in good academic standing and for meeting both university and program expectations.

Deadlines may vary depending on whether a student enters the program with a completed master's degree. Students are responsible for understanding and meeting all applicable deadlines.

The table below lists the major milestones should be completed according to the following timeline:

| Milestone | Deadline if Entered with a Master's degree | Deadline if Entered with a Master's degree |
|---|---|---|
| Begin Program Coursework | Fall of first year | Fall of first year |
| Confirm Committee Chair or two Co-Chairs | April 1 of first year | April 1 of second year |
| Complete Annual Review Process | April 1 of every year | April 1 of every year |
| Confirm full committee: 3+ members with 1 Chair or 2 Co-Chairs and Submit iPOS | September 15 of second year | September 15 of third year |
| Complete Coursework | End of second year | End of third year |
| Defend and pass the Prospectus Defense* | End of second year | End of third year |
| Register for Dissertation credits | After PhD Candidacy only; otherwise done on a case-by-case basis | After PhD Candidacy only; otherwise done on a case-by-case basis |
| Dissertation Defense* | Final semester; No more than 2 years after attaining candidacy | Final semester; No more than 2 years after attaining candidacy |

*Students who encounter extenuating circumstances preventing them from meeting the milestone deadlines are required to file a petition for an extension - a formal request for additional time and should be submitted by April 1, concurrently with the APR. The petition will be evaluated on a case-by-case basis, considering the individual circumstances and justifications presented by the student.

The HSD PhD program is committed to supporting students in reaching their academic and professional goals while upholding the standards essential to a rigorous doctoral education. The program's comprehensive review process is designed to be fair and constructive, ensuring that all students are held to clear and consistent expectations. Students facing challenges that may impair their ability to meet required milestones or deadlines are strongly encouraged to communicate early and proactively with the Program Chair. In such cases, the student may petition for an extension or alternate plan. Petitions must include a clear rationale and any relevant supporting documentation. Decisions regarding petitions or academic standing will be communicated in a one-on-one meeting with the Program Chair. These conversations are an opportunity to clarify expectations and next steps, not a substitute for meeting academic requirements.

Maintaining satisfactory academic progress is not optional, it is a core expectation of continued enrollment in the program. Progress is evaluated in accordance with this handbook and the ASU Graduate College Policy Manual. Failure to meet program expectations, including missing key deadlines or producing insufficient academic work, may result in academic probation. In more serious or repeated cases, dismissal from the program may be recommended.

These policies are not intended to be punitive. They exist to provide structure, clarity, and support as students navigate the demands of doctoral study. We recognize that challenges may arise and are committed to working with students to address them early and constructively. Our goal is to see every student succeed and thrive in their scholarly journey. We are here to support you through open communication, proactive planning, and shared accountability.

**Completion Time Limit**

Per ASU policy, all coursework and requirements for a doctoral degree must be completed within **ten years** of a student's admission to the program. This timeline reflects the importance of maintaining intellectual momentum and ensuring that research remains relevant, rigorous, and grounded in current scholarship. While it is possible to petition for an extension beyond the ten-year limit, such exceptions require strong justification and must be approved by both the academic unit and the Graduate College. Extensions are granted only in extraordinary circumstances and should not be expected as part of a typical academic path.

Sustained and focused progress is a hallmark of academic maturity and professional readiness. Students are therefore strongly encouraged to plan their milestones in consultation with their advisors and to actively manage their trajectory to ensure timely completion of all degree requirements. Failure to complete the degree within the maximum allowable time may result in administrative withdrawal by the Graduate College.

# Grade Point Averages

Graduate students must maintain the following minimum grade point average (GPA) requirements in order to maintain satisfactory academic progress and graduate:
- The **iPOS GPA** must be 3.00 or higher and includes all courses that appear on the student's approved iPOS. The iPOS GPA includes all courses that appear on the student's approved iPOS.
- The **Overall Graduate GPA** must be 3.00 or higher. The Overall Graduate GPA includes all courses numbered 500 or higher that appear on the transcript after admission to the graduate program. This includes shared coursework if enrolled in an approved accelerated bachelor's/master's program.
- The **Cumulative GPA** must be 3.00 or higher. The Cumulative GPA includes all courses completed at ASU the graduate career, including undergraduate courses.

# Master's in Passing

A Master's in Passing (MIP) request is for students in a doctoral degree program who have not previously completed a Master's degree in that area. Students in this situation can request a Master's degree be awarded once they have completed the required number of credits and

culminating event for the Master's program. Students with an existing master's degree with the same major are not eligible.

In order for a student to qualify for a Master's in Passing (MIP), the following conditions must be met:
- Students must have an approved iPOS from the doctoral program on file.
- Students cannot use the blanket 30 credits from a previously awarded master's degree on the iPOS of the doctoral program.
- All coursework for the Master's in Passing must be completed after the admission to the doctoral program, including the culminating event required for the MIP.
- For students required to complete a formal thesis defense, the MIP form can be submitted during the semester in which the thesis defense has been scheduled.

The requirements for the MIP in HSDST are:
- HSD 601 HSD I:  Human Dimensions of Science and Technology (4 credits)
- HSD 602 HSD II:  Science, Power and Politics (4 credits)
- HSD 610 Colloquium (1 credit, required for 4 semesters for a total of 4 credits)
- HSD 692 Second Year Project (6 credits)
- Major Field #1 Coursework (9 credits)
- Major Field #2 Coursework (9 credits)
- Minor Field #3 Coursework (6 credits)
- HSD 693 Applied Project as the culminating experience for the MIP (3 credits)
  TOTAL 45 credits

The request for a Master's in Passing must be approved by the student's full supervisory committee, the HSD Degree Program Chair and the SFIS Head of Academic Unit.

# Policies

## Enrollment and Leave Policies

The academic unit and university have firm policies related to continuous enrollment and requesting leaves of absence. The most common enrollment issues and questions are addressed below. Additional information can be found in Graduate College's Policies and Procedures Handbook.

## Drop/Add Deadline

The Academic Calendar lists specific dates and deadlines for each semester. SFIS does not allow requests to drop courses past the drop/add deadline. Instead, a student who no longer wishes to take a course will need to withdraw from it. A withdrawal will result in a "W" grade on the student's transcript. A "W" grade may negatively impact students receiving student loans and lowers the student's pace rate, which is a measurement of credit hours *attempted* versus credit hours *successfully completed*. The only way to avoid a "W" grade is to drop the class during the university's add-drop period. The School does not back-date course drop paperwork.

To add a class, students can fill out an Enrollment Change Request to add a class after the deadline. The student needs to collect all signatures on the form. The Enrollment Change Request form can be found under the Late Drop/Add Requests section of the Graduate Policies, Procedures and Forms webpage.

## Continuous Enrollment

Once admitted to a graduate degree or certificate program, students must register for a minimum of one credit each fall and spring (and sometimes summer) of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, writing, exams, or other work beyond the completion of coursework requirements or are in any way utilizing university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program.

Grades of "W" (withdrawal) or "X" (audit) are not considered valid registration for continuous enrollment purposes. "W" grades are received when students officially withdraw from a course after the course drop deadline. "X" grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of "I" (incomplete) must maintain continuous enrollment as defined previously.

# Leave of Absence

Graduate 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 reenter their program without re-applying to the university.

A student on leave is not required to pay fees, but in turn is not permitted to place any demands on university faculty or use any university resources. Examples of utilizing university resources can be found in the Graduate College's Policies and Procedures Handbook.

Students who do not enroll for a fall or spring semester without an approved leave of absence by Graduate College have "broken enrollment" and are considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may reapply for admission to resume their degree program in a later cohort; the application will be considered along with all other new applications to the degree program. Although a student who has broken enrollment might be able to register for the next semester without reapplying, the Registrar's Office will discover the lapse in continuous enrollment no later than graduation. A student who has broken enrollment cannot graduate without reapplying, being readmitted, and possibly repeating classes due to the ASU pre-admission credit policy, found in the Graduate College Policies and Procedures Handbook.

If a student has an approved interactive plan of study (iPOS) on file, then they submit the leave request through the iPOS system's petition section. If the student does not have an approved iPOS on file, then a paper Request to Maintain Continuous Enrollment form is required to request the leave. Students should submit the form at least two weeks before the start of the term in which they plan to be on leave and notify the graduate coordinator. Failure to meet this deadline may result in a denied request or one that is not processed in time. The student's alternative is to register for the HSD 795 Continuing Registration placeholder class, which is one credit hour, and will keep the student actively enrolled for the semester. Tuition is required for Continuing Registration but there is no course work required.

# Grades

Students must reach out to their instructors for any classes where grades have not been entered or where they do not match the passing grades listed below. Incorrect grades can delay or prevent conferral of a degree. Any "NR" (not recorded) grade on a transcript will prevent a student from graduating.

A "Z" grade for Research and Dissertation means work is still in progress. "Z" grades are often used for these classes until the student is about to graduate and has finished the culminating experience requirements and is no longer "in progress" of completing the degree.

When a student takes Research or Dissertation in multiple semesters instead of one semester for six credits, then the grade may appear as "Z" instead of a final "Y" grade until after the student has passed the dissertation defense. After the graduate coordinator receives all culminating

experience items required of the student, the final grades for Research and Dissertation credits will be processed. Note that items received after the deadline may result in delayed graduation.

# Incomplete Grades

Incompletes are given at the discretion of the instructor of a course and should not be expected. Students granted an incomplete must complete a contract with the instructor, outlining the work required and the timeline for completion. The completed incomplete grade contract must be sent to the Graduate Advisor will obtain the graduate director's signature and keep an electronic record of the contract in the student's file. The timeline cannot exceed one calendar year, but the instructor may choose an earlier completion date.

Once coursework has been fulfilled, a grade will be assigned. The grade must be entered within the calendar year, so the student should allow a few weeks for the instructor to grade each assignment. If the student does not complete coursework within the period stipulated by the instructor (on the contract), then the student may receive an unsatisfactory or failing grade for the course.

In the case that the instructor gives the student the full calendar year within which to complete the course, and the course is not complete within that time, then the incomplete will become permanent and the student will have to re-take the course if it is a required course. SFIS permits only two incompletes on a student's transcript at any time. More than two incompletes is cause for academic probation. More than two permanent incompletes can be grounds for dismissal from the program.

# Grade Appeal and Academic Grievance Process

The College of Global Futures Grade Appeal and Academic Grievance Process 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. Students can find information about which unit offers a course by clicking "Full Class Details" on the course in the course search tool and the unit is listed next to "Offered by".

The process should 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 Associate Dean of the college.

# Academic Probation and Dismissal Policy

A student may be placed on academic probation if they fail to meet the academic and professional standards outlined by the program and the Graduate College. Probation is a formal warning that a student is not making satisfactory progress and must take immediate corrective action. Grounds for probation include, but are not limited to:

- Failure to maintain the minimum GPA or required course grades as defined in the Satisfactory Academic Progress Policy
- Accumulating more than two incompletes at any point during the program
- Missing required program milestones or deadlines as outlined in this handbook
- Failure to complete the degree within the maximum time-to-completion limit

Placement on probation is a serious matter and may affect a student's funding, enrollment status, or eligibility to continue in the program. Students placed on probation will receive written notification, along with a specific timeline and conditions for returning to good standing. Failure to meet these conditions may result in dismissal from the program.

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 from their program effective immediately, the school's program chair 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.

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 two permanent incompletes since starting the program;
- The student fails to meet milestones specified in the graduate handbook;
- The student fails to meet conditions stipulated in their probation letter; or
- The student violates terms of the Student Code of Conduct.

**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, Sharon Hall (sharonjhall@asu.edu) and copy Lisa Murphy (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.

# Student Rights and Responsibilities

It is the responsibility of each student to understand and observe all procedures and requirements specified by the ASU Graduate College and SFIS. All students are required to read and understand the Graduate Handbook and ASU's Graduate Policies and Procedures and to adhere to the Student Code of Conduct. Faculty and staff provide academic advice and assistance, but the ultimate responsibility for meeting degree and other requirements remains with the student. Students should frequently check their MyASU page for notifications about enrollment, billing and financial aid, and other reminders.

## ASU Email

All ASU students are required to have an active ASU email address. Students may forward their ASU email to another preferred account. It is important that students check their ASU email frequently, so they do not miss important notices. Arizona State University and SFIS conduct their business via ASU email only.

## Culture of Respect

ASU is a community and a professional work environment. Graduate students are expected to treat peers, teachers, students, staff, and members of the ASU community with respect and to work with them in a professional manner, both in person and online. SFIS expects its students to be good representatives who recognize that poor behavior by one student impacts others by creating a negative perception of the school.

## 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. This commitment requires our faculty, staff, and students to learn from the diverse perspectives and engage in the advancement of knowledge with the most inclusive understanding of the issues through our scholarly activities.

Diversity is defined in terms of both 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, caste, and age. These aspects of identity belong to all members of our community and make us richer in our thinking and outlook.

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 are become aware of specific instances, the ASU 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)
- ASU's Office of Inclusion and Community Engagement website

# Title IX and Sexual Harassment

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 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/.

# Student Code of Conduct

The Arizona Board of Regents (ABOR) Student Code of Conduct sets forth the standards of conduct expected of students who join the university community. Students who violate such standards will be subject to disciplinary sanctions in order to promote personal development, protect the university community, and maintain order and stability on campus and in associated learning environments.

# 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 MyASU 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.

Additionally, graduate students pursuing research that is funded by external sponsors are responsible for understanding and undertaking the training necessary to ensure the responsible conduct of such research. It is very important that students check with their thesis/dissertation advisor well in advance of data collection to ensure compliance with university regulations, and may seek further assistance from the university's Research Compliance office. Please see the sections titled "Human Subjects and Animals."

# Resources

Arizona State University and SFIS provide numerous resources to assist students. The following list includes some of the many resources that may be beneficial for graduate students while pursuing a degree. This information is subject to change.

**Graduate Advising**
SFIS Graduate Advising Offices are located on the 3rd floor of ISTBX and strive to provide quality academic advising and support services to promote student success. Find office hours and schedule an appointment on the Graduate Advising webpage.

**My ASU Portal**
My ASU is an interactive, customized portal to a diverse range of student services, from financial aid to academic advising and course registration. Through the site, students can access their ASU email account and online course materials. My ASU also serves as a portal to the ASU Library and the source for downloadable software.

**Sun Card**
The Sun Card is Arizona State University's official photo ID card. Students may upload a photo and either pick up the Sun Card in the Sun Devil Card Services Office or have the Sun Card delivered by mail. Students will be charged $25 for the card. A Sun Card is required to access some locations on campus, particularly the Graduate Lounge/Kitchen in ISTBX.

**Housing**
There is some housing is available at the Tempe campus for graduate students, which can be found under Upper Division Housing on the University Housing site. However, most graduate students live off campus and the Off-Campus Housing webpage has helpful information for students seeking housing options.

**Health Services and Insurance**
ASU Health Services provides a number of services focused on the health and well-being of students, including student health insurance. International students are automatically enrolled in the ASU student health insurance plan. All other students must take steps to enroll in an insurance plan (if desired). Students can register through the Campus Services section of their My ASU page.

**ASU Parking and Transit Services**
Students can find information about parking permits and rules about parking at other campuses on the Parking and Transit Services webpage.

**Campus Amenities**
The hub of student life at the Tempe campus is the Memorial Union (MU). Students can find restaurants, live music, a gaming lounge, bank automated teller machines (ATM), and much more.

**Graduate College Policies and Procedures Manual**
The Graduate College oversees all graduate programs at ASU and upholds university and graduate program rules and policies. All graduate students are responsible for familiarizing themselves with Graduate College's Policies and Procedures Manual in addition to those specific to the academic unit.

**TA/RA Handbook**
The TA/RA Handbook provides an overview of ASU policies and support services pertinent to teaching and research assistants and associates. It includes information relating to:
- Conditions of appointment
- Types of appointment
- Benefits
- University policies

The teaching (TA) and research (RA) assistant/associate role is an important one to the ASU community. It provides graduate students with professional development opportunities that are unique to academia while supporting the university's teaching, research, and service missions.

While many of the general policies and expectations also apply to graduate service assistants (GSA) and graduate interns, GSAs and interns are not bound by the same eligibility requirements as TAs and RAs and do not receive the same benefits as TAs and RAs (e.g., tuition remission).

**Canvas**
Arizona State University provides online courses and course material through a Learning Management System (LMS) called Canvas.

**SFIS Grad Representatives**
Grad reps are student leaders elected by their peers. They serve for one academic year (Fall to Spring or Spring to Fall). They are also liaisons between the graduate student community and the faculty and administration of SFIS. They communicate feedback from the student body, attend faculty and high-level department meetings, and are invited to represent the graduate student community at special guest events. Grad reps also assist in planning graduate student events and communicate with prospective and new graduate students.

Current students interested in becoming a future rep can discuss their interest with a current grad rep and ask to be included in the next election. Voting takes place at the end of each fall and spring semester, as one (of the two) reps from each program is always transitioning off as a new representative is elected.

**Academic Success Network**
ASU provides free assistance with writing and offers tutoring in a variety of subjects, including statistics. For complete details, please visit Academic Success Network. Students are strongly encouraged to meet with a graduate writing tutor while drafting major deliverables such as proposals, presentations, and papers to ensure they meet the standards expected of graduate students.

**ASU Libraries**
ASU has several libraries and hosts impressive online and hardcopy collections. The Tempe campus is home to Hayden Library, the main library on campus, as well as the Design and the Arts Library, the Music Library, and the Noble Science Library. Students can research past theses and dissertations through the ProQuest database, request documents from other libraries around the world, or search online article databases. Hayden Library also provides free creative equipment and tools through makerspace. Online access is available through My ASU.

The ASU Digital Repository is home to scholarly papers and theses in addition to cultural heritage materials, historical photographs, and music performances.

**Study Abroad**
There are several exciting study abroad opportunities that may be of interest to graduate students. New opportunities are posted regularly.

**ASU Mobile App**
The ASU Mobile App provides access to features such as My ASU, email, maps, and library resources. Students can also access maps and find out about campus events and athletics. Students can download the app from the Apple app store or from Google Play.

**Technical Support**
Students can use ASU's IT Knowledge Base and find answers to frequently asked questions through the Service tab on My ASU. Students also have access to 24/7 technical support via chat, and getprotected.asu.edu provides information to reduce online vulnerability to viruses, malware, and phishing attacks.

**Software**
ASU students can access and use powerful software applications for free through MyApps, which can be accessed online or through My ASU. All students may get a free license to Microsoft Office for use on a personal computer. Students also have access to cloud storage on Google Drive, Dropbox for Education and OneDrive for Business through their ASU account. Software and technical requirements may vary for individual courses.

**Student Accounts**
Students can use the Finances tab in My ASU to access information about student accounts, including account charges, financial aid, and scholarships. For assistance, students are encouraged to contact Student Business Services. They can answer questions about tuition and billing, student refunds (including financial aid disbursement), receipt and payment processing, support for past due accounts, third party sponsorship assistance, and Perkins Loan repayment. Students may also submit questions through the Service tab in My ASU, email sbs@asu.edu, or call 1-855-278-5080.

**Student Accessibility and Inclusive Learning Services (SAILS)**
Student Accessibility and Inclusive Learning Services (SAILS) provides services to qualified students with disabilities on all ASU campuses. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact SAILS.

**Counseling Services**
ASU Counseling Services offers professional counseling and referrals for all members of the ASU community, regardless of race, gender, sexual orientation, age, student status, religion, ability, size, or financial situation, personal concern, or previous counseling. Support is 24/7 and no appointment is necessary. First appointments are free, and fee waivers are available for ongoing services.

During business hours (Mon-Fri, 8:00am-5:00 pm, Arizona time):
- Visit or call any of the four campus locations
- 24/7 Open Call, Open Chat and telehealth individual sessions for Sun Devils anywhere in the world, at any time of day or night. To learn more, visit Open Call and Open Chat and Where to Start.

Outside of business hours:
- Call EMPACT's 24-hour ASU-dedicated crisis hotline at (480) 921-1006

For life-threatening emergencies:
- Dial 9-1-1

To search for community mental health providers:
- Use the ASU Community Link

**Wellness**
ASU and SFIS are committed to the health and wellness of our graduate students. The Graduate and Professional Students Association (GPSA) has compiled a one-page guide to Graduate Wellness Resources that includes information about financial, social, emotional, and physical health and wellness resources available to ASU students. The ASU Graduate College has also compiled a list of 10 Best Practices in Graduate Student Wellbeing to help you care for yourself through increasing academic rigor and demands.

**Alumni Network**
The College of Global Futures Alumni Network strives to Empower College of Global Future alumni with enduring connections, education, and resources to be a voice and force for a thriving, sustainable world.

**Veterans Services**
The ASU Pat Tillman Veterans Center provides services specifically for all students who are current or former US military.

**International Student and Scholars Center**
The International Student and Scholars Center (ISSC) provides a variety of services for ASU's international population of students, scholars and faculty, including support with immigration documents, CPT and Post-OPT, and questions about employment and student statuses. International students should reach out directly to the ISSC for the most current and accurate advising on issues related to international status.

**Graduate Student Government**
The Graduate Student Government (GSG) is ASU's student government. GSG is a great way for students to get involved on campus and serve the campus community. GSG has several grants for which students may apply at different times of the year. GPSA's "GradAd" email listserv is a way for students to buy and sell items, look for roommates, promote or find volunteer opportunities, etc.

**Career Services and Internships**

The College of Global Futures has a career services team dedicated to helping students discuss career options and perform company and occupational research. To book an appointment, please visit the College of Global Futures Advising site.

The Career Services team keeps the Careers Connect portal up to date to ensure students in the program can connect with meaningful opportunities like internships, fellowships, and full-time jobs. This resource is curated to align with the unique outlook and values of students studying in the College of Global Futures.

**Contacts**

Students may sometimes need to contact other offices on campus for assistance. This is a partial list of offices that provide useful resources for students.

Emergency Services
To report an emergency, dial 911
To reach ASU Police, dial 480-965-3456; press 1 for dispatch
ASU Emergency Information line 1-844-864-8327

Graduate College
Interdisciplinary B, Suite 285
480-965-3521
Grad-gps@asu.edu

Graduate and Professional Student Association (GPSA)
Center for Family Studies (CFS) Building
480-727-9870
gpsa@asu.edu

Office of the University Provost
Fulton Center, Suite 420
Contact Form

University Technology Office
480-965-6500 or 1-855-278-5080
https://uto.asu.edu/services