
Environmental Social Science (PhD) Program Handbook

2019-2020

School of Human Evolution and Social Change

Environmental Social Science PhD Handbook

Arizona State University

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This and all previous Handbooks can be found at:

<https://shesc.asu.edu/student-life/graduate-handbooks>

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INTRODUCTION

This guidebook outlines the graduate requirements and procedures set forth by the faculty of the School of Human Evolution and Social Change (SHESC) at Arizona State University. Our graduate degree programs are directed toward the attainment of excellence in Anthropology, Global Health, Environmental Social Science, and Applied Mathematics for the Life and Social Sciences as demonstrated by accomplishments in research, coursework, and examinations.

This guidebook is a living document and SHESC will refer to the most current version for the enforcement of policy. Any student can petition for a specific exception to the current guidebook if it puts them at a disadvantage.

The current version of this document can be found on the SHESC webpage, at: <https://shesc.asu.edu/degrees/anthropology-phd>. All previous Handbooks can be found on SHESC's intranet, at: <https://shesc.asu.edu/student-life/graduate-handbooks>

In addition to the requirements set by SHESC in this document, students must follow the [policies and procedures](#) established by the Graduate College.

ADMISSIONS

To be eligible for admission to SHESC's graduate programs, applicants must:

- Have earned a 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 that is officially recognized by that country.
 - Although applicants are not required to have a specific type of bachelor's degree, most admitted students have a degree related to their graduate program of interest.
- Have maintained a "B" (3.00 on a 4.00 scale) grade point average (GPA) in the last 60 semester hours or 90 quarter hours of undergraduate course work. If students do not meet the minimum GPA requirements, their application may still be considered.
- Submit general GRE scores; exam must have been taken within the last 5 years.
- Demonstrate [English proficiency](#) if the applicant's native language is not English.

Application Information

SHESC's admissions are for the Fall semester. Graduate admission to SHESC consists of the following application dates for full consideration of funding and campus recruitment activities. Applications received after these dates will be considered at a lower priority for funding and visitation:

December 1 – Submission of online application

December 15 – Receipt of all application supplemental materials

All application materials are submitted online through the Graduate Admissions [electronic application](#). The application consists of two categories of materials: those required by Graduate Admissions and those required by SHESC. The application will provide instructions regarding the required materials, which include:

- Basic application and fees
- Personal statement/letter of interest
- Three letters of recommendation
- Official GRE scores
- Official TOEFL scores
- Academic Record Form
- Official transcripts from all former institutions

International transcripts should be issued by the registrar of the institution attended, bearing the seal of the institution and registrar's or academic official's signature, or they must be verified true copies of credentials by a responsible official of the institution or educational representative of the country's government or embassy. Each page must bear the verifying official signature and stamp. Photocopies, notarized or scanned copies are not acceptable.

English translations must be official. They can be translated by the institution or any official translation service. Translations cannot be completed by the applicant. Photocopies, notarized or scanned copies are not accepted. The English translation must be the original document with the official stamp of the institution or the translation service.

Please use the following mailing address for international transcripts:
Graduate Admission Services

Arizona State University
1151 S. Forest Avenue, #SSV112
Tempe, AZ 85287-0112

More details regarding the required documents can be found at the electronic admissions application.

All applicants will be considered for financial support. Applicants not in need of financial support should notify their prospective faculty advisor(s) at the time the application is submitted. Funding resources greatly impact the admissions review process and the number of students who are admitted.

Contact Information

School of Human Evolution and Social Change

900 S. Cady Mall, Tempe, AZ 85281

Mailing: P.O. Box 872402, Tempe, AZ 85287-2402

Phone: 480-965-6215 | **Fax:** 480-965-7671

General Information Email: shescinfo@asu.edu

Graduate Studies and Graduate School Applications

Please email shesc.grad@asu.edu to request information or for questions on the admission process. One of our advisors will get back to you within two business days.

Advising Support

For academic advising – please contact the following staff members:

- Carita Harrell, at Carita.Harrell@asu.edu or 480-965-6215
- Genise Denoire, at Genise.Denoire@asu.edu or 480-965-6215
- Stefanie Bobar, at Stefanie.bobar@asu.edu or 480-965-6215
- Wondra Lee, at Wondra.lee@asu.edu or 480-965-6215
- Kim Danielson, at Kim.Danielson@asu.edu or 480-965-6215

As a graduate student, you need to proactively seek a faculty supervisor in your first semester to help you develop an appropriate Interactive Plan of Study (see below). Your supervisor must be a member of the graduate faculty for your program, which you can verify in the [online listings](#). Master's and certificate students are typically advised by the head of their programs.

For assistance with the application process, orientation, funding, course registration, degree progress, various ASU administrative situations and graduation please e-mail shesc.grad@asu. One of our advisors will get back to you within two business days. Faculty members who serve as the head of each approach and degree program serve on the school's Graduate and Undergraduate Committee (GUC). If you have questions about any aspect of the program, you are welcome to bring those concerns to the appropriate members of the GUC.

STUDENT ADVISING

During **orientation, which is mandatory** and typically occurs the week of or before the Fall semester starts, each incoming graduate student will receive general information about the graduate program from the Associate Director of Graduate Studies as well as the Approach Head of their program. Students should meet individually with their research advisors for personalized guidance about the graduate program, advice in first year class selections, and discussion of other related matters.

Research Advisor

The student must identify a faculty member (job titles are Assistant Professor, Associate Professor, Professor) of the School of Human Evolution and Social Change who agrees to serve as their research advisor and chair their Thesis/Dissertation Supervisory Committee. Co- advisors and co-chairs are allowed.

Thesis Supervisory Committee

- The student, after consultation with their advisor, will secure the appropriate number of ASU faculty as members of their Thesis/Dissertation Supervisory Committee. These members in general will be from the [Graduate Faculty](#) — a classification defined and managed by the ASU Graduate College. All SHESC faculty members are on the Graduate Faculty, along with various researchers and lecturers. Most Graduate Faculty can be committee chairs or co- chairs.
- Additional professionals may be added to the Graduate Faculty by a request submitted by the Graduate Student Academic Support Specialist to the Graduate College, with approval from the Associate Director of Graduate Studies. Students who wish to add members to the Graduate Faculty should submit the following to the Graduate Student Academic Support Specialist:
 - If a student wishes to include non-ASU participants, they should submit the name of the proposed member and a rationale for that choice to their Supervisory Committee for evaluation. Should the Supervisory Committee concur, the outside

participant should be contacted by the student and asked to provide their curriculum vitae. The student shall then submit a short memo requesting this addition and present the rationale for it along with the faculty curriculum vitae and a [committee approval request form](#) to the Graduate Student Academic Support Specialist who will present it to the Associate Director of Graduate Studies for approval. With the Associate Director's approval, the request form will then be submitted to the Graduate College. Once the Graduate College approves the outside participant, the student should adjust their Interactive Program of Study (see below) accordingly.

- If a student needs to change their chair or committee members, the process is to complete the committee change form. PLEASE LINK THE FORM HERE

M.A. Supervisory Committee

This three-person committee shall consist of:

- The research advisor as chair, or two research advisors as co-chairs. The chair must be from the student's degree program and be a tenured/tenure track faculty.
- Two members of the [Graduate Faculty](#) in the degree program (which includes all SHESC faculty, as well as other research staff and faculty from other ASU programs). If a student has co-chairs only one additional committee member is required.
- Additional participants (e.g., Academic Professionals or external faculty members not on the SHESC Graduate Faculty) may serve as one of the committee members, pending approval by the Supervisory Committee and the Associate Director of Graduate Studies.
- Students must have at least half of their committee consist of SHESC faculty. Exceptions can be made but must be approved first by the Supervisory Committee, Approach Head, and Associate Director of Graduate Studies.

Ph.D. Supervisory Committee

This minimum three-person committee shall consist of:

- The research advisor as chair, or two research advisors as co-chairs
- Two members of the [Graduate Faculty](#) in the degree program (which includes all SHESC faculty, as well as other research staff and faculty from other ASU degree/research programs). If a student has co-chairs, only one additional committee member is required.

- Additional participants (e.g., Academic Professionals or external faculty members not on the SHESC Graduate Faculty) may serve as one of the committee members, pending approval by the Supervisory Committee, the Associate Director of Graduate Studies, and the Graduate College.
- Students must have at least half of their committee consist of SHESC faculty. Exceptions can be made but must be approved first by the Supervisory Committee, Approach Head, and Associate Director of Graduate Studies.

If a student wishes to include non-ASU participants, they should submit the name of the proposed member and a rationale for that choice to their Supervisory Committee for evaluation. Should the Supervisory Committee concur, the outside participant should be contacted by the student and asked to provide their curriculum vitae. The student shall then submit a short memo requesting this addition and present the rationale for it along with the faculty curriculum vitae and a [committee approval request form](#) to the Graduate Student Academic Support Specialist who will present it to the Associate Director of Graduate Studies for approval. With the Associate Director's approval, the request form will then be submitted to the Graduate College. Once the Graduate College approves the outside participant, the student should adjust their Interactive Program of Study (see below) accordingly.

If you need to change your chair or committee members, the process is to complete the committee change form. [PLEASE LINK THE FORM HERE](#)

REGISTRATION AND ENROLLMENT

All students are required to have proof of measles immunizations on file with [Health Services](#) prior to registration. Graduate students register through MyASU according to their enrollment appointment. Details regarding registration and tuition are provided in the [Registration and Tuition Payment Guide](#).

Course Load

Graduate students employed as Research (RA) or Teaching Assistants (TA) cannot be otherwise employed and must register for a minimum of nine credit hours. SHESC graduate students are limited to a maximum of twelve credit hours per semester. Students supported on work-study, other types of financial aid, or those on a VISA may be required to take a minimum course load of more than nine credit hours but no more than twelve hours per semester.

Students should review the [registration and enrollment guidelines](#) in the Graduate College Policies and Procedures guidebook for more information.

Continuous 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. This includes periods when students are engaged in research, conducting doctoral fieldwork, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time.

Registration for every Fall and Spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting doctoral fieldwork, defending theses or dissertations, being a teaching or research assistant, or graduating from the degree program during the summer semester. To maintain continuous enrollment the credit hour(s) must:

- Appear on the student's Interactive Plan of Study, *OR*
- Be research (592, 692, 792), thesis (599), dissertation (799), or continuing registration (595, 795) hours, *OR*
- Be a graduate-level course.

Grades of "W" (withdrawal) or "X" (audit) are not valid for continuous enrollment purposes or minimum registration requirements. "W" grades are received when students officially withdraw from a course after the course-drop deadline or when they do not successfully complete an audited class. "X" grades are received when a student successfully completes audited courses.

Additionally, students completing work for a course in which they received a grade of "I" (incomplete) must maintain continuous enrollment as defined previously. Graduate students have one year to complete work for an [incomplete grade](#); if the work is not complete and the grade changed within one year, the "I" grade becomes permanent. The [Student Services Manual](#) provides more information about incomplete grades.

If a program of study must be interrupted, the student may apply for leave status for a maximum of two semesters during their graduate program. The research advisor,

Supervisory Committee, Associate Director of Graduate Studies, and the Graduate College must endorse an application for leave status. This request must be filed and approved the semester before the anticipated absence. The form and the policies related to continuous enrollment are located on the [Graduate College website](#). The student should briefly state the reason for needing leave status and the duration (not to exceed two semesters per Graduate College guidelines). This petition should be turned in to the Graduate Student Academic Support Specialist once all committee members have signed the form. A student on leave is not required to pay fees but is also not permitted to place any demands on university faculty or use any university facilities.

Failure to maintain continuous enrollment without prior approval will result in the student being discontinued from the graduate program. A student removed from a graduate program for failure to maintain continuous enrollment may re-apply for admission. The application will be considered along with all the other new applications to the degree program. There is no guarantee of admission and not all prior credits or culminating events may count.

Grades and Grievances

The final passing grade for research (AML/ASB 592/792) and dissertation (AML/ASB 799) is a Y. Research grades will be assigned at the end of each semester. Thesis and dissertation grades will be assigned after the student has successfully defended. SHESC students should refer to the Academic and Research Performance Evaluations section for more information regarding GPA and letter grade expectations.

Students who are seeking to appeal a grade should refer to The College's [Academic \(Grade\) Grievance procedures](#). Grade appeals should be addressed by the student as soon as possible after the grade in question is awarded.

Drop/Add and Withdrawal Deadlines

Registration deadlines determine the last day a student is able to [add, drop or withdraw](#) from classes. Each class has its own set of registration deadlines which are based on the length of the class as well as the session in which the class is held. The drop/add/withdrawal deadlines listed on the [Academic Calendar](#) apply to classes scheduled in the regular A/B/C sessions. If a class does not follow the A/B/C session timelines, the drop/add/withdrawal deadlines are prorated. The best way for a

student to determine the registration deadlines for a class in which they are registered is to sign in to MyASU and click on the calendar icon next to the class in the My Classes box. To determine the registration deadlines of a class for which the student has not yet registered, students should use the online [Class Search](#) to search for the class and click on the Dates column in the search results.

Medical/Compassionate Withdrawal

If a student experiences a serious illness, injury or other significant personal situation that is preventing progress in classes or research, and the standard withdrawal options for the student are not appropriate for the situation, the student may request a [medical/compassionate withdrawal](#). All applications for the medical/compassionate withdrawal require thorough and credible documentation and must be approved by the College of Liberal Arts and Sciences Dean's Office. The student must complete all of the required steps in order to be considered for a medical/compassionate withdrawal.

Students are strongly encouraged to reach out to the Student Advocacy and Assistance (<https://eoss.asu.edu/dos/srr/StudentAdvocacyandAssistance>) if they are experiencing any kind of educational, personal or other campus impediment towards successful completion of their academic goals. Student Advocacy and Assistance links students with appropriate university and community resources, agencies, and individuals, collaborates with faculty and staff in the best interest of the students, and follows through to bring efficient closure to student concerns.

Voluntary Withdrawal

Students may voluntarily withdraw from a specific degree program or from ASU at any time. Students who wish to withdraw should submit a [voluntary complete withdrawal form](#) to Graduate Admission Services. Submission of this form will not withdraw students from course(s) for any semester. Students may choose to complete the course(s) for which they are currently enrolled. If a student needs to withdraw from course(s) currently in progress or course(s) in the upcoming semester, the student should contact the Registrar's Office.

PROGRAM REQUIREMENTS

The [Interactive Program of Study \(iPOS\)](#) is an official academic plan for students that maps the requirements for degree completion. It includes coursework, the student's Thesis/Dissertation Supervisory Committee and any additional milestones.

Pre-admission/Transfer Credits

Graduate-level credits taken at ASU or other accredited institutions prior to admission to a SHESC graduate degree program are considered pre-admission credits (which is the same as transfer credits). Graduate students are allowed to include a maximum of 12 graduate-level credit-hours toward an Interactive Program of Study (iPOS). Pre-admission credits must have been taken within three years of admission to the ASU degree program. Only graduate-level courses with "B" grade or higher that were not used toward a previous degree may be eligible to apply toward the current degree program. See the [Graduate College guidelines](#) for more details regarding pre-admission credits (refer to *ASU Pre- Admission Credits* section under the *Graduate Degree Requirements* section).

Filing the Interactive Program of Study (iPOS)

The student is expected to meet with their Supervisory Committee shortly after the committee's formation to formulate and approve their iPOS. The iPOS must be filed before January 20th, when student Annual Progress Report is due to the Graduate Student Academic Success Specialist. Annual Evaluations should cover student progress over a calendar year. It is the student's responsibility to submit and update their iPOS (found in "My Programs" section of MyASU) as necessary and to include the iPOS requirements as noted in this guidebook depending on their degree. The student must turn in the iPOS "courses" and "approval" pages, signed by their advisor, to the Graduate Student Academic Success Specialist for approval by the Associate Director of Graduate Studies. The iPOS will then be forwarded by the Graduate Student Academic Success Specialist to the Graduate College for approval. Final approval of the iPOS by the Graduate College confirms the appointment of the Dissertation Supervisory Committee and the approval of coursework toward degree requirements.

iPOS coursework requirements for the Cert., M.A. and Ph.D. degrees will be listed in upcoming sections. The iPOS coursework and/or Supervisory Committee may need to be updated as the student advances toward completion of their studies. Ph.D. students must have an approved iPOS on file before taking their oral exams. It is the student's responsibility to ensure that the information on their iPOS is accurate

before the student schedules their defense. Students must notify the Graduate Student Academic Support Specialist when any changes are made to their iPOS. It is highly recommended that students meet with the Graduate Student Academic Support Specialist regularly, preferably during each semester, to ensure that their iPOS is in order.

ACADEMIC AND RESEARCH PERFORMANCE EVALUATIONS

Annual Evaluation

Graduate students in the Anthropology program are evaluated each calendar year not only to determine who will receive TA funding for the subsequent academic year, but also to provide each student with feedback on their academic performance. Students are required to submit annual progress reports during the Spring Semester (by January 20th) and are evaluated on their performance during the previous calendar year by the faculty in their Program/ Approach.

All students with one or more semesters completed are required to submit the following materials to the Graduate Student Academic Support Specialist through the Google Form named: [Graduate Annual Progress Report Form](#), by January 20th.

- The SHESC [Graduate Annual Progress Report Form](#) signed by the Supervisory Committee. Signatures can be obtained by scanning a signed hard copy, coordinating an email indicating signature by the advisor, or by using electronic signatures.
- An updated CV
- The annual mentoring plan (see below)
- An unofficial copy of the student's most recent ASU transcript
- The Courses and Approval pages of approved PhD iPOS

The student must meet with their entire Supervisory Committee (virtual presence is permitted) for an annual review of academic progress before the report is due on January 20th. Students who defend their dissertation during the annual evaluation period are exempt from submitting a report.

After the student evaluations are completed, each faculty member must send an e-mail to each advisee summarizing the results of the evaluation (including their overall score, whether the student received an S, C, or U, comments on the student's performance -specifically what they are doing well and what they can do better-, and support for the student's next steps), including concrete recommendations for what should be accomplished in the following year.

All evaluation e-mails should be sent to students by May 1st and copied to the Graduate Student Academic Success Specialist, to be kept on record.

If a student receives a "C," the letter must specify what the student must do to improve his/her/their status during the next calendar year (including deadlines).

If a student receives a "U," they shall be placed under probation. A Probation Letter, following the guidelines of the Graduate College ([Academic Probation Letter; Sample B](#)) and outlining what the student must achieve by a specified deadline to return to Good Standing (Satisfactory), will be sent to the student by their Committee Chair and cc-ed to the Approach Head, the Graduate Director (Kostalena Michelaki; kmichela@asu.edu), the Dean's Office contact (Kyle Rader; kwrader@asu.edu), and the Graduate Student Academic Success Specialist (Genise Denoire; Genise.Denoire@asu.edu).

A student who has received a "U" shall not be considered for any funding from SHESC, until they have been reinstated to an "S" standing.

Failure to submit an annual SHESC Progress Report will result in a meeting with the student's Supervisory Committee and/or the Approach Head to discuss the student's progress in more detail, and may also result in loss of office space, low priority for funding, or probation.

End of Semester GPA Review

Besides SHESC's requirement that all students maintain an Overall GPA of 3.2 each semester, the Graduate College requires all students (M.A. and PhD) to maintain a 3.0 GPA for each GPA to be in good academic standing. Graduate students who do not meet these GPA requirements will go on academic probation.

At the end of each semester, the Graduate Student Academic Support Specialist will conduct a review of graduate student GPAs. The purpose of this review is to identify students who do not meet the minimum GPA requirements set forth by SHESC and the Graduate College. Students will receive an academic probation letter if their Overall GPA falls below 3.2 or if their iPOS GPA and Cumulative ASU GPA fall below the minimum requirements.

- iPOS GPA is calculated on all courses that appear on your approved iPOS.
- Cumulative ASU GPA represents all courses completed at ASU. and the
- Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Academic probation that extends beyond two semesters will result in a recommendation to The College for termination from the graduate program.

Students with an approved iPOS can verify their GPAs in the 'My Programs' section of MyASU.

What Constitutes Satisfactory Performance ("S")

To make satisfactory progress a student must:

- Maintain a 3.2 Overall GPA or better each semester. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission (degree or non-degree). This includes shared coursework if in an approved accelerated bachelor's/master's program. (Students can find their Overall GPA in the 'Programs' tab under the 'My Programs' section of MyASU.)
- Receive a grade of C+ or higher in a SHESC course.
- Successfully pass MA-paper, MA-paper presentation at MA-symposium, comprehensive exams/field statement, oral defense of proposal for dissertation.
 - When a student fails a degree requirement (i.e., MA paper, MA symposium, Comprehensive exams, Field Statement, Proposal Defense) and the concerns are judged by the student's mentoring committee to be remediable, the student may receive a "U," be placed on probation and allowed to repeat the experience once.
 - If the student fails to pass the second time, a recommendation will be made to the Graduate College that the student be withdrawn from the Program.
 - When a student fails a degree requirement (i.e., MA paper, MA symposium, Comprehensive exams, Field Statement, Proposal Defense) and the concerns are judged by the student's mentoring committee to be non-remediable, a recommendation will be made to the Graduate College that the student be withdrawn immediately from the Program.
- Satisfy all program requirements in a timely manner (see below).
- Satisfy the [Graduate College criteria for satisfactory progress](#) as well as all the [ASU Graduate Policies and Procedures](#).
- Graduate students must **remain continuously enrolled** in their degree program. Failing to do so without a Graduate College approved request to [Maintain Continuous Enrollment](#) is considered to be lack of academic progress. In such cases students may automatically be dismissed from the program by the Graduate College.

What constitutes Concern about Performance (“C”)

A status of concern (C) has no effect on a student’s ranking or access to funding. It is a serious warning by the student’s entire approach that the student is displaying behaviors that may lead to Unsatisfactory status (U), if left unaddressed. For example, if a student is consistently falling behind in meeting their degree milestones, if they are accumulating Incomplete grades without addressing them, etc., then their approach will recommend the student receives a status of C and their chair will outline in detail what the student must do to return to a satisfactory status.

What Constitutes Unsatisfactory Performance (“U”)

- An Overall GPA of less than 3.2
AND/OR
- Progress towards degree of 1 or less (7 semesters or more behind schedule),
AND/OR
- Failure to pass a degree requirement (i.e., MA paper, MA symposium, Comprehensive exams, Field Statement, Proposal Defense) but the concerns are judged by the student’s mentoring committee to be remediable
AND/OR
- A grade lower than C+ in a SHESC course.

Conditions under which Dismissal is recommended without granting probation

- Deception or falsification of statements in the admissions application process.
- Unauthorized periods of absence from the graduate program.
- Non-remediable failure of degree requirements (i.e., MA paper, MA symposium, Comprehensive exams, Field Statement, Proposal Defense).
- Seriously compromising relations of the School with the public (e.g., presentation of one’s own inflammatory positions as also representing those of SHESC or any of its members; acting in culturally inappropriate ways while on SHESC/ASU related business [e.g., drunk and disorderly behavior in public while doing fieldwork, harassment of members of the local community, etc.]).
- Breaches of ethical judgment and professional responsibility, including substantiated allegations of a Title IX violation (e.g., use of samples or information without consent or permit).
- Breaches of academic or scientific honesty (e.g., plagiarism, falsification of research data).
- Serious misuse of SHESC or ASU facilities and/or funds.

CULMINATING EVENTS

The majority of SHESC graduate programs are PhD programs. Students without an MA/MS degree accepted into PhD programs begin in Phase I. Phase I culminates with

a Master's degree (known as a "Master's-in-passing" or simply MIP) that is posted to their transcript. Pending approval of the culminating experience and MIP, such students continue into Phase II of the PhD program. Students with MA/MS degrees accepted into PhD programs begin in Phase II. All graduate students at ASU are subject to the Graduate College policies.

PhD Phase I Procedures & Paperwork (pre-MA)

1. Students must identify their faculty advisor during the Fall semester of their first year.
2. Students must file their PhD Interactive Plan of Study (iPOS) during the Spring semester of their first year (see below for information on how to file the iPOS).
3. Students must notify the Graduate Student Academic Support Specialist via email of their intention to earn the MIP at the beginning of the semester in which they intend to earn the degree (include ID number in the email) and then identify remainder of master's committee and submit the [SHESC Committee formation](#) document to the Graduate Student Academic Support Specialist along with a memo from their chair explaining committee membership and a one-page statement from the student regarding their research interests.
 - a. Notice that an MIP committee should have 3 members total. To facilitate the process, co-chairs, external members, and 4- person committees are not recommended for the MIP. Thus, the MIP committee may be somewhat different from the eventual PhD committee.
4. The Graduate Student Academic Support Specialist will submit an MIP request form to the Graduate College, at which point the MIP iPOS will be generated and appear in MyASU. The Graduate College will not generate an MIP iPOS unless the PhD iPOS has been approved.
5. Student must complete their MIP iPOS as soon as possible after it has been generated. A student cannot apply to graduate with the MIP until their MIP iPOS has been approved. Students can apply to graduate via MyASU.
6. Students must make sure they apply to graduate with the Master's degree, not the PhD. The deadline to apply to graduate is posted online with other [graduation deadlines](#), but occurs in early October in the Fall and early February in the Spring. There is a \$50 application fee but, if a student does

not graduate in the semester for which they pay the fee, it will roll forward. Students only have to pay the fee once per degree.

7. Student must complete their research paper/portfolio and submit it to their Supervisory Committee for approval.
8. Students must present their approved MA paper/portfolio work at the SHESC MA Symposium during the Spring semester.
9. Students must turn-in the signed MA/MS culminating experience paperwork to the Graduate Student Academic Support Specialist upon successful completion of requirements.

PhD Phase II Procedures & Paperwork (Post-MA)

10. Students must identify their faculty advisor during the Fall semester of their first year.
11. Students must file their PhD iPOS during the Spring semester of their first year (see below for information on how to file your iPOS).
12. Students must identify the remainder of their doctoral committee and submit the SHESC Committee formation document to the Graduate Student Academic Support Specialist along with a memo from their chair explaining the committee membership and a one-page statement from the student regarding their research interests.
 - a) The committee must have at least three members, at least half of whom are regular or research faculty within SHESC. Except in unusual circumstances, committees with more than four members are not recommended.
 - b) The chair or co-chair must be a regular or research faculty within the School. Emeritus/a faculty normally may serve as sole chair for no more than one year after the date of their retirement. At least one other member must be a regular or research faculty within the School. The third (and possible fourth) members may be from within or outside SHESC.
 - c) For external members, students must fill-out the Graduate College's [Committee Approval Request](#) form and turn it in to the Graduate Student Academic Support Specialist along with the member's most recent CV. The student's committee members' names should be typed or printed, and they should sign in the "signature" column. Students do not have to fill out section II of the form. Once section I is completed, they can turn it in to the Graduate Student Academic Support Specialist, along with the memo and statement, for circulation among the appropriate graduate committee members. Note that for Anthropology, all relevant approach heads sign the form before it goes to the Associate Director of

Graduate Programs and the SHESC Director. For non-anthropology degrees, the Program head signs the form before it goes to the Associate Director of Graduate Programs and the director of SHESC. Students must update their iPOS to reflect their entire committee membership.

- d) If changes in committee membership later become necessary (after the iPOS has been filed and approved) the iPOS must be updated to reflect the new committee. It is highly recommended that students meet regularly with the Graduate Student Academic Success Specialist to ensure their iPOS is up to date and accurate. If the chair or 2 or more members of the committee change, the SHESC paperwork must be redone as well.

Completing comprehensive examinations

The student's supervisory committee must sign the [Comprehensive Exam form](#) and the student must turn it in to the Graduate Student Academic Support Specialist. The date the supervisory committee notified the student of their exam results must be added by the student in the field labeled "DATE WRITTEN COMPREHENSIVE EXAMINATION TAKEN." The Graduate Student Academic Support Specialist will get the head of the academic unit signature for the student. Once the results are entered, the student will see them in the "my programs and degree progress" box in MyASU under the iPOS tab.

Defending the dissertation proposal

Proposal defenses have a public component and may also have a private component. Generally, the student should reserve a room for 2 hours (maybe 3 so there is half an hour on either end for set up/break down). The front office staff can help reserve a room and any necessary equipment. Once the time/date/location of the student's defense is known, they must email that information to the communications program coordinator and the Graduate Student Academic Support Specialist with a list of the committee members names and roles (i.e., chair, co-chair, committee member), the dissertation title, and a one-paragraph abstract. Send this information two weeks before the defense so that an announcement can run in the weekly Graduate and Faculty Digests. The student must have their committee sign the Dissertation Proposal form and turn it in to the Graduate Student Academic Support Specialist (click [here](#) for the Archaeology Form and see below for the Bioarchaeology, Evolutionary Anthropology and Sociocultural Anthropology forms)..

The Graduate Student Academic Support Specialist will get the head of the academic unit signature for the student. Once the results are entered, the student will see them in the "my programs and degree progress" box in MyASU under the iPOS tab. They

will also be able to download their candidacy letter. If a student does not download the letter and the option to do so disappears, they must contact the Graduate Student Academic Support Specialist, who can get them another copy. After defending their dissertation proposal, students should focus on conducting research for their dissertation and writing-up their dissertation thesis.

"Readers": There is no official process to have a "reader" for a dissertation. A reader will be ancillary and will not have any authority over whether a student passes or not and therefore will be an informal member. Should a student want a reader, they should have the approval of their Chair, and keep an electronic paper-trail.

Students should apply to graduate (via MyASU) by the deadline in the semester in which they anticipate defending. The deadline to apply to graduate is posted online with other [graduation deadlines](#), but occurs in early October in the Fall and early February in the Spring semester. There is a \$50 application fee but, if a student does not graduate in the semester for which they pay the fee, it will roll forward. Students only have to pay the fee once per degree.

Students must schedule their dissertation defense at least 10 working days in advance

Students should refer to the [Graduate College's defense page](#), which contains information on:

- Overall defense procedures
- Deadlines
- Formatting
- Submitting to ProQuest

Dissertation defenses are public and must be held during business hours on days that the university is open for business. There are some blackout days when no defenses can be held, thus students should use the defense scheduling link in the "my programs and degree progress" box in MyASU under the defense tab to make sure the day they want is available. Generally, a room should be reserved for 2 hours (maybe 3 so there is half an hour on either end for set up/break down). The front office staff can help reserve a room and any necessary equipment. Once the time/date/location of a defense is known, the student must use the defense scheduling link in MyASU to schedule their defense with the Graduate College.

Students must e-mail their defense information (time/date/location) to the communications program coordinator and the Graduate Student Academic Support Specialist along with a list of their committee members names and role (i.e., chair, co-chair, committee member), the dissertation title, and a one-page abstract. This information should be sent two weeks before the defense so that an announcement can run in the weekly Graduate and Faculty Digests. A student's committee will receive a docu-sign form about their defense. It is strongly encouraged to remind committee members to sign the document.

Once the results are entered, students will see their results in the "my programs and degree progress" box in MyASU under the defense tab. Following a student's defense, a "next steps" link will appear with instructions for the Survey of Earned Doctorates and ETD/ProQuest.

Students should review the [Absent Committee Member Procedures](#) if a member of their committee cannot be present for their dissertation defense. Note that a minimum of 50 percent of a student's committee must be physically present. The Chair (or one co-chair) must be present. If a Proxy is used for one of the committee members, they must be approved to serve on a committee for the program and the School Director and Associate Director of Graduate Studies must approve the appointment. Approvals must be forwarded (or cc-ed) to the Graduate Student Academic Support Specialist who will inform the Graduate College of the proxy. An email should be sent to the Graduate Student Academic Support Specialist asking that any outstanding "Z" grades on a student's transcript be changed to "Y."

Paperwork for Special Circumstances

Student Committee Approval: If one or more of a student's committee members are outside SHESC or ASU and the student is unable to add them to their iPOS, they fill out the [Student Committee Approval](#) form and turn it in to the Graduate Student Academic Support Specialist along with the proposed committee member's most recent CV. Per SHESC policy, at least 50% of the student's committee must be regular SHESC faculty. If the student has 2 external members they need a 4-person committee. The student's PhD Supervisory Committee formation documents must be correct and on-file with the Graduate Student Academic Support Specialist to add an external member.

Request to maintain continuous enrollment (a.k.a. "leave of absence"): There are separate versions of the form for [doctoral students](#) and [master's/certificate students](#).

Graduate students planning to discontinue registration for a semester or more must request approval to maintain continuous enrollment. This request must be submitted and approved before the anticipated semester of non-registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program. By requesting to maintain continuous enrollment without course registration, a student affirms that they will not be making use of any University resources for the time period indicated. These resources include University Libraries, laboratories, recreation facilities or faculty time. A leave of absence does not stop a student's "time-to-degree clock." For a doctoral degree, students have 10 years total or 5 years after their written comprehensive exam, whichever is less. For a master's degree, students have 6 years total. For a certificate, students have 3 years total. Generally approved reasons for a leave of absence include illness of the student or a close family member.

Request for an extension: Students who need more time than the Graduate College allows for completing a PhD Degree can request an extension. To do so they must fill-out a [petition to the Graduate College](#), have it signed by their committee, and turn it in to the Graduate Student Academic Support Specialist. The Specialist will get the signature of the academic unit head and submit the petition to the Graduate College. The petition should include:

- The reason the student has been unable to complete the degree by the deadline.
- A timeline of the work remaining until degree completion, including specific dates.
- A statement acknowledging that the student understands only one extension of time to degree may be granted. If they do not complete the remaining work and graduate according to the timeline, no further extensions will be granted, and they will be terminated from the degree program.

Generally speaking, a student must be advanced to candidacy for an extension petition to be considered. The maximum extension granted is typically one year.

Enrollment and Degree Verification for Outside Agencies and Third Parties: Arizona State University has contracted with the [National Student Clearinghouse](#) to process all enrollment and degree verification requests for employers, employment agencies, background search firms, and various other businesses that offer products or services based on the individual's status as an enrolled student.

Students who need assistance should contact National Student Clearinghouse directly at 703-742-4200. If the National Student Clearinghouse can confirm the degree or enrollment, the response is immediate, and requestors will be able to print or obtain a PDF version of the verification. Enrollment verifications for each term will be available starting the first week of classes for that term. A fee will be charged for this service. To request an [Enrollment Verification](#):

- Go to MyASU and navigate to My Classes box
- Select Grades & Transcripts
- Select Transcripts & Test Scores
- Select Enrollment Verification

If a student needs special information on their enrollment verification, or if they need a specialty verification form completed, such as the Canadian or Alaskan form, they should submit an [Enrollment Verification Request Form](#) (see instructions on form) to any [registration location](#) (photo ID required for in-person visits.)

Verification of Full-Time/Half-Time Status: If a student has advanced to candidacy, will be registered for fewer than 6 credit hours in a given semester, and has student loans they would like to keep "in school," they must fill-out [this form](#) and submit it to the Graduate Student Academic Support Specialist so that they may get the appropriate signatures and submit to the Registrar. This form does not permit new borrowing.

Resources for the interactive Plan of Study (iPOS)

The iPOS is a list of all coursework and credits taken that will be counted toward the degree. It must be filed by the time 50% of the credits for the degree have been earned. If it is not filed by that point, the student's registration will be cut-off until their iPOS is complete. A student's iPOS must be complete, updated, and approved at the time of all milestones, including the MIP, comprehensive exams, dissertation proposal, and dissertation defense. For a walk-through of the iPOS process that includes screen shots, see the [iPOS Training Manual](#).

Access the iPOS: Students can access their iPOS via *myASU* → *Programs* → *iPOS*

- Select the appropriate degree. For the PhD, the next screen should state that the requirements are: 84 credit-hours, a Written Comprehensive Exam, and a Dissertation.

- Reminder: Pop-ups must be allowed on your internet browser when filing your iPOS!

Apply previous Master's degree from another institution: Students who were awarded a Master's degree from a previous university, can elect to apply a blanket 30 credit-hours from the degree to their doctoral iPOS.

- Students must select "yes" when asked whether they want to apply a previously awarded Master's.
- Students must select the appropriate Master's degree to apply. It should list the university and the year awarded.
- If a student does not see a link at the top of the page saying Previous Degree, they must contact the Graduate Student Academic Support Specialist.
- If a student applies the blanket 30 hours from their previous Master's degree, they should not explicitly list any courses that were counted toward the Master's program of study/degree (i.e., they cannot count credits twice). However, if there are any courses that are required by a student's degree, which the student has already taken previously as part of their previous MA, then, with approval from the student's chair, the student may substitute those required courses for a different course. Students should check with the Graduate Student Academic Support Specialist for details.
- Students do not have to apply the blanket 30 hours from their previous Master's degree. They can transfer select courses, but no more than 9-hour credits.

Master's in Passing (MiP) from ASU. If a student is awarded a Master's in Passing from ASU as part of their movement through the PhD program, they **should not** apply the blanket 30 credit hours from the degree to their doctoral iPOS.

- They should select "no" when asked whether they want to apply a previously awarded Master's.
- They should import all the courses that they want to count toward their PhD off of their transcript (see "select courses" below).

Select courses. The easiest way for a student to do this is to pull directly from their transcript, then delete any excess courses.

- Reminder: A student needs to list a minimum of 54 hours of credit if they have applied a previously awarded Master's. If they are not applying a previous Master's, they must list 84 credits. If they list an extra hour or two because of

a 4 credit-hour class, that is fine. However, they cannot submit with less and should not submit with more.

- Acceptable courses to list on the iPOS include all 500-level and above courses (except 595 Continuing Registration). With permission from their chair students can have up to 6 relevant 400- level credits on their iPOS.
- Students should not list more than 12 hours of 792 Research; however, they can list fewer. They can list 592 Research hours in addition to 792 Research.
- Students are required to list 12 hours *exactly* of 799 Dissertation work (no more, no less). *Students should be aware of this when registering, and always register in increments that will add up to exactly 12.*
- Students can list courses that are in progress and do not have a grade yet. If they are adding courses from the current semester after the semester has begun, they will appear on the student's transcript (not as future courses).
- To add courses that will occur in the future (not including the current semester), students must select the "Future Courses" button then fill-in the anticipated course and semester/year during which they would like to take it.

Select transfer courses.

- Many students may not need this option as their coursework will have been completed here at ASU or will have been applied via the previously awarded Master's.
- Students cannot list more than 9 hours of transfer work from another institution.

Select an advisor.

- Students have the option to list their entire committee or just their advisor/chair. SHESC prefers that they list their committee in its entirety. If a student has co-chairs, the system will not allow them to submit unless they list their committee in its entirety.
- A student's committee must match the committee that is listed on their PhD Committee Approval form, which should be on file with the Graduate Student Academic Support Specialist.
- If a student does not have a [PhD Committee Approval](#) signature form yet on file, they will need to complete one and submit it to the Graduate Student Academic Support Specialist before their iPOS can be approved.

- If one of their committee members is from outside SHESC or ASU and comes up as “not found” during the search, students must fill out the [Committee Approval Request](#) form and turn it-in to the Graduate Student Academic Support Specialist along with the individual's most recent CV. External members cannot be the sole chair, but can co-chair.

Submit the iPOS. Once submitted, it should say "pending in the academic unit."

Print off the summary pages. Students will want to print off both the “Courses” page and the “Approval” page links found on the right side of the page.

- After a student prints off both pages they must have them signed by their chair.
- If they have co-chairs they only need the signature of one person, though they will want to let their other co-chair and the members of their committee look at their iPOS pages to confirm that they also approve. (Note: a docu-sign process can be used if available.)

Hand-in the papers to the Graduate Student Academic Support Specialist.

- Once a student has obtained their chair’s signature on both pages, they must submit them to the Graduate Student Academic Support Specialist, who will obtain the head of the academic unit’s signature and electronically approve their iPOS.

Update the iPOS as necessary.

- Projections do not always match reality. If a student does not register for courses they projected during the semester they said you would, or if the prefix/number/title or number of credits do not match, a "course not found" error will be generated.
- Students are strongly advised to regularly check their iPOS (certainly before degree milestones) to ensure their committee and all coursework are correct
- If there are errors or outdated information, students can submit a committee or course change to correct them.
- Once a student has corrected the information, they must submit the changes so they are "pending in the academic unit."

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY

Academic Integrity

Academic dishonesty will not be tolerated, and if uncovered, appropriate actions will be taken. Students are expected to familiarize themselves with what constitutes violations to the [academic integrity policy](#). Briefly, violations include but are not limited to: cheating on exams and assignments, plagiarizing, fabricating data or information, submitting the same work in different classes, etc. Students are encouraged to pay special attention to the definition of plagiarism to avoid unintentional mistakes and to discuss the topic further with their advisors and instructors if they are unclear on whether a particular action constitutes plagiarism.

Students are also strongly encouraged to reach out to The College's [Academic Integrity Officer](#) and to familiarize themselves with all potential resources the university provides to educate themselves about academic integrity (e.g., <https://provost.asu.edu/academic-integrity/resources/students>).

Allegations of academic dishonesty will be reported to Amanda Smith, The College's [Academic Integrity Officer](#). Before it comes to that, however, students

Student Code of Conduct

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Arizona State University students and faculty are expected to act with integrity in their educational pursuits. The following links can assist in understanding academic integrity, student code of conduct, the policies surrounding these topics, and the impact and resources available to you.

Understanding Academic Integrity

<https://provost.asu.edu/academic-integrity>

Policy surrounding Academic Integrity

<https://provost.asu.edu/academic-integrity/policy>

Protecting the ASU Community

<https://provost.asu.edu/academic-integrity/impact>

Resources for students, faculty, staff and teaching assistants to help avoid academic integrity violations

<https://provost.asu.edu/academic-integrity/resources/students>

FINANCIAL ASSISTANCE POLICIES AND PROCEDURES

Financial Aid Policy and Procedures

ASU has many forms of financial aid available, including scholarships, grants, federal work-study and loans. Students should check out these [options](#) to get started and get an idea of some of the financial awards for which they could be eligible.

In addition to financial aid packages with federal grants and loans, students can apply for scholarships specific to the university and The College to help pay for college costs. The School of Human Evolution and Social Change also offers a [collection of awards and fellowships for graduate students](#).

The Financial Aid office is available 24 hours/day, 7 days/week. Students can call toll free at: 855-278-5080.

For additional questions regarding financial aid, student should check-out the answers to these frequently asked questions: <https://students.asu.edu/financialaid/faq>

Graduate Fellowships and Assistantships

The School of Human Evolution and Social Change provides a variety of financial resources and awards to graduate students. The awards, their requirements, and due dates are announced each semester through the Graduate Student Digest, sent to all SHESC graduate students via email. Students must make sure they are reliably receiving the weekly Student Digest e-mails. If they are not, they should reach-out to the Graduate student Academic Support Specialist immediately! The following awards, grants and fellowships are available to graduate students, assuming there are funds available in the Block Grant:

Travel Awards: Doctoral students can apply for Travel Awards up to \$1,000 to use towards travel to a conference. Within a year of receiving this award, students must submit a one-paragraph report of their use of the funds and the experience they gained. This award is offered at least once each Fall and Spring Semester, and if there are funds, it is also offered during the Summer.

Research Grants: Doctoral students can apply for research grants up to \$3,000 (in exceptional circumstances a small number of grants above \$3,000, but not exceeding \$6,000, may be funded.) Students must be enrolled in at least six credits during the semester the award is offered. Awards may cover any research needs, including in-state, out-of-state and international travel.

One-Credit Tuition/Insurance Coverage: Doctoral students who have advanced to candidacy may apply for Tuition/Insurance Coverage, to cover one-credit of tuition and insurance (if needed) to maintain continuous enrollment while they are in the field, collecting data or writing their dissertation.

Summer Writing Fellowships: Doctoral students who have advanced to candidacy may apply for a \$7,000 stipend and one-credit of tuition coverage as a summer award. This award is meant to allow students to focus their summer solely on writing and completing their dissertation. This award is offered when sufficient funds remain in the Block Grant by the end of the Spring semester.

Completion Fellowships: Students in the final academic year of a PhD program can apply for this fellowship which covers one credit of tuition and insurance (if needed) and a stipend of \$9,000 for both Fall and Spring semesters. This award can only be received once. After receiving a Completion Fellowship a student is no longer eligible for school funding, even if they do not graduate during the term of the fellowship.

Graduate Teaching Award: This \$500 annual award honors the school's top teaching assistant or associate. Students must be in satisfactory academic standing for the three consecutive semesters prior to the award. The selection is determined by the members of the school's Graduate and Undergraduate Committee. Winners are announced at the Spring graduation awards reception at the School.

Assistantships and Apprenticeships

The Teaching and Research Assistant role is an important one to the ASU community. A TA/RA appointment provides graduate students with professional development opportunities that are unique to academia while also supporting the university's teaching, research and service missions. See the [Graduate College TA/RA Handbook](#) for more information.

There are two kinds of assistantships at ASU; teaching assistantships (TAs) and research assistantships (RAs).

Teaching assistantships (TAships). The teaching assistant is an enrolled student appointed part-time by the university whose primary responsibility is in an instructional capacity. Teaching assistants may lecture, lead discussion groups, serve as an assistant to laboratory classes, tutor students, proctor examinations, grade tests and papers, and provide general assistance in the instructional process under the direct supervision of a faculty member.

Research assistantships (RAships). The research assistant is an enrolled student appointed part-time by the university whose primary responsibilities are research related. Graduate research assistants may assist faculty members in research and creative activities, perform administrative or editorial duties directly connected to research and creative activities, develop and evaluate instructional materials and/or curricula, or assume responsibilities for a designated research area under the direct supervision of a faculty member.

Absence and Leave Policies for TAs/RAs

A TA/RA should notify their supervisor in advance of an absence and, when possible, assist in obtaining a replacement or rearrangement of the duties. Excessive absences, regardless of the reason, are cause for termination before the end of the appointment period. TAs/RAs should consult with the supervising faculty member about specific policies regarding absence from service.

A supervising faculty member or academic unit can terminate a TA/RA who has abandoned their position. A TA/RA who has not reported for their assignment for three or more, consecutive business days (or 3/5 of a regular week's workload) has abandoned their position. The supervising faculty member should send a letter via mail (return receipt requested) or e-mail (read receipt requested) outlining the details in the original appointment letter, including the start date of the appointment and the length of time the TA/RA has failed reporting for duty. The letter should at a minimum – outline the TA/RA responsibilities and the length of time in which they were not in communication with the faculty advisor, as well as any other difficulties or conflicts the faculty member experienced. The TA/RA then has two days (or 2/5 of a normal workweek) to reply and address the concern. After the two days, the appointing unit should send a confirming letter or email terminating the TA/RA appointment due to the abandonment.

Appointing units have the right to rescind or modify TA/RA offers prior to the beginning of the appointment term, given reasonable cause. Reasons for the rescinding or modification of offers may include, but are not limited to the following: change in academic unit's financial situation; student misconduct; change in student's academic discipline or enrollment status; failure of student to accept offer by deadline indicated in offer letter; and failure of student to complete required orientations or trainings as indicated in offer letter. Appointing units must issue a formal letter outlining causes for rescinding or modifying an offer.

DEPARTMENT AND UNIVERSITY RESOURCES

School of Human Evolution and Social Change Resources

The School of Human Evolution and Social Change has a variety of resources to help students succeed in their program. A fulfilling academic career includes a sense of community and opportunities to help shape the School's future, as well as that of individual students. That is why SHESC sponsors an award-winning graduate student club and offers facilities and prospects promoting student collegiality and advancement.

Association of All Graduate Students (AAGS): This student-led association provides a number of activities on the student's behalf and serves both as a forum where all students can voice their concerns, as well as a direct link with the School's faculty and administration and with other ASU graduate student associations.

Graduates in Integrative Society + Environment Research (GISER): GISER is an ASU-wide graduate student organization that provides opportunities for graduate students to engage in short-term, student-driven interdisciplinary research related to society and environment. This is accomplished through monthly plenary meetings for students and faculty, which often include panel discussions on interdisciplinary topics such as objectivity in science. Often these are product-oriented projects, typically receiving funding and academic credit for participation.

Graduate Lounge: Located in the School of Human Evolution and Social Change Building, Room 111, this room provides a space where graduate students can socialize or study while on campus. The lounge has tables and chairs for studying, couches for relaxing and refrigerators for food. In addition, informal collaborative meetings are conducted here.

Graduate Town Halls: Each semester, SHESC holds Graduate Town Halls, which serve a dual purpose. They provide an open forum for graduate students to ask questions or raise concerns directly to the school's directorate, while also providing the opportunity for the directorate to update graduate students on important trends, policies and issues affecting their academic career, research and teaching. AAGS approach representatives are another resource for students. They can address concerns and help bring them directly to the appropriate individuals.

Academic and Professional Resources

There are many academic services available to graduate students in the School of Human Evolution and Social Change. Below is a list of resources that can help guide students through their academic journey either by providing guidance, or by providing opportunities.

Advising

Faculty advisor/chair: Graduate students must proactively seek a faculty supervisor in their first semester to help them develop an appropriate interactive Plan of Study (see below). The advisor must be a member of the [graduate faculty](#) in the student's degree program. Master's and certificate students are typically advised by their approach/program head.

Staff advisor: SHESC's Graduate Student Academic Support Specialist can guide students through the application process, orientation, funding, course registration, degree progress, various ASU administrative situations and graduation.

Interactive Plan of Study (iPOS): Students are required to file an interactive Plan of Study prior to completion of half of the credits toward their degree, or sooner. We recommend filing by the end of the first year with approvals by the School and the Graduate College. The iPOS will include specific degree requirements, such as courses and a culminating experience. SHESC's Graduate Student Academic Support Specialist should be the initial contact for all students regarding these requirements.

Once the iPOS has been approved at all levels, students can log into MyASU to complete or alter information about their committee or courses, file a petition, and track degree milestones (such as comprehensive examinations, dissertation proposals and graduation deadlines). Links to information appropriate to your stage in the program will also be available via MyASU. More information is available at

<https://graduate.asu.edu/current-students/completing-your-degree/your-plan-study-ipos>.

Graduate and Undergraduate Committee (GUC): Faculty members who serve as the head of each approach and degree program serve on the school's graduate and undergraduate committee, along with the Associate Directors of Graduate and Undergraduate Studies. If you have questions about any aspect of the program, you are welcome to bring those concerns to the appropriate member of the Graduate and Undergraduate Committee.

Collections

Our school and its Center for Archaeology and Society manage extensive archaeological, ethnographic and evolutionary anthropology [collections](#), primarily from Arizona but also representing Mesoamerica, Africa and Asia. Of the more than 250,000 individual and bulk specimens available for research, teaching and exhibitions, about 200,000 are digitized. Type and comparative collections are also available in a variety of materials: ceramics, fauna, pollen, seeds, non-human primates, fossil hominid, and dental casts. Individual faculty members also maintain artifacts, human remains and/or related digital materials relevant to their teaching and research. See individual faculty members and the curator of collections. [Dr. Melissa Powell](#), for more info.

Field Schools

Several faculty members across Anthropology conduct field schools around the world providing hands-on experience and unique learning opportunities. Specific program dates and registration deadlines are posted on SHESC's [Field Schools pages](#).

Graduate Computing Lab

ASU's identification card will allow SHESC graduate students 24/7 access to Room 146 of the School of Human Evolution and Social Change Building, a computing lab equipped specifically for graduate student needs. Students can bring their own laptop or use the School's computers, peripherals and wireless access. Additional software is also available from MyASU's "my apps." Use the My Help/Help Desk area on MyASU to submit a request for technical assistance.

Proposal Writing

ASM 579 – Proposal Writing is offered each Fall semester for advanced graduate students. Proposal writing and reviewing are covered, with a focus on the National

Science Foundation Dissertation Improvement Grant format, along with a number of professional development topics.

Subject Librarian

The Social Sciences Librarian, [Mimmo Bonanni](#), serves as the main library contact for SHESC, handling Anthropology, Global Health, Museum Studies, and Equity, Justice, and Sustainability. He is available to help students with their research needs by assisting in locating specialized resources, using citation software to manage citations and create custom bibliographies, and by providing consultations for theses and dissertations, as well as research/teaching assistant duties. We strongly encourage students to reach-out to Mimmo and get acquainted with all the resources he has prepared, tailored to specific fields.

Student Support Services

International Students

International students who have been admitted to ASU must go to the International Scholars and Students Office (<http://students.asu.edu/international/issc>) located inside the 1st floor of the Student Services Building in Room #170, with their passport and immigration documents as soon as they arrive on campus. During the first week or so, international students must carry a few photocopies of their passport's photo page, since various offices will need a copy of it. International students must be enrolled full-time throughout their academic year (9 credit hours). Their passport and I-20 or DS-2019 must be kept valid at all times. International students will also need to ask the International Scholars and Students Office about how to obtain a social security card. Their website is a great source for information (<https://global.asu.edu>). International students must also attend the [mandatory international student orientation](#).

Disability Services

The [ASU Disability Resource Center](#) (DRC) provides services to qualified students on all ASU campuses: Downtown, Polytechnic, Tempe, and West.

All new students who need to register with the DRC must log into [DRC Connect](#) to get started. If a student is already registered, they must sign-in to [DRC Connect](#) to start requesting their accommodations. If they have any questions or experience any difficulties with this process, they should contact the Graduate Student Academic Support Specialist for assistance. SHESC seeks to establish equal access for all students and looks forward to working with them.

Veterans' Services

[Career and Professional Development Services](#) is proud to offer assistance for veterans on resumé writing, interviewing preparation, job search strategies and employment services. In partnership with the Pat Tillman Veterans Center, CPDS supports veterans in their professional development and career exploration and offers the following services:

- Career Advising
- Career Events
- Major and Career Exploration
- Resumé and Cover Letter Reviews
- Interviewing Techniques and Practice
- Career Assessments
- Career Workshops and Webinars
- Hands-on Learning Opportunities
- Job and Internship Search Strategies
- Employer Information Sessions
- On-campus Interviews
- Job and Internship Postings
- Test Preparation for Grad School Applications
- Personal Statement Assistance
- Connection to Service Opportunities
- Networking Tips
- Virtual Services and Resources
- Professional Mentoring

Many veteran friendly employers actively recruit in [Handshake](#), ASU's online career and internship portal. In addition to the resources below, this office is available to assist you virtually and in-person with a variety of career-related topics, including job and internship search strategies, resumé writing, interviewing and career exploration. To meet with a Career Advisor, students can log into [Handshake](#) to schedule an in-person or virtual appointment.

Business Services

Student Accounts

Upon admission, students receive an ASURITE UserID, an activation code and instructions to go to <http://www.asu.edu/asurite> to activate their account. This site allows students to activate their ASURITE User ID from an off-campus computer and create their own password. After asking the student to review the policy and security information, the system verifies the student's identity by requesting their date of birth. Students must then select their password. It is highly recommended to use letters in upper and lower case, numbers and symbols in the password, for security reasons.

The system will then ask if the student has an e-mail account. If a student wants to continue using their existing email system, they should select "Yes, I have an e-mail account" and then enter the address of their personal e-mail mailbox. This will ensure that they get all correspondence ASU sends them. All official university business and announcements take place on official university e-mail addresses. It is the student's responsibility to arrange so that messages sent to their official ASU e-mail account reach them.

If a student wants to use the ASU email as their primary email, they have two options. First, ASU has partnered with Google to provide ASU email via a gmail interface. More information can be found at <http://www.asu.edu/emailsignup/>. Some students love this interface, whereas others prefer to use another client program. In this case, ASU Gmail can be configured for IMAP. You can also set up ASU email on your smartphone and use email forwarding. More info at <http://help.asu.edu>.

ID Card/Sun Card

The ASU student ID card, often referred to as the Sun Card – will be issued after a student registers for classes. This card is a student's student identification card, library card, copy card, and sometimes their building and elevator key. Students can also use it as a credit card for things like vending machines, charging items to their student account, and paying for phone calls, if they sign-up for this service. The Sun Card gets students into the Student Recreation Complex (i.e., the gym) and, when validated, gets them into some ASU athletic and cultural events for free or at a reduced rate. Validation for the current semester can be obtained at the Gammage Center or University Athletic Center ticket offices.

The ASU Sun Card can be obtained at the beginning of the semester after a student registers for classes. The Sun Card office is in the Lower Level of the Memorial Union (south end) inside Union Station, MU 59 (during the first couple weeks of classes, the Sun Card office offers their services on the 2nd floor of the MU). Students will be asked

to fill out a card with their name, ASU ID number, and classification (Student, Faculty/Staff, or Other). Students pay \$25 for their card with cash, check, Visa, or MasterCard, or they can have the charge posted to their University Student Account. A valid photo ID, such as a U.S. Driver's License, Passport, or high school ID, is required so the student's identity can be verified before their Sun Card is created. Afterward, their picture is taken and the card is produced on the spot. The process takes about three to five minutes (without lines). More information is available at <http://cfo.asu.edu/cardservices>.

Bus and Light Rail Passes

ASU offers the U-Pass, an annual transit pass that grants unlimited access on all Valley Metro bus routes and the METRO light rail. With the U-Pass, students can travel between the Tempe and Downtown Phoenix campuses, hitch a ride to the airport, or arrive at nearly any destination in the greater-Phoenix area. Many students park at light rail stations and ride the light rail into campus. These passes can be obtained from the Parking and Transit Services office in the University Towers by the Sun Devil stadium at any time, or a few other locations at the beginning of each semester (look for emails about locations). Bus schedules can be found at <http://www.valleymetro.org/bus/>. For more information about transit services at ASU, visit <https://cfo.asu.edu/transit>.

Parking and Biking

As on many large campuses, parking is an expensive hassle. The best alternative is for a student to live near campus and ride their bike. Tempe is, however, a very busy city so it is essential to be highly alert for bad drivers, wear a helmet, and obey all bike laws –expensive tickets are given for violations (e.g., for riding on the sidewalk against vehicle traffic or not having a front light on at night.) Safe bike riding, bussing or walking, if a student lives near campus, are strongly recommended.

If a student must drive, they can purchase parking decals for the year (August 16th through August 15th of next year) from the Parking and Transit Services Office (<http://www.asu.edu/parking/>) in the University Towers by the Sun Devil stadium. The price of parking decals ranges from \$210 (lot 59E, open air parking about 15-20 minutes walk from main campus) to \$780 (for several covered parking structures). For daily use, it is best to obtain the sticker as soon as possible after a student arrives on campus to get as close to the Life Sciences buildings as possible (Structure 2 or 3). Proof of current emissions certificate, registration (out-of-state is fine) and ID are required. Check <http://uabf.asu.edu/parking> for more details.

For quick loading and unloading trips, students can park for 20 minutes in one of the two loading zone spaces behind the SHESC building (turn South on Forest from University).

Other Transit Options

ASU provides free on-campus shuttles at the Tempe Campus that transport students from outlying parking areas and campus buildings to other on-campus destinations, as well as free intercampus shuttles that connect all four ASU campuses. Bike racks are located around campus and accommodate thousands of bikes each day for those who choose biking as a transportation option. And, the City of Tempe's Orbit Shuttle system is a free neighborhood circulator that makes stops at the Tempe campus as well as nearby restaurants, shopping centers and other local points of interest. The City of Phoenix operates a similar free shuttle called the DASH. For further information, students can call (480) 727-7053 or visit <http://cfo.asu.edu/pts>

CURRICULUM PLAN FOR THE DOCTORAL DEGREE IN ENVIRONMENTAL SOCIAL SCIENCE

SCHOOL OF HUMAN EVOLUTION AND SOCIAL CHANGE ARIZONA STATE UNIVERSITY

Fall 2014 Revised

I. Mission and Overview

The Graduate Program in **Environmental Social Science (ESS)** offers graduate students rigorous interdisciplinary training in social science approaches to investigating human- environment processes and issues. It spans a number of disciplinary and transdisciplinary approaches including but not limited to political ecology, environmental justice studies, environmental anthropology, archaeology, environmental sociology, diverse approaches in human geography, political science, sustainability studies, and others. To facilitate this interdisciplinarity, ESS currently lists more than 30 graduate faculty in 10 different units at ASU. While ESS is housed in SHESC, and core faculty from SHESC, the inclusion of select faculty from other units gives it the unique ability to advance robust and critical social science training in environmental studies. ESS is one of the few programs nation-wide (see Section III.B.2, below) to focus on the *social* dynamics of environmental issues from interdisciplinary and transdisciplinary social science approaches.

This document sets forth the requirements for all students pursuing a PhD in ESS. This includes students entering without an MA (who are accepted into the MA/PhD program and begin in Phase I) and students entering with an MA (who are accepted into the PhD program and begin in Phase II). The ESS Graduate Committee, in consultation with other ESS graduate faculty, govern the curriculum for ESS, consistent with other degrees in SHESC, and in compliance with the requirements of the Graduate College at Arizona State University.

The baseline curriculum is outlined in section II A below. Within this context (i.e., meeting the baseline requirements) and working in close consultation with faculty advisors, each student designs a Plan of Study (iPOS) to meet her or his educational needs. This is typically accomplished by taking advantage of the flexibility intrinsic to the ESS curriculum in consultation with the ESS Director and the student's committee chair. In this way students can tailor the plan of study to promote the interdisciplinary research focus of their dissertation projects. (See the *ESS Roadmap* document for additional information as to documentation and timing of your activities)

II. General Requirements for Graduate Students

A. Organization of the ESS Curriculum

The following curriculum structure applies to all students entering the ESS graduate program. (Note: **ESS does not require students to take the professionalism course required for the anthropology degree**). The ESS curriculum is organized around cross-cutting *conceptual domains* and *topical foci*. The general curriculum is outlined below. Students who enter without an MA (Phase 1) may begin taking conceptual domain and topical foci courses after first consulting with the ESS graduate director and their committee chair. **A normal course load is 9 hours a semester. Fewer than 9 hours per semester prior to advancement to candidacy will result in a lower score for progress to degree in the annual evaluations (see the ESS Evaluation Criteria document posted on Blackboard).**

Figure 1. ESS Graduate Curriculum

Curricular Structure		
<i>Category</i>	<i>Content / Specific courses</i>	<i>Credits</i>
1) Previously awarded master's degree or 30 hrs. of approved course work.	Topics relevant to environmental social science (these may include Core I and Core II classes in consultation with your advisor.	Up to 30 credit hours
2) Conceptual Domains (Core I): Two course survey of the conceptual domains of ESS, required for all students.	ESS 501: Social Theory and the Environment (3) ESS 502: Political Ecology: Theory and Research (3) (Phase I students should take 501 prior to 502)	
3) Topical Foci (Core II): Three courses covering the methods and theories of the topical foci of ESS. Students choose among those listed in Column 2.	ESS 510: Urban Environments (3) <i>or an approved alternative</i> ESS 504: Introduction to Analyzing Sociotechnical Systems (3) ESS 512: Landscapes (3) <i>or an approved alternative in the School of Geographical Sciences and Urban Planning</i> ESS 513: Institutions, Society, and the Environment (4) ESS 514: Health and the Environment (3) <i>or an approved alternative</i>	
4) Research Design and Proposal Writing: One course; with the specific focus determined based on the student's interests and research plans.	GCU 585 or ASM 579 Research Design and Proposal Writing <i>Or another approved alternative from other units.</i>	
5) Technical Expertise: Two courses that provide intensive background in some area of science relevant to the student's research interests.	A wide range of courses can satisfy this requirement, depending on the student's interests and committee approval. Examples include course in mathematical modeling, physical geography, ecology, social science research methods, Geographic Information Systems.	
6) Electives: At least two courses relevant to the student's research interests and educational needs and approved by their Chair.	Electives include courses in many fields. Students should discuss possible courses with the ESS director and their committee chairs.	
7) Research/Dissertation Hours	ESS 792, 799	
TOTAL		84

B. Self-Reporting and Evaluation

Every Spring semester, graduate students at all levels submit a progress report and vita to the Graduate Coordinator. These reports represent student activity for the previous calendar year (i.e., January through December). These reports are solicited, and deadlines specified, by the Graduate Coordinator. The student's progress report is then evaluated by the ESS Graduate Committee in consultation with the student's Committee Chair.

Before the end of the Spring semester, the student will receive a letter from either the ESS Director or their Committee Chair informing her or him of the results of the evaluation and expectations for the future.

The evaluation is determined to be satisfactory, concerned, or unsatisfactory. In cases where the evaluation deems the student's progress to be "unsatisfactory," the letter specifies what the student must do (including a timeline) to improve their status. Failure to follow what is specified in that letter (i.e., continual unsatisfactory status) results in dismissal from the program. Normally, a student who receives an unsatisfactory evaluation two years in a row is dismissed from the program.

III. Phase I (30 hours)

Students who enter the program without an MA begin in Phase I. Receipt of an MA in Passing (MIP) is the culmination of Phase I and marks the transition to Phase II.

A. Program objectives: Students in Phase I begin to develop skills and background necessary to identify significant research problems regarding topics relevant to ESS. Students are expected to develop or expand their areas of expertise, build broad knowledge of disciplinary and interdisciplinary approaches to socioenvironmental issues and problems. Students should also develop methodological expertise to promote their dissertation research.

B. Phase I supervisor and committee: Students select a Phase I faculty advisor (chair) in their first semester, who helps the student develop an appropriate Plan of Study (iPOS) and prepare a Research Skills Portfolio (Sections IV C and D). The faculty advisor must be a member in good standing of the ESS Graduate Faculty. The chair **does not** have to be SHESC graduate faculty as long as he or she is ESS Graduate Faculty approved to chair committees. By the end of the first year, the student selects another two faculty members to serve on their MA committee. The chair writes a memo to the SHESC Graduate Committee explaining how she or he is appropriate to guide the student and supervise the student's research for an MIP in ESS. The memo should also provide justification for other committee members. The Graduate Committee then approves the faculty advisor and committee. Any subsequent change to the student's Phase I committee must be approved by the SHESC Graduate Committee.

C. Plan of Study: By the end of the second semester, the student, in close consultation with their Phase I chair, develops an individual Plan of Study (iPOS) for Phase I that addresses the course requirements listed in **Figure I**, and the research skills portfolio requirements described below. In accordance with Graduate College policies, the iPOS must include at least 30 hours (which may consist of formal courses as well as readings and conference courses (ESS 790)). The iPOS is formally filed with Graduate Education and must be approved by the student's Phase I chair. Subsequent changes to the plan of study may be made by filing appropriate paperwork with the Graduate Coordinator, and must be approved by the student's Phase I chair.

D. Research skills portfolio: The student writes two research papers that demonstrate the ability to systematically gather, analyze, and interpret relevant information; and to use that information to address a question of interdisciplinary environmental research interest. Such papers are normally written in the context of courses taken to meet the Phase I requirements, but papers written in other contexts are also encouraged. The papers must meet the following requirements:

- The papers are normally written in a form that *could be* published in a professional book or journal.
- The student must be a major contributor on both papers, and must be the sole author of at least one.
- At least one of the papers must receive comments and be revised based on those comments. In the case of papers written for a course, the comments are normally from the professor who taught the course. With Phase I chair approval, comments from other professionals (e.g., book or journal editors) are also acceptable.
- One of the papers is presented in a School-wide research symposium in the student's fourth semester. This paper must be completed by the end of the student's third semester.
- The second paper must be completed no later than four weeks prior to the last day of classes in the fourth semester.
- The research portfolio is documented with the *Documentation of the Research Skills Portfolio for an MA in ESS* form. The portfolio and accompanying form must be submitted by the student to her/his Phase I chair upon completion of the second paper, and no later than four weeks prior to the last day of classes in the student's fourth semester.
- The student's Phase I chair must complete (i.e., approve or disapprove) the *Documentation of the Research Skills Portfolio for an MA in ESS* form no later than one week prior to the last day of classes in the student's fourth semester.
- In order to meet the above deadlines and have the research skills portfolio approved on time, students who are completing their second research portfolio paper in their fourth semester should be in close contact with their chairs regarding that paper.
- Students are, of course, encouraged to write many papers, but they should select only two for the research portfolio.

E. Presentation of Research: Students present one of the research papers in a School-wide research symposium, held in the latter part of each Spring semester.

F. Timeline: The MA should be completed within four semesters. Detailed deadlines regarding the research portfolio are outlined above. Taking 9 hours per semester, you will have 36 graduate hours at the time your MIP is awarded.

G. Award of MA: Upon completion of the Phase I Program of Study with a grade point average of at least 3.2, the research skills portfolio (documented with the *Documentation of the Research Skills Portfolio for an MA in ESS*), and presentation of research at the School-wide research symposium, the student is granted a Master's degree.

H. Transition from Phase I to Phase II. Continuation into Phase II of the PhD program follows the completion of all documentation relevant to Phase I outlined above. The transition is contingent on:

- The student's coursework and grades.
- The research portfolio and accompanying Documentation of the Research Skills Portfolio for an MA in ESS form.
- A memo, one page or less in length, to the Director of ESS, from a faculty member (normally the student's Phase I chair), approving the transition to Phase II. This must be submitted **no fewer than two weeks before the last day of classes in the student's fourth semester.**

The evaluation is done by the ESS Graduate Committee and the ESS Graduate Director upon receipt of relevant documentation noted above.

IV. Phase II (30 hours coursework, 24 hours research or dissertation)

Students who enter the ESS program with an MA in relevant field begin in Phase II. Students who earn their MIP in ESS move from Phase I into Phase II. Receipt of the PhD in Environmental Social Sciences is the culmination of Phase II.

A. Program objectives: Phase II of the program trains students to become expert scholars able to contribute to their ESS research focus; to advance knowledge and understanding of critical socioenvironmental issues across a range of scales and sites. Students develop in-depth expertise that will allow them to: carry out research on a problem of significance in interdisciplinary socioenvironmental studies; learn research methods most relevant to their research focus; receive interdisciplinary training compatible with the research focus; and develop the skills to train students at a college/university level or to work in applied fields.

B. Supervisory Committee: Within the first year in Phase II, the student selects a dissertation committee. The PhD supervisory committee consists of three or more faculty members who agree to serve on the student's committee. The majority of the committee must be members of the ESS graduate faculty, whether in SHESC or in other units. The chair or co-chairs of the student's PhD dissertation committee must be an ESS graduate faculty member who has been approved to chair doctoral committees by the ESS Graduate Committee and ASU Graduate Education. If the student completed the MIP in SHESC the chair of their Phase I committee may or may not be their Phase II chair. The proposed committee chair writes a memo to the SHESC Graduate Committee explaining how the committee membership is appropriate to guide the student and supervise the student's research for a PhD in ESS. The SHESC Graduate Committee and ASU Graduate Education then approve the supervisory committee. Subsequent changes to the student's committee must be approved by the student's committee chair/co-chair and the SHESC Graduate Committee, and reported to ASU Graduate Education. The supervisory committee helps the student develop an appropriate Phase II (doctoral) Plan of Study.

C. Plan of Study: By the end of the first year in Phase II, the student develops, with the consultation and approval of their committee chair a Plan of Study (iPOS) for Phase II that addresses the course requirements listed in Figure I that have not been fulfilled during Phase I (MA) course work at ASU, as well as ASU Graduate College requirements as follows. In accordance with ASU Graduate Education policies, the iPOS must include at least 54 post-MA

hours, including (a) 30 hours of coursework or R&Cs prior to candidacy, (b) 12 research hours (ESS 792), and (c) 12 dissertation hours (ESS 799). The iPOS is formally filed with the ASU Graduate Education unit. Subsequent changes to the iPOS must be approved by the student's chair and formally reported to Graduate Education in an approved manner. See the **ESS Roadmap** for additional information on research and dissertation hours.

D. Doctoral Examination:

During Phase II, the student prepares for and submits a written document to count as their comprehensive examination. With **the approval of a student's chair** the Dissertation Proposal should (in most cases) serve as the written part of the comprehensive exam. In other cases, also in consultation with the student's chair, a student may instead prepare one or two papers (typically a theory paper and a methods paper which directly contribute to the proposal) for the written component of the comprehensive exam. The oral component of the examination is the defense of the dissertation proposal. These two steps are formally considered to constitute the written and oral doctoral examination, as required by Graduate Education.

Whether the proposal is used as the written component of the examination or not, the student should take an approved proposal writing class to prepare the proposal (see Figure I). The dissertation proposal will be presented publically. The actual defense of the proposal will take place with only the student's committee present. **A proposal should not go forward to a defense unless the student's chair has previously secured agreement with all committee members that the proposal is suitable and defensible.**

E. Advancement to Candidacy: Upon completion of 30 hours of coursework, successful completion of the written and oral components of the comprehensive exam, the student is advanced to candidacy.

F. Timeline: The doctoral examination (written and oral components) should be completed by the end of the student's fifth semester in Phase II of the program, although some students complete at the end of their 4th semester. Once the student has advanced to candidacy, a timeline for the dissertation work is set by the student and her or his dissertation committee consistent with Graduate Education policy. Annual evaluations regarding satisfactory progress are based on this timeline.

G. Dissertation

- Students write a dissertation, which must be approved by their supervisory committee. The format of the dissertation must be in accordance with ASU Graduate education guidelines. While the ASU Graduate College will accept either three published papers or a dissertation format, for ESS students a research dissertation is **almost always recommended** to speed completion of the degree.
- The culmination of Phase II is the public presentation and discussion of dissertation, including answering questions from both the student's committee and the public in attendance. Generally the public presentation will comprise a 20-25 minute summary of the dissertation and key findings, followed by questions from the committee and the audience, with no more than 2 hours allotted to the proceedings.

H. Teaching Experience: Phase II students are encouraged to develop skills and experience teaching at the college/university level **if it is relevant to their particular career goals.**

Because some students will be moving into applied, governmental, or NGO careers, teaching experience is not always necessary for their professional goals. Those students seeking a career in colleges and universities should participate in training opportunities offered by the school and university, and/or by other post-secondary teaching opportunities in the course of their studies.

I. Award of the PhD: Upon completion of the 24 research hours and satisfactory defense of the dissertation, students are awarded a PhD in Environmental Social Sciences.

V. Faculty Review of Critical Documents

In order for students to complete their degree requirements in a timely manner, it is very important that Phase I and Phase II Chairs and committees review critical documents and return them to students with comments promptly. During the regular Fall or Spring semesters, advisor and committee members should return short documents (including portfolio papers, documents for the doctoral written exams, and doctoral proposals) to students with comments within two weeks of receiving them. **Dissertations should be returned with comments by faculty within three weeks of receiving them from students.** This should be irrespective of how many documents the faculty member receives. Prompt turnaround is necessary to help students move through program in a timely manner.

Faculty are not obligated to review these academic documents outside of the regular Academic Year (i.e. in the summer). If documents are not received during the semester or not sufficiently prior to the end of a regular semester to allow for two to three weeks of review, students and advisors/committee members should jointly agree on a review period. Faculty may give priority to student work submitted on time, and in accordance with any timeline agreed to by the student and her/his committee.

Environmental Social Science Roadmap Chronological Chart of Doctoral Degree Program Requirements October 2014

All of the documents and forms referred to below are on Blackboard (click on “SHESC Graduate Student” and then on “Documents” on the left-hand navigation bar). For further information, see the “Current Graduate Curriculum” on Blackboard, the ESS graduate director, or the Graduate Coordinator. See the **ESS Graduate Program Guide** for additional details.

PHASE I (two years until receipt of Masters- in-passing degree)

Coursework Requirements 30 credit hours of coursework or Reading & Conferences (R & Cs) (equivalent to 10 three credit hour courses)	Other Academic Requirements (See “Phase I Paper trail” on Blackboard)
<p><u>First year:</u></p> <p>ESS 501 (offered alternate years) Should be taken <i>before</i> ESS 502 unless the ESS Graduate Director approves the reverse sequence.</p> <p>You should take 9 hours of courses per semester- i.e. 6 graduate courses per academic year. Consult with your advisor as to which courses might be most appropriate as you move through your first year. There are numerous courses in Geography, Anthropology, Justice studies, Life Sciences, Sustainability, Global health, and related programs that may be useful to your plan of study. Developing knowledge in social theory and research methods will assist you greatly as you move through the program. Always have your advisor or the ESS director review your schedule to ensure that courses are appropriate for the ESS program.</p> <p><u>Second year:</u></p> <p>Take six more courses (or R&Cs) appropriate to developing your research interests in ESS.</p> <hr/> <p><i>Coursework suggestions:</i></p> <p>ESS 502 (offered alternating years, if you were able to take 501 in your first year). Other courses as per year one. Be sure to consult the ESS Graduate Program Guide as you select courses, with an eye toward satisfying requirements</p>	<p><u>First year:</u></p> <p>Choose an <u>advisor</u> (preferably during Fall Semester), who will serve as your mentor and supervisor during Phase I, and a <u>MA supervisory committee</u> (which consists of your advisor and two other ESS graduate faculty). (See the ESS graduate director for further information).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advisor writes memo to SHESC Graduate Committee. <input type="checkbox"/> Student submits the memo and the <i>MA Supervisory Committee Approval</i> form to the Graduate Coordinator. <p>Be sure to <i>submit an application for receiving a TA or an RA</i> (see “TA Information” folder or consult Georgie) when the call goes out in the Spring; if no application is submitted, you will not be considered for one, even if you have a funding package!!!</p> <p><u>Second year:</u> (See “Research Skills & Phase I Deadlines” on Blackboard)</p> <p>Assemble the <u>MA Research Skills Portfolio</u> consisting of one research paper (revised in response to faculty comments), recommended by March 1st of year 2.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit the MA Portfolio, your transcript, and a brief 1 page statement of research interests for Phase II to your advisor no later than 4 weeks before the last day of classes for Spring Semester (the SOP should also be submitted to the Graduate Coordinator). <input type="checkbox"/> Your advisor should submit a memo to the Graduate Coordinator supporting your advancement to Phase II at this time (see below). <input type="checkbox"/> An MA supervisory committee evaluates the above MA materials.

PHASE II (ca. 2-3 years until advancement to Ph.D. candidacy and 1-2 additional years until receipt of Ph.D.)

<p>Coursework Requirements At least 54 credit hours (30 hours of coursework or R&C hours, 12 Research and 12 Dissertation hours)</p>	<p>Other Academic Requirements (See “Phase II Paper trail” on Blackboard)</p>
<p><u>First year (Third year overall):</u></p> <p>Work towards obtaining the 30 credit hours of coursework or Reading & Conference hours that are required for advancement to candidacy.</p> <hr/> <p><i>Coursework suggestions:</i></p> <ol style="list-style-type: none"> 1. Your advisor/Ph.D. supervisory committee may recommend/require that you take certain courses in addition to Core I and Core II required courses. Phase II students are not required to take ESS 501 before ESS 502, although the sequence is recommended. Your advisor must approve your Plan of Study (iPOS) for you to be advanced to candidacy. 2. You should take one or more research methods courses appropriate to the kind of research you will undertake for your dissertation. GIS is also recommended for most ESS students. Consult with your chair. As with other courses that satisfy ESS requirements there are a number of units on campus which offer appropriate methods courses. 	<p><u>First year (Third year overall):</u></p> <p>Choose an <u>advisor</u> (preferably during Fall Semester), who may or may not be your Phase I advisor, and a Ph.D. supervisory committee (See “SHESC Ph.D. committee formation instructions” on Blackboard).</p> <ul style="list-style-type: none"> • Advisor (chair of your committee) writes a memo to the SHESC ESS Graduate Committee. • Student submits the memo, a brief statement describing his/her dissertation research, and the <i>Ph.D. Supervisory Committee Approval</i> form to the Graduate Coordinator. To make subsequent changes to committee membership, complete the <i>Graduate Supervisory Committee Change</i> form (available from the Graduate College). See Graduate Coordinator for details. <p>Develop a Plan of Study (iPOS) for Phase II in consultation with your advisor/supervisory committee (by <i>the end of Spring Semester</i>).</p> <ul style="list-style-type: none"> • Fill out and submit the iPOS online, obtain your advisor’s signature, and submit to the Graduate Coordinator. This needs to be done prior to the doctoral examinations (see below). • Subsequent changes to the iPOS should all be entered at the beginning of the semester you plan to graduate. • Warning: The Graduate College <i>will not</i> process proposal defense paperwork if your iPOS is not on file by the time you have accrued 42 graduate credit hours here at ASU – i.e., by the Spring semester of year 1 in Phase II!

Second year (Fourth year overall):

Continue working towards obtaining the 30 credit hours of coursework or R&C hours that are required for advancement to candidacy. **ESS generally recommends that you take GCU 585, ASM 579, or similar proposal writing course. in your second year post MA. In most instances your proposal will be the written part of your doctoral examination. Starting on developing a proposal early will speed your advancement to candidacy by your third year.** Consult with your advisor.

Third Year (Fifth year overall):

Complete the coursework required for advancement to candidacy, including: *Proposal Writing* GCU 585 or ASM 579 **if you have not taken it previously.** By **fall semester** of your third year you should be **finalizing your dissertation proposal for submission to your committee for approval.**

Upon successful defense of your proposal, your dissertation research should commence. In optimal circumstances you will begin field work or other data gathering by Spring of your third year Phase II.

Fourth and Fifth Years (Sixth and Seventh year overall):

Register for 12 hours of ESS 792 Research and 12 hours of ESS 799 Dissertation as needed to fulfill your credit hour requirements.

Notes:

It is possible to register for Research/Dissertation hours before you are advanced to candidacy. Your doctoral iPOS must contain *exactly* 12 hours of Dissertation (799) even if you register for more.

Second year (Fourth year overall):

By Spring semester of your second year Phase II you should be developing a **draft dissertation proposal** This proposal is normally presented and defended at the end of your second year or in the Fall semester of your third year depending on the level of development of your proposal. If you are taking 9 hours per semester you will have completed your course work hours in your 4th semester of Phase 2. Using ESS 792 and ESS 799 hours will fill in the rest of your 54 hour requirement for the PhD.

Third Year (Fifth year overall):

Once completed and approved by your chair, you should have the remainder of your committee review and comment on your proposal for further revisions. **When all of your committee agrees** then you are ready for your oral defense.

Schedule an **oral defense of your dissertation proposal, which constitutes the oral portion of the doctoral examination necessary for advancement to Ph.D. candidacy.**

The oral defense will normally consist of a **20-25 minute public presentation followed by a closed meeting with your committee.**

- After you have passed both the written (proposal) and oral examinations, have your committee members sign the *Report of Doctoral Comprehensive Examinations and Approval of the Ph.D. Dissertation Prospectus* form and submit to the Graduate Coordinator.

Advance to Ph.D. candidacy and become ABD (“All-But-Dissertation”).

Fourth Year (Sixth year overall):

Continue on dissertation research, analysis and write up. At this point you should be working closely with your chair and submitting chapters to her or him as they are completed.

Please register for Dissertation hours in 3 or 6 hour increments to ensure that they will add up to exactly 12.

You may have more than 12 hours of ESS 792 Research on your doctoral iPOS, but should not have fewer.

The Graduate College recommends taking ESS 792 Research until you have accumulated 12 hours, then taking ESS 799 Dissertation until you have accumulated 12 hours, and then reverting back to taking ESS 792 Research until you graduate.

Fifth Year (Seventh year overall):

Complete your dissertation

- Completed dissertations must be read and approved by all committee members prior to your defense.
- Final corrections to your iPOS must be submitted online at the beginning of the semester you plan to graduate. Submit the Application for Graduation form at <http://students.asu.edu/forms/application-graduation> (two months before graduation).

Schedule a public **dissertation defense**.

- Submit the *Ph.D. Defense Announcement* form to the Graduate Coordinator and the *Doctoral Defense Recommendation and Format Review* forms to the Graduate College **at least 2 weeks before your defense**.
- Defenses must be held during normal business hours when classes are in session (**not during semester/summer breaks**).
- After you pass your dissertation defense, your committee signs the *Announcement and Report for Doctoral Dissertation Defense* form.

Congrats, you are awarded the Ph.D. in ESS

Procedures for the Annual Evaluation of ESS Graduate Students

Graduate students in the Environmental Social Science program will be evaluated each calendar year in order to determine which students will receive TA funding for the subsequent academic year and to provide them with feedback on their academic performance. They are required to submit annual progress reports during early Spring Semester on Blackboard. Faculty should carefully review progress reports for both the students they advise (as committee chair) and students on whose committees they serve. The advisor(s) of each student will take the lead in evaluating the student by computing the student's overall numerical score (as outlined below), which will then be discussed (and possibly adjusted) at an ESS meeting of the approach convener and at least 2 faculty. A general ranking of students in the ETS approach will then be produced.

The evaluation is based on three criteria: course performance, progress toward the degree, and professional/research accomplishments (each will be scored **1 to 5, with 5 being the highest score**). Each category will be given different weight when determining students' overall scores depending on whether they are in:

- Phase I (pre-MA),
- Phase II (after receipt of the MA, but before advancement to PhD candidacy), or
- Phase III (advanced to PhD candidacy).

For students in Phase I, course performance will be the primary basis for the overall score. For students in Phase II, the three categories will be weighted more equally. For students in Phase III, more weight will be given to professional/research accomplishments and less to previous course performance (see table on last page).

Students are also strongly advised to schedule an annual meeting with their supervisory committee to discuss their progress and plans.

Scores for the three evaluation categories will be determined as follows:

I. Course Performance

Score GPA

5.0 = 4.0

4.5 = 3.8 – 3.99

4.0 = 3.6 – 3.79

3.5 = 3.4 – 3.59

3.0 = 3.2 – 3.39

2.5 = 3.0 – 3.19

2.0 = 2.8 – 2.99

1.5 = 2.6 – 2.79

1.0 = 2.4 – 2.59

II. Progress toward the degree

Score

- 5 = ahead of schedule
- 4 = on schedule
- 3.5 = one semester behind
- 3 = one year behind
- 2 = two years behind
- 1 = three years (or more) behind

Expected schedule

Note: 9 hours a semester is considered a normal load.

Phase I:

- 1st year (1st-2nd semesters): Begin MA coursework, choose advisor and MA supervisory committee
- 2nd year (3rd-4th semesters): Fall semester: continue MA coursework
Spring semester: finish MA coursework, finish MA research paper, present at MA symposium, and advance to Phase II

Phase II:

- 1st year (5th-6th semesters): Begin PhD coursework, constitute PhD supervisory committee
- 2nd year (7th-8th semesters): Fall semester: continue PhD coursework
- 3rd year (9th-10th semesters): Spring semester: finish PhD coursework, write and defend dissertation proposal, and advance to candidacy

Phase III:

- 4th year (11th-12th semesters): finish dissertation fieldwork
- 5th year (13th-14th semesters): write and defend dissertation

Scores should also be adjusted if legitimate hardships or circumstances have slowed progress toward the degree such as financial or health difficulties, working full-time, teaching courses, difficulty finding a dissertation field site, doing additional dissertation fieldwork, etc.

III. Professional and research accomplishments

Students are assigned from 1-5 points, based on the number and kind of professional accomplishments and the quality of research conducted during the past calendar year that is appropriate to the level of academic advancement of the student (scoring can be done in 0.5 increments). The scoring system for professional and research accomplishments is as follows:

5.0: Have a paper accepted for publication or published in a peer-reviewed journal or edited volume (i.e., pubs count for two years); Be awarded a nationally/internationally-funded grant (e.g., NSF GRF or DDIG, Wenner-Gren); Organize a national/international conference, exhibition/collection, or workshop; Conduct very high-quality dissertation research in the field or lab; Make excellent progress on a writing a dissertation; Develop and teach independently a new course at ASU or a peer institution

4.0: Organize a panel at a national/international conference; Conduct good dissertation research in the field or lab; Make good progress on a writing a dissertation; Have a publication accepted for publication or published in a non-peer-reviewed journal or edited volume; Submit a publication for review in a peer-reviewed journal or edited volume; Organize a local conference, exhibition/collection, or workshop; Teach an existing course at ASU or a peer institution

3.0: Apply for a nationally/internationally-funded grant (e.g., NSF GRF or DDIG, Wenner-Gren); Receive dissertation funding as part of a senior national/international grant (e.g., RA on an NSF); Conduct good preliminary field or lab work for the future dissertation; Present at a national/international conference, exhibition/collection, or workshop; Conduct acceptable dissertation research in the field or lab; Make acceptable progress on a writing a dissertation; Participate in a national/international training or workshop; Lead (as head or board member) an ASU committee; Teach a course at ASU or a peer institution with professor supervision (e.g., instructional internship).

2.0: Be awarded a locally-funded grant/award; Conduct acceptable preliminary fieldwork for the future dissertation; Attend a national/international conference or workshop; Participate on a ASU committee; Present at a ASU talk series.

1.0: Apply for a locally-funded grant; attend a local conference, workshop or talk

Students are scored based on their highest level of achievement (e.g., someone who published a paper and attended a local conference would receive a 5). If a student has a number of accomplishments at a certain scoring level, for instance, three activities at the 3 level, their score should be increased by 0.5.

During Phase I, students are not expected to engage in much professional activity and research. In Phase II, students should start engaging in some professional activities, acquire methodological/research training, and start laying the groundwork for their future dissertation research. In Phase III, fieldwork or lab work and the dissertation chapters will become the primary basis for this score, along with other professional activities.

To determine the overall score of the student, each of the three scores will be weighted differently depending on the phase the student is in, as follows:

	Phase I (pre-MA)	Phase II (after MA and before PhD candidacy)	Phase III (advanced to PhD candidacy)
Course performance	70%	45%	15%
Progress toward the degree	25%	30%	35%
Professional/Research accomplishments	add 0.1 to 0.5 to the sum of the above two scores (see below)	25%	50%

For instance, the overall score of a **Phase II** student who scores a 3.5 on course performance, a 3 on progress toward the degree, and a 4 on professional/research accomplishments would be computed as follows:

$$(3.5 \times 0.45) + (3 \times 0.30) + (4 \times 0.25) \\ (=1.57) + (=0.9) + (=1.0) = \text{an overall score of } 3.47$$

Because Phase I students cannot be expected to engage in much professional/research activity, we do not wish to penalize students who do not do much at this stage by making the professional/research category count for a significant proportion of the overall score. At the same time, we do not wish to penalize Phase I students who have already engaged in notable professional/research activities by making this category count for only 5% of the overall score. Therefore, 0.1 to 0.5 will be added to the sum of the course performance and progress toward degree scores depending on the student's professional/research accomplishments at this stage. 0.1 should be added if the student has engaged in no professional/research activities and 0.5 should be added if the student's professional/research activities are exceptional for this Phase. Although it is very difficult for Phase I students to be "ahead of schedule" on progress toward the degree (i.e., the highest they can score is a 4 in this category), they will still be able to achieve a perfect (5) overall score if their professional/research activities are exceptional.

Therefore, the overall score of a **Phase I** student who scores a 3.5 on course performance, a 4 on progress toward the degree, and a 0.2 on professional/research accomplishments would be computed as follows:

$$(3.5 \times 0.70) + (4 \times 0.25) + 0.2 \\ (=2.45) + (=1.0) + 0.2 = \text{an overall score of } 3.65$$

In addition to the numeric score, all students will be given a “S” for Satisfactory performance, a “C” for Concern about performance, and an “U” for Unsatisfactory performance. *After the student evaluations are completed, each faculty member must send an e-mail to each advisee summarizing the results of the evaluation (including the overall score, whether the student received a S, C, or U, and comments on the student’s performance).*

If a student receives a “C” or “U,” the letter must specify what the student must do to improve his/her status during the next calendar year (including deadlines). Students who receive “U”s for two calendar years in a row will be dismissed from the degree program. *All evaluation e-mails should be copied to Monica Hopkins for her records.*

Concentrations

Students in this program may include the following **optional** concentration in their coursework and should consult the graduate advisor for more information.

Complex Adaptive Systems Science

This concentration trains the next generation of scientists in advanced concepts and methods needed for approaching diverse phenomena in the social and life sciences. The program is tightly integrated with diverse, ongoing, university-wide research on complex adaptive systems science and emphasizes the value of this perspective to give better insight and a more active role in seeking solutions to a broad array of critical issues facing our society today. Students will be fluent in the common language of complexity while also receiving a solid foundation in the domain knowledge of existing academic disciplines.

Curriculum

The required core courses will bring students together in an integrated learning environment to form a cadre of diverse backgrounds. The core courses are designed to provide students with methods and theory appropriate to the study of complex adaptive system science. They will explore the link between concepts of sustainability and systems approaches to knowledge, and will develop the integrative methods needed to work on sustainability problems.

Choose one from the following foundational courses (3 credits):

- ASM/BIO/SOS 570 Fundamentals of Complex Adaptive Systems Science (Fall)

- SES 494/591 Fundamentals of Complexity (Spring)

Choose one from the following mathematics courses (3 credits):

- AML 591 Probability Theory
- AML 610 Topics in Applied Mathematics for the Life and Social Sciences
- APM 598 Mathematical Methods for Complex Adaptive Systems (Spring)
- ASM 591 Dynamic Modeling in Social and Ecological Systems

Choose one from the following modeling courses (3 credits):

- ABS 560 Ecological Modeling (Spring)
- AML 520 Agent Based Modeling
- AML 591 Modeling in Game Theory (Spring)
- AML 612 Applied Mathematics for the Life and Social Sciences Modeling Seminar (Spring)
- ASM 591 Dynamic Modeling in Social and Ecological Systems
- CSE 561 Modeling and Simulation Theory & Application (Spring)
- GIS 598 Local Statistical Modeling (Fall)
- PAF 591 Introduction to Policy Informatics
- PUP 598 Modeling and Simulating Urban Environments
- SOS 591 Agent-Based Modeling for Sustainability (Fall)
- SOS 591/AML 591/BIO 591 Ecological Modeling

One course in applying CASS approaches as approved by committee (3 credits)

For example:

- ANB 602 Current Issues in Animal Behavior (Spring)
- ASM 591/BIO591 Readings in Complexity (Spring)
- BIO 522 Populations: Evolutionary Ecology
- BIO 545 Populations: Evolutionary Genetics
- BIO 591 Topics in Mathematics for Life and Sustainability Science
- GLG 495/598 Environmental Systems Biology (Spring)
- PAF 591 Complexity in Public Policy & Management (Spring)
- PAF 691 Social Dynamics and Policy Informatics (Fall)
- PSY 576 Dynamics in Psychology
- PSY 598 Dynamics in Perception, Action and Cognition (Spring)
- SES 494/591 Fundamentals of Complexity (Spring)
- SES 591 The Origins of Life (Spring)
- SES 598 Environmental Systems Biology
- SES 598 Fundamentals of Complexity (Spring)
- SOS 591 Adaptation Resilience Transformation
- SOS 591 Applied Robustness Analysis in Social-Ecological Systems
- SOS 598 Social Network Analysis

Research or reading and conference with a CASS faculty member (3 credits)