
Global Health (PhD and MA) and Immigration Studies Certificate Program Handbook

2024-2025



School of Human Evolution and Social Change

**Global Health PhD, Global Health MA and
Immigration Studies Certificate Handbook**

Arizona State University

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Prepared by:

SHESC Committee of faculty, staff, and students

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INTRODUCTION

This handbook 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, and Environmental Social Science as demonstrated by accomplishments in research, coursework, and examinations.

This handbook 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 handbook if there are any discrepancies.

The current version of this document can be found on the [SHESC webpage](https://shesc.asu.edu/student-life/graduate-handbooks), at: <https://shesc.asu.edu/student-life/graduate-handbooks>. All previous Handbooks can be found at this link as well.

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

ADMISSIONS REQUIREMENTS

- 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.
- The application standards for international students are the same as for domestic students, with the exception of submitting proof of [English proficiency](#). After admission, international students are also required to obtain a U.S. visa, which includes submitting a graduate financial guarantee.
- All **international** transcripts must be submitted in the original language accompanied by an official English translation from an approved translating agency. Translations must be literal, complete versions of the originals and must be translated by a university, government official or official translation service. The English translation must be the original document with the official stamp of the institution or the translation service.

Students should review all transcript requirements on the [Admissions website](#). You may not complete your own translation. **Photocopies and notarized transcripts are not acceptable.** SHESC does not accept or review international transcripts. All transcripts must be sent directly to ASU Admission Services.

Application Information

SHESC's admissions are for the **Fall** semester only. 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.

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 fee (Domestic \$70 and International \$115)
 - [Graduate Admissions](#)
- Personal statement/letter of interest
- Three letters of recommendation
- Current curriculum vitae or resume
- English Proficiency
- Official transcripts from all former institutions
- Official TOEFL scores, if applicable.

Deadlines

December 1 – Submission of online application

December 15 – Receipt of all application supplemental materials

Submission of the application by December 1, includes submitting the online application, with the Personal Statement/Letter of Interest, CV, providing the contact information for the recommenders, and paying the application fee. On the application, students have the opportunity to attach unofficial transcripts from the institutes they have attended combined into one file. We highly recommend attaching legible, unofficial transcripts. As long as transcripts are included and legible, official transcripts will only be required if admitted. If unofficial transcripts are not combined into one file and uploaded to the application, students will be required to send ASU Admissions official transcripts. Unofficial transcripts cannot be accepted after the application is submitted.

After submitting the application form, students have until December 15th to complete the application by submitting the required materials. The ASU admissions team must receive the three recommender responses, proof of English Proficiency, and any official transcripts required. Students who do not attach unofficial transcripts to the application, or whose unofficial transcripts are illegible, will be required to send official transcripts to complete their application. Students will be notified of outstanding application materials on their MyASU page. Unofficial transcripts cannot be accepted after the application is submitted.

Detailed instructions and mailing addresses for international transcripts can be found here: [Transcripts for Admission to ASU](#)

All domestic 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: shesc@asu.edu

Graduate Studies and Graduate School Applications

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

Advising Support

For academic advising – please contact the following staff members:

- **Carita Harrell**, Associate Director of Academic Services, at Carita.Harrell@asu.edu or 480-727-6137
- James Randall, Manager, Graduate Academic Advising, at shesc.grad@asu.edu or 480-965-6215
- **Stefanie Bobar**, Academic Success Coordinator, Sr., at shesc.undergrad@asu.edu or 480-965-6215
- **Wondra Lee**, Academic Success Advisor, Sr., at shesc.undergrad@asu.edu or 480-965-6215
- **Elissa Shapiro**, Academic Success Advisor, at shesc.grad@asu.edu or 480-965-6215

- **Maureen Towne**, Academic Success Advisor, at shesc.undergrad@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 (iPOS). Your supervisor must be a member of the graduate faculty for your program, which you can verify in the [online listings](#). 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

Mandatory Orientation

Mandatory orientation is typically scheduled the week prior to, or the week of, the start of Fall Semester. Each incoming graduate student will receive general information about the graduate program from the Director of Graduate Studies as well as the Approach Head of their program. Students should meet individually with their research advisors for personalized guidance on the graduate program, recommendations for first year courses, and discussion on related matters.

Research Advisor and Phd Committee Chair/ Co-Chairs

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

Ph.D. Supervisory Committee

The student will need to secure the appropriate number of ASU faculty as members of their Thesis/Dissertation Supervisory Committee after consultation with their research advisor. Generally, these members 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. 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. ASU Graduate Faculty 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.

- **Students must ensure 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 Director of Graduate Studies.
- 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 Director of Graduate Studies, and the Graduate College.
 - Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Student Advisor:
 - signed [Committee Appointment Form](#) by the entire committee.
 - the rationale: A brief 1-2 sentence justification (written by the student including description of the skills the affiliate would bring to the committee)
 - the requested affiliate's curriculum vitae
 - If the affiliate is associated with ASU, include their ID number. If the individual is from outside ASU, please provide the affiliate's birthdate.
- If a student needs to change their chair or committee members, they must complete the [committee change form](#).

Students are required to have a formal meeting with their committee every year. Students and their Research Advisor/Chair should meet more frequently to ensure satisfactory academic progress.

Academic Advising

Students should meet with the Graduate Academic Success Coordinator each semester to discuss progress, funding, and policies. Students can set up appointments [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 with Health Services 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) must register for a minimum of nine credit hours. Students supported on work-study or other types of financial aid, or students on a U.S. visa, may be required to take a minimum course load of more than nine credit hours. Students who have advanced to PhD candidacy and are RAs or TAs, are required to be enrolled a minimum of 6 credit hours.

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

Continuous Enrollment

Once admitted to the graduate degree 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. Please check with your advisor if you have questions about summer registration.

Registration for every Fall and Spring semester is required. **Summer registration is required for students who are taking examinations, completing culminating experiences, defending thesis or dissertations, are a TA/RA, or graduating during the summer semester.** Please check with your advisor if you have further questions.

To maintain continuous enrollment, the credit hour(s) must be one of the following:

- Appearing on the student's Interactive Plan of Study (iPOS)
- Classified as research (592, 692, 792), thesis (599), dissertation (799) or continuing registration (595, 795)
- Any other graduate-level course

Leave of Absence

If a program of study must be interrupted, the student may apply for a Leave of Absence for a maximum of two semesters during their graduate program. The research advisor, Supervisory Committee, 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. Students must submit a Leave of Absence request via their [Interactive Plan of Study \(iPOS\)](#). The student should briefly state the reason for requesting a leave of absence and the duration of the leave (not to exceed two semesters per Graduate College guidelines). This request will be submitted to an advisor and a Adobe Sign form will be submitted to the Committee.

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 other new applications to the degree

program. There is no guarantee of admission, and not all prior credits or culminating events may count.

Please see [Grades and Grievances](#) for more information on grades and continued enrollment.

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. 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.

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 the "I" grade becomes permanent. The [Student Services Manual](#) provides more information about incomplete grades.

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. To determine the drop/withdrawal deadlines for a class in which a student is registered, they can 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 in which a student has not yet registered, use the online [Class Search](#) to search for the class and hover over the dates on the class 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 required steps in order to be considered for a medical/compassionate withdrawal.

Students are strongly encouraged to reach out to [Student Advocacy and Assistance](#) if they are experiencing any kind of educational, personal, or other 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 withdraw completely 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 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 transfer credit-hours toward their Interactive Program of Study (iPOS). A previously awarded master's degree can be used to satisfy 30 credit hours toward the PhD. Only graduate-level courses with a "B" grade or higher, and which were not used toward a previous degree, may be eligible to apply toward the current degree program. See the [Graduate College guidelines](#) website for more details regarding pre-admission credits (refer to the Handbook section: *ASU Pre-Admission Credits* under the *Graduate Degree Requirements*). A previously awarded master's degree can be used to satisfy 30 credit hours toward the PhD.

Filing the Interactive Program of Study (iPOS)

The student is expected to meet with their Faculty Chair shortly after the committee's formation to formulate and approve their iPOS. It is the student's responsibility to submit and update their iPOS (found in "My Programs" section of MyASU) yearly and include the iPOS requirements as noted in this handbook, depending on their degree. This will be submitted to an advisor and be approved for the initial submission. Please see the iPOS [How-to guides](#) for help on how to submit these. You will submit an M.A. iPOS and Ph.D. iPOS.

The iPOS must be submitted and approved by the end of a student's first semester in the program.

iPOS coursework requirements 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 thesis defense. Students must notify the Graduate Student Advisor when any changes are made to their iPOS. It is highly recommended that students meet with the Graduate Student Advisor regularly, preferably during each semester, to ensure that their iPOS is in order.

ACADEMIC AND RESEARCH PERFORMANCE EVALUATIONS

Annual Evaluation

Graduate students in the Global Health program are evaluated each calendar year to receive feedback on their academic performance. Faculty in their program/approach evaluate each students' academic progress and performance from the previous calendar year. Additionally, each spring semester before final grades are due, each student must meet with their entire Supervisory Committee (virtual meetings are permitted). This meeting should serve as an annual review of academic progress and are evaluated on their performance during the previous calendar year by the faculty in their Program/ Approach. During the meeting the student and committee members must complete the Mentoring Plan, which is to be submitted with the annual evaluation and progress reports due on January 20th. Students who defend their dissertation during the annual evaluation period are exempt from submitting a report.

All students who have completed **one or more semesters** are required to submit the following materials to the Graduate Student Advisor by January 20th. The SHESC Annual Progress report is submitted with the documents below. Faculty will review, and then send letters to the students. The mentoring plan is reviewed during the student meetings and signatures are obtained at that time.

- Updated CV
- Annual mentoring plan (developed between student and Faculty Advisor)
- Unofficial copy of the student's most recent ASU transcript (found via MyASU)
- Courses and Summary/Submit Approval pages of approved PhD iPOS (Screenshot of Summary/Submit page pasted in Word document with approved signatures. Please see iPOS [How-to guides](#) for help.

Plan: Public Administration and Policy, PhD
 Requirements: 84 credit hours, a written comprehensive exam, an oral comprehensive exam, a prospectus and a dissertation

Course Summary

Anticipated Graduation Term: 2023 Spring
 Approved Blanket Hours: 30
 ASU Hours after Admit: 57.00
 Blanket Hours: 30
 IPOS Total Hours: 87.00

Cumulative GPA: 3.67
 Overall Graduate GPA: 3.667
 IPOS GPA: 3.667

Term	Session	Course	Class Nbr	Description	Hours	Grade	Institution	Transfer Verified	Concurrent	Status
2018 Fall	C	PAF 601	91450	Advanced Public Policy Seminar	3.00	A	ASU			✓
2018 Fall	C	PAF 602	71717	Adv Rsrch Design for Public Pol	3.00	A-	ASU			✓
2018 Fall	C	PAF 606	87363	Org Theory and Behav Seminar	3.00		ASU			⚠
2019 Spring	C	PAF 620	17571	PA Prof Development Workshop	3.00		ASU			
2019 Spring	C	PAF 604	14886	Intellect Foundis Public Admn	3.00		ASU			
2020 Fall		PAF 603		Adv Econ Public Admn & Policy	3.00		ASU			
2021 Spring		PAF 610		Adv Qualitative Methods	3.00		ASU			
2021 Fall		PAF 609		Adv Quant. Methods Sem.	3.00		ASU			
2018 Fall	C	PAF 574	72147	Diversity Ethics Public Change	3.00	B	ASU			✓

Submit all documents through the SHESC [Annual Progress Report](#). 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.

After evaluations are complete, each faculty member must send an email to the student summarizing results of their evaluation. Evaluation summary includes overall score, notes on student's performance (including strengths and areas of improvement), whether the student received an S, C, or U, and support for the student's next steps (including concrete recommendations for what should be accomplished in the coming year).

All evaluations should be emailed to students by May 1st and copied to the Graduate Student Advisor, to be kept on record.

If a student receives a "C," the letter must specify what the student must do to improve their status during the next calendar year, appropriate deadlines included.

If a student receives a “U,” they shall be placed under academic probation. A Probation Letter, which follows the guidelines of the Graduate College ([Academic Probation and Dismissal Policies](#)) and outlines 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, the Dean’s Office contact (TheCollege-Grad@asu.edu), and the SHESC Graduate Student Advisor.

A student who receives a “U” shall not be considered for funding from SHESC until they return 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. This may also result in the loss of privileges such as loss of office space, low priority for funding, or academic probation.

End of Semester GPA Review

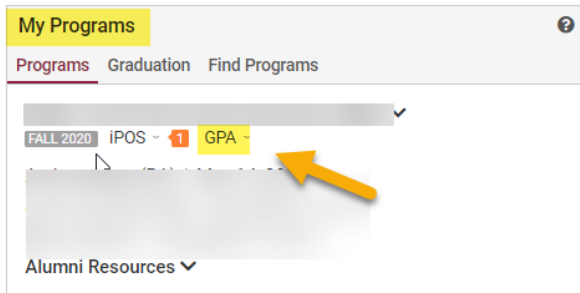
SHESC requires that all students maintain an overall GPA of 3.2 each semester. The Graduate College requires all graduate students (M.A. and PhD) to maintain a 3.0 GPA each semester in order to be in good academic standing. Graduate students who do not meet these GPA requirements will go on academic probation.

At the end of each semester, the Graduate Student Advisor 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 from all courses that appear on your approved iPOS
- Cumulative ASU GPA represents all courses completed at ASU
- Overall graduate GPA is based on all courses numbered 500 or higher that appear on a student’s transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if the student is in an approved accelerated bachelor’s/master’s program.

Academic probation which extends beyond two semesters will result in a recommendation for termination from the graduate program.

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



Graduate students must carry a minimum of 3.00 in all GPAs

Cumulative GPA: [REDACTED]

Cumulative ASU GPA represents all courses completed in the graduate career at ASU.

Overall Graduate GPA: [REDACTED]

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.

Updated as of June 10, 2020

Plan of Study (iPOS) GPA: [REDACTED]

The Plan of Study GPA is based on all courses that appear on the iPOS (with the exception of Law & transfer coursework)

Updated as of June 10, 2020

What Constitutes Satisfactory Performance (“S”):

- 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 all SHESC courses taken.
- Successfully passed 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 academic probation, and be allowed to repeat the experience once.
 - If the student fails to pass a 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](#)
- 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 a 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, however, a serious warning 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, with poor TA or RA evaluations indicating a lack of professionalism, etc., then their approach will recommend the student receive 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”), any of the following:

- An Overall GPA of less than 3.2
- Progress towards degree of 1 or less (7 semesters or more behind schedule)
- 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
- Failure to fulfill TA or RA obligations as assigned by faculty resulting in termination of appointment
- A grade lower than C+ in a SHESC course
- Violation of professional or ethical norm in research or practice but the concerns are judged by the student’s advisory committee to be remediable

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 (e.g. use of samples or information without consent or permit), including substantiated allegations of a Title IX violation 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 research advisor/ chair during the Fall semester of their first year.
2. Students must file their PhD Interactive Plan of Study (iPOS) prior to the end of their first semester in the program (see below for information on how to file the iPOS). Students should meet with the Graduate Academic Advisor during the first semester of the program to review the iPOS and program requirements.
3. Students must identify the remainder of their doctoral committee and submit the [SHESC Committee formation](#) document to the Graduate Student Advisor.
 1. The committee must have at least three members, 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 Director of Graduate Studies. Except in unusual circumstances, committees with more than four members are not recommended.
 2. 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.
 3. For external members, students must work with the Graduate Academic Support Coordinator to have them approved by the Graduate College. Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Student Advisor:
 - i. Signed [Committee Appointment Form](#) by the entire committee.
 - ii. The rationale- brief 1-2 sentence justification for the skills the individual will bring to the committee written by the student.
 - iii. The requested member's curriculum vitae.
 - iv. If the individual is associated with ASU, provide their ID number, if outside ASU then the individual's birthdate will need to be provided.

4. 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. Students will need to complete the [Committee Change Form](#) in order for the change to be approved. It is highly recommended that students meet regularly with the Graduate Student Advisor to ensure their iPOS is up to date and accurate.
4. Students should work with their faculty committee to finalize their MA Research Skills Portfolio topic and paper format during their first year of the program.
5. Students must notify the Graduate Student Advisor 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 the remainder of the master's committee and submit the [SHESC Committee formation](#) document to the Graduate Student Advisor.
 - a. Notice that a 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.
6. The Graduate Student Advisor will submit a 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.
7. Students 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.
8. Students must make sure they apply to graduate with the Master's degree at the end of Phase I, 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 \$75 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.
9. Students should complete the first draft of their master papers to their faculty chair by February 1 of the year they intend to complete the MIP. They then work with their faculty advisor to revise the paper, before turning in the completed paper to their entire committee no later than April 1.
10. Students must present their approved MA paper/research at the SHESC Research Symposium during the Spring semester.
11. Students must turn-in the signed MA/MS culminating experience paperwork to the Graduate Student Advisor upon successful completion of requirements

- a. [Deadlines of culminating experiences](#)
12. Once the MA culminating experience is passed the student advances to Phase II.

PhD Phase II Procedures & Paperwork (Post-MA)

1. Students must identify their faculty advisor during the Fall semester of their first year
2. Students must file their PhD iPOS prior to the end of the first semester in the program (see below for information on how to file your iPOS).
3. Students must identify the remainder of their doctoral committee and submit the [SHESC Committee formation](#) document to the Graduate Student Advisor.
 - a) The committee must have at least three members, 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 Director of Graduate Studies. 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 work with the Graduate Academic Support Coordinator to have them approved by the Graduate College. Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Student Advisor:
 - i. Signed [Committee Appointment Form](#) by the entire committee.
 - ii. The rationale- brief 1-2 sentence justification for the skills the individual will bring to the committee written by the student.
 - iii. The requested member's curriculum vitae.
 - iv. If the individual is associated with ASU, provide their ID number, if outside ASU then the individual's birthdate will need to be provided.
 - 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. Students will need to complete the [Committee Change Form](#) in order for the change to be approved. It is highly recommended that students meet regularly with the Graduate Student Advisor to ensure their iPOS is up to date and accurate.

Completing the Doctoral Examinations

Completing comprehensive examinations

To fulfill the comprehensive examination requirements for the PhD in Global Health, students will complete a field statement. Additional information on this can be found later in the handbook.

Once complete, the student's supervisory committee must sign the [Comprehensive Exam form](#) and the student must turn it into the Graduate Student Advisor. The date the supervisory committee notified the student of their exam results must be imputed in the field labeled "DATE of COMPREHENSIVE EXAMINATION/FIELD STATEMENT." The Graduate Student Advisor will get the head of the academic unit's signature for the student. The results will show in the "My Programs" box in MyASU.

Defending the dissertation proposal/ prospectus

Proposal defenses have a public component and may also have a private component. Generally, the student should reserve a room for 2-3 hours (provide half an hour before and after defense for set up/break down). Students can reach the front office staff, for help reserving a room and acquiring necessary equipment, by phoning 480-965-6215 or emailing shesc.grad@asu.edu. Once the time/date/location of the student's defense is determined, the student must email the following information to the communications program coordinator and the Graduate Student Advisor:

- Student's name
- Prospectus title
- List of committee members names and roles (i.e. chair, co-chair, committee member)
- Date, time, and location of the defense
- One-paragraph abstract

Send this information two weeks prior to the defense so that an announcement can run in the weekly Graduate and Faculty Digests. After the proposal defense, the student must have their committee sign the [Dissertation Proposal form](#) and turn it in to the Graduate Student Advisor.

The Graduate Student Advisor will obtain the Graduate Director's signature for the student, and the results will be visible in the "My Programs" box in MyASU under the iPOS tab. Students will also be able to download their candidacy letter from MyASU for a limited time. If a student does not download the letter before the option to do so disappears, they must contact the Graduate Student Advisor, who can email a copy to them. After defending their dissertation proposal, students will focus on conducting research for their dissertation and composing their dissertation thesis.

Doctoral Dissertation Defense

The dissertation research experience culminates in a final oral exam, commonly known as the “dissertation defense.” A final public dissertation defense is required. The defense must be scheduled with the Graduate College. Defenses that are held without being scheduled with the Graduate College are considered invalid. At least 50% of the student’s committee must be physically present at the oral defense.

Students should apply to graduate (via MyASU) by the deadline for the semester in which they plan to defend. The precise deadline to apply to graduate is posted online with other [graduation deadlines](#), but occurs mid-October for Fall and mid-February for Spring graduation. There is a \$75 application fee. If the student does not graduate in the semester for which they pay the fee, the fee will roll forward. Students only have to pay a graduation fee once for each degree.

Students must schedule their dissertation defense at least 10 working days in advance. This must be officially scheduled through the iPOS.

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" box on MyASU under the defense tab to make sure the dissertation defense day they choose is available.

The front office staff can help reserve a room by phone 480-965-6215 or shesc.grad@asu.edu and acquire 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 Advisor and include:

- Dissertation title
- Student’s name
- List of the committee members names and roles (i.e. chair, co-chair, committee member)
- Date, time, and location of the defense
- One-paragraph 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 7 days prior to the scheduled date. 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" 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.

"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 obtain the approval of their Chair and maintain records of communication relating to this.

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 Director of Graduate Studies must approve the appointment. Approvals must be forwarded (or cc-ed) to the Graduate Student Advisor who will inform the Graduate College of the proxy. An email should be sent to the Graduate Student Advisor asking that any outstanding "Z" grades on a student's transcript be changed to "Y."

Paperwork for Special Circumstances

Student Committee Approval

Once a student has finalized their faculty committee or if they wish to make changes to an already approved faculty committee they will need to submit a [Committee Appointment Form](#) to SHESC.Grad@asu.edu.

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 until they are approved by the Graduate College. Students must work with the Graduate Academic Support Coordinator to have them approved by the Graduate College. Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Student Advisor:

- v. Signed [Committee Appointment Form](#) by the entire committee.
- vi. The rationale- brief 1-2 sentence justification for the skills the individual will bring to the committee written by the student.
- vii. The requested member's curriculum vitae.
- viii. If the individual is associated with ASU, provide their ID number, if outside ASU then the individual's birthdate will need to be provided.

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 Advisor to add an external member.

Request to maintain continuous enrollment (Leave of absence)

Please see [Leave of Absence](#). 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. Generally approved reasons for a leave of absence include illness of the student or a close family member. A leave of absence petition can be submitted on the iPOS.

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 the committee must approve in writing of a timeline to include all future deliverables (see below) and must be approved by the Graduate Director, and then the student must fill-out a [petition to the Graduate College](#), have it signed by their committee, and turn it in to the Graduate Academic Success Coordinator. The Coordinator will 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](#) the 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) OR to any [registration location](#) (photo ID required for in-person visits.)

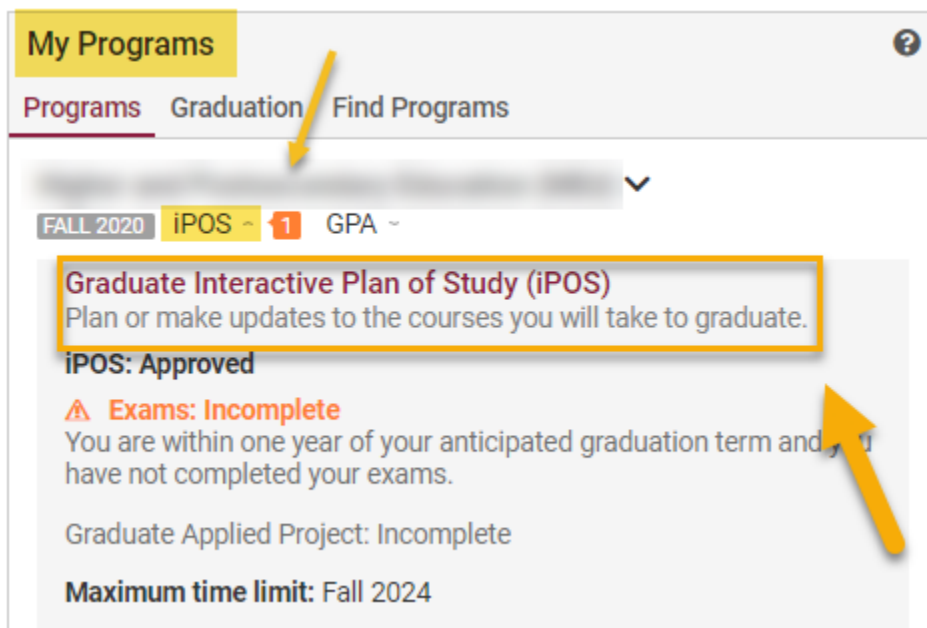
Enrollment Status

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 will need to contact the ASU Financial Aid Department with questions. You can contact them at 1-855-278-1080 or at the [following website](#).

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, yearly annual evaluations, dissertation proposal, and dissertation defense. For a walk-through of the iPOS process that includes screenshots, 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 have the Approach of the department signoff on the 30 credits.
- Students must select "yes" when asked whether they want to apply a previously awarded Master's.
- Students must select the appropriate Master's degree. 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 Advisor.
- 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 Advisor 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 credit hours.

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.

- Acceptable courses to list on the iPOS include levels 500 and above (except 595 Continuing Registration). They may have up to 6 credit hours of relevant 400 level courses on their iPOS with permission from their chair.
- Students should have a minimum of 12 hours of 792 Research or 592 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 Advisor.
- If a student does not have a [PhD Committee Approval](#) form on file, they will need to complete one and submit it to the Graduate Student Advisor before their iPOS can be approved.
- 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 until they are approved by the Graduate College. Students must work with the Graduate Academic Support Coordinator to have them approved by the Graduate College. External members cannot be the sole chair, but can be a co-chair. Students who wish to add an affiliate as a committee member to their committee should submit the following to the Graduate Student Advisor:
 - Signed [Committee Appointment Form](#) by the entire committee.
 - The rationale- brief 1-2 sentence justification for the skills the individual will bring to the committee written by the student.
 - The requested member's curriculum vitae.
 - If the individual is associated with ASU, provide their ID number, if

outside ASU then the individual's birthdate will need to be provided.

Submit the iPOS. Once submitted, iPOS status will read "pending in the academic unit."

Screenshot the summary pages.

- Students will want to take a screenshot of the Course Summary page.
- Students must have their chair sign off on the iPOS Course Summary page.
- 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 to confirm that they also approve. (Note: a docu-sign process can be used if available.)

Plan: Public Administration and Policy, PhD
Requirements: 84 credit hours, a written comprehensive exam, an oral comprehensive exam, a prospectus and a dissertation

Course Summary

Anticipated Graduation Term: 2023 Spring
ASU Hours after Admit: 57.00
Blanket Hours: 30
Approved Blanket Hours: 30
IPOS Total Hours: 87.00

Cumulative GPA: 3.67
Overall Graduate GPA: 3.667
IPOS GPA: 3.667

Term	Session	Course	Class Nbr	Description	Hours	Grade	Institution	Transfer Verified	Concurrent	Status
2018 Fall	C	PAF 601	91450	Advanced Public Policy Seminar	3.00	A	ASU			✓
2018 Fall	C	PAF 602	71717	Adv Rsrch Design for Public Pol	3.00	A-	ASU			✓
2018 Fall	C	PAF 605	87363	Org Theory and Behav Seminar	3.00		ASU			⚠
2019 Spring	C	PAF 620	17571	PA Prof Development Workshop	3.00		ASU			
2019 Spring	C	PAF 604	14986	Intellect Foundns Public Admn	3.00		ASU			
2020 Fall		PAF 603		Adv Econ Public Admn & Policy	3.00		ASU			
2021 Spring		PAF 610		Adv Qualitative Methods	3.00		ASU			
2021 Fall		PAF 609		Adv Quant. Methods Sem.	3.00		ASU			
2018 Fall	C	PAF 574	72147	Diversity,Ethics,Public Change	3.00	B	ASU			✓

Submit papers to the Graduate Student Advisor.

- Once a student has obtained their chair's signature, they must submit the signed Course Summary page to the Graduate Student Advisor, who will obtain the head of the academic unit's signature and electronically approve the 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 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 to ensure their committee and all coursework are correct.

- If there are errors or outdated information, students can edit the iPOS and resubmit so that it is "pending in the academic unit."

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY

Academic Integrity

At Arizona State University academic honesty is expected of all students in all examinations, papers, academic transactions and records. The possible sanctions include, but are not limited to: appropriate grade penalties, loss of registration privileges, disqualification and dismissal. ASU strictly adheres to the academic integrity policy. This policy sets forth the ASU Student Academic Integrity Policy and appeal procedures. You can view the Student Policy at <https://provost.asu.edu/academic-integrity/policy>.

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.

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

Understanding Academic Integrity

[Academic Integrity](#)

Policy surrounding Academic Integrity

[Student Policy](#)

Protecting the ASU Community

[Why is Academic Integrity Important?](#)

Resources for students to help avoid academic integrity violations

[Student Resources](#)

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

[Faculty resources](#)

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 link can assist in understanding academic integrity, student code of conduct, the policies surrounding these topics, and the impact and resources available to you.

[Student Code of Conduct | Arizona State University \(asu.edu\)](#)

Title IX

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy, please see [ACD 401: Prohibition Against Discrimination, Harassment, and Retaliation](#). <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to ASU's the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. At ASU, students can cContact the Title IX Coordinator at titleixcoordinator@asu.edu or 480-965-0696 for more information and further assistance. Their oOffice is located at 1120 S. Cady Mall, INTDSB 284. For more information on submitting a report, please go to [ASU's Report It! webpage](#). www.asu.edu/reportit/.

Our Commitment to Diversity, Equity and Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. [Learn about ASU's diversity philosophy](#).

The School of Human Evolution and Social Change affirms the urgent need for action to advance diversity, equity and inclusion as part of our academic mission and vision. We acknowledge the long history of exclusion, discrimination and erasure within the U.S. system of higher education, as well as the historical collusion of our own scholarly disciplines in perpetuating these inequalities and injustices. We further acknowledge the 22 tribal nations in Arizona, and that our campus is built on the indigenous homelands of the Akimel O'odham, Piipaash and other groups. We acknowledge these peoples, their ancestors, their descendants and the land itself. Accordingly, our school strives to embrace diversity, and enact justice and equity not only in teaching and research, but also in administrative decisions, leadership positions and hiring practices.

As a transdisciplinary unit designed to explore the human story more fully, our school is deeply committed to cultivating, with intention, an educational and working environment

that is welcoming to historically marginalized students, faculty and staff with various intersecting dimensions of identity—including but not limited to, BIPOC; differently abled; first generation; international; LGBTQIA+; nontraditional; racially, ethnically, religiously, and linguistically diverse; undocumented/DACAmented; veteran; women; and working class. By extension, we are committed to engaging with, listening to, and honoring the cultural practices, intellectual traditions and unique knowledge of the diverse local and global communities with and among whom we work; and to creating opportunities and spaces for people to exchange perspectives within and beyond the classroom.

As such, our students, staff, and faculty strive to create a collaborative, collegial, and productive working environment that respects the dignity inherent in each of us.

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](#).

ASU The Financial Aid and Scholarship Services office is available 24 hours/day, 7 days/week. Students can call toll free at: 1-855-278-5080.

For additional questions regarding financial aid, student should check out the answers to these frequently asked questions: [Financial Aid FAQs | ASU Students | ASU](#)

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 receiving the weekly Student Digest emails. If they are not, they should reach-out to the Graduate Student Advisor 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 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 not exceeding \$6,000. 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 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 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 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 (T-ships). 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 (RA-ships). 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.

Reappointments

TA/RA appointments are, by definition, term appointments. TAs/RAs should not assume reappointment merely because they did not receive a termination notification at the end of a term. Reappointments are subject to and contingent upon the continuing availability of funds, satisfactory academic progress and performance as determined by SHESC and/or the appointing unit. In considering reappointments, the appointing unit or project director must consider the TA's/RA's contribution to the objectives of the unit or project along with the assistant's/associate's academic progress.

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 email (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.

Evaluation for TAs/RAs

Students in TA or RA roles will be evaluated by their advising faculty member each term (A and B or C sessions) and may request to see copies of their evaluations. Students failing to meet benchmarks or satisfactory performance in their employment roles are at risk of losing funding, including loss of multi-year funding packages. Students failing to meet benchmarks or satisfactory performance in their employment roles will be provided a remediation plan developed by the Director of Graduate Studies and Graduate faculty (including Approach faculty or students' committee members). To regain eligibility for TA or RA funding, students must successfully complete the remediation plan. Completion of the remediation plan may not lead to reinstatement of a multi-year funding offer. Special circumstances may make it difficult for certain students to reach these benchmarks and exceptions may be made on a case-by-case basis.

Termination before End of Appointment Period

The head of the appointing unit may make TA/RA assignments and re-assignments whenever warranted. TA/RAs are responsible and required to fulfill their assignment throughout the semester as outlined in an appointment letter until they receive a revised letter by the appointing unit. There are both voluntary and involuntary reasons that a unit may terminate a position before the end of the appointment period.

Appointing units have the right to rescind or modify TA/RA offers prior to the beginning of the appointment term or end of the appointment period, 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.

In those cases, where the job performance of a TA/RA is not meeting expectations, the supervising faculty member should advise the student, both orally and in writing. The supervising faculty should attempt to help the TA/RA improve their performance before terminating the appointment. Additionally, a supervising faculty member, Director of Graduate Studies, or head of the academic unit should document the reasons for the actions to terminate prior to the end of the appointment term. The Dean of The College of Liberal Arts and Sciences and the Dean of Graduate College should receive a copy of the letter outlining cause for termination prior to the end of the original appointment. Within 10 days of the receipt of the notice of termination, the TA/RA may appeal the decision at the unit and college level. The Dean of Graduate College should receive a copy of the appeal. Dismissal procedures found in [the following attachment](#).

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.

Graduate Lounge/Workroom: Located in the School of Human Evolution and Social Change Building in Room 112 (workroom) and Room 140 (lounge), 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.

All Graduate Student and Leadership Meetings: At least once a year SHESC holds All Graduate Student and Leadership Meetings, which serve a dual purpose. They provide an opportunity 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.

New Student Orientation Series: Throughout the fall semester, the Director of Graduate Studies and the Graduate Academic Success Coordinator host a workshop series providing new SHESC graduate students information about navigating SHESC and ASU, successfully obtaining funding, submitting their iPOS, developing strong mentoring relationships, and finding the holistic support needed to sustain them through graduate training journey.

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 and Mentoring

SHESC has adopted a mosaic mentoring model where students draw support from many mentors and advisors to support their diverse training goals, backgrounds, and lived identities. No single advisor or mentor is able to support a graduate student fully during their training. Instead, we encourage students to reach out and make connections with mentors in SHESC but also across ASU."

Faculty advisor/chair: PhD 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.

Committee members: In addition to your advisor/chair, your committee helps determine your training curriculum and whether you pass major milestones in the degree program. Students are encouraged to proactively work with their committee to set expectations on curriculum, milestones, and dissertation projects. Committee members provide additional expertise and insights that can strengthen your training in SHESC.

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

Approach Head: The Approach Head can help guide students through the curriculum guidelines for the approach and also serves as one of the primary leadership contacts for students regarding policy changes approved by the approach, faculty, and GUC.

Director of Graduate Studies: The Director of Graduate Studies can provide advice about SHESC policy including curriculum and funding, as well as coaching and support for students navigating opportunities and challenges with faculty and staff.

External advising/mentoring resources: Students are encouraged to cultivate relationships with additional mentors and advisors beyond those above that enhance their training experience and sustain their well-being.

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 approval 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 Advisor 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.

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 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, bioarchaeological, 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 hominids, and dental casts. Individual faculty members also maintain artifacts, human remains and/or related digital materials relevant to their teaching and research. If you cannot be in spaces where human remains are held, we encourage you to talk with your Ph.D. Committee or the Manager, Graduate Academic Advising so that appropriate accommodations can be made.

Field Schools

Several faculty members across The School of Human Evolution and Social Change 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 section at the bottom of SHESC's Study Abroad page](#).

Graduate Computing Lab

SHESC graduate students will have 24/7 access via key code to Room 112 of the School of Human Evolution and Social Change Building, a state-of-the-art computing lab equipped specifically for our 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 ([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. Upon returning to the U.S. for continued study or employment international students must obtain a [travel signature](#). International students will also need to ask the ISSC about how to obtain a social security card. Their website is a great source for information ([Global@ASU](#)). International students must also attend the **mandatory [international student orientation](#)**.

Student Accessibility and Inclusive Learning Services

The [Student Accessibility and Inclusive Learning Services](#) (SAILS) 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 [SAILS Connect](#) to get started. If a student is already registered, they must sign-in to [SAILS Connect](#) to start requesting their accommodations. If they have any questions or experience any difficulties with this process, they should contact the Graduate Student Advisor 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.

Student Wellness

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

[Graduate Wellness Resources](#) is a guide to Financial, Social, Emotional, and Physical Health and Wellness Resources for ASU Graduate Students.

For more information please visit [Wellness@ASU | Live Well @ ASU](#)

Business Services

Student Accounts

Upon admission, students receive an ASURITE UserID, an activation code and instructions to activate [their myASU 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 email account. If a student wants to continue using their existing email system, they should select "Yes, I have an email account" and then enter the address of their personal email. This will ensure that they get all correspondence ASU sends them. All official university business and announcements take place on official university email addresses. It is the student's responsibility to arrange so that messages sent to their official ASU email 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 [Sign-In](#). 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 [ASU Help](#).

ID Card/Sun Card

The ASU student ID card, often referred to as the Sun Card or Pitchfork ID Card, will be issued after a student registers for classes. This card is an important form of student identification and serves as a student's 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), MU 58 (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. Valid proof of identity 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. You may also upload a photo at the [website](#) and have a card mailed to you.

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 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 Mountain America Stadium at any time, or a few other locations at the beginning of each semester (look for emails about locations). Bus and light rail schedules can be found on the [Valley Metro website under the "Maps & Schedules" menu](#).

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 permits for the year (August 16th through August 15th of next year) from the [Parking and Transit Services Office](#) in the University Towers by the Sun Devil stadium. The price of parking permits range from \$210 (lot 59E, open air parking about 15-20 minute walk from main campus) to \$780 (for several covered parking structures). For daily use, it is best to obtain the permit as soon as possible after a student arrives on campus to get as close to the SHESC buildings as possible (Structure 2 or 3). Proof of current emissions certificate, registration (out-of-state is fine) and ID are required.

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 Ave from University Dr).

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, grocery stores, shopping centers and other local points of interest. The City of Phoenix operates a similar free shuttle called the [DASH](#).

GLOBAL HEALTH PHD COURSE REQUIREMENTS

Mission and Overview

The School of Human Evolution and Social Change (SHESC) aims to advance knowledge and understanding of human life, culture, and societies, and, in the process, to become an international leader in transforming the role of anthropology and interdisciplinary approaches in addressing issues of global, national, and regional concern. SHESC students identify significant research problems that relate to humankind's past, present, and/or future, and pursue courses of study and research that allow them to address these problems. To this end, the sSchool's graduate curricula are designed to ensure that all students receive broad training, and to allow flexibility that facilitates the design of innovative programs.

This document sets forth the requirements for all students pursuing a **PhD in Global Health** within SHESC. Students incoming in Fall 2024 or thereafter are governed by this curriculum. Students incoming prior to that term are governed by an older curriculum, though they have the option to switch into the new curriculum upon meeting degree milestones (i.e., at the MIP, comps, and proposal stages of the degree). All current and previous curricula are available on SHESC's intranet at: <https://shesc.asu.edu/student-life/graduate-handbooks>

The program described in this document 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). As described in the document, "Anthropology Graduate Faculty Policy and Procedures," the Anthropology Graduate and Undergraduate Committee (GUC) governs the curriculum for the Anthropology Graduate Program, with the advice of the Anthropology Graduate Faculty and in compliance with the requirements of the Graduate College at Arizona State University.

The baseline curriculum is outlined below. Within this context (i.e., meeting the baseline requirements) and working in close consultation with faculty advisors, each student designs an Interactive Plan of Study to meet his/her/their educational needs.

Organization of SHESC and Advisory Curricula Tracks

Faculty

Faculty in SHESC are organized in approaches. All faculty members are associated with at least one single approach and some are associated with several.

- Archaeology
- Bioarchaeology

- Evolutionary Anthropology
- Sociocultural Anthropology
- Global Health
- Environmental Social Science

Curricula Tracks

Guidelines regarding the specifics of the requirements to fulfill the degree can vary among the approaches, but each approach must follow the same timeline and has the same general requirements, described in this document. For example, the degree requires written exams, but the specifics of how those exams are constructed and administered is in the approach's purview. Each approach has an advisory document that lists the educational goals of the approach, and the coursework and a research program that students can follow to pursue those goals. The student's Supervisory Committee, in consultation with the student, ultimately determines the courses that comprise a student's Interactive Plan of Study.

Exceptions

The Director of Graduate Studies, in consultation with the Graduate and Undergraduate Committee (GUC), may grant exceptions to some of the policies set forth in the document. Policies set by the ASU Graduate College (e.g., hours required for degrees) cannot be changed within the sSchool. To petition for an exception from a SHESC policy outlined in this document, the student's advisor must send a one-page memo to the Director of Graduate Programs describing the specific nature of the petition and providing a justification for the request. The GUC ultimately decides whether to accept the petition or not. Faculty serving on the GUC who write petitions for their students must recuse themselves from the deliberations and the decision process.

Funding and Curricula

SHESC students receive financial support through various mechanisms at ASU (including fellowships, TAs, and RAs) and/or through external funding. We encourage students to seek external support that aligns with their training goals. SHESC prioritizes support for eligible students during their early years in the program (priority is for students in the first 4 or 5 years, incoming with MA or BA, respectively). When funding is available, SHESC provides support to eligible students in later years of the program (those 5+ years in program). The curricula and timelines provided in this document provide pathways to the doctoral degree, but do not provide a guarantee of support from SHESC for a particular duration. Many students complete their degrees on a timeline commensurate with their support from SHESC, while others whose training follows the timelines below may need to seek external support. We encourage students to work closely with their committee to align their training timeline with their support (ASU and external).

Faculty Review of Critical Documents

For students to complete their degree requirements in a timely manner, it is very important that Phase I supervisors and PhD committee members review critical documents and return them promptly to students with comments. During the regular Fall and Spring semesters, the advisor/chair and committee members should return research paper drafts, doctoral written exams, doctoral proposals to students with comments within three weeks of receiving them.

Dissertations should be returned within six weeks of receipt. This is irrespective of how many documents the faculty member receives.

If documents are not received during the semester or not sufficiently prior to the end of a regular semester (Graduation Day) to allow for the above periods of review, students and advisors/committee members should jointly agree on a review period. Most faculty receive no salary from the University during the summer, and their review of student materials over the summer is at their discretion. Faculty may give priority to student work submitted on time, and in accordance with any timeline agreed to by the student and their committee. Faculty on sabbatical are obligated to review academic documents on the same time schedules as faculty in residence. Faculty who are in the field during semesters should meet with students to design deadlines to facilitate timely turn around when possible.

GLOBAL HEALTH PHD COURSE REQUIREMENTS

The Ph.D. in Global Health requires a total of 84 credit hours. A previously awarded master's degree in a related area can be used to satisfy 30 hours of this requirement. An additional 30 hours of coursework is required.

Our Global Health graduate students have diverse academic backgrounds and varied career goals, so we offer flexibility when planning the most appropriate path for you. Curricular tracks will tend to be individualized, and final determination of the most appropriate course of study or how each requirement should most appropriately be met will be determined by your advisory committee in consideration of your research and career goals. Each plan will ensure that you graduate with a strong basis in social science theory and appropriate health research methods, as well as considerable experience in community-level research and its application.

Core Class (3 credits)

ASB 510 Health: Social and Biocultural Theories (3 credits)

Other Requirements (18 credits)

(Courses may be substituted with approved equivalent)

ASB 500 Ethnographic Research Methods (3 credits)

ASB 501 Topic: Professionalism (3 credits)

ASB 579 Proposal Writing (3 credits)

SSH 591 Topic: Principles of Epidemiology (3 credits)

Systematic Methods Courses (6 credits)

Electives (39 credits)

Elective courses should generally focus in global health areas, as relevant to a student's dissertation research and career plans.

Research (12 credits)

ASB 792 Research

Culminating Experience (12 credits)

ASB 799 Dissertation

CHRONOLOGICAL CHART OF GLOBAL HEALTH DOCTORAL DEGREE PROGRAM REQUIREMENTS

All the documents and forms referred to below are available under the “Student Life” tab on the SHESC website (see right-side of that dropdown menu for all graduate student related content). For further information, please contact your Approach Head or the Graduate Student Advisor. All SHESC graduate students must follow the “Curriculum Plan for Doctoral Degree in Global Health” if they entered the program Fall 2014 or after. **IMPORTANT:** It is the student’s responsibility to submit all documents on time and in the correct manner and format. It is not the faculty’s responsibility to prompt you to do these tasks.

PHASE I

(Students who entered the Ph.D. program with only a BA start in Phase I)

Coursework Requirements	Other Academic Requirements
30 credit hours of coursework or Reading and Conference hours (independent study) (equivalent to 10 three credit hour courses or R and Cs)	(See “Phase I Papertrail” on the SHESC intranet)
<p><i>First –Second years: 30 credit hours (6-9 per semester)</i></p> <p>ASB 510: Social and Biocultural Theories (<i>required</i>)</p> <p>ASB 500: Ethnographic Research Methods (<i>or equivalent</i>)</p> <p>ASB 501 Topic: Professionalism (<i>or equivalent</i>)</p> <p>SSH 591 Topic: Principles of Epidemiology (<i>or equivalent</i>)</p> <p><u>Suggested Coursework can come from the following areas:</u> Statistics Ethics</p>	<p><i>First year (Fall semester):</i></p> <p>Choose an <u>advisor</u>, who will serve as your intellectual mentor and supervisor during Phase I.</p> <p><i>First year (Spring):</i></p> <p>Form an <u>MA supervisory committee</u> (See “SHESC MA committee formation instructions” on the SHESC intranet) Advisor signs the committee form.</p> <ul style="list-style-type: none"> ● Student submits the memo and the <i>MA Supervisory Committee Approval</i> form to the Graduate Coordinator ● Develop iPOS for PhD; continue research

Practicum

Coursework suggestions:

1. Students must take a minimum of 30 credit hours in your first 4 semesters to advance to Phase II (and the same for Phase II). A minimum of 30 credit hours is generally equivalent to 10 courses. However, you are encouraged to take 3 regular courses per semester to move through the program quicker and meet your progress expectations.
2. **ASB 591 Topic: Professionalism** may be taken as a year-long course consisting of two semester classes of one (1) credit hour each.
3. Students are encouraged to take courses outside of SHESC
4. Your advisor may recommend/require that you take certain courses in addition to the required courses, depending on your research specialization. Your advisor must approve your Plan of Study (iPOS) for you to be awarded the MA and advance to Phase II.

Second year (Fall):

Continue research / coursework

Second year (Spring):

(See "Research Skills & Phase I Deadlines" on the SHESC intranet)

Assemble the MA Research Skills Portfolio

Submit the MA Portfolio, your transcript, and a brief statement of research interests for Phase II to your advisor by February 1.

When your advisor thinks it is ready for the rest of your MA committee to evaluate it, and no later than April 1, submit your MA paper and all materials mentioned above to your committee

Your MA Supervisory Committee evaluates the above MA materials

If approved, have your MA supervisory committee members sign the *Report of Final Master's Culminating Experience* form.

Present one of your MA Portfolio papers at the SHESC-wide MA Research Symposium scheduled in May

- Have your advisor sign the *Documentation of the Research Skills Portfolio* form and submit it along with the *Final Master's Culminating Experience* form and your MA Portfolio papers to the Graduate Coordinator within one week after the MA Research Symposium.

After the symposium, you will receive an email from the Graduate College asking you to fill-out and submit your Plan of Study (iPOS) online for your MA

	<p>in-Passing. Note that the iPOS for the MA in-Passing cannot be filed until ALL of the requirements have been met.</p> <p>Obtain your advisor’s signature and submit it to the Graduate Coordinator. Submit the Application for Graduation form at https://students.asu.edu/forms/application-graduation</p> <p>You are awarded the Global Health MA in-passing degree if you maintain a GPA of 3.2, have an average Professional Development Rating of at least 2 over the two years in Phase I, and your MA paper is approved. The entire approach faculty evaluates these criteria in their annual student evaluation meeting. If the criteria are met, then the student proceeds to Phase II.</p>
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PHASE II (2-3 years until advancement to Ph.D. candidacy and 1-2 more years until receipt of Ph.D.)

Note: Students entering with a Master’s degree begin the program in Phase II

<p>Coursework Requirements At least 54 credit hours (30 hours of coursework or R and C hours, 12 Research hours, and 12 Dissertation hours)</p>	<p>Other Academic Requirements (See “Phase II Papertrail” on the SHESC intranet)</p>
<p><i>First 2-3 years:</i></p> <p><u>Required Core:</u> ASB 510: Social and Biocultural Theories (required)</p> <p><u>Other Requirements:</u> ASB 500: Ethnographic Research Methods (<i>or equivalent</i>) ASB 501 Topic: Professionalism (<i>or equivalent</i>)</p>	<p><i>First year:</i></p> <p>Choose an advisor (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 the SHESC intranet)</p> <p>Submit the SHESC Committee Formation form along with a brief statement of dissertation research</p>

<p>ASM 579 Proposal Writing (<i>or equivalent</i>) SSH 591: Topic: Principles of Epidemiology (<i>or equivalent</i>) At least two systematic methods courses</p> <p><u>Strongly Recommended:</u> Systematic method courses should address areas other than epidemiology/biostatistics and ethnography (such as nutrition, survey, archival analysis, demography, or Geographic Information System)</p> <p>Electives-should focus on global health areas and be relevant to dissertation research.</p> <hr/> <p>Coursework suggestions: 1. Your advisor/Ph.D. supervisory committee may recommend/require that you take certain courses in addition to the standard required courses depending on your research specialization. Your committee must approve your Plan of Study (iPOS) in order for you to advance to candidacy.</p>	<p>interests and the Ph.D. Committee Approval form to the Graduate Coordinator</p> <ul style="list-style-type: none"> ● Complete the Ph.D. iPOS (Program of Study) by the end of the Spring semester for Phase II in consultation with your advisor/supervisory committee (by the end of Spring Semester) <p><i>Second year:</i></p> <ul style="list-style-type: none"> ● Continue coursework / research ● <i>Write one or two field statements (depending on what your supervisory committee requires), which constitute the written (comprehensive) portion of the doctoral examination necessary for advancement to Ph.D. candidacy</i> ● <i>Take ASB 790 Reading and Conference for each field statement</i> ● <i>Submit your field statement(s) to your advisor and other committee members for their comments/approval</i> ● <i>Have your committee members sign the Report of Doctoral Comprehensive Examinations form</i>
	<p><i>Third Year:</i></p> <ul style="list-style-type: none"> ● Complete coursework ● Take ASB 579 Proposal Writing (<i>or equivalent</i>) ● Write a dissertation research proposal in coordination with your advisor/Supervisory Committee ● Submit your dissertation proposal to your advisor and other committee members for their comments/approval

Fourth and Fifth Years:

Register for
12 hours of SSH 792 Research and
12 hours of ASB 799 Dissertation
(it is possible to register for
Research/Dissertation hours before you
are advanced to candidacy)

Please note that your doctoral iPOS must
contain **exactly 12 hours** of Dissertation
(no more, no less). You can register for
more but can only include 12 hours on
the iPOS.

- Please register for
ASB 799 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
ASB 792 Research on your doctoral
iPOS, but should not have fewer

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

- Schedule an oral defense of your
dissertation proposal by April 20 /
November 20 of your sixth
semester. This constitutes the oral
portion of the doctoral examination
necessary for advancement to
Ph.D. candidacy
- After you have passed both the
written comps (field statement(s))
and oral comps (dissertation
proposal defense), 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

You are advanced to PhD candidacy with
a status of ABD ("All-But-Dissertation")

Fourth Year:

- Conduct fieldwork / research for
dissertation

Fifth Year:

Write you your dissertation

- Submit dissertation chapter drafts
to your advisor and committee
members for comments
- Your completed dissertation must
be read and approved by all
committee members
- 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

<p>ASM 792 Research until you graduate.</p>	<p>Education at least 2 weeks before your defense After you pass your dissertation defense, your committee signs the Announcement and Report for Doctoral Dissertation Defense form</p> <p>Congratulations! You are awarded the Ph.D. in Global Health!</p>
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GLOBAL HEALTH PHD FIELD STATEMENT GUIDELINES

All global health graduate students in Phase II must write a field statement. This constitutes the written (comprehensive) portion of the doctoral examination necessary for advancement to Ph.D. candidacy. Students are urged to take an ASB 790 Reading and Conference (3 credit hours each) during their second year in Phase II for each field statement. The field statement(s) must be completed and approved by the student's Ph.D. supervisory committee prior to the defense of the dissertation proposal, which constitutes the oral portion of the doctoral examination.

The content of the student's field statement(s) is determined in consultation with his/her advisor and Ph.D. committee and serves as preparation for the future dissertation project. Students should initially prepare a 1-2 page summary of each field statement with a preliminary bibliography. The field statements are designed to provide students with a breadth of knowledge in particular subfields or geographical areas of study before writing their dissertations (which focus on a more specific topic). Therefore, field statements should be relatively broad in scope and coverage, rather than focused narrowly on one topic/issue or on one country/group of people.

Field statements should be about 30 pages each (double spaced, excluding bibliography) and written as a bibliographic literature review (see the review essays in the Annual Review of Anthropology for useful models). Relevant literature should be organized under certain topics/issues/schools of thought with subheadings. Good field statements will not just summarize masses of literature, but will analyze/critique the readings, demonstrating both the student's intellectual grasp of and ability to synthesize the materials. They will also provide some sense of the student's own emerging theoretical/conceptual perspective on the topic.

Although field statements should be extensive and demonstrate that students are intellectually qualified to proceed with the dissertation, students should not go overboard and try to read all of the available literature, nor try to write a huge magnum opus. Field statements are simply transitional documents, which can be eventually used as part of the dissertation's (or dissertation proposal's) literature review. Students should be selective in what they read and should not write much more than 30 pages.

Global Health Dissertation Proposal Guidelines

The dissertation proposal is usually written at the beginning of the third year in Phase II after the field statement is completed (although it is certainly possible to start work on the proposal earlier). Students are strongly urged to take ASM 579 Proposal Writing or other ASU equivalent proposal writing class. After the dissertation proposal is completed and approved by the student's Ph.D. Supervisory Committee, the student schedules an oral defense of the proposal, which constitutes the oral portion of the doctoral examination necessary for advancement to Ph.D. candidacy.

The student's dissertation topic should be determined in consultation with their advisor and Ph.D. committee. The proposal should be about 10 pages (usually single-spaced, excluding bibliography). There is no definitive format for the proposal, although following the guidelines for NSF (National Science Foundation), NEH (National Endowment of the Humanities), NIH (National Institutes of Health), Wenner-Gren, Social Science Research Council, or Fulbright is a good idea, especially if you plan to submit grant proposals to these agencies.

In general, dissertation (and grant) proposals should contain the following sections:

- A *project summary/overview* that introduces your general research topic, provides background and historical information, explains why your topic is important, and briefly discusses your main research objectives, methods, and contribution. This section should be more than a summary of the next four sections of your proposal.
- *The main objectives, issues, or questions* that your dissertation project will address. Instead of writing a long narrative, it helps to identify three or so main issues/questions that will guide your research and then to elaborate upon each of them. You could also list and discuss sub-issues or sub-questions under the main issues/questions. Make sure you don't include too many issues/questions (keep the proposal focused).
- A *background literature review* of previous research relevant to your dissertation topic. In addition to assessing previous work, this section should identify problems, gaps, and limitations in the past literature and indicate how your topic/perspective will make a significant contribution to the literature. You should not review relevant literature simply to review the literature. Instead, the review must be directly connected to your own dissertation topic and its main issues.
- A discussion of your *research methodology* that can include:
 - A description of the research methodologies you plan to employ (including whether certain methods are more appropriate for specific sites/research problems/populations, etc.)

- A description of and reasons why you have selected your particular field site(s) (or population(s) you plan to study)
- Why you have chosen to do multi-site or comparative field work (if that is the case)
- How you plan to conduct research at these various sites (including access to informants, sample selection, size, and representativeness, the types of data you plan to collect, research timeline, etc.)
- Possible problems/issues/difficulties you may encounter in the field and how you plan to deal with them
- Your personal qualifications (past experience, skills, language, ethnic background, etc.) to undertake this research, including relevant past research (although this can be mentioned elsewhere)
- How you plan to organize and analyze the various types of data you will collect
- The *general significance and impact* of your proposed research. This can include its intellectual significance/contribution to global health (as long as you don't repeat what you already said in section 3), its broader social/practical impact, its comparative/wider geographical significance, its relationship to broader social processes (e.g., globalization), or the importance of studying the issue at this time.

Sections 2 (*main objectives, issues, or questions*) and 4 (discussion of your *research methodology*) should be the focus of your proposal (really long lit. reviews are not necessary). Grant proposals (and by extension, dissertation proposals) should be written in a manner accessible to a general academic audience. Therefore, it is a good idea to avoid highly technical jargon or narrow in-house theoretical debates or issues that would interest only specialists in your subfield.

Before you conduct fieldwork involving human subjects, you must obtain approval from the Institutional Review Board (IRB) (see <https://researchintegrity.asu.edu/>).

ACCEPTANCE OR DENIAL FOR PH.D. FIELD STATEMENT & PROPOSAL

TO: Ph.D. Committee Members

FROM:

According to SHESC’s “Procedures for the Preparation of Field Statements and Dissertation Proposals in Global Health”, a form for approval (Yes) or disapproval (No) of (1) the field statement proposal, (2) the preliminary outline and bibliography, (3) the final draft of the field statement and (4) the final draft of the dissertation proposal is to be provided to the Committee Members. A copy of this form will then be submitted to the Graduate Student Advisor to be placed in my file. Thank You.

FIELD STATEMENT PROPOSAL

When the field statement proposal is approved by each committee member, each member should sign and date the draft as approved and the student should submit a copy to the Graduate Student Advisor.

PRELIMINARY OUTLINE AND BIBLIOGRAPHY FOR THE FIELD STATEMENT

When each committee member approves the final draft of the preliminary outline and bibliography, each member should sign and date the draft as approved, and the student should submit a copy of it to the Graduate Student Advisor.

FINAL APPROVAL OF FIELD STATEMENT AND PROPOSAL

Committee Members: Please circle Yes or No **and initial and date** for the field statement and the proposal.

Committee (type in names)	Field Statement approved	Dissertation Prop. approved
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____
_____	Yes / No _____	Yes / No _____

When the field statement is approved (by majority vote), this constitutes the student’s Written Comprehensive Examination. **The student’s advisor must SIGN and date here. The student should submit a copy of the form and the field statement to the Graduate Student Advisor to put in their file.** When the proposal is approved, a copy of this form should be updated and submitted to the Graduate Student Advisor to be put in the student’s file. At this point, the proposal defense should be scheduled (Oral Comprehensive Examination).

Field statement approved: _____ Date: _____

Dissertation Proposal approved: _____ Date: _____

M.A. IN GLOBAL HEALTH ACCELERATED DEGREE PROGRAM

The M.A. in Global Health program requires a total of 30 credit hours. Students who are currently pursuing the B.A. in Global Health may be eligible to apply to the accelerated B.A./M.A. in global health program in which both degrees can be completed within 5 years. The curriculum for the M.A. and the accelerated B.A./M.A. in Global Health are the same. It is entirely possible for students to complete the master's requirements in one calendar year, but they have the option of completing it in 2 years.

Required Core (3 credits)

- ASB 510 Health: Social and Biocultural Theories (3)

Other Requirements (9 credits)

(Can be substituted with approved equivalent)

- ASB 500: Ethnographic Field Methods (3)
- ASB 503: Medical Anthropology (3)
- SSH 591: Topic: Principles of Epidemiology for Global Health (3)

Restricted Electives (minimum 6 credits)

Students are required to complete a minimum of 6 credits of practicum; however, it is possible to take up to 9 credits of practicum and have 3 of these credits count toward required electives.

- ASB 580: Practicum (1-9)
- ASB 583: Fieldwork (1-9)
- ASB 584: Internship (1-9)

Open Electives (6 credits) – some suggested classes for this follow:

- ASB 443/SSH 403: Cross-cultural Studies in Global Health (3-6)
- ASB 410/SSH 400: Poverty, Social Justice & Global Health (3)
- ASB 462: Medical Anthropology: Culture & Health (3)
- ASB 440/SSH 402: Community Partnerships for Global Health (3-6)
- ASM/SSH 414: Urban and Environmental Health (3)
- ASB 502: Health of Ethnic Minorities (3)
- ASB/SSH 512: Social Science Applications in Community Health (3-6)
- ASM 546: Principles of Human Genetics (3)
- ESS 513: Institutions (3)
- ESS/SSH 514: Urban and Environmental Health (3)
- POS/SGS 531: Global Health Governance (3)
- SSH 511: Ethics in Health Social Science Research (3)
- SSH/ASM 514: Infectious Disease and Human Evolution (3)
- WST 710: Women and Health (3)

Elective courses should generally focus in global health areas, as relevant to a student's dissertation research and career plans. Electives include courses in many fields. Students are encouraged to propose additional courses from any ASU unit, as possible electives. However, students must obtain consent to apply those credits toward the certificate prior to enrolling.

Culminating Experience (aka Applied Project) (6 credits)

- SSH 593: Applied Project (6)

All students are required to complete 6 credits hours of an applied project in consultation with their faculty advisor. Students must successfully complete one of the following options in order to fulfill this requirement. While students may use their fieldwork, internship, and practicum experience as part of their research, they do not substitute for the applied project which must be enrolled in separately for 6 credits.

Internship/Practicum

Students can choose to take their applied project hours as part of an approved practicum/internship. The practicum is an intensive, fieldwork opportunity. We encourage students to complete this option as an international field site through our summer global internship/practicum program, but students can also complete this requirement with a local group/organization.

Research Project

In this option, students take a substantial role in a current faculty-led research project (overseen by approved global health faculty, usually their faculty advisor). Note: This is not an independent, student-led research project. Students interested in carrying out their own research should speak with their faculty advisor about writing a scholarly research paper.

Scholarly Research Paper

Students who choose this option will write a scholarly research paper between 7,000-10,000 words in consultation with their faculty advisor.

Outreach Project

Students may choose to carry out an outreach project with a group/organization (locally or internationally) in order to engage individuals and foster community participation in addressing global health issues. Activities can include, but are not limited to, the following: creating educational/informational materials, creating a website, organizing an outreach event, developing a strategic plan or participation in a museum exhibit, to name a few.

IMMIGRATION STUDIES GRADUATE CERTIFICATE

The immigration studies graduate certificate program provides students with an understanding of the causes and consequences of international migration as well as relevant professional and research training opportunities.

The program prepares graduates for future study in graduate and professional schools or for careers as immigration practitioners and advocates in nongovernmental organizations, local and federal government agencies, as well as in other private and public institutions serving immigrant and refugee communities.

The objective of the certificate program is to offer traditional academic training through coursework, research and practical experience working with local immigrant and refugee communities.

Course Requirements

The certificate in immigration studies requires a total of 15 credit hours and can be taken in conjunction with a graduate degree in another ASU department, but it can also be taken on its own as an advanced course of study by those who work in immigration-related fields or intend to do so.

Pre-admission coursework may be counted toward the degree with the permission of the degree director in accordance with ASU Graduate College policy. Additionally, for students enrolled in an ASU graduate degree program, applicable certificate courses may count towards their degree program with the approval and consent of the degree-granting program.

You may choose to specialize in the social sciences, the humanities or Mexican and Latino immigrants in the U.S. Although the program emphasizes Latino immigration (given the nature of the immigration courses offered at ASU and the preponderance of Latino immigrant communities in the Phoenix area), you may take broader courses focusing on global migration and other immigrant groups, as well as work with local Asian/Southeast Asian immigrants and refugee communities.

A limited number of graduate-level courses in immigration studies are offered during any given academic year. Students can expect that it will take two to three years to complete certificate requirements. As a result, certificate students not concurrently enrolled in a degree program will likely enroll part time.

Required Core Course (3 credits)

One of the three core courses. Additional core courses may be taken as elective credit.

ASB 591: Immigrant America, or GCU 515: Human Migration, or
JUS 555: Immigration and Justice, or SOC 591: Sociology of Immigration

Elective Coursework (9 credits)

Elective coursework consists of at least three courses relevant to the student's research interests and educational needs. Electives include courses in many fields, most commonly anthropology, sociology, human geography, history and English. Students are encouraged to propose additional courses from any ASU unit, as possible electives. However, students must obtain consent to apply those credits toward the certificate prior to enrolling.

Culminating Experience (3 credits)

Students will be required to complete a three-credit culminating experience, which can be an internship or a research paper.

ASB 584: Internship (3 credits)

ASB 590: Reading & Conference (3 credits)

Students may complete an internship with a Phoenix-based non-governmental organization or government agency which provides services to immigrants and refugees. Such internships will provide professional training and actual experience working with immigrant/refugee communities.

Internship

An internship can be arranged for academic credit through CLASWorks' internship program (ABS 584). Students will be required to write a 10–15-page report describing the organization for which they are interning, the specific internship work, and an assessment of the effectiveness and impact of the organization and/or their own work on immigrants. Students can also apply their internship experience toward describing and analyzing an issue facing immigrants and their communities.

Research

Students may enroll in three credits of Research/Reading & Conference with a faculty member to complete an independent research project. The goal is to produce a substantial research paper based on field research in a local immigrant community, library/archival research or readings on an immigration topic.