

PhD in Transborder Studies 2021-2022 Handbook



The College of Liberal Arts and Sciences
Arizona State University

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PhD GRADUATE HANDBOOK

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TABLE OF CONTENTS

PROGRAM OVERVIEW	5
ASU Charter, Diversity, Equity and Inclusion	5
INTRODUCTION	5
Purpose of the Handbook.....	5
Graduate Student Responsibilities.....	6
PROGRAM DESCRIPTION.....	6
Student Learning Outcomes	6
ADMISSION & APPLICATION REQUIREMENTS	7
International Student Admission	7
Tuition Costs and Residency	8
Graduate Transfer Coursework.....	8
Blanket 30 hours from a previous master’s degree.....	8
SUPERVISORY COMMITTEE AND CHAIR	8
Faculty Advisor	9
Supervisory Committee	9
Members of the PhD Graduate Faculty	9
PROGRAM REQUIREMENTS.....	11
GPA Requirement.....	11
Curriculum Overview	11
Advanced Research Skill	12
Documenting Competency in Advanced Research Skill	13
Language Requirement	13
Qualifying Examination (Written and Oral).....	13
Dissertation Research Prospectus	15
Research Integrity and Assurance.....	15
IRB Approval.....	15
Dissertation Research Prospectus Defense	16
Dissertation Research	16
Dissertation.....	16
Oral Defense of the Dissertation.....	16
REGISTRATION AND ENROLLMENT	17
Continuous Enrollment/Enrollment Requirements.....	17
Leave of Absence	17
Grade Grievance Procedures	18
Incomplete Grade Policy	18
Satisfactory Academic Progress and Probation	18
ACADEMIC PROGRESS.....	19
Assessment	19
Portfolio Assessment	19

Student Self-Assessment	19
Annual Review & Annual Progress Letter	19
PLAN OF STUDY (iPOS)	19
Summary of Milestones	20
DISSERTATION AND GRADUATION PROCEDURES	22
Format Manual.....	22
Scheduling the Oral Defense	22
Apply for Graduation.....	23
FINANCIAL SUPPORT	23
School of Transborder Studies Scholarships	23
TA/RA Funding.....	23
TA/RA Performance and Evaluation.....	24
TA/RA Expectations of Professionalism.....	24
UNIVERSITY POLICIES.....	25
Academic Integrity	25
Compassionate/Medical Withdrawal.....	25
Graduate College	25
Policy on Sexual Discrimination	26
Student Code of Conduct.....	26
Title IX – Office of Equity and Inclusion.....	26
STUDENT RESOURCES	26
ASU Career and Professional Development Services	26
ASU Counseling Services.....	27
ASU Financial Aid and Scholarship Services	27
ASU Health Services & Wellness Resources	27
ASU Sun Devil Card Services	27
Campus Amenities.....	27
Graduate and Professional Student Association (GPSA)	28
Graduate College Professional Development, Mentoring and Resources	28
International Students and Scholars Center (ISSC).....	28
Library and the Graduate Academic Support Center.....	28
Off-Campus Housing.....	28
Parental Leave	29
Parking and Transit Services	29
Pat Tillman Veterans Center.....	29
Resources at ASU	29
Student Accessibility and Inclusive Learning Services.....	29
University Technology Office	29

PROGRAM OVERVIEW

Welcome to a unique doctoral program – the PhD in Transborder Studies. This program exists to develop the next generation of superior research, scholarship, and application in transborder and transnational contexts. As the only doctoral program in transborder studies in the nation, candidates will conduct innovative and multidisciplinary research tailored to their unique interests. Depending on the plan of study, students may focus on a trajectory in academia with career options as faculty, or in research positions. Students who wish to pursue career options outside of academia may focus the plan of study on a more professional and applied track with potential interest in local, state, national or international agencies.

The School of Transborder Studies (STS) is the home to an interdisciplinary faculty focused on the theoretical and empirical examination of transborder processes and communities. Faculty in the program approach transborder studies in a way that is historically grounded in and inspired by the geographical specificity of the U.S.-Mexico border, and the Chicana/Latina population. Our proximity to the U.S.-Mexico border, and our faculty's expertise in this field, make it the ideal place of study. Given the massive scale of globalization in the 21st century and its influence on local, regional, national, and transnational environments, the program is expanding to examine other transborder regions and populations.

ASU Charter, Diversity, Equity and Inclusion

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

In the same way, the School of Transborder Studies values the contributions of a diverse student population and is committed to advancing and advocating for the needs of our community. We welcome all students regardless of race/ethnicity, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, cultural or regional background, nationality, citizenship status, and other diverse identities. Both faculty and staff uphold and value diversity, equity and inclusion in education and every day practices. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind. To read the School of Transborder Studies' public statements on immigration, border policies, Black Lives Matter, anti-racism and anti-Asian violence please visit our [website](#). These values are an integral part of our institution, upheld at all levels and fostered to contribute to meaningful and lasting equity for all. The School of Transborder Studies is proud to foster this culture of inclusivity and equity to enhance the graduate student experience, but to also mentor and create innovate thinkers and producers of new knowledge that will impact our community directly.

INTRODUCTION

Purpose of the Handbook

The objective of this handbook is to outline the admissions, program requirements, policies and procedures set forth for graduate students pursuing the PhD in Transborder Studies. These policies and procedures will enable students to progress through their program in a productive

and timely manner. This handbook serves as a resource guide of important policies and academic standards set by Arizona State University, the Graduate College and the School of Transborder Studies. Additional university resources are also provided to ensure student success.

Graduate Student Responsibilities

Graduate students are responsible for familiarizing themselves with all university and graduate policies and procedures, including those outlined in this handbook. The contents of this handbook are subject to change in the event that policies change in the School of Transborder Studies, the Graduate College, or Arizona State University. Students are encouraged to consult with the Graduate College's website for [policies, deadlines, forms](#) and in [completing the degree](#).

Students will receive notice of these changes through their ASU email. Students are required to check their ASU email account frequently. Information is also available to students via their [MyASU](#) page. Students should frequently check their MyASU account for the most up-to-date information regarding their status, holds, items to attend to and other important information.

PROGRAM DESCRIPTION

This program is for students who seek rigorous study that concentrates on transborder and transnational historical, economic, political, social, ecological, and cultural dynamics with implications not only for Mexican-origin and for Latinx populations in the U.S. or the U.S.-Mexico border region, but also for other border communities around the world. This interdisciplinary degree is designed for students with serious interest in the many ways border processes affect society.

Student Learning Outcomes

Throughout this program of study, students will develop the following knowledge, skills and competencies for transborder research, scholarship, pedagogy, and innovation:

- apply concepts, theories and methods to contemporary and historical phenomena affecting transnational border regions, Mexican-origin and Latinx populations
- communicate findings, creations, or productions to an academic and non-academic public
- create transnational research that can be applied to resolve issues affecting transborder communities and informs best practices for working with transborder populations
- create pedagogical models, learning units and assessment protocols for the transmission of learned concepts, theories, and methods
- design and develop interdisciplinary research
- gain competency in the most pertinent theoretical, methodological, and pedagogical approaches in the study of transborder and transnational contexts
- learn the history of the development of transborder ecologies, economies, social organization, culture, language, and media and expressive culture

ADMISSION & APPLICATION REQUIREMENTS

Prospective students are eligible to apply to the program if they have earned a master's degree* from a regionally accredited institution in a related field such as anthropology, education, sociology, literature, political science, or any other social science or humanities-based field. Applicants who have earned a master's degree from other disciplines not listed, must align their scholarly interests with the program's mission.

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

The application process is completed through the ASU Graduate College online portal: <https://admission.asu.edu/graduate/apply>

**Applicants without a master's degree will not be considered – approved by the Graduate College on May 28, 2020.*

All applicants must submit:

1. graduate admission application and application fee
2. official transcripts
3. statement of purpose
 - a. include an explanation of past experiences and current scholarly interests but concentrate on potential areas of research that draw upon the specific resources of the school and its faculty. Students should identify the professor(s) with whom they would like to work along with and an explanation of how their expertise might be relevant to students' scholarly goals.
4. writing sample
5. resume or CV
6. three letters of recommendation (preferably from academicians)
7. proof of English proficiency*

*An applicant whose native language is not English (regardless of current residency) must provide proof of English proficiency. For more information please visit:

<https://admission.asu.edu/international/graduate/english-proficiency>

International Student Admission

ASU has a rich and vibrant educational environment due in large part to our diverse international student community. The application process for international students is the same as for domestic students, with the exception of submitting proof of English Proficiency (for students whose native language is not English). After admission, international students are also required to obtain a U.S. visa, which includes submitting a graduate financial guarantee. Additional information on international graduate admissions can be found at:

<https://admission.asu.edu/international>.

All international transcripts must be submitted in the original language accompanied by an official English translation. Translations must be literal, complete versions of the originals and

must be translated by a university, government official or official translation service. Students may not complete their own translation.

While not required for admission, submitting required forms when students apply expedites the process of obtaining a visa if admission is granted. For information on how to apply, please visit: <https://admission.asu.edu/international/graduate-apply>.

Tuition Costs and Residency

Funding availability for graduate students in the School of Transborder Studies is not guaranteed and differs year to year. The PhD program does not have additional program fees. ASU tuition and fees for graduate students can be found at <https://students.asu.edu/tuitionandfees>. To determine residency status, please visit: <https://students.asu.edu/residency>. The cost of attendance for international students can be found at: <https://admission.asu.edu/aid/international>.

Graduate Transfer Coursework

If a student has previously earned graduate course credit as a non-degree graduate student at ASU or another accredited university, the student may request up to 12 credit hours to be used in their plan of study (iPOS). The courses must be related to the student's research and may not have been used toward a previous degree. This request is made to the student's faculty advisor(s), and the form submitted to the Graduate Coordinator for final approval for the iPOS. An official transcript with final grades must be on file with Graduate Admissions. A syllabus of the course must be available for the faculty advisor to review as part of the review of the iPOS.

Blanket 30 hours from a previous master's degree

Students entering the PhD program with a previously awarded master's degree in a related field may request a "blanket" 30 credit hours be applied toward the total credit hours required for the PhD degree, reducing the total hours from 84 to 54. This request is made to the student's faculty advisor(s), and the form submitted to the Graduate Coordinator for final approval for the iPOS. An official transcript of the master's degree must be on file with Graduate Admissions. A minimum of 54 credit hours must be taken while the student is in residence at ASU, which consist of 42 hours of coursework and/or research, and 12 hours of dissertation writing.

SUPERVISORY COMMITTEE AND CHAIR

When applying to the doctoral program, students should communicate directly with the faculty with whom they wish to study. The primary advisor must be a [member of the graduate faculty](#) and must be approved to chair doctoral dissertations. The advisor works with the student to select by the end of the second academic year, at least two other faculty members to serve on the student's committee based on their expertise. This committee, consisting of the student's advisor and two additional faculty members, is the "Supervisory Committee." The other two members of the supervisory committee must be selected and approved by the Graduate College before the student takes the qualifying exams. A student may change committee members, including the advisor, with the approval of both the School of Transborder Studies Director and the new committee member or advisor.

Faculty Advisor

The student's faculty advisor must be a faculty member in the School of Transborder Studies. The faculty advisor chairs the doctoral dissertation and works with the student to select, by the end of the second academic year, at least two other faculty members to serve on the student's supervisory committee based on their expertise. The faculty advisor also assists the student in planning and selecting the appropriate coursework for their plan of study.

Supervisory Committee

The Supervisory Committee, or the student's doctoral committee, consists of at least three faculty members: the student's advisor and at least two additional faculty members. The two additional members of the supervisory committee must be selected and approved by the Graduate College during the second year, or before the student takes the qualifying exams. These members must be tenured or tenured-track faculty at ASU, or another credited institution, and may be added in consultation with the faculty advisor. If members are outside of the School of Transborder Studies, an updated CV is required from them. A student may change committee members, including the advisor, with the approval of both the Director of STS and the new committee member or advisor. Once the committee is finalized, a form with signatures is submitted to the Graduate Coordinator.

The Supervisory Committee has four basic charges:

1. To recommend and approve the student's plan of study (iPOS);
2. To administer the written and oral qualifying examinations;
3. To advise the student regarding research for the dissertation;
4. To administer the final oral examination in defense of the dissertation

Members of the PhD Graduate Faculty

Members of the PhD Graduate Faculty in the School of Transborder Studies consist of all tenured and tenured-track faculty:

Faculty	Areas of Expertise
 <p data-bbox="578 1430 941 1535">Irasema Coronado Director & Professor Irasema.Coronado@asu.edu</p>	<p data-bbox="1016 1415 1458 1556">Politics of the U.S.-Mexico border region; environmental policy, activism, human rights, role of women in politics</p>
 <p data-bbox="578 1692 941 1797">Maria Luz Cruz-Torres Associate Professor Maria.Cruz-Torres@asu.edu</p>	<p data-bbox="1016 1696 1471 1801">Human and political ecology; Latin America; Caribbean, Mexico, and the U.S. border; research methods</p>



Marivel Danielson
Associate Professor
Marivel.Danielson@asu.edu

Chicanx/Latinx Literature and cultural studies; gender and queer studies, theater and performance studies



Monica De La Torre
Assistant Professor
Monica.DeLaTorre@asu.edu

Chicana feminist theory; media, radio, sound studies; Latina/o communication & media studies; Chicana/o community radio; feminist media studies; oral history; digital humanities; media production



Francisco Lara-Valencia
Associate Professor
Francisco.Lara@asu.edu

Impact of the built environment on health and quality of life; socio-environmental vulnerability; Latino neighborhoods; U.S.-Mexico border development and cooperation; border cities



Gilberto Lopez
Assistant Professor
Gilberto.Lopez@asu.edu

(Im)migration and health; health inequities; social determinants of health; Latinx health; cancer; mental health; rural health; health communication



Lisa Magaña
Professor
Lisa.Magana@asu.edu

Latino politics; immigration; urban policy; migration



Eileen Díaz McConnell
Professor
Eileen.Diaz.McConnell@asu.edu

Latina/o demography; Latin American migration to the U.S.; Latinos and housing; race and ethnicity

	<p>Brendan O'Connor Associate Professor Brendan.H.Oconnor@asu.edu</p>	<p>Anthropology of education; linguistic anthropology; applied linguistics; bilingual/intercultural education; language and identity; race and ethnicity in education; visual anthropology</p>
	<p>Edward Vargas Assistant Professor edwardvargas@asu.edu</p>	<p>Effects of poverty and inequality on the quality of life; focus on health, education, and social policy, and how these factors contribute to the well-being of vulnerable families</p>
	<p>Carlos Vélez-Ibáñez Regents Professor Carlos.Velez-Ibanez@asu.edu</p>	<p>Political ecology; human migrations; applied anthropology; culture, language and learning; household formations and networks; Southwest North American region (Mexico/U.S.); Ford Fellowship success and impact</p>

Students are also encouraged to consider including faculty affiliates of the School of Transborder Studies as other potential committee members, listed at: <https://sts.asu.edu/people/affiliated-faculty>.

PROGRAM REQUIREMENTS

GPA Requirement

Students must receive a grade of B+ or higher in core coursework. The only exception is if the instructor does not use the + or – system. In that case, students must receive a grade of B or higher. Students must maintain a minimum GPA of 3.25 to remain in the program and a minimum GPA of 3.4 to advance to candidacy.

Curriculum Overview

The 84-hour program of study includes a foreign language requirement, a written comprehensive exam, an oral comprehensive exam, a prospectus (and defense), and a dissertation/defense. This includes 6 credit hours of core courses, 66 credit hours of electives* and 12 credit hours of dissertation.

COURSEWORK BREAKDOWN	CREDIT HOURS
CORE COURSES (6 hours)	

TSS 502	Foundations of Transborder Studies	3
TSS 503	Epistemologies and Transborder Thought OR	3
TSS 504	Tools for Transborder Research	
ELECTIVES (66 hours)		
Any approved master's coursework		up to 30
Any approved transfer coursework		up to 12
TSS electives offered in the unit:		
	TSS 506 Theory and Methods of Transborder Media and Expressive Culture	
	TSS 507 Theory and Methods of Transborder Cultural Acquisition, Language Development and Learning	
	TSS 598 Topic: Chicana and Latina Writers	
	TSS 598 Topic: Decolonizing Research in Higher Education	
	TSS 598 Topic: The Ethnography of Mexico and the Borderlands	
	TSS 598 Topic: Ethnography of Schooling in the Borderlands	
	TSS 598 Topic: Gender, Culture and Development	
	TSS 598 Topic: Political Ecology of the Border	
	TSS 598 Topic: Latinos in Hollywood	
	TSS 598 Topic: Latina/o Literature	
	TSS 598 Topic: Transborder Queer Performativity	
	TSS 598 Topic: The U.S.-Mexico Border: People, Place and Power	
	TSS 598 Topic: Race, Medicine, and the Body	
	TSS 598 Topic: Health Equity Research (Theory and Method)	
	TSS 598 Topic: Addressing Health Equity (Implementation)	
	TSS 691 Seminar: Transborder Governance and Cooperation	
	TSS 792 Research (up to 12 hours)	
Coursework at ASU relevant to the student's plan of study. Prefixes include, but are not limited to: AIS, ASB, COE, CRD, CRJ, GCU, EDP, ENG, EPA, HST, JUS, POS, PUP, SGS, SLC, SPA, SOC, SOS, THE, WST		
DISSERTATION (12 hours)		
TSS 799	Dissertation	12
TOTAL CREDITS FOR PROGRAM: 84		

Advanced Research Skill

The school requires candidates of the PhD in Transborder Studies to demonstrate an advanced research skill important to their research work in their program of study. Research skills may include, but are not limited to, quantitative methods of analysis, oral history training, GIS

mapping, documentary editing, video ethnography, ethnographic field research, computer-assisted qualitative data analysis, participatory research methods, mixed-methods research, or humanities research. This methodological training may involve interdisciplinary fields relevant to the student's research interests such as history, geography, anthropology, sociology, political science or public administration, psychology, literature, ethnic studies, women's studies, ecology, etc. These interdisciplinary skills may be developed and demonstrated through appropriate course work in that discipline, additional to the program's core requirement of TSS 503 Epistemologies and Transborder Thought, or TSS 504 Theories and Methods for Transborder Research.

Documenting Competency in Advanced Research Skill

By April of the first year of study, students must prepare a 1 to 2-page proposal that describes the advanced research skill, its relevance to the student's research field, how the skill will be acquired and how competence will be demonstrated. Students should work with their faculty advisor(s) to determine additional research courses to take and submit the plan of study for the second year. Students will demonstrate the advanced research skill by successfully completing this set of research courses, and other possible workshops as relevant. The student's faculty advisor(s) must approve this proposal by the end of the first year.

Language Requirement

Demonstration of advanced skill in reading and comprehending more than one language will be expected, with the only exception of international students whose first-language is not English (language requirement will be waived). This language will normally be Spanish, although another language can be selected if it is relevant to the student's research.

Some committees may require additional languages or additional non-linguistic advanced research skill(s). Skills in languages other than English may be demonstrated through one of the following:

- Completing/passing a 400-level course in another language other than English, with a B or higher
- Completing/passing a graduate level course (i.e. 500-level or higher) in another language other than English, with required readings on the syllabus
- Passing the [Graduate Foreign Language Reading Examination](#) administered by the School of International Letters and Cultures (SILC)

These courses may be completed during the program, or, they may be courses that were already completed. The language requirement must be fulfilled no later than the end of the second year.

Qualifying Examination (Written and Oral)

The school administers a written qualifying examination that evaluates the student's competence in the foundations of Transborder Studies and in the concepts, theories, and methods relevant to their area of specialization. The qualifying exam must take place prior to the defense of the dissertation prospectus.

Preparation

Before taking the qualifying examination, doctoral students must complete all course work in

their plan of study except for dissertation research credits (TSS 792). No less than three months prior to the exam (preferably one semester prior to the exam), the student should form an exam committee. The exam committee should consist of the student's supervisory committee but will also include any faculty who taught the student's foundation course (TSS 502). Exam committee members do not need to remain on the student's supervisory/dissertation committee.

In preparation, a student, in consultation with their exam committee, should produce a bibliography, which is approved by the exam committee. This bibliography will help identify topical areas for the exam questions, and should be submitted to the student's committee at least one month before taking the exam. Once the student completes the bibliography and the committee approves it, they should meet with their committee to discuss the most salient academic areas for the exam. Students are encouraged to submit drafts of potential questions for their exam. Students are also then able to see all the exam questions ahead of time (or drafts of questions), maximum of 1 week prior to the written exam.

Written Exam

The exam will consist of three main questions focusing on the breadth (i.e., the significance of a PhD in Transborder Studies); depth (i.e., subject matter directly related to the student's research interests); and methods (i.e., how the intended research project could be conducted and how the data will be collected). The faculty member who taught the student TSS 502 Foundations of Transborder Studies will be responsible for submitting the question on breadth. The final form of the question should be constructed between the instructor of record and the student's committee. The student's exam committee will be in charge of submitting the questions for depth and methods.

The exam will take place over three consecutive weeks (21 days) with up to 7 days per question. The exam will be conducted online via a Canvas course. Once one question is completed and submitted, the next question will become available. Answers to the depth and breadth questions should be approximately 7000 words, and the answer to the methods question should be approximately 5000 words. Once the student completes the exam, the committee has up to two weeks for reviewing. If desired, the faculty member responsible for drafting the breadth question may review the student's response to this portion of the exam and offer feedback to the student's committee.

Oral Defense

Students will be responsible for scheduling an oral defense with all exam committee members. The oral defense should occur between two and four weeks after completing the written exam. Exact availability will depend on the mutual availability of the committee members. The exam committee may provide feedback in advance of the oral exam and request revisions; alternatively, feedback may be provided during the oral defense only. The oral exam will address any further questions the committee believes were not sufficiently covered in the written exam. The complete exam (written and oral combined) will be graded either as pass or fail. After completion of the exam, the committee will complete a Qualifying Examinations Report form via DocuSign, sent by the Graduate Coordinator. A student who does not pass the written and oral exams will not be permitted to continue to the dissertation prospectus.

Failing the written qualifying examination is considered final unless the exam committee and the Director of the School of Transborder Studies recommend and approve a re-examination. If permission is granted, the exam will be rescheduled within three to six months after the date of the first exam. Failed exams can be retaken only once.

Dissertation Research Prospectus

Upon satisfactory completion of the written and oral examinations, the candidate will immediately begin to prepare for the submission of the dissertation prospectus. This should be done within 6 months of completing the oral defense. At this point, the student should finalize their doctoral dissertation committee, if not already done or with any changes. All members of the student's dissertation committee must be approved by the Graduate College.

The student will prepare a prospectus of approximately 15-30 double-spaced pages (plus a single-spaced bibliography appended at the end, but no more than 30 double-spaced pages). The contents of the dissertation prospectus may vary according to discipline, but normally includes these elements:

- A clear statement of the topic and the proposed aims and/or hypotheses, including all the major and minor questions to be explored.
- A discussion of the theoretical context of the study and the contribution that it will make to the scholarly literature on the topic. Students should address in particular the originality of their study and its significance for the field of Transborder Studies and/or other disciplines.
- An analysis and justification for the choice of data sources and research methods.
- Institutional Review Board (IRB) Approval or IRB Proposal "under review," if dealing with human participants or biological specimens.
- A tentative timeline for research, writing, and completing the dissertation. This section should include a description of the preliminary research that the student has already completed on the topic and the research that remains to be accomplished.
- A preliminary bibliography, listing principal sources
- Potential funding sources

Students will need to submit their final prospectus to their dissertation committee at least 3 weeks prior to defending it.

Research Integrity and Assurance

The [Office of Research Integrity and Assurance \(ORIA\)](#) is a resource for investigators and the university as a whole to achieve and maintain ethical principles and compliance with federal, state, and university regulations governing research. Through key committees, related programs and activities, the Office of Research Integrity and Assurance coordinates the development of, implements, and oversees university policies related to research compliance and provides support for the responsible conduct of research, including the [Institutional Review Board \(IRB\)](#). The IRB includes projects that use questionnaires and/or interviews as part of the data to be included in the research project.

IRB Approval

In order to acquire approval prior to initiating research, students should plan to submit their

proposed research projects involving human subjects to the IRB office using the online system. Failure to follow the procedures set by the IRB may result in the student not being able to use or present the data collected for the research. The process also requires that the faculty member supervising the research have IRB approval.

Dissertation Research Prospectus Defense

The supervisory committee will administer the prospectus defense and mentor the student on the work of the dissertation. The discussion at the defense will include a thorough review and critique of the prospectus proposal to ensure that the student is well-prepared for independent research and that the dissertation will meet rigorous scholarly standards. Following the prospectus defense, the candidate will be excused for the committee to deliberate. The committee may recommend the student for “admission to doctoral candidacy” to the Graduate College, or ask that further work be done on the prospectus, or refuse to advance the student to candidacy. If revisions are required, approvals of the revisions should be at the discretion of the committee chair (the student’s advisor). The committee chair will report the results and any conditions in writing to the student and the Graduate Coordinator. After the committee has approved the prospectus and signed the Prospectus Defense Report form, recommending candidacy, the results are officially reported to the Graduate College. Once a student is admitted to candidacy, they may enroll in TSS 792 Research or TSS 799 Dissertation.

Dissertation Research

The student must conduct original research. The research should be carried out during a period of six months to a year or more, depending on the nature of the student’s research project. Students will enroll in TSS 792 Research and/or TSS 799 Dissertation.

Dissertation

The dissertation must be an original contribution to knowledge and demonstrate the candidate's proficiency in independent research. Faculty policy leaves the choice of a style manual to the doctoral candidate with the advice and consent of his or her committee. Generally, candidates are urged to learn and use the manual most often required for scholarly writing by journals within their disciplines, for example, the *Publication Manual of the American Psychological Association* or the *Chicago Manual of Style*. The [Format Manual](#) published by the Graduate College must be used in preparation of the dissertation for format review prior to the final dissertation defense. As the candidate nears completion of research and writing, each committee member must be provided an opportunity to review a draft of the dissertation before the final draft is prepared for the oral defense. The candidate should give members of the committee the draft manuscript at least one month prior to the date of the defense to make critical comments about the arguments, narrative, footnotes, and bibliography, so the student has an opportunity to make revisions before the defense. A schedule for submitting materials to the committee should be determined in consultation with the committee chair and each member of the committee. Each member of the committee must be provided a copy of the final draft for the oral defense.

Oral Defense of the Dissertation

Every member of the supervisory committee must agree prior to scheduling the oral defense that the student is ready to defend the dissertation. The oral defense is open to the public and advertised to the whole school. Defenses include a presentation of the argument of the

dissertation by the candidate and questions from each of the committee members. Normally, defenses take no more than two hours. At the time of the defense, members may approve the dissertation, delay their decision at the orals pending further revisions by the student, or approve leaving the revisions to the supervision of the committee chair.

REGISTRATION AND ENROLLMENT

Graduate students register through their MyASU page according to their enrollment appointment. Details regarding registration and course drop/add procedures are provided in the [Registration and Tuition Payment Guide](#). Tuition, class withdrawal deadlines and more are found on the [Academic Calendar](#).

It is expected that graduate students in the PhD program in Transborder Studies be full-time students, enrolling in 6-9 credit hours per semester. Students should meet with their faculty advisors prior to registration each semester to make sure they are selecting appropriate classes for their plan of study. Advisors must approve course selections in order for the students to register. Audited courses may not be part of the plan of study.

Continuous Enrollment/Enrollment Requirements

Students are required to maintain continuous enrollment while in the PhD program (1 or more credit hours). Students who do not register for a fall or spring semester without an approved Leave of Absence are considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may reapply for admission to resume their degree program; the application will be considered along with all other new applications to the degree program.

For students that have a teaching assistantship/associateship (TA) or a research assistantship/associateship (RA), they must enroll in a minimum of 6 credit hours each semester. Students with TA/RA appointments during the summer are required to enroll in a minimum of one hour during the summer (the one hour may be taken in any session offered during the summer). Grades of “W,” “X” or audit courses are not valid registration for continuous enrollment purposes. For additional information, please see the [TA/RA Policy and Procedures Handbook](#).

For international students, minimum enrollment per semester is 9 credit hours to maintain F-1 status. Exceptions to this include being on a TA or RA assignment – in this case they may register in 6 credit hours during each semester of their appointment. Or, if students have completed all coursework and only need dissertation credits or have less than 9 credit hours to complete their degree, they may enroll in less credit hours by requesting a [Reduced Course Load](#).

Leave of Absence

Graduate students planning to discontinue registration for a semester or more must submit a Leave of Absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved before the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Having an approved

Leave of Absence by the Graduate College will enable students to reenter their program without re-applying to the university. For additional information visit please see the [Graduate Policies and Procedures Handbook](#).

Students with a Graduate College approved Leave of Absence are not required to pay tuition and/or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. Students who are on a research or teaching assistantship (RA/TA) with an approved Leave of Absence will then forfeit their financial award for the semester they are on leave. Reinstatement of financial support is not guaranteed upon re-entry and depends on available funds and student academic progress.

Grade Grievance Procedures

The following steps must be followed by any student seeking to appeal a grade. This process does not address academic integrity allegations, faculty misconduct, or discrimination. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless of whether the student is enrolled at the university.

Students must follow The College of Liberal Arts and Sciences' procedure for grade grievances; please see: <https://thecollege.asu.edu/resources/academic-grievance>.

Incomplete Grade Policy

Grades of Incomplete "I" should be used in rare occasions when a large portion of the course has been completed but the student is unable to finish due to an unexpected circumstance. The student must complete the course in a timely matter; each case may differ and needs to be consulted with the instructor of record. Students receiving an Incomplete grade must be enrolled in the following semester (does not include summer term).

Students must submit an "[Incomplete Grade Request](#)" form to the instructor. Grades of Incomplete do not impact the policy of continuous enrollment unless the student does not complete the course by the time specified in the request form. If students do not complete the course, the Incomplete grade will automatically turn into an "E" failing grade after one calendar year. Students will then need to re-register in the class if they need it for the iPOS.

Satisfactory Academic Progress and Probation

All graduate students are expected to make systematic progress toward completion of their degree. Students must meet the requirements and standards set forth by the PhD program in Transborder Studies. If students fail to meet the expectations, (not meeting the GPA requirement or other requirements in this Handbook) they will be placed on probation. The student must meet with their Faculty Advisor to create a written plan with specific steps to remedy the deficiency and a time period to complete the plan. A continuous failure to meet academic progress in the PhD degree may result in termination of funding and/or recommendation from the Director of the School of Transborder Studies to the Dean of the Graduate College to dismiss the student from the program. A student will be notified through email about the dismissal and will be given 10 business days to either appeal, or complete a voluntary withdrawal with the assistance of the

Graduate Coordinator.

ACADEMIC PROGRESS

Assessment

There will be multiple assessments to measure and evaluate student progress theoretically, methodologically, and technically in their chosen plan of doctoral study on a transborder research problem.

Portfolio Assessment

Students' progress will be evaluated through portfolio assessment strategies. Over the course of their program of study, each student will develop a portfolio of all courses taken, papers written, research proposed and carried out, and artifacts such as films, videos, and performance renditions. The students' faculty advisors will evaluate each portfolio. Students' performance will be assessed through the student's portfolio. The faculty will review the students' work at the end of each academic year. Students may present their research or production in the course TSS 607: Colloquium in Transborder Studies.

Student Self-Assessment

The self-assessment provides students with the important opportunity to reflect on their academic progress. In their annual self-assessment, students describe their progress to date and future plans in all facets of their academic and professional development, including progress on coursework, completion of degree milestones, and progress in the dissertation. The student annual self-assessment gives students the opportunity to communicate immediate concerns, such as requests for funding and teaching interests for the following academic year.

Each spring semester students will submit their annual student self-assessment report to the Graduate Coordinator and their faculty advisor. The self-assessment report is reviewed by the student's faculty advisor. Students who have advanced to candidate are not required to submit a self-assessment.

Annual Review & Annual Progress Letter

Graduate students can anticipate receiving an annual letter from their faculty advisors detailing their progress. Typically, letters are sent out at the end of the spring semester. If a student is offered financial support for the following academic year, students will be notified in the summer. A student's annual financial support package may be impacted by his/her annual evaluation by the Graduate Faculty of the School of Transborder Studies. Students who have advanced to candidacy or are working on their dissertation the following year may or may not receive an annual progress letter, depending on their faculty advisor.

PLAN OF STUDY (iPOS)

The student should meet periodically with their faculty advisor during the first year of study to help them determine an appropriate research specialization, to select courses for the plan of study, to identify one or more suitable advanced research skill(s) to support dissertation research,

and to develop a written plan for how the research skill will be acquired and competency demonstrated. The advanced research skill proposal and the official Plan of Study (iPOS) must be submitted, in consultation with the student’s Supervisory Committee, by the time the student has completed 50%, or 42 of the credit hours required towards their degree program. This will usually be after a student’s full first year in the program.

Graduate students at ASU are required to file an online Plan of Study with the Graduate College, referred as the iPOS (Interactive Plan of Study). The iPOS is accessible and must be completed by the student through their MyASU page under the “My Programs and Degrees” tab. **All students must submit the iPOS by the time the student has completed 50% of the credit hours required towards their graduate degree.** The iPOS must be approved by the student’s faculty advisor and by the Graduate College.

Students should follow the steps below to complete the iPOS process:

1. Complete an Excel iPOS file in consultation with the Faculty Advisor, provided by the Graduate Coordinator at the beginning of the program
2. Obtain final approval from Faculty Advisor via email and send to the Graduate Coordinator
3. Submit final iPOS through MyASU for approval

The Graduate Coordinator will not approve an iPOS without receiving final approval from the faculty advisor.

Upon finalizing the student’s Supervisory Committee and/or as the student progresses through the program, the student may request changes to the iPOS if course changes are needed. Changes can be requested and approved by the students’ faculty advisor(s) over email and sent to the Graduate Coordinator. The student can then easily request the changes through the online iPOS system for approval.

Summary of Milestones

The following represents a typical timeline for full-time students in the PhD program in Transborder Studies.

Summary of milestones for full-time students with a master's degree		
Year	Task	Deliverable(s)
Year 1	Complete 18 credit hours of course work	Pass all core courses with a B+ or higher
	With consultation of advisor, student begins to identify members of the supervisory committee.	File/Submit form to Graduate Coordinator (Fall & Spring Semesters).
	Prepare advanced research design/skill proposal and program of study.	File the iPOS and complete research skill proposal by the end of the spring semester

	Prepare First-Year Student Portfolio	Submit Student Self-Assessment to advisor and graduate coordinator by the end of the spring semester
	First-year review of progress by student's advisor (mid-May).	Receive a satisfactory Annual Review & Annual Progress Letter
Year 2	Complete 18 credit hours of course work/research classes, including classes that are part of Preparing Future Faculty/Scholars (PFx)	Pass all courses, maintain a 3.25 GPA or above
	Prepare Second-Year Study Portfolio	Submit Student Self-Assessment to Advisor
	Demonstrate competency in the advanced research skill <u>and</u> language requirement.	Submit to Advisor
	Finalize Supervisory Committee for Qualifying Exams	Submit necessary form to Graduate Coordinator.
	Second-year review of progress by supervisory committee	Receive a satisfactory Annual Review & Annual Progress Letter (mid-May).
Prepare for the qualifying exams, finalize bibliography in summer to submit to exam committee		
Year 3	Complete 6 credit hours of final coursework – research, colloquium, reading and conference, etc.)	Pass all courses, ensure cumulative GPA is at 3.4 or above
	Study for qualifying exams	Submit complete bibliography to exam committee. Work with exam committee, recommend questions if desired.
	Take written and oral qualifying exams during the fall semester.	Pass exam and schedule oral exam within 2-4 weeks of the written exam Committee submits Qualifying Examinations report via DocuSign to Graduate Coordinator.
	Prepare dissertation prospectus and IRB application, if applicable during the spring semester.	Prepare a 10 to 30 max-page dissertation prospectus to committee, with Advisor's approval.

	Defend dissertation prospectus during the spring semester (May).	Committee submits Prospectus Defense Report via DocuSign to Graduate Coordinator. All exams and prospectus defense are reported to the Graduate College.
Prepare travel grant proposals to support research (spring/summer)		
Year 4	Conduct original research and write dissertation.	
	Enroll in the minimum 12 credit hours of TSS 799 Dissertation.	May enroll in TSS 792 Research in fall and TSS 799 Dissertation in spring; or, just TSS 799 Dissertation
	Defend dissertation	Schedule oral defense, submit for format revisions, keeping in mind all deadlines of planned defense.

**Assuming 30 hours of previous master's coursework was accepted in the iPOS*

DISSERTATION AND GRADUATION PROCEDURES

The dissertation must be an original contribution of knowledge and demonstrate the candidate's proficiency in independent research. It is important that students review and understand the requirements to complete the degree, the deadlines and procedures, by visiting the [Graduate College](#) website.

Format Manual

Faculty policy leaves the choice of a style manual to the doctoral candidate with the advice and consent of their committee. Generally, candidates are urged to learn and use the manual most often required for scholarly writing by journals within their disciplines, for example, the *Publication Manual of the American Psychological Association* or the *Chicago Manual of Style*. The format of the document must follow the specifications set forth by the Graduate College in the [ASU Graduate College Format Manual](#) (margins, spacing, font, text size, and further instructions on submitting, etc.)

Scheduling the Oral Defense

The oral defense includes a presentation of the argument of the dissertation by the candidate and questions from each of the committee members. The oral defense is open to the public and advertised to the whole School. Once the supervisory committee has agreed that the student is ready to defend, the student is responsible for scheduling and reserving a conference room in the School of Transborder Studies with the Graduate Coordinator.

Scheduling the defense with the Graduate College is done through MyASU (MyASU > My Programs and Degree Progress > Defense). The “Defense” tab provides an electronic form to schedule the final defense and **must be submitted no later than 10 business days prior to the planned defense date** (click the “Next Steps” link under Dissertation Defense” > “Schedule Your Defense”). In addition to submitting this form, the final draft of the dissertation document needs to be emailed to the Graduate College for format review – **no later than 10 calendar days prior to the planned defense**.

Apply for Graduation

Students formally apply for graduation through the MyASU page under the “My Programs and Degree Progress” section. The “Graduation” tab will link students to an online graduation application and the graduation fee. Students will also need to RSVP to the commencement and convocation ceremonies after they apply for graduation if they wish to attend the ceremonies.

Important timelines and deadlines are found at: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>

FINANCIAL SUPPORT

Funding availability for graduate students in the School of Transborder Studies is not guaranteed, and differs year to year. If funding is available directly from the school, students will have a financial offer before beginning the academic year. Students are encouraged to apply to institutional, national, and international fellowships. Other funding opportunities may exist within a particular area of research and should be consulted with a faculty advisor. For a list of possible fellowships and awards, please visit the Graduate College: <https://graduate.asu.edu/current-students/funding-opportunities>.

School of Transborder Studies Scholarships

The School of Transborder Studies provides the following scholarships to students annually, and may be found on our [website](#), along with other sources of funding.

Scholarship	Amount	Description
Transborder Studies General Scholarship	Up to \$500.00 for the academic year	Financial need required. Scholarship available depending on funds each year. Deadline in the spring for fall disbursement. Minimum 3.00 GPA.
Wells Fargo Transborder Chicana/o and Latina/o Studies Research Scholarship	Minimum of \$2,500.00 for the academic year	Students engaged in transborder and transnational creative projects. Scholarship available in the fall for spring disbursement. Minimum 3.00 GPA. Must be working with an STS faculty or affiliate faculty member.

TA/RA Funding

When funding is available, students will be offered teaching or research

assistantships/associateships (TAs and RAs respectively) in the School of Transborder Studies (STS). TAs and RAs are assigned to faculty by research interest and by classroom need. This assignment is made by semester and students are notified in the summer and at the end of the fall semester. Funding is for full-time graduate students appointed as a TA/RA on a part-time basis (.50 FTE or .25FTE) by Arizona State University. This may include tuition remission, health insurance and a yearly stipend. Duties and responsibilities are carried out to enhance the student's professional development under the guidance of the assigned faculty supervisor. TAs/RAs will also be assigned a working space in the School if available, with access to a computer and printing.

An international student who is assigned a Teaching Assistantship/Associateship must demonstrate English language proficiency. To learn how international students can demonstrate English language proficiency, visit: <https://learnenglish.asu.edu/international-teaching-assistant>.

Students are responsible for reading and becoming familiar with the [TA/RA Policy and Procedures Handbook](#). The Graduate Coordinator and the Business Operations Specialist, Sr. are responsible for notifying students of required trainings and policy changes. Students must read and sign their official hire letter and submit it to the Graduate Coordinator prior to the start of their appointment.

TA/RA Performance and Evaluation

Faculty supervisors will complete a TA/RA evaluation form every semester for their assigned graduate student. This evaluation is shared with the student's faculty advisor (if supervisor and advisor are not the same) and it is expected that issues in performance will be addressed. Faculty advisors also use this evaluation for their annual progress letter, which is sent to students at the end of the academic year. Although the evaluation forms are completed at the end of the semester, faculty may complete both satisfactory and unsatisfactory evaluations at any time during the semester. TA/RAs are responsible and required to fulfill their assignments throughout the semester as outlined in their appointment letter until they receive a revised letter. TA/RAs who are not fully performing their duties or are not meeting expectations, will receive a verbal and written notice. If the TA/RA continues to not meet expectations by a date identified, the faculty supervisor and director of the school may issue a letter of termination, with documented reasons. This may happen at any time during the semester of appointment. TA/RAs have 10 days to appeal, as stated on the [TA/RA Policy and Procedures Handbook](#).

TA/RA Expectations of Professionalism

As a teaching or research assistant/associate, students are an employee of the School of Transborder Studies and Arizona State University. As such, students are required to dress and act in a professional manner at all times. This includes:

1. Using professional communication with students, faculty, and staff both verbally and in writing (ASU email, Canvas, in-person, etc.). TA/RAs should be using their official ASU email for all written communication.
2. Using business casual clothing: for graduate students teaching a class (primary instructor), and when meeting with students in any capacity as Teaching Assistants. This is a typical expectation in a university environment and will help distinguish graduate students working in these capacities from undergraduate students.

UNIVERSITY POLICIES

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. Violations fall into five broad areas:

1. Cheating on an academic evaluation or assignment
2. Plagiarizing
3. Academic deceit such as fabricating data, information or documentation
4. Aiding others in committing integrity violations and inappropriately collaborating
5. Falsifying academic records

For more information, please see <https://thecollege.asu.edu/resources/academic-integrity> and <http://provost.asu.edu/academicintegrity>.

Graduate Students are expected to complete the “Academic Integrity Module” on Canvas during their first semester at the University. A “Priority Task” item will display on the student’s My ASU page with a link to the module.

Compassionate/Medical Withdrawal

Students experiencing a serious illness or injury or other significant personal situation that prevents continuing classes may request a medical/compassionate withdrawal. Students should first make use of the regular withdrawal procedures, request incompletes or make other arrangements with instructors if possible. All applications for medical/compassionate withdrawal require thorough and credible documentation.

Please visit <https://thecollege.asu.edu/resources/medical-withdrawal> for more information and to learn about the process.

Graduate College

Students in the PhD program in Transborder Studies are accountable to the ASU Graduate College to satisfy certain conditions toward making systematic progress toward the completion of the degree. These conditions include satisfying all requirements of the degree program in a timely manner.

It is the student’s responsibility to verify all academic progress policies as required by the School of Transborder Studies and the Graduate College. Failure to satisfy degree program requirements may result in the student being removed from the program based on the School of Transborder Studies’ recommendation. The Dean of the Graduate College makes the final determination. For the latest information on academic progress and other graduate policies, consult the [Graduate College Policies](#).

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

All employees of ASU, including TA/RAs, are mandated reporters, obligated to report any information regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available for students to discuss any concerns confidentially and privately.

Student Code of Conduct

All Students are expected to adhere to the ABOR Student Code of Conduct. The ABOR Student Code of Conduct can be found at: <https://eoss.asu.edu/dos/srr/codeofconduct>. The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community, and to maintain order and stability on campus. The School of Transborder Studies is committed to providing a safe academic and working environment for faculty, staff and students. Students who would like to report an incident may do so to the School of Transborder Studies' Director. Students who refuse to maintain a safe environment after meeting with the Director will be reported to the Dean of Students and are subject to withdrawal from the graduate program and the university.

Title IX – Office of Equity and Inclusion

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

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

STUDENT RESOURCES

ASU Career and Professional Development Services

Career and Professional Development Services (CPDS) is committed to individual career success. No matter what stage a student may find themselves: a student looking to chart their career path, a new professional looking to nail down career goals or a seasoned professional looking to take the next step, CPDS has thought about the unique support and resources student

may need. They offer career advising, resources, professional mentoring, internship and full-time job postings, career and skill assessment and information sessions and events throughout the year. Learn more at: <https://career.asu.edu/>.

ASU Counseling Services

ASU Counseling Services offers confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. Support is available 24/7, please visit: <https://eoss.asu.edu/counseling>

ASU Financial Aid and Scholarship Services

ASU's Financial Aid and Scholarship Services team remains dedicated to helping students successfully navigate the financial aid process. Any questions about a student account, billing, posting of scholarships, fellowships, loans, etc. can be directed to them. They are physically located in the Student Services Building, second floor of the Tempe Campus. Students may also submit a case, chat, or call for any questions: <https://students.asu.edu/financial-aid>

ASU Health Services & Wellness Resources

ASU Health Services is dedicated to the well-being and educational success of each individual student by providing high quality health care that is accessible, affordable, and compassionate. Students may schedule an appointment online, in-person or by phone at: <https://eoss.asu.edu/health?destination=health>

The Graduate College has developed a one-page “[10 Best Practices in Graduate Student Wellbeing](#)” that reviews some ways students can care for themselves through the increasing academic rigor and demands of a graduate degree. Additionally, in collaboration with the Graduate and Professional Student Association (GPSA), the [Graduate Wellness Resource](#) document has a comprehensive list of links categorized by financial, physical, emotional, and social wellness.

ASU Sun Devil Card Services

ASU requires all students to obtain an official ASU ID card. Students may choose between the Pitchfork ID, complete with Sun Devil Checking exclusively from MidFirst Bank, or the basic Sun Card to use as their official university ID card. Card Services are located in the Memorial Union, basement level. More info at <https://cfo.asu.edu/cardservices>.

Campus Amenities

The Tempe Campus Memorial Union (MU) is considered the living room of the campus. Their goal is to provide students with the best possible experience - whether joining a student organization, participating in a day of community service, planning an event or enjoying a meal. Most of the dining options on campus are within the MU, as well as other services like Sun Card Services, study areas, the Pat Tillman Center, a beauty salon, classes, conference spaces and more: <https://eoss.asu.edu/mu>

[Sun Devil Campus Stores](#) are located on all campuses, offering classroom textbooks, souvenirs,

ASU merchandise and school supplies.

Graduate and Professional Student Association (GPSA)

The Graduate and Professional Student Association (GPSA) (<https://gpsa.asu.edu/>) is a student-led organization on campus offering funding and grant opportunities for research and travel, resources, events, and other ways to connect with graduate students on campus.

Graduate College Professional Development, Mentoring and Resources

The Graduate College offers several programs to enrich the student experience. Through collaborative, interdisciplinary programming, mentoring networks and professional development opportunities that emphasize communication, critical thinking and creativity, the Graduate College aims to nurture transformative leaders, master learners, career navigators and knowledge mobilizers like you, who go on to become change agents in a larger community. To learn more and become involved, visit: <https://graduate.asu.edu/current-students/enrich-your-experience>

International Students and Scholars Center (ISSC)

The International Students and Scholars Center (ISSC) offers a wide variety of support services and resources for international students. The International Academic Support Center (I-ASC) is a center designed to help engage and assist ASU's international students. Let's Chat Series is designed to help engage and assist ASU's international students. They host fun and interactive weekly workshops and offer free tutoring for English-related questions, brought via collaboration between International Students and Scholars Center (ISSC) and Global Launch, Let's Chat Series gives students a chance to make new friends, practice their English skills, and learn in a new way. For more information please visit: <https://issc.asu.edu/lets-chat-series>

Library and the Graduate Academic Support Center

ASU Libraries offer a wide variety of convenient services in-person and online. These include borrowing books, downloading e-books, using study rooms, accessing online research databases, resources for teaching classes and more. Please visit <https://lib.asu.edu/services/graduate-students> for additional information and resources.

The Graduate Academic Support Center (<https://tutoring.asu.edu/student-services/graduate>) offers writing tutoring, writing groups, workshops and webinars throughout the fall and spring semesters. In addition, the center offers a Dissertation Writing Camp during the summer that offers ASU doctoral students dedicated time and space to write their prospectuses or dissertations as well as opportunities to learn more about available resources to support their writing process.

Off-Campus Housing

[ASU Student Media](#) provides printed and online housing guides to help students search for and choose the best off-campus housing option. The guides include input from students who live off-campus and know the community. The guides also provide information to help students make good choices regarding their safety and well-being while living off campus. The online version of the housing guide - [Living ASU](#) - allows students to do custom searches based on their particular needs. Please visit <https://offcampushousing.asu.edu/> for additional information.

Parental Leave

Graduate students with a .50 FTE research or teaching assistantship (RA/TA) appointment who have completed at least one academic year's service are eligible for up to twelve weeks of paid parental leave for the birth or adoption of a child and will continue to receive their stipend and associated benefits (health insurance and tuition remission) during this twelve-week period. The RA/TA must maintain a minimum enrollment of six credit hours during the term of paid leave. Any portion of the twelve-week period that falls outside the appointment term will reduce the amount of available paid parental leave on a pro-rated basis. For further information on parental leave, see the ASU Parental Leave Policy at http://provost.asu.edu/academic_personnel/parental_leave

Parking and Transit Services

Students may purchase annual and semester parking permits. Sun Devils who choose not to purchase a permit may use various daily and hourly parking options. For rates and information please visit <https://cfo.asu.edu/parking>.

Pat Tillman Veterans Center

The Pat Tillman Veterans Center provides support for student veterans and dependents. Students may explore ASU's veteran affairs and services, and receive help with education benefits at <https://veterans.asu.edu/>.

Resources at ASU

Connect to a multitude of resources, services and support across ASU – four physical campus locations across the Phoenix metropolitan area. Visit <https://eoss.asu.edu/resources> for resources outlined on this handbook and additional amenities such as: student engagement, student advocacy, religious and spiritual life, employment, student unions and centers, dining, athletics, Sun Devil campus stores, and more.

Student Accessibility and Inclusive Learning Services

ASU Student Accessibility and Inclusive Learning Services (SAILS) provides support and access to students with disabilities for programs and services, consultation and guidance for faculty and staff, and training and engagement opportunities to increase awareness and ensure accessibility.

Students who need accommodations in class should register with the SAILS immediately. Their office at the Tempe campus is located on the first floor of the Matthews Center Building. Their staff can be reached at (480) 965-1234 or by email at student.accessibility@asu.edu. Their hours are 8:00am to 5:00pm, Monday through Friday. For additional information, how to register and to learn more about their accommodations, visit: <https://eoss.asu.edu/accessibility>.

University Technology Office

The University Technology Office (UTO) assists students with technology needs and offers a variety of software and tools for free including Office 365, Qualtrics, SPSS, ArcGIS, Adobe, and more. Visit <https://uto.asu.edu/> for more information and resources.

Updated handbooks are made available on the sts.asu.edu website. Handbooks from previous academic years can be made available to students by emailing sts.grad@asu.edu. Students abide by their catalog year for any curriculum changes but abide to new policies as they become effective.