

The PhD Handbook

Handbook for Students and Faculty of the
PhD Program in Design, Environment, and the Arts

The Design School
Herberger Institute for Design and the Arts

2020-2021 edition



<http://design.asu.edu/phd>

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[Design, Environment, and the Arts]

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The Design School



Summer 2020

Welcome to the Doctor of Philosophy (PhD) Program in Design, Environment, and the Arts

The PhD in Design, Environment and the Arts Program in The Design School, an academic unit of the Herberger Institute for Design and the Arts has an explicit mission: to prepare students to become public intellectuals and transformative practitioners in shaping the environment at all scales – from the design of cities, buildings and landscapes, to interiors, products and graphics, to the arts all the while placing emphases on sustainability, innovation, community building, cultural and contextual awareness.

Our program has been advancing scholarship and research in sciences, arts, and technology in areas related to environmental planning and design at Arizona State University since the late 1990s. Over 80 people have completed the program and earned their PhD degrees and are now successfully in academic, business, industry, government, and advocacy careers. We explore the artifacts, tools, methods, contexts, history and meaning of design as processes, as outcomes, and as ways of thinking.

This Handbook is intended to assist students, faculty, staff and interested colleagues, constituents, and alumni as a way-finding guide to assist people in both progressing through and engaging with participants in the program.

The Handbook is divided into five sections, including:

- General Information
- Policies, Practices and Guidelines for PhD Students
- Faculty, Facilities & Resources for the PhD Program
- Governance of the PhD Program
- Appendices – Useful Documents

Arizona State University has reconceptualized itself as “The New American University” and a center of innovation and leadership. The Design School, with its numerous design disciplines and its broad opportunities with professional and academic degree programs provides an exciting venue for envisioning the future of design.

We look forward to engaging in these opportunities with you.

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Director and Professor

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Introduction

The purpose of the PhD Program Handbook is to assist future and current PhD students with making progress through and completing their PhD programs. It is also intended to support faculty and staff members in their efforts to provide mentoring and guidance to future and current PhD students. The policies, guidelines, recommendations and suggestions found in this Handbook are intended as a supplement or enrichment to policies, operational procedures and academic practices established and mandated by the Arizona Board of Regents, Arizona State University, and the ASU Graduate College. Policy documents for the University and the Graduate College can be found online at:

ASU ACD Manual
<http://asu.edu/aad/manuals/acd/>
Graduate College Policies, Forms & Deadlines
(<https://graduate.asu.edu/current-students/policies-forms-and-deadlines>)

The PhD Faculty of The Design School have the responsibility to set the curricular and academic policies unique to the program.

Section 1: General Information

The PhD Program

The PhD program is conceptualized as a flexible, interdisciplinary program that permits designers to develop the experience, skills, and framework to become competent researchers, scholars, innovators, visionaries and leaders in the various disciplines committed to the fields of design, environment and the arts. The program provides a synergistic and transdisciplinary setting among the varied disciplines and interests of the faculty and programs within The Design School.

The PhD Program also complements interdisciplinary research from other disciplines within the university. Broad in scope, the program involves interdisciplinary research interests at both the micro- and macro-scales of design, environment and the arts. The program provides research experience for students wishing to pursue careers in academe, as well as industry, government or non-profit sector.

The PhD Program prepares individuals to participate in industry as members of interdisciplinary design and planning teams; in addition to preparing individuals that wish to teach in the design, environment and the arts fields.

The Program benefits from contributions of not only the faculty in The Design School, but also facilitates and encourages participation and interaction with faculty, courses and disciplines outside of The Design School and the Herberger Institute for Design and the Arts. The Program has traditionally cultivated collaborations and academic partnerships with Department of Applied Science, School of Human Evolution and Social Change, the School of International Letters and Cultures, the School of Historical, Philosophical and Religious Studies, the School of Geographical Sciences and Urban Planning, and the School of Sustainability.

The Program started out as an interdisciplinary program shared among the academic units of the former ASU College of Design. About ten years ago, when the former College of Design merged with the former Katherine Herberger College of Fine Arts to form the Heberger Institute for Design and the Arts, the PhD program developed a special collaboration with the PhD Program in the School of Art to share resources, support staff, and administrative processes. The faculties in Design and in Art developed two specific areas of study for the students from the two school. These two areas are a reflection of the research, scholarship, and teaching expertise of the participating faculty members.

- In Design, student focus on micro- to macro-scale issues in the designed environment, including the study of architecture, building science, industrial design, interior design, and landscape architecture, urban design and visual communication design.
- In Art, students use History, Theory, and Criticism scholarship to focus on the theoretical dimensions in areas of architectural and design history or art history including critical discourse in the design or art disciplines. The program offers classes and research across many cultures and time periods, geographies, and multiple approaches and methodologies within the art history program.

Mission of the Program - The PhD Program prepares students to become public intellectuals and transformative-practitioners in the shaping of the environment at all scales—extending from the design of cities, buildings, landscapes, to the design of interiors, products, and graphics.

Goals of the Program - The PhD Program has two goals:

- To educate individuals who will pursue academic paths or assume leadership roles in professional planning and design practices, the public sector, government, or the non-profit sector.
- To educate individuals who will emphasize sustainability, urban and suburban revitalization, desert cities, community building, design and experimental media, environmental and entrepreneurship stewardship, and the arts.

Strengths of the Program - The strengths of the PhD Program include:

- An interdisciplinary structure that allows students to design their own plan of study from courses offered within the Institute, as well as a variety of applicable courses taught throughout the university.
- A diverse population of students from many corners of the world, from Asia, Africa, Europe, the Middle East to North America and South America.
- A diverse academic background that includes disciplines such as: architecture, landscape architecture, planning, art history, environmental design, energy studies, building design, engineering, biology, industrial design, interior design, visual communication design, healthcare, environmental resources, the arts, arts, media, and engineering, history, religious studies, languages and literatures, and philosophy.
- A structure that accommodates mid-career professionals.

Areas of Regional, National and International Prominence - The PhD Program has become known as:

- A place to engage in socially-embedded, outcome-oriented research.
- A program that is committed to interdisciplinary research and practice, to environmental stewardship, and to urban design.

- An ideal laboratory for exploring a wide range of research topics, especially in the context of the desert metropolis in which ASU is located.
- PhD students have received many prestigious fellowships including Fulbright, USAID/TIES, CONACYT, among others.
- The program has graduated over 80 students who are now professors, deans, city officials, consultants, writers, and project managers that direct assignments on both the national and international scene.

Introduction to The Design School

The Design School (<http://design.asu.edu>) is the largest and the most comprehensive design schools in the nation. Our diverse programs are in the top 20 in the country and teach students to master their design disciplines. Students learn the art of collaboration and how to work across disciplines. The school's innovative spirit drives new ideas and solves problems through partnerships with industry, communities, and other academic units. The Design School is a community of architects, industrial designers, interior architects and designers, landscape architects, visual communications designers (graphic designers), and urban designers that have organized professional and academic degree programs at the bachelors, masters, and doctoral levels.

Introduction to the Herberger Institute for Design and the Arts

The Herberger Institute for Design and the Arts (HIDA) is one of the most dynamic design and arts schools in the country with a wide variety of opportunities for fusing and merging disciplines, vision and leadership. The Institute is made of of these six units:

- School of Art
- School of Art, Media & Engineering
- School of Film
- School of Music, Dance & Theatre
- The Design School
- ASU Art Museum

HIDA also has a number of cross-institute and interdisciplinary degree programs. Other HIDA graduate programs, courses and faculty provide enriched resources for PhD students in Design.

Application, Admissions & Enrollment

For complete details on the application and admission process for the PhD program, please visit [The Design School website \(design.asu.edu/admissions/\)](https://design.asu.edu/admissions/). Admissions to the PhD program are competitive and limited by available resources.

Minimum Requirements – Applicants should have a minimum of a baccalaureate degree or higher with a grade point average of 3.0 or above on a 4.0 scale. They must have acceptable proof of English proficiency for all international students whose native language is not English (a TOEFL score of at least 550 [paper-based] or 80 [internet-based] or an IELTS overall band score of 6.5). GRE scores are not required, but students are encouraged to provide them if they are available.

Students typically admitted to the PhD program have usually completed a master's degree in architecture, graphic design, industrial design, interior design, landscape architecture, city or regional planning, environmental science or art history (visual art students may be considered for the design concentration) or upon the demonstration of equivalent standing. Students must be familiar with design, environment or art and will be expected to demonstrate a high level of academic maturity before being admitted to the program.

Admission Calendar – The program has an open admissions calendar, receiving and reviewing applications year-round. It gives priority review to those applications received between **September 15** and **January 15**. Applications received between January 15 and July 15 are reviewed on a space and resource available basis for admission and enrollment with the cohort that begins the Fall Semester in mid-August.

Most PhD students begin their programs with the Fall term, though some students begin their program with the Spring term.

Application Steps

Application materials are submitted in digital format online in two separate components in two different systems. The official application process is completed online at the ASU

Graduate College application portal

(<https://webapp4.asu.edu/dgsadmissions/Index.jsp>).

Supplemental materials are submitted to The Design School PhD Faculty through the online Slideroom portal at:

<https://asudesign.slideroom.com/#/Login>

The information and materials to be uploaded to Slideroom include:

- A personal statement summarizing career objectives and the reasons for pursuing doctoral education.
- A current résumé
- The names and contact information of three references. References will be contacted electronically and provided an access code to provide information about the applicant.
- A summary of your proposed research topic (maximum 500 words).
- A sample of sole-authored written work (*i.e.* Master's thesis, research paper, published articles).
- Identification of one or more of the PhD Faculty that you would like to work with as your initial mentor.

Filing your application electronically is faster and provides you with the ability to submit all of the supplemental materials immediately. You will also be able to see what items you may be missing in order to complete your application. Please be aware that missing items will make your application incomplete and therefore not reviewed by the PhD program. It is the applicant's responsibility to complete the application. However, note that once you submit the application, you will NOT have the ability to go back into the application to submit the supplemental materials. Consequently, please have those materials ready to upload when you begin the application.

In preparing to apply, a potential student is invited and encouraged to review the interests and expertise of the faculty of The Design School. They may even correspond unofficially with individual faculty members and seek their consultation about the potential opportunities and connections between the interest of the students and the interests, expertise, prospects and resources within The Design School and ASU. These unofficial communications might help the potential applicant identify potential initial mentors.

Selection Procedures and Notifications

The PhD faculty evaluates the applications and supporting materials and recommends to Graduate College whether the applicant should be granted admission. Applicants can log into the MyASU system in order to view admission decisions and the admission decision letter.

Please be aware that missing items will make your application incomplete and therefore not reviewed by the PhD program. It is the applicant's responsibility to complete the application. However, note that once you submit the application, you will NOT have the ability to go back into the application to submit the supplemental materials. Consequently, please have those materials ready to upload when you begin the application.

If admission is granted, the Design School informs the applicants of the procedures for enrollment.

When a new PhD student is admitted to the PhD Program in The Design School, they are notified of the assignment of an Initial Mentor, one of the PhD faculty members, who will help them get oriented to the program and assist them in selecting course and supervisory committee members. Many of the mentors become the Chair of the student's supervisory committee, but that is a decision that a student can make during their first year of study.

Deferred Entry Policy

A student who is admitted to the PhD program can petition (by email) to be granted deferred entry into the program by a semester or by a year, postponing their arrival on campus by the deferral period. Typical reasons for deferral can include time necessary to secure funding, travel authorizations or accommodating personal career obligations. There is no penalty for deferred entry, but the Program cannot guarantee that assistantships or scholarships offered for the original entry time will be available at the later entry. Students who wish to seek a second deferred entry must go through a reapplication process.

The Structure and Organization of the Program and the Curriculum

The PhD Program is organized to give participants coursework and research experience necessary to become independent scholar/practitioners. The curriculum requires 84 credit hours of coursework and independent scholarship. The curriculum is organized to accommodate students who have already completed a masters degree program (for which they may receive upto 30 units of credit) or student who have not completed a masters degree (who must earn 30 units of complementary masters-level or high units of credit). The PhD curriculum is organized as follows:

<u>Credits</u>	<u>Description</u>
30	Masters-level coursework or complementary electives
6	Core Research Courses EPD 700 Interdisciplinary Research Methods EPD 710 Current Research in Design
15	Concentration Courses Concentration Course 1: _____ Concentration Course 2: _____ Concentration Course 3: _____ Concentration Course 4: _____ Concentration Course 5: _____
9	Specialization Courses Specialization Course 1: _____ Specialization Course 2: _____ Specialization Course 3: _____
12	Research Credits EPD 792 Research: _____ EPD 792 Research: _____
12	Dissertation EPD 799 Dissertation: _____ EPD 799 Dissertation: _____
84	Total Credit Hours for the PhD Program (54 credits beyond masters-level credits)

Courses are selected through consultation and approval by the student's mentor or chair. By the second year in the program, the student should have organized and established a supervisory committee. The committee should be consulted and approve the selection of the rest of the courses that will constitute the Plan of Study.

A student may propose using some of the course credits as independent study or as Reading and Conference scholarship. Such enrollment is typically used by students to focus their attention on preparation for their comprehensive exams and/or to conceptualize and develop their research. Chair approval is required.

Core Courses, and Concentration & Specialization Options

The **Concentration** and the **Specialization** courses and credits are identified through a process of advising, mentoring, negotiation and approval. The student is encouraged to consider their own interests and aspirations and integrate them with the resources and expertise of the faculty and the University. This process should lead to a proposed plan of study, including articulating a Concentration, a Specialization and a research topic that will help the student cultivate expertise and experience that will permit him or her to become a competent, contributing independent scholar.

The plan of study will be unique for each student, though there may be similarities related to the shared interests of students and their common access to courses, faculty and institutional resources.

The **Core** courses are required of all students in the program. The core courses include:

EPD 700 Interdisciplinary Research Methods
EPD 710 Current Research in Design

These courses are typically taken during the first year in the program. A student who has already successfully completed EPD 700 Research Methods or a similar course, can petition the Program Director to substitute another specialized research methods course.

The **Concentration** relates to the broad area of study, guided by the title of the degree – Design, Environment, and the Arts. Each student and his or her committee is challenged to describe their interest in concepts, frameworks, disciplines, histories, philosophies, and/or challenges related to design, environment and/or art.

A **Specialization** is a cluster of closely-related courses that gives the student an opportunity to develop depth and expertise in a topical area. Approval of the specialization courses is negotiated with the supervisory committee. The specialization courses are typically selected to provide foundation, context and enhance methodological experience to support the student's area of research.

It is important to develop a specialization theme based on the research expertise of the faculty and the institution. Among the areas of research interest, expertise and scholarly exploration by

faculty of The Design School and the Herberger Institute of Design and the Arts are:

- Technology, Innovation, & Entrepreneurship
- Sustainability & Resilience
- Social Justice, Placemaking, & Placekeeping
- Global Health & Human Factors
- History, Culture, Theory & Philosophy (related to Design/Environment/Art)

These topical areas have been identified as areas of strength at ASU and the University participates in an international consortium of institutions to advance research on these topics. Further information about this collaboration, known as the PLS Alliance can be found online at (<https://www.plusalliance.org/>)

Funding and Assistantships

The PhD Program has very limited financial support through scholarships or assistantships for students in the program. Most students are supported through personal and family financial resources or through sponsorship by their home governments or academic institutions. Applications for scholarships or teaching assistantships (TA) are generally considered at the same time as the application for admission. All interested scholarship and teaching assistantship candidates can apply online through The Design School website. The online application for the 2020-21 academic year for a teaching assistantship will be available from January 15, 2020 through May 15, 2020. Similar application processes and schedule are anticipated in future years as well. The typical assistantship is a 0.25 FTE assignment. The PhD Program makes a practice of awarding upto six semesters of TA assignments so that the resources can be shared with and benefit more PhD students. There is additional information for international students seeking TAs at: <https://learnenglish.asu.edu/international-teaching-assistant>.

COVID-19 Safety Update

With the circumstances of the world-wide pandemic caused by the COVID-19 virus in the spring of 2020, Arizona State University moved most instruction to remote online instruction. The University has placed the health and safety of students, staff and faculty as the highest priority for its operations. ASU administration and program leaders continue to consult public health authorities, including the US-CDC and the Mayo Clinic for the most current public health recommendations and engage in on-going planning to implement strategies for health and safety.

During the Spring 2020 term, PhD students, staff and faculty successfully pioneered a number of remote and online activities that are typical of the PhD experience, including courses and instruction, supervisory graduate committee meetings, comprehensive examinations, and dissertation defenses. We are confident that we can carry out the tasks and activities to make a PhD program successful.

The ASU website (asu.edu) will have up to date information instructing students, staff and faculty about current health and safety strategies and expectations. Some additional references and topics can be found on the University website at:

- ASU details plans for fall 2020
<https://www.asu.edu/about/fall-2020>
- Webinar for new students
<https://www.youtube.com/watch?v=qhECOYxthmg>
- Webinar for returning students
<https://www.youtube.com/watch?v=IAvHnYUDTgQ&feature=youtu.be>

For questions about student services and campus life, contact deanofstudents@asu.edu or 480-965-6547.

Section 2: Policies, Practices and Guidelines for PhD Students

University and Graduate College Policies

Graduate programs, including the PhD Program in Design, Environment and the Arts, are governed by the policies and practices of ASU and its Graduate College. Links to the Graduate College and its Policies and Procedures Handbook are provided here:

Graduate College (<https://graduate.asu.edu>)
Policies & Procedures Handbook
(https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures_032019_0.pdf)

Selecting/Appointing a Faculty Mentor/Committee Chair

Students are guided by faculty mentors who advise them through their degree program. A mentor is a member of the Core Faculty of the PhD Program and serves as an advisor to the PhD student. A mentor can become the Chair of a student's dissertation committee, but is not required to do so. The Chair is also known by some as the Advisor or the Major Professor. The initial mentor is a faculty member who is identified at the time that the student is admitted to the program. The initial mentor will help orient the newly admitted PhD student to the program and help them with selecting early courses, developing a supervisory committee and refining their research interests and topics.

Students should begin to work with their mentors/advisors early in their PhD program and look to them for guidance in their graduate work.

All members of the Core PhD Faculty have been approved by the Graduate College, to serve as members of a student's supervisory committee and to chair such committees (*i.e.*, they can chair a dissertation committee).

The core faculty member has experience in supervising research of graduate students (master's and PhD levels) and has a record of serving as a member of dissertation committees. A core faculty member has a tenure or tenure-track appointment in The Design School and has an acceptable record of advancing scholarly knowledge, as indicated by a peer-reviewed publication and/or creative activity record and

national peer-reviewed recognition in the respective discipline.

The curriculum vitae (c.v.) of core faculty members are reviewed every three years by the Graduate College to verify that they still meet the criteria for core faculty status.

Selecting/Appointing the Supervisory Committee

All students will select a supervisory committee (sometimes referred to as a dissertation committee or advisory committee). The committee is made up of at least three faculty members. The Chair of the committee will be a member of Core Faculty of the PhD program. At least one member of the Committee will be a faculty member from another academic unit outside The Design School.

A student may request that a faculty member not currently approved by the Graduate College as having status for doctoral committees be appointed to the committee because that faculty member has special expertise or experience that will benefit the student's program and research. The student can petition approval of appointment of that faculty person to the committee, requiring approval by the Chair, the Program Director and the Graduate College. Although a student may appoint more than three faculty members to their committee, they are advised to keep their committee as small as possible in order to facilitate the challenges of coordinating schedules and developing consensus on academic and research decisions. Students are permitted (and encouraged) to consult faculty members who are not assigned to their committees for enriching their program experience.

Selecting/Appointing a Co-Chair

The student can request that a faculty member who is not a member of the Core PhD Faculty in The Design School serve as a Co-Chair of the supervisory committee. This may be especially appropriate when the experience or expertise of the nominated Co-Chair will be especially useful in providing supervision of the research. The student can petition approval of appointment of that Co-Chair to the committee, requiring approval by the Chair, the Program Director and the Graduate College. When a committee member serves as a Co-Chair, there will be both a Co-Chair and a Chair. Typically, the Co-Chair

will take a lead on mentoring the research project while the Chair will lead the mentoring of academic advising that guides the student through the procedures and milestones of the plan of study.

Faculty Emeriti who meet the Graduate College criteria may serve as members or co-chairs on graduate supervisory committees. They may serve as chairs with the recommendation of the academic unit and approval of the Dean of the Graduate College on a case by case basis. Qualified individuals outside the university, upon the recommendation of the head of the academic unit and approval of the Graduate College, may serve as members of supervisory committees. All such requests must be submitted to the Dean for Graduate College for approval.

Selecting/Appointing Affiliated and Other Faculty

The Design School has identified a number of faculty persons who have their appointments in other academic units and who have expertise, interests and experience that is complementary to the missions of The Design School. Many of these faculty members have been invited to be identified as Affiliate faculty. Affiliate faculty have already been reviewed and approved as potential committee members and/or Co-Chairs for PhD student committees. A listing of Affiliate Faculty is provided as a supplementary document and posted on the PhD website.

Not all faculty members of The Design School are included in the Core Faculty of the PhD Program. However, most of them can serve on a student's dissertation committee. In special cases, they may also serve as a co-chair with a member of the Core Faculty pending the approval of the PhD Director and the Dean of the Graduate College. Please work with the PhD Coordinator to begin the approval process for Non-Core Faculty to serve as a member on your committee.

Changing Chair or Committee Members

If a student wishes to change a Chair, a co-Chair, or members of the dissertation committee, he or she must first contact the Director of the PhD Program. It should be noted that all changes to the dissertation committee must be approved by the Chair of the

dissertation committee and the Director of the PhD Program. If the Plan of Study has already been filed with the Graduate College, a change to the POS must be completed and submitted to the Graduate Coordinator for approval at the academic unit level. This is done using the myASU system. It is the responsibility of the student to demonstrate proof that the new committee members have agreed to serve and that the Chair has agreed to this change. This may be done via an email to the Graduate Coordinator from the faculty members' ASU email account.

Academic Advising

The PhD Coordinator for this program is Corie Cisco. If you have any questions, please contact her at corie.cisco@asu.edu or 480-727-7919. PhD students are encouraged to take advantage of academic advising and mentoring from a number of individuals, offices, and organizations during their time in the program. Much of the official academic advising will come in the form of email communications from the PhD Program Director or the PhD Coordinator via the student's official ASU email account.

The PhD Program Coordinator is the staff member of The Design School assigned to assist applicants, students and faculty with the academic policies, procedures and recommendations for advancing the students' programs of study and the mission of the PhD Program. At the current time (Spring 2020), The Design School has two staff persons appointed as Graduate Coordinators to serve the needs not only of the PhD program but of all of the graduate programs in The School. The Senior Coordinator takes the lead on the PhD program, but both coordinators collaborate to meet the needs of the graduate programs. Although each Coordinator has an individual email address, they regularly use a shared email of (designgrad@asu.edu) to receive email that either can respond to or to send out general emails to groups of students.

Academic mentoring is also available from the PhD Program Director, the initial mentor, the Chair of the supervisory committee, and other committee members. The committee, led by the Chair, is responsible for the primary mentoring to help the student formulate a plan of study, a schedule of activities and a framework for defining and undertaking the research project.

Students can also share collaborative advice and mutual support from peers, alumni, and from the organization of Graduate and Professional Students Association (GPSA) (<https://gpsa.asu.edu/>). The GPSA provides programs, services and advocacy on behalf of graduate students. GPSA also has a funding program to which PhD students can apply for funding assistance to participate in scholarly activities, typically travel and/or registration funding to participate in academic conferences.

Critical Milestones for Program Progress

Progressing Through the Program –

Advancing through the PhD Program is like a journey. It has well-established milestones and targets. Although the PhD journey may first appear to be complex and fraught with speed bumps of one kind or another, there is really no need for surprises.

To better understand the journey, the following map and outline (Figure on page 12) is provided. It includes the specific milestones of a PhD on a year-by-year basis. The milestones on the map are accompanied by more detailed, year-by-year information, as well as guidelines for meeting the requirements. Please keep in mind that the journey provided is a model of the expected progress made by many PhD students. Journeys may vary, depending on the nature of individual cases.

Preliminary Candidate Consultation – Before the end of the first academic semester of course work, the student's mentor and the Director conduct a preliminary consultation with the student. The review considers the student's program check sheet, a progress evaluation by the mentor, and an informal meeting with the program Director.

Plan of Study – The Plan of Study (POS) is the listing of courses and academic activities that the student will need to satisfy in order to complete their degree. Each student entering the PhD program is required to submit a Plan of Study no later than the end of the second semester. If the POS is not submitted by this deadline, a registration hold will be imposed until the POS has been successfully submitted.

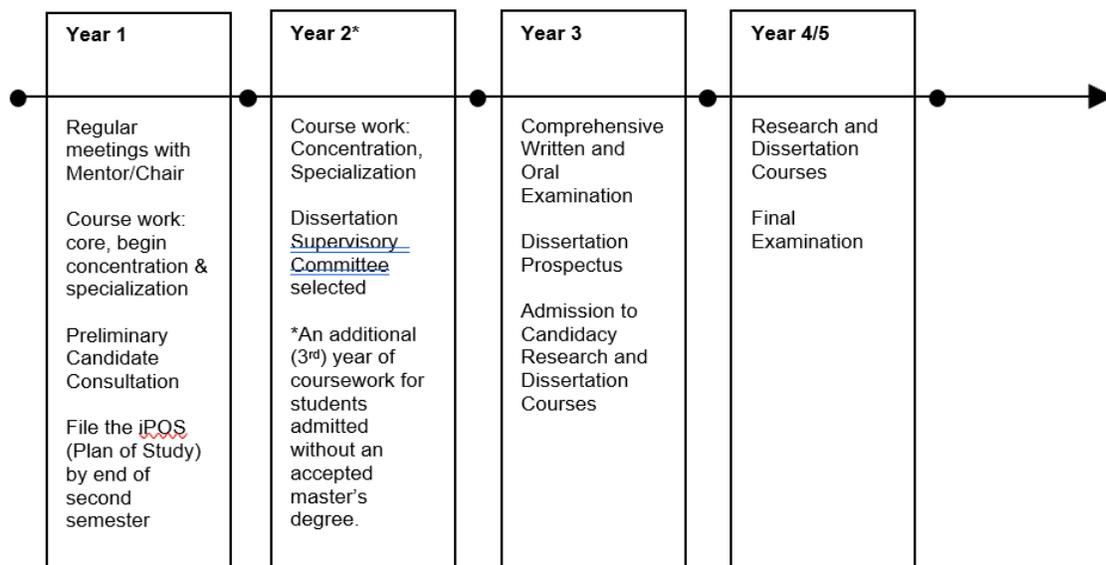


Figure: Critical Milestones Map – Progressing Through the Program

Year One

- Meet and get acquainted with Program Director, Program Coordinator and Mentor
- Meet and get acquainted with cohort peers and other students and faculty
- Take core courses and begin concentration and specialization courses
- Consult mentor regularly to discuss potential concentration, specialization courses and to explore research topic(s)
- Consult mentor in the development of a preliminary Plan of Study,
- Consult with mentor and other faculty about a potential Committee Chair and committee members (the mentor may become the Chair)
- Create and file the iPOS

Year Two

- Complete concentration and specialization courses
- Confirm the selection and appointment of the Chair and members of the Supervisory Committee
- Consult with Committee Chair to plan and schedule the comprehensive exam (“comps”)
- Begin preparation for the comps
- Students without a qualifying Masters Degree may have additional coursework before moving towards their comps
- Consult with the Chair and the committee to begin conceptualizing and planning for the dissertation research
- Have regular consultations with Chair and committee

Year Three

- Take and pass the written and oral comprehensive exam (typically in the fifth semester)
- Submit and defend the research prospectus
- Take regular and independent study courses as recommended by the Chair and committee
- Have regular consultations with Chair and committee

Year Four (and more as needed)

- Take independent research credits as recommended by the Chair and committee
- Conduct research and prepare dissertation
- Have regular consultations with Chair and committee
- Present, defend and pass the dissertation

Students are required to meet with the coordinator each semester to be cleared for advising until the POS is filed. Additionally, students must have submitted an POS before completing 50 percent of the credit hours required for their degree program.

All courses used towards meeting degree requirements must appear on an approved Plan of Study. The date on the Graduate College's admission letter is the actual date of admission. If the student is enrolled in courses on the admission date, those courses—if applicable—may be considered part of a Plan of Study.

The courses are selected by the student in consultation with the mentor/Chair, the committee, the Program Director, and/or the Program Coordinator. The courses include the required core courses and the selected concentration and specialization courses along with research courses and credits. When officially entered into the plan of study (referred to by the Graduate College as the *iPOS*, the interactive plan of study), these courses become the requirements for completing the degree. The iPOS can be amended by consultation and approval of the Chair and the Program Director.

Students are not eligible to apply for comprehensive examinations, dissertation prospectus or dissertation defense without an approved iPOS.

The Graduate College provides instructions and online tools for creating and monitoring the *iPOS* at (<https://graduate.asu.edu/current-students/completing-your-degree/your-plan-study-ipos>).

Core Curriculum – The core courses (courses **Comprehensive Exam** (also known as “comps”) – All students complete an exercise called the comprehensive exam. This examination is broad and covers the extent of the student's plan of study with questions related to history, theory, technology, principles, methods and issues related to the students concentration, specialization, general research and dissertation scholarship. The exam is prepared and evaluated by the student's supervisory committee. The format is a one-week writing period followed up by an oral exam by the supervising committee. The typical time for taking the comprehensive exam is following

the completion of formal coursework. Most students complete the core, concentration and specialization coursework in three to five semesters (students without an appropriate Masters degree may need to take additional coursework before being ready for their comps. Most students take their comps in their fifth semester in the program. The student must be enrolled at the time of their comps exam. Additional information on the content and the format of the comprehensive exam is provided in Appendix B.

Research Prospectus Defense – Each student will write, submit to the supervisory committee for review, and orally defend a research prospectus. The prospectus document is detailed and comprehensive proposal that articulates the nature, purpose and scope of the research to be undertaken in support of the dissertation. It will provide a conceptual framework of the research project, the background context (including a well-developed review of appropriate literature), a statement of the proposed research problem and the plans and strategies for gathering and evaluating data (research or scholarly methods) that permits the student to contribute to advancing knowledge and understanding about the topic. Students may elect to participate in the *EPD 791 Research Proposal Writing* course as an intensive workshop for mentoring and coaching in the preparation of the prospectus. The prospectus milestone is especially critical, since it establishes the expectations between the student, the committee and the program that define what is needed to successfully complete the dissertation.

Candidacy Status - Doctoral students achieve candidacy status upon the successful completion of the comprehensive examinations, and successfully defending the dissertation prospectus.

Research Dissertation Defense – Successfully defending the dissertation is the final milestone in the degree program. Students must be in good academic standing, meeting GPA requirements, prior to scheduling the defense. The written doctoral dissertation is based on an original and substantial scholarly work that constitutes a significant contribution to knowledge in the students' discipline. The dissertation research must be conducted during the time of the students' doctoral studies at

ASU, under guidance of ASU Graduate Faculty and in accordance with the Graduate College policies and procedures. The composition of the dissertation is defined by the degree program with the approval of the Dean of the Graduate College.

The student must be enrolled in when they defend. Students are strongly advised to consult with their Chair, the Program Coordinator and the website of the Graduate College to identify the deadlines and schedules for scheduling and holding the defense. It is important to plan to schedule dates for near-end committee meetings and final manuscript review periods that will accommodate the schedules of the committee members and the Graduate College Calendar.

A final public dissertation defense is required. The defense must be scheduled officially with the Graduate College. Defenses that are held without being scheduled with the Graduate College are considered invalid. At least 50% of the committee must be physically present at the oral defense. Students must be physically present at the oral defense of their dissertation. A virtual defense option is only available to students in approved online programs. During the semester that the students defend the dissertation they are required to register for:

- At least one semester hour of credit that appears on the Interactive Plan of Study; OR
- At least one semester hour of appropriate graduate-level credit, for example: Research (792), Dissertation (799), or Continuing Registration (795)

The Graduate College provides dissertation format recommendations at this following link: <https://graduate.asu.edu/completing-your-degree/format>.

Revisions to the dissertation are typical and must be completed in a timely manner. If students are unable to complete revisions to the document and submit to UMI/ProQuest by the deadline for the semester in which the defense is held, they must complete the revisions, remain continuously enrolled and present the final document to UMI/ProQuest within one year of the defense. Failure to do so will require the re-submission of the document for format review and may result in re-defense of the dissertation to ensure currency of the research.

Publishing Peer-Reviewed Articles as a Dissertation Alternative

A student may write three related but independent peer-reviewed papers to meet the requirement of a dissertation. The student must have intellectual ownership of these papers and the dissertation committee must approve these three papers. At least one paper must involve data, collected from the real world or generated from simulation or mathematical models.

Continuous Enrollment

Once admitted to a graduate degree program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the terms in which they are admitted and graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations or in any other way utilizing university resources, facilities or faculty time.

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

To maintain continuous enrollment, the credit hour(s) must:

- Appear on the student's Interactive Plan of Study, OR
- Be research (592, 792), thesis (599), dissertation (799), or continuing registration (595, 695, 795), OR
- Be a graduate-level course.

Grades of "W" and/or "X" are not considered valid registration for continuous enrollment purposes. "W" grades are received when students officially withdraw from a course after the drop/add period. "X" grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of "I" must maintain continuous enrollment as defined previously. Graduate students have one year to complete work for an incomplete grade; if the work is not complete and the grade changed within one year, the "I" grade becomes

permanent and will remain on the students' transcripts. Additional information regarding incomplete grades can be found at <http://asu.edu/aad/manuals/ssm/ssm203-09.html>.

Time Limit Policy

Doctoral students must complete all program requirements within a ten-year period. The ten-year period begins with the semester and year of admission to the doctoral program. Graduate courses taken prior to admission that are included on the iPOS must have been completed within three years of the semester and year of admission to the program (previously awarded master's degrees used on the Interactive Plan of Study are exempt).

Any exception to the time limit policy must be approved by the supervisory committee, the head of the academic unit and the Dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

Leave of Absence

Graduate students planning to discontinue registration for a semester or more must submit a Leave of Absence request via their Interactive Plan of Student (iPOS). This request must be submitted and approved before the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Having an approved Leave of Absence by the Graduate College will enable students to reenter their program without re-applying to the university.

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. 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.

Concurrent Degree Programs

Students may pursue concurrent degrees, provided the degree programs are graduate level and in different academic areas, with prior written approval from the head of the academic unit for each degree program and the Graduate College. A separate online application is required for each degree program, except in the case of predefined concurrent programs. For concurrent master's programs, a maximum of 20 percent of the minimum total credit hours for the completion of both degrees may be shared. For concurrent programs that include a doctoral program, a maximum of 12 credit hours may be shared. The total number of hours common to both degree programs may vary from this maximum value only when the Graduate College has formally approved coordinated degree programs.

Coursework common to both programs must constitute a well-planned and meaningful part of each of the programs and may only include coursework completed after admission to both degree programs. In all cases, the guidelines below must be followed:

1. Students must maintain continuous enrollment as previously defined. Registration in both programs may be required each semester. Please see the academic unit for specific satisfactory academic progress and program rules. Leaves of Absence will apply to both programs; students may not be registered for coursework in either program if approved.
2. Graduate credit transferred from another institution may be applied toward only one-degree program.
3. Culminating experiences (e.g. capstone courses, theses, applied projects) and comprehensive examinations cannot be shared between concurrent degree programs.
4. The 30 blanket hours allowed for doctoral programs from a previously awarded master's degree may only be applied to one of the doctoral programs.
5. The maximum time limit for completing degree requirements and graduation apply to each concurrent degree individually (6 years for master's; 10 years for doctoral).

Satisfactory Progress

All graduate students are expected to make systematic progress toward completion of their graduate program. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the individual graduate programs as well as the Graduate College. If a student fails to satisfy the requirements of their program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to the Graduate College at which time the Dean of the Graduate College makes the final determination.

Satisfactory academic progress includes:

1. Maintain a minimum 3.00 for all GPAs.
2. Satisfy all requirements of the graduate program.
3. Satisfy the maximum time limit for graduation for the student's graduate program (six years for masters and certificates, ten years for doctoral), see "Time Limit" sections.
4. Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the thesis or dissertation.
5. Successfully complete the culminating experience.
6. Graduate students must remain continuously enrolled in their graduate program. Failing to do so without a Graduate College approved Leave of Absence is considered to be lack of academic progress and may result in the Graduate College withdrawing the student from their program.

Students and their Mentor/Chair can use the Checksheet in Appendix A as a guide to evaluating Satisfactory Progress.

Academic Integrity

The highest standards of academic integrity and compliance with the university's Student Code of Conduct are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university.

Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that students assume personal responsibility in their work.

Conflict Resolution

ASU's policy for student appeals procedures on grades (<https://catalog.asu.edu/appeal>) provides the fundamental procedures and framework for helping students resolve conflicts or concerns about grades and disputes or concerns for academic issues in their programs. The policy, as stated on the website is replicated here:

“University Policy for Student Appeal Procedures on Grades

The steps outlined here, beginning with step A, must be followed by any student seeking to appeal a grade. 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. It is university policy that students filing grievances and those who are witnesses are protected from retaliation. Students who believe they are victims of retaliation should immediately contact the dean of the college or school in which the course is offered.

“Informal

A. The aggrieved student must first undergo the informal procedure of conferring with the instructor, stating any evidence and reasons for questioning that the grade received was not given in good faith. The instructor is obliged to review the matter, explain the grading procedure used and show how the grade in question was determined. If the instructor is a graduate assistant and this interview does not resolve the difficulty, the student may then take the problem to the faculty member in charge of the course (regular faculty member or director of the course sequence).

B. If the grading dispute is not resolved in step A, the student may appeal to the department chair or other appropriate chair of the area within the department (if any). The department chair may confer with the instructor to handle the problem. Step B applies only in departmentalized colleges or schools.

“C. If these discussions are not adequate to settle the matter to the complainant's satisfaction, the student may then confer with the dean of the college or school concerned (or the dean-designate) who will review the case. If unresolved, the dean or designate may refer the case to the college or school academic grievance hearing committee to review the case formally. In most instances, however, the grievance procedure does not go beyond this level.

“Formal

The following procedure takes place after steps A, B and C (or A and C) have been completed.

“D. Each college or school has on file in the office of the dean (and in each department of the college or school) the procedures and composition of the undergraduate or graduate academic grievance hearing committee for student grievances. Each college or school committee shall operate under grievance procedures as stated, which satisfy due process requirements. The committee shall always meet with the student and the instructor in an attempt to resolve the differences. At the conclusion of the hearing, the committee shall send its recommendations to the dean.

“E. Final action in each case will be taken by the dean after full consideration of the committee's recommendation. Any recommended grade changes may be made by the dean. The dean shall inform the student, instructor, department chairperson (if any), registrar and grievance committee of any action taken.

Graduate Teaching Associateships and Assistanceships

It has been the recent practice of the PhD program to admit students who can be awarded a Graduate Teaching Assistantship (TA) or who have external financial support for their PhD studies upon admission. There is not sufficient resources for all students to have TA appointments. The associateship can be renewed for a total of three years at a .25 position, depending on satisfactory performance and annual availability of funding. On occasion, the PhD Program can also award one-time, non-renewable positions if funding is available.

Students are invited to submit applications for consideration in The Design School and the School of Art, in the event that funding is available. This is also helpful if other departments within the Institute are looking for TAs.

Teaching Associateships need to conform to three specific criteria. These are:

Appropriateness of teaching assignment:

The teaching assignment must be appropriate with the aspirations of the PhD student's future career plans in academe. In other words, there must be a suitable match between the student experience and career interests, in addition to an acceptable match of applicable course assignments.

Faculty mentoring: Close and regular interaction between the PhD student and the faculty mentor is mandatory. Consequently, PhD students must be assigned to a faculty mentor. Ideally, it is with the mentor that the PhD student will undertake the teaching experience for the duration of the assistantship. In all circumstances the faculty mentor will need to provide a regular report on the student's performance.

Furthermore, the teaching experience needs to be characterized by a graduated level of student responsibility. For example, a first-year student may assist a professor in a large course through organization, grading, occasional lectures etc. A first-year student with special skills or experience may assist in a studio class working with both students and faculty. At all times, faculty mentoring is essential. By the second year there may be greater responsibilities on the part of the students—some students may be able to co-teach a small studio, for example. A second-year student may perhaps also receive mentoring in a course with the understanding that the student would teach that same course in their third-year assistantship.

General support by the academic unit that hires the PhD student: TAs should not be viewed as replacements for faculty in large or difficult courses. Neither should the TAs be assigned to general, non-specific tasks related distantly to a valid teaching experience. In all cases equity in terms of student effort, time, and area of interest must be considered.

Support for Travel

Based on available resources, the PhD Program provides funding—up to \$500 for travel within the USA and up to \$700 for international travel—to PhD students who need financial support for travel. Normally travel funding is only provided for a conference where the student is presenting a paper or is directly involved in the conference in a way deemed important to his/her research. Students are strongly encouraged to seek matching funds from the Herberger Institute Student Enrichment Grants, Mini Travel Grants offered by the Graduate College as well as financial assistance from the Graduate Professional Student Association (GPSA). Please keep in mind that funding is limited to one award per fiscal year from the PhD Program and funding opportunities and amounts are contingent upon availability of resources.

Mailboxes

Due to space limitations, only Ph.D. students who hold a TA or (RA) position will have a mailbox. The mailbox is located in DN 162. Students are responsible for cleaning it out at the end of the semester as all items may be thrown at that time.

Course Line Numbers (CLN)

Reading and Conference (R&C) courses (EPD690 and EPD790) are created by the student and the faculty member teaching the course. Each Reading and Conference course requires a separate schedule line number (SLN). CLN can be requested via the PhD website. In addition, separate CLNs will need to be created for each student's Research (EPD 792) and Dissertation (EPD 799) courses. Continuing Registration courses (EPD 795) do not require the form. Course Line Number Request forms are available on The Design School's web site (<https://design.asu.edu/resources/students/forms>). The form contains explicit instructions; if instructions are not properly followed, a delay could result in processing the student's paperwork. All courses require approval of the instructor (email approval is acceptable), mentor (email approval is acceptable), and The Director of the PhD Program. The request must describe the content of the course and expected final outcome. The form with the instructor and mentor's signature needs to be submitted to the Graduate Coordinator, which may be done electronically. The Graduate Coordinator will obtain the Director's signature. Please allow five

working days for processing once the Graduate Coordinator has received your completed form. Enrollment in the course cannot take place unless a CLN is assigned. The CLN will be communicated to the student via email; registration is the student's responsibility.

MyASU Internet Portal

The MyASU internet portal is your personal access through the ASU website to your personal academic transactions with the University. The URL is my.asu.edu. Most of the business you conduct at ASU will be done through the MyASU system. You are able to register, check grades from previous semesters, and pay using this system.

Doctoral Student Academic File

The PhD Program initiates an academic file for each doctoral student admitted to the PhD Program. This file contains materials such as, but not limited to, the student's application materials, copies of graduate reports, forms, correspondence, and memos dealing with the student's academic progress. Each doctoral student's file is accessible for review by the student. Occasionally, the Director of the PhD Program and the mentor will use the file in order to develop the academic program of the student. It is each student's responsibility to see that materials are submitted, and the file updated with the required forms for graduation.

Student Addresses: Local, permanent, and billing addresses are maintained for each student. It is extremely important that students notify the University by completing a change a address on the myASU website when their address changes. The PhD Program should also kept informed of any changes of address.

Express Mail and/or Special Delivery

Charges: The PhD program will not pay for Express Mail, Priority Mail, FedEx, or other special delivery charges when a student must send or receive materials to their committee members, Graduate College, or the PhD Program office. If it is necessary to send copies of comprehensive exams, prospectus or dissertations, because the committee members are not on campus, it is the responsibility of the student to make arrangements for the delivery and pay the costs for such delivery. The PhD program will also not accept deliveries on behalf of students.

Section 3: Faculty, Facilities & Resources for the PhD Program

PhD Program Contact Persons

The PhD Program offices are part of The Design School with the main office located in the Design North Building on the Tempe campus in Room 162.

PhD Program Director:

Prof. Kenneth R. Brooks, FASLA, FCELA, PLA
Office: DN 72
Email: Kenneth.Brooks@asu.edu

PhD Program Coordinator:

Ms Corie Cisco
Coordinator, Sr.
Office: DN 162
Email: Corie.Cisco@asu.edu

Program Website:

<http://design.asu.edu/phd>

General information email:

designgrad@asu.edu

Other administrators and key staff of The Design School

Interim Director of The School

Prof. Philip Horton
Office: DN 162
Email: Philip.Horton@asu.edu

Associate Director of the School

Prof. Samantha Perkins.
Office: DN 162
Email: Samantha.J.Perkins@asu.edu

Design School Business Operations Manager, Sr.

Ms Minerva Maestas.
Office: DN 162
Email: Mini.Maestas@asu.edu

The Design School's main administrative office suite is located in the Design North Building in Room 162. Design North is located near the northwest corner of the Tempe campus at the intersection of University Avenue and the Forrest Mall cul-de-sac.

Core PhD Faculty

Assoc. Prof. Diane Bender
Prof. Kenneth Brooks
Assist. Prof. Lori Bruner
Prof. Harvey Bryan
Assist. Prof. Chingwen Cheng
Assoc. Prof. Paul Coseo
Assoc. Prof. Renata Hejduk
Prof. Maria Jackson
Assoc. Prof. Mauricio Mejia
Prof. Marc Neveu
Prof. Agami Reddy
Assist. Prof. Johanna Taylor
Assist. Prof. Olivier Vallerand
Assoc. Prof. Paul Zygmunt

Current PhD Students

The PhD program provides an online listing of the students currently in the program at the link below. The listing identifies the student and their area of interest, their research topic and the faculty chair of their supervisory committee.

<https://design.asu.edu/resources/students/phd-design-environment-arts#students>

Student can email the Graduate Coordinators (designgrad@asu.edu) with information to update or correct their listing information.

Associate and Affiliate Faculty

A listing of faculty in The Design School who are not currently a part of the Core PhD Faculty and those faculty of other Schools who hold Affiliate Faculty status with The Design School are available as potential committee members or even as a Co-Chair upon approval of the Director. Students are encouraged to look at the online Faculty Directory listings for the Design School and related Schools or departments for information about the expertise, scholarly interests, and the research and professional activities of the faculty.

ISSC – International Students and Scholars Center

ASU's International Students and Scholars Center (<https://issc.asu.edu/>) provides a number of services and activities that support international students. ESL programs are amongst the services. The phone number is 965-7451.

ASU E-Mail Accounts

Because most announcements and correspondence from the program are sent via e-mail, each student is required to set up and use their ASU e-mail account as soon as possible. It is important to check your ASU mail frequently and keep it clear. If you access your e-mail from an outside or other third-party provider, please make sure that you redirect your ASU e-mail.

Policies and Guidelines for Emails

The Computer, Internet, and Electronic Communications policy governs the use of e-mail at ASU. Go to <http://www.asu.edu/aad/manuals/acd/acd125.html> for more information. Users should be aware of security risks associated with using e-mail, such as e-mail viruses, phishing, and other scams. For up to date information, go to <https://getprotected.asu.edu/> and review Security 101. ASU scans all incoming and outgoing e-mail for viruses using up to date virus scanning software.

The E-mail Access Policy determines who at ASU may use e-mail. ASU does not delete, reject or filter Spam e-mail. Users may opt-in to a Spam Filter service. For more information go to <https://asu.secure.force.com/kb/articles/Informational/Spam-Filtering-at-ASU>

Purpose of university e-mail: ASU uses e-mail for communications within the university when appropriate as it delivers information in a convenient and timely manner. The University expects students, faculty, and staff to check their ASU e-mail regularly. These procedures are to encourage the appropriate use of ASU e-mail accounts and to communicate the significance of timely use of ASU e-mail. The ASU email account is the only account faculty/staff are permitted use for communication with students.

Assignment of e-mail addresses: University e-mail addresses are available for all faculty, staff, and enrolled students. These addresses must be activated before the University can correspond with its students, faculty, and staff using the e-mail address. Please visit <http://www.asu.edu/asurite> to begin the process of creating an ASU e-mail address.

Students are required to obtain an ASU e-mail address once admitted to Arizona State

University. This e-mail address is the official e-mail address to which the University will send e-mail communications and it will be recorded in the University's electronic directories. Students may suppress their e-mail address from appearing in these directories by completing forms available at <http://www.asu.edu/registrar/forms/regforms.html>.

Redirecting of e-mail addresses: If an individual wishes to have e-mail redirected from their @asu.edu address to another e-mail address (e.g., @gmail.com, @yahoo.com, or an address on a departmental server), they may do so, but at their own risk. The University will not be responsible for the handling of e-mail by outside vendors or by departmental servers. Having e-mail redirected does not change the individual's responsibility for reading and responding to official communications sent to his or her @asu.edu address. Information and warnings about forwarding are available on the website used to activate the e-mail address.

Expectation about use of e-mail addresses ASU students, faculty, and staff are expected to check their e-mail on a frequent and consistent basis to stay current with University-related communications. Students, faculty and staff must recognize that certain communications are time-critical. 'I didn't check my e-mail,' 'you send too many emails so I don't pay attention to them,' 'I deleted it,' error forwarding e-mail, or e-mail returned to the University with 'Mailbox Full' or 'User Unknown' are not acceptable excuses for missing University communication via e-mail. University business should be conducted through the @asu.edu e-mail addresses. Students using an ASU IMAP mailbox may check their mailbox size through myASU (<https://my.asu.edu>).

Educational uses of e-mail: Faculty may determine how e-mail will be used in their classes. It is highly recommended that if faculty members have e-mail requirements and expectations they specify these requirements in the class syllabus. Faculty who choose to utilize e-mail in their classes will expect students to use their @asu.edu e-mail address for all class e-mail communication. Faculty will have access to rosters of their class participants and their @asu.edu e-mail accounts.

Administrative uses of e-mail: ASU e-mail will be utilized by various ASU administrative offices

to conduct ASU business with students. Examples of potential administrative uses are: Registrar Office notification to students any time electronic updates are made to a student's academic record or schedule of classes; Institute academic advising office communication efforts with specific majors; Graduate College, Graduation Office, President's Office, or DPS communication with students regarding emergency situations which may arise on campus; and student government notices.

Privacy: Users should exercise extreme caution in using e-mail to communicate confidential or sensitive matters, and should not assume that e-mail is private and/or confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the 'reply' command during e-mail correspondence.

All use of e-mail will be consistent with local, state, and federal law, including the federal Family Educational Rights and Privacy Act of 1974 (FERPA). Visit <http://students.asu.edu/policies/ferpa> for additional information regarding FERPA. Student ASU e-mail addresses are included in the University's definition of directory information and may be released upon request.

It is a violation of University policies, including the Student Code of Conduct, for any user of official e-mail addresses to impersonate a University office, faculty/staff member, or student. To minimize this risk, some confidential information may be made available only through MyASU (<http://my.asu.edu>), which is password protected. In these cases students, faculty, and staff will receive e-mail correspondence directing them to the appropriate password protected environment where they can access the confidential information only by supplying their ASURITE UserID and password. The confidential information may not be available in the e-mail message.

ASU e-mail may be subject to disclosure under the Arizona Public Records law, or pursuant to a lawfully issued court order.

Other Institutional Assistance and Services

Many services and activities to assist graduate students are available through the **Graduate College** (<https://graduate.asu.edu>).

The **Intensive English Program** (IEP) offers a 15 week non-credit course emphasizing skills in listening and speaking, phone: 965-2376. (<https://learnenglish.asu.edu/>)

Writing, statistics tutoring and workshops available through **Graduate Academic Support Center** are especially useful to some students (<https://graduate.asu.edu/newsletter/professional-development-and-events/writing-statistics-tutoring-and-workshops-available>).

The **Writing Center** will evaluate written materials. Phone: 965-6254. <https://tutoring.asu.edu/graduate>

The **Learning Support Services** offers tutoring, advising, learning skills, other services. Phone; 965-6254. <https://tutoring.asu.edu/>

Career Services provides career counseling workshop. Phone: 965-2350. <http://www.asu.edu/studentaffairs/career/>

Section 4: Governance of the PhD Program in Design, Environment, and the Arts

The PhD Program is a cross-Institute program shared by The Design School, and The School of Art; in the Herberger Institute for Design and the Arts and the Department of Applied Biology at ASU Polytechnic. It is neither a school nor a department in the academic sense of the words. The Program operates as multiple, collaborating programs, with the administrative activities of admissions, advising, and academic progress handled by the specific Schools and their staff and faculty where the student is based.

The Director of the Program

Administration of the program is the responsibility of the Director of the PhD Program and the PhD Executive Committee. The Director is a faculty member of the Herberger Institute and is appointed by the Dean of the Herberger Institute upon the recommendation of the PhD Executive Committee and the Directors of other units in the Institute. The Director is responsible to the Director of The Design School.

The Director and the PhD Executive Committee collaborate together to implement the mission, goals, and development of the PhD program. The Director acts as liaison between the PhD Program and the Graduate College on all program matters, and also represents the program for official purposes in the University, as well as the community. The Director participates in Institute-level strategic planning, in addition to working closely with the PhD Executive Committee of the program to evolve curricula, recruitment materials, organization of meetings, and presides at the meetings of the PhD Executive Committee. The Director also enacts policies and procedures established by the PhD Executive Committee such as: implementing the decisions approved by the PhD Executive Committee, managing an annual budget, establishing catalog copy and scheduling course offerings in cooperation with the academic units and ASU scheduling, and supervising staff and graduate teaching associates assigned to the program. The Director also actively participates in instruction of at least one of the two PhD core courses, depending on expertise, and shall perform other duties as required for the position.

The PhD Executive Committee

Executive Committee prepares and performs a specific set of policies and procedures for administration of the program. The members of the PhD Executive Committee vote on all program business matters, which include program policies and procedures, and the review of qualifications of faculty who wish to chair dissertation committees. The PhD Executive Committee also organizes and directs the application review process for annual admission to the program, the distribution of teaching associateships, and financial aid for students in the program. The PhD Executive Committee also oversees such functions as: the students' progress and academic records; the delivery of the PhD core courses, and candidate evaluations; including comprehensive examinations and final oral examinations in defense of the dissertation.

The faculty members selected to serve on the PhD Executive Committee will have demonstrated a commitment to doctoral education and represent the research and scholarly scope of the PhD program. The PhD Executive Committee members serve in four-year renewable terms.

When current terms expire, new committee members are nominated by the PhD Executive Committee, who work in consultation with the Executive Dean of the Institute, and are approved by the Dean of the Graduate College.

The Student Representative

The PhD students elect a student representative at the beginning of each academic year. First year students are not eligible for election. The student member serves a one-year term and may be re-elected once. The representative is enabled to act as the liaison between the Executive Committee and the students. The student representative is a voting member. However, the student representative is not permitted to participate in discussions, vote on issues having to do with admissions, student funding, and other matters related to individual students, such as satisfactory progress, appeals, etc.

PhD Executive Committee Meetings and Quorum

The frequency of committee meetings is contingent upon the amount of business to be

transacted. The minimum number of meetings is two for each semester, excluding the summer school sessions. Special meetings of the Executive Committee may be called from time to time, or as required. The Director or any Executive Committee member may request a special meeting. Timely notices will be provided for all meetings. For business that needs to be expedited, information is routed to each member of the committee with final action taken by the Director on behalf of the committee.

In all cases, no official action is taken during meetings that do not have a simple majority vote of the voting members of the Executive Committee. A quorum constitutes a majority of the PhD Executive Committee. The Director of the Executive Committee arranges for recording the minutes of the meetings. Minutes will be distributed to the Executive Committee in a timely manner.

Standing or Ad-Hoc Committees:

Occasionally the Director or the PhD Executive Committee establishes standing or ad-hoc subcommittees, as required to conduct the business of the program. When a subcommittee is established, a clear written charge is developed to guide the work.

Parliamentary Procedures: Robert's Rules of Order will be the parliamentary authority that governs the Executive Committee's business meetings; in all cases where applicable and where they are not inconsistent with these policies and procedures, or any special rules of order the Executive Committee may adopt.

Appendices:

The appendices contain several helpful documents, forms or references and links

Appendix A: Core Courses and Program Check Sheet

Core Courses

EPD 700 Interdisciplinary Research Methods (3 credits)

Introduction to the philosophy and methodology of interdisciplinary research in design, environmental, and the arts.

EPD 710 Current Research (3 credits)

Review and critical evaluation of contemporary literature and method in architecture, building science, interior design, industrial design, and landscape architecture.

Selecting Graduate Level Courses

The following directives should be followed when selecting courses:

- Students are expected to maintain a grade point average of 3.0 or higher throughout their program of study.
- Appropriate courses on the Plan of Study are courses at the 500-level and above. These courses must be approved by the dissertation chair.
- Courses at the 400 level are not considered PhD-level courses. In certain cases, 400-level coursework may be available in similar 500-level courses. Consult the academic unit offering the course for options. Such arrangements must be approved by the student's dissertation chair and the Director of the PhD Program, and only a maximum of 6 credit hours of 400 level credit can be used on the Plan of Study.
- International students, Teaching Assistants and others may be required to take a minimum and/or maximum number of credits to maintain their status.
- Students are allowed to include only 6 credit hours of Readings-and-Conference courses on their program of study (3 credit hours of 690 Reading and Conference and 3 credit hours of 790 Reading and Conference). Requests for Readings and Conference courses must be approved by the instructor, the dissertation chair, and the Director of the PhD Program.
- Only 6 credits of Research courses can be taken PRIOR to reaching candidacy
- Dissertation credit cannot be taken until the student has successfully completed the comprehensive exams and prospectus defense and has been admitted to candidacy.
- Course Line Numbers request forms (CLN) for Readings-and-Conference courses, Research courses, and Dissertation courses are available on the forms web page on the PhD web site and contain detailed instructions.

Students who maintain a minimum GPA of 3.00 and who successfully complete core coursework, and who successfully complete the tasks of filing a POS, establishing an approved committee, passing their comprehensive examination and defend their research prospectus will be deemed to be making satisfactory academic progress.

The Design School



CHECK SHEET – (For PhD Students needing credit for approved Masters level coursework)

Student Name: Student ID#: Degree Plan Code: Admit Term: Anticipated Graduation Date:	Email:		
Committee Chair Committee Member Committee Member (#Design)	Initial Advisor:		
	iPos Filed:		
	Comps: Passed:		
	Prospectus Passed:		
	Credits	Date	Grade
Selected Masters-level Coursework (30 credits)			
Core Research Courses: 6 credit hours			
EPD 700 Interdisciplinary Research Methods			
EPD 710 Current Research			
Areas of Concentration: 15 credit hours			
Description:			
Course 1*			
Course 2*			
Course 3*			
Course 4*			
Course 5*			
Areas of Specialization: 9 credit hours			
Description:			
Course 1*			
Course 2*			
Course 3*			
Research: 12 credit hours			
EPD 792 Research**			
EPD 792 Research**			
Dissertation: 12 credit hours			
Topic or Title:			
EPD 799 Dissertation**			
EPD 799 Dissertation**			
Total credits needed for the degree (84)			
* Requires Mentor Approval and Sign off			
**Requires the Course Line Request form			

The Design School



CHECK SHEET – (For PhD Students receiving credit for an approved Masters degree)

Student Name: Student ID#: _____ Degree Plan Code: _____ Admit Term: _____ Anticipated Graduation Date: _____	Email: _____ Initial Advisor: _____ iPos Filed: _____		
Committee Chair _____ Committee Member _____ Committee Member (≠Design) _____	Comps: Passed: _____ Prospectus Passed: _____		
	Credits	Date	Grade
Approved Previous Masters Degree (30 credits)			
Core Research Courses: 6 credit hours			
EPD 700 Interdisciplinary Research Methods			
EPD 710 Current Research			
Areas of Concentration: 15 credit hours			
Description:			
Course 1*			
Course 2*			
Course 3*			
Course 4*			
Course 5*			
Areas of Specialization: 9 credit hours			
Description:			
Course 1*			
Course 2*			
Course 3*			
Research: 12 credit hours			
EPD 792 Research**			
EPD 792 Research**			
Dissertation: 12 credit hours			
Topic or Title:			
EPD 799 Dissertation**			
EPD 799 Dissertation**			
Total credits needed for the degree (84)			
* Requires Mentor Approval and Sign off			
**Requires the Course Line Request form			

Appendix B: Suggested Content and Format for the Comprehensive Exam (“Comps”)

The comprehensive exam (“comps”) is a written and oral examination of the body of knowledge represented by the program or plan of study of the PhD student. The comps are typically scheduled for the fourth or fifth term in the program. By this time, the student should have successfully completed the concentration and specialization courses on their iPOS.

Purpose: The purpose of the comprehensive exam is for the student to demonstrate that they have a comprehensive and integrative knowledge of the body of knowledge represented by their plan of study. They should be prepared to show deep understanding across the breadth of their concentration and depth of emerging knowledge within their specialization. The examination should explore history, theory, philosophy, and strategies of scholarship within the field. Using Bloom’s Taxonomy of Learning as a model, the student should be prepared to conduct independent scholarship within their field at the highest levels of analysis, evaluation and creative synthesis.

Scheduling and Enrolling for Comps: The student should consult the Chair of the supervisory committee during the first year to develop a study plan and schedule to prepare themselves for the Comps. Many students will take credits of “Reading and Conference” courses with their various committee members to focus energy, time and mentoring towards preparation for the Comps. The student and the Committee will agree on a semester for the exam, often the fourth or fifth semester in the program. The student should plan and schedule the actual week for the written component and the day and time for the oral defense in consultation with the Chair, the Committee and the Program Coordinator before enrolling for the semester. The dates need to give the committee the opportunity to write the specific questions for the student and prepare the question package before the writing takes place. The exam dates need to consider giving the committee evaluation time before the oral exam and that oral exam shouldn’t occur during the typically very busy last two weeks of a semester. In the semester when the student takes the comps, they will need to be enrolled in a minimum of one hour of credit for a course listed

on the iPOS. Scheduling should make sure that all members of the committee are available to participate in the oral defense and that their schedules will accommodate the preparation and evaluation before and after the written section. The student should schedule their activities and responsibilities to give themselves the full week to work exclusively on the exam during that time.

Format: The comps exam has two primary components—a written section and an oral defense of the student’s written material. The writing period is one week, subdivided a five consecutive days. In the typical exam, the student receives a question (or cluster of related questions) for the day from the Program Coordinator at 8:00 am, prepares a written manuscript response to the question(s), and submits that manuscript to the Program Coordinator before 5:00pm that afternoon. This process is the same Monday through Thursday for four sets of questions. On Friday morning, the Program Coordinator returns the previous four draft manuscripts to the student, who uses that day to refine and polish the four sets of questions into a final document for submission and submits that final document to the Program Coordinator before 5:00pm. The Program Coordinator will forward the student’s document to the Chair of the student’s supervisory committee, who will in turn share that document with the other members of the committee for their review and evaluation. About 10 school days after the writing portion of the exam, the student and the supervisory committee will meet together for an oral defense and discussion of the student’s responses.

Scheduling: The Committee is responsible for writing a series of questions that will be used for the exam. The Chair will coordinate with the Committee in the writing of the questions and the assessment of the responses; and assist the planning and scheduling with the Program Coordinator and the Student and committee.

Content of the Comps Exam: The exam typically is divided into four questions or four sets of related questions, usually around issues related to 1) the concentration, 2) the specialization, 3) research methods and strategies of scholarship, and 4) focus within the student’s specific research topic. In any set there may be an inclusive question or a small set of related questions.

Appendix C: Helpful Hints and Steps to Successfully Complete a Dissertation

When Dr. Edward “Ted” Cook served as the Director of the PhD Program, he developed this set of hints and recommendations to assist students in successfully completing their dissertations:

1. Select a topic near the beginning of your Ph.D. program. By doing this, you will be able to tailor your coursework to be something that will help with the dissertation.
2. Select a chair for your supervisory committee early in the process. Make sure you have similar research interests, philosophies, and outlooks with this person. Make sure you also respect the person as an academic and individual. This is especially paramount, because you will be working closely with this academic professional.
3. Select a committee. If you are unsure about committee members, speak with your chair. It is imperative that your committee members work well together.
4. Tailor your courses to work in conjunction with your topic.
5. Once you are finished with coursework, you typically will start your comprehensive exams.
6. At the end of your second semester, you should file your Program of Study (POS). The POS is filled electronically using the myASU website, and is a contract that shows the courses you’ve taken along with the courses necessary to complete the degree. This document serves as a contract between the student, committee, program, and university regarding graduation requirements. If there are errors on the POS (i.e., courses listed but not taken), the student will not be able to graduate.
7. Pass your comprehensive exams. There is a form that you need to complete when you do the oral defense of your comprehensive exams. This form you can find on the Graduate College website and is called “Report of Doctoral Comprehensive Exams.”
8. While you are still completing coursework, you should work on your dissertation prospectus (the first three chapters: introduction, literature review, methodology). Ideally, many of the papers that you have written for your coursework will lend themselves nicely into fitting into the dissertation. Once you are ready to defend your dissertation prospectus, you’ll need to submit the “Report of Doctoral Prospectus” form for your committee to sign off on before you take it to the Graduate College and provide your academic department with a copy for your student file.
9. Advancing to Candidacy occurs when the following criteria have been met: POS has been approved, comprehensive exams have been passed, and dissertation prospectus has been approved.
10. Once you are ready to work on the dissertation, create a time line and stick to it. This website generates a timeline for you based on your start date and your target completion date:
<http://www.lib.umn.edu/help/disscalc/>
11. If you are collecting your own data, you will most likely need to have approval from the Institutional Review Board (IRB) at ASU. Information regarding IRB can be found at <http://researchintegrity.asu.edu/humans>
12. The chair of your committee would serve as the principal investigator and you would need the Director of the PhD Program to sign as well. You will also need to complete and submit a copy of your National Institute for Health certificate with your IRB application. You cannot collect data until you have IRB approval.
13. As you write the dissertation, it is helpful to have it formatted to the Graduate College requirements as you work. This may be a painful process in the beginning, but will help to save some time and headaches later. The Graduate College has a format manual available in the Interdisciplinary (formerly Admin B) wing room 170 or you can download it from their website at <https://graduate.asu.edu/completing-your-degree> This website also has some helpful information and resources.
14. It is often helpful to hire an editor to review your work as you progress towards the final draft. Editors can be expensive, but well worth it as you become so close with the work, you may not necessarily see spelling, grammatical, or other errors. Editors can also help with reference checks and formatting. Often, the Graduate College will have a list of editors. Sometimes other graduate students across the campus can be a good resource. The PhD Graduate

Coordinator may also have some suggestions.

15. When your chair says that you are ready to defend, or you think you're ready, you will need some forms from the Graduate College. You will need the Doctoral Defense Schedule form, Format Approval Sheet, and Survey of Earned doctorates. These forms should accompany you when you meet with your chair. The forms are available through MyASU. You should also try to schedule it informally with your committee members as their calendars often become quite full. Your chair will tell you when to submit your final draft to the rest of your committee. Then, prepare your presentation for the defense. Remember to schedule a room as well. You will also need to provide the PhD Graduate Coordinator with a Request to Schedule a Defense form at least 15 working days prior to your defense in order to schedule your defense with the Institute.
16. Make sure you pay attention to Graduation deadlines and the 10 working day rule to submit your dissertation to formatting. You can find this information on the Graduate College website at <https://graduate.asu.edu/completing-your-degree>. You will also need to file for graduation. The first step is to pay for graduation at the Cashiering Services window in the Student Services Building on the second floor. Then, you take your receipt to the Graduation Office located in the Registrar's office. You will have to fill out a form that Cashiering Services will provide you with before you can proceed to the Graduation Office. If there is no line, this process can take usually 30-45 minutes. You may also file for graduation on line. You'll receive information regarding the Graduation Fair at the bookstore. You'll need to buy your cap and gown there. At the days of the Graduation Fair there is a discount on the caps, gowns, announcements, and diploma cases. There is also a photographer taking cap-and-gown pictures.
17. Check the Herberger Institute for Design and the Arts website for convocation information and submit your RSVP for graduation. Convocation information can be found at <http://herbergerinstitute.asu.edu/student/s/grad/graduation/> if you also plan on participating in the university's Commencement, you'll need to submit the Doctoral Candidate Participation Form found at <http://graduate.asu.edu/forms/index.html> Commencement information can be found at <https://graduation.asu.edu/>. If you plan on participating in Commencement, and family or friends are not able to attend, they can also view the ceremony live on line at <https://graduation.asu.edu/mobile-app>
18. A week before the defense, email your committee to confirm that they have your date on the calendar and that they will be able to make it. Make sure your reserve any media equipment that you might need (i.e., laptop, projector). Decide on your wardrobe for the defense. Business professional attire (i.e. suit) is appropriate.
19. Meet with your chair to review your presentation and materials (i.e., handouts) a few days to a week before the date. Make sure you ask if there is anything specific the chair would like to you cover in the presentation and what is the protocol for the defense.
20. Defenses typically follow this protocol: you present for 20-25 minutes on the dissertation, questions from the committee (typically about an hour), questions from the audience, removal of everyone in the room (including you) to allow the committee to deliberate, your chair comes out and announces that you've passed (your chair will not let you defend if you are not ready), you can't believe that you actually passed and go back into the room to meet with the committee and chair to discuss revisions (almost everyone has them) and they sign your pass/fail form, and then you faint because you still can't believe you passed.
21. After your defense, you have ten working days to submit your pass/fail form to the Graduate College for the dean's signature. Either your chair or the PhD Graduate Coordinator will hold on to your final pass/fail form for the final signature from the chair indicating that you have completed all of the revisions. The latent consequence of this is that all revisions must be done and approved by your chair in 10 working days. If you work a full or part time job, requesting some time off to complete and focus on your revisions, as well as recuperate, is always beneficial and a great idea. You will be mentally tired after the defense.

22. Once you have completed all revisions and obtained your chair's signature, you must bring the form to the PhD Graduate Coordinator for the Director's signature and then take the form to the Graduate College office located in Admin B room 170. Then you can upload your document to ProQuest via MyASU. This is the final and most important step. Do something you enjoy. You've just become a doctor. You've now entered the realm of having your life back. Congratulations, it's a weird, but wonderful feeling.

Random helpful hints/things to be aware:

- Although the focus of the process has been getting to the dissertation defense, there can be additional stress after you defend.
- Editing can be expensive, but it is well worth it.
- Remember to do things that you still enjoy. It will help keep you sane.
- You will be emotional, tired, stressed, etc. during this process. It's normal.
- The process of earning a PhD is a complex yet very rewarding process, with fewer than 2% of the population receiving a Ph.D.
- Your chair is not out to get you and will come through when you need him/her to do so.
- Use the resources that you have on campus to your advantage.
- A good dissertation is a done dissertation. Now is not the time to be a perfectionist.
- Present your dissertation topic and research at professional conferences. This is a good way to receive feedback and anticipate questions regarding your study.

Appendix D: Student Authorship and Publishing Credit

A critical part of advance scholarship is publishing work so that it can be shared with and critiqued by peers and thereby contribute to the body of knowledge for the discipline. Part of the enterprise of publishing is determining the appropriate acknowledgement and credit for the work. This is the purpose of authorship.

It is appropriate for students to consult with the Chair of the Supervisory Committee and other committee members and collaborating colleagues early in any research and scholarly effort to consider and plan what publishing opportunities there might be and how authorship credit will be assigned. It is important to do this BEFORE writing a paper rather than afterwards.

Several scholarly organizations have developed policies and guidelines to assist authors (especially students and young faculty) in navigating the aspects of credit for authorship. One of those is the American Psychological Association (<https://www.apa.org>). APA has published their Principles of of Psychologists and Code of Conduct with guidelines on authorship as follows: (<https://www.apa.org/science/leadership/students/authorship-paper>):

Authorship entails a public acknowledgment of scientific or professional contribution to a disseminated piece of information. The APA Ethical

Principles of Psychologists and Code of Conduct (2010, Section 8.12) offers the following guidelines for determining authorship:

- *Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed.*
- *Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the*

writing for publication are appropriately acknowledged, such as in footnotes or in an introductory statement.

- *Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisers discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.*