

Edson College Student Handbook

Aging Graduate Programs

2024-2025



Edson College
of Nursing and
Health Innovation

Arizona State
University



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Section 1: Introduction

ASU Charter

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

Edson College Mission and Goals

The Edson College of Nursing and Health Innovation is distinguished as a model for excellence and inspiration in nursing and interprofessional practice, education, and research to advance knowledge and innovative practice models, and new solutions to optimize the health and well-being of our diverse local, national and global communities.

Deliver excellent innovative, nationally-recognized nursing and interprofessional education that is accessible, inclusive, and learner-centered.

- Distinguish our academic programs through (1) impactful curricular development that reflects national health initiatives; (2) recruitment and retention of world class faculty; and (3) achievements of students and alumni.
- Broaden diverse students access, enrollment and retention in our academic community through (1) tailored marketing; (2) financial support; (3) student support services; and (4) state of the art learning experiences.

Build national reputation in innovative nursing and health related programs that significantly impact individuals and communities.

- Create or refine and disseminate teaching strategies that are student-centered, adaptive and interactive.
- Develop program-specific criteria that advance academic excellence leading to national recognition of Edson College.
- Establish collaborative networks to foster innovative programs that impact local, national and global health.

Establish ASU as a leading global center for interdisciplinary research, discovery and development by 2025.

- Conduct innovative science and participate in and lead interdisciplinary research teams.
- Contribute to the global community of scholars to inform the scientific knowledge base and influence health outcomes.
- Provide professional and research mentorship to develop the next generation of scientists who positively affect health outcomes.

Enhance our local impact and social embeddedness.

- Increase student and faculty collaboration within the community that is reciprocal, beneficial and sustainable to improve health outcomes.
- Engage community members and leaders in designing relevant health-related activities and programs responsive to the needs of diverse populations.

Edson College Values

Serving as a broader framework for the goals, the Edson College 2026 Values, based on the ASU Charter, the college mission and work from previous progress groups informed the development of the goals and provide context and rationale for why certain goals were chosen.

These 6 values are outlined in detail below.

Values: a set of guiding principles that shape behavior and decision-making

Discovery

- Discovery is the act of finding something that had not been known before; the act or process of sighting or learning the existence of something for the first time; the awareness of anomaly.

Diversity, Equity & Inclusion

- Diversity includes all the ways in which people differ, and it encompasses all the distinct characteristics that make one individual or group. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued.
- Equity assures access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.
- Inclusion authentically brings traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power.

Excellence & Inspiration

- Excellence is a commitment and expectation that advances a continuous process of individual and collective effort that fosters mission-based change and innovation and is marked by objective & narrative indicators.
- Inspiration is an energized condition of engagement that drives purpose, idea creation, thoughts, feelings and actions. Excellence and inspiration are both an action and a state and are positioned within our shared cultural understanding

Entrepreneurship & Innovation

- Entrepreneurship includes identifying a gap where there is one, and understanding what/who it takes to fill that gap and create. An entrepreneur has a spirit that anything can be achieved.
- Innovation is creating, developing, and implementing new and existing ideas, methods or products to provide value to an end-user or stakeholder.

Interprofessionalism

- Interprofessionalism is an evolutionary process that involves the attainment of awareness, knowledge, and skills that reflect, promote, integrate and evaluate collaboration, teamwork, mutual respect, psychological safety and effective communication within and across diverse health and social care-oriented education, research and practice environments.

Personal Well-Being

- Well-Being is a state of whole-person well-being in which every individual experiences life-long growth and capacity-building, adapts to emerging challenges and adversities, lives fully and fruitfully, and experiences a sense of belonging and meaning within their community.

Program Foundation

Purpose

The Edson College of Nursing and Health Innovation embraces the philosophy and purpose of Arizona State University, which is committed to the exchange of knowledge and the pursuit of wisdom within an atmosphere of intellectual honesty and freedom. Arizona State University and the Edson College of Nursing and Health Innovation seek to foster excellence in scholarship, research, service and practice.

The educational programs of the Edson College of Nursing and Health Innovation are dedicated to providing students with the opportunity to acquire the requisite knowledge, skills, attitudes, and values necessary to become professionals and leaders who are capable of responding to changing needs and patterns of healthy aging.

Edson College programs encourage creativity and place a premium on delivery and positive impact. Whether through its research centers, where nationally recognized research leaders are impacting health agendas, or through funded research collaborations and the community partnerships they support, Edson College students, faculty and staff are making a difference on a broad scale with their bench-to-bedside research.

Interprofessionalism – in education, practice and research – guides the college as it builds programs and curriculum to meet the needs of a changing industry. Graduate and undergraduate programs continue to expand with a focus on systems thinking, evidence-based practice, collaborative system design and improved delivery across the continuum of care -- preparing future health professionals to work together across disciplines within complex and dynamic health delivery systems.

Accreditation

ASU is regionally accredited by the Higher Learning Commission to offer all online academic programs nationwide. As a regionally accredited institution, ASU is the gold standard in higher education and meets the highest academic standards. Many of ASU Online's programs also carry specialized accreditation specific to the field:

Section II: Curriculum

The specific plan of study for the MS, Aging degree and graduate certificate are noted in the sections below. Questions regarding transfer credit or courses offered on the plan of study can be directed to the assigned academic advisor.

MS Aging

The MS Aging assumes responsibility for the overall health of communities by educating students to become experts in the field of aging.

By fusing intellectual disciplines and socially embedding with partners in the network of aging health, wellness and social services, as well as entrepreneurs developing senior-related business ventures, this program is uniquely positioned to address the varied needs of this rapidly growing population. The program provides students with advanced interdisciplinary knowledge that focuses on improving the well-being of diverse older adults within the context of their families and communities.

The curriculum of the Master of Science in Aging is competency-based and designed in accordance with the [Academy for Gerontology in Higher Education](https://www.ssih.org/Credentialing/Accreditation) competencies for graduate education (<https://www.ssih.org/Credentialing/Accreditation>). It addresses the multidimensional aging process and the needs of aging populations and their potential contributions to society; reflects national health initiatives; and encourages community collaborations that are reciprocal, beneficial and sustainable to improve health outcomes of older adults.

Program Completion Outcomes (PCOs)

Upon completion of this program the graduate will be able to:

1. Utilize gerontological frameworks to examine biological, psychosocial, cultural and spiritual aspects and theories of aging.
2. Explore definitions and measures for well-being of older adults and their families.
3. Employ ethical research standards to advance knowledge and improve interventions for older persons.
4. Cultivate an integrated perspective on gerontological issues through effective communication and collaborative engagement with families and communities.
5. Maximize the health and well-being of older persons through positive, innovative environments.

6. Design and implement effective, evidence-based programs to support older persons as they age in place.
7. Participate in innovative policy development to address the needs of older persons and their families.

Courses

Required Core (15 credit hours)

- HCA 501 Perspectives on Aging and the Life Course
- HCA 502 Research and Program Evaluation Issues in Aging
- HCA 503 Diversity in Aging
- HCA 505 Interdisciplinary and Community Collaboration in Aging
- HCA 508 Mental Health Assessment and Intervention

Restricted Electives (6 credit hours, choose two)

- HCA 504 Caregiving Issues for Families and Professionals
- HCA 507 Care Coordination Across the Continuum of Care
- HCA 510 Innovations in Program Development and Policy

Electives (6 credit hours)

Culminating Experience (3 credit hours)

- HCA 593 Applied Project

Additional Curriculum Information

The program requires six credit hours of electives to support academic and professional interests. Students should consult with their advisor for the current approved elective list. Other courses may be used with approval of the academic unit.

For restricted electives, students select two courses from the list.

Interprofessional Healthy Aging Graduate Certificate

The Interprofessional Healthy Aging graduate certificate is a non-degree option designed for experienced professionals who want to develop the knowledge and skills needed to address healthy aging with a focus on prevention and early intervention to optimize the health, behavioral health and quality of life of older adults and their family caregivers. The program provides students with interdisciplinary knowledge that focuses on improving the well-being of diverse older persons, in the context of their families and communities.

The certificate consists of 15 credit hours (one core course and 12 elective credits). It is also available to students in the PhD, DNP and MS programs who choose to supplement their degrees with educational courses.

The curriculum is based on the Association for Gerontology in Higher Education's Competencies for Graduate Education and addresses the multidimensional aging process, the needs of aging populations, and their potential contributions; reflects national health initiatives; and encourages interprofessional and community collaborations that are reciprocal, beneficial and sustainable to improve health outcomes.

Those who complete the program can apply for recognition as a gerontological coordinator by the National Association for Professional Gerontologists, an independent international professional organization.

Courses

Required Core (3 credit hours)

- HCA 501 Perspectives on Aging and the Life Course (3)

Restricted Electives (12 credit hours)

- HCA 502 Research and Program Evaluation Issues in Aging (3)
- HCA 503 Diversity in Aging (3)
- HCA 504 Caregiving Issues for Families and Professionals (3)
- HCA 505 Interdisciplinary and Community Collaboration in Aging (3)
- HCA 507 Care Coordination across the Continuum of Care (3)
- HCA 508 Mental Health Assessment and Intervention (3)
- HCA 510 Innovations in Program Development and Policy (3)
- NUR 628 Research, Theory and Principles for Palliative Care in the Older Adult (3)
- SWG 571 Mental Health Aspects of Aging (3)
- SWG 573 Policies to Promote Healthy Aging (3)
- SWG 623 Program Evaluation (3)
- SWG 632 Policy Practice (3)

Additional Curriculum Information

Other courses may be substituted for restricted electives if approved by the academic unit.

Section III: Student Information

Academic Calendar

The academic calendar for all registration and withdrawal deadlines for current and future sessions can be found here: <http://students.asu.edu/academic-calendar>

Academic Progress

Application

The program follows all *Application* policies outlined in the [Graduate College Policy Manual: https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals](https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals)

For application requirements and process for each degree program, see <https://nursingandhealth.asu.edu/degree-programs/graduate>. The recruitment team helps guide applicants through the application process and answers general questions about the program. <https://students.asu.edu/graduate/apply>.

Admission

The program follows all *Admission* policies outlined in the [Graduate College Policy Manual: https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals](https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals)

With guidance from the program office, applicants are reviewed by the Edson College student services team, and admission decisions are submitted to ASU Graduate College for final review and offer of admission. All applicants selected for admission will be admitted with contingencies, which will be outlined in the admission email from our academic unit.

Each program within the college is authorized to operate on a state-by-state basis. Students who do not reside in Arizona should review the [State Authorization](#) section of this handbook to confirm if the program is authorized within the state of residence.

Advisement

Upon admission, students will receive communication from their assigned academic advisor, who will serve as a resource for developing and revising their academic plan, navigating university policies and procedures, and providing guidance related to academic success for the duration of their program.

If at any time a student has questions or needs to make an appointment, they can find their academic advisor on their MyASU page, Academic Support Team box, Academic Advising tab.

Enrollment & Registration

The program follows all *Registration & Enrollment* policies outlined in the [Graduate College Policy Manual: https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals](#)

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one graduate-level credit hour during all phases of their graduate education. Graduate students planning to discontinue registration for a semester or more must submit a Leave of Absence request via their Interactive Plan of Study (iPOS). There are appropriate circumstances when students may need to withdraw from the university (i.e., medical withdrawal, compassionate leave). The policies for such withdrawals are the same for both undergraduate and graduate students. An approved [Medical/Compassionate Complete Withdrawal](#) is valid towards meeting the continuous enrollment policy.

Students are responsible for enrollment in courses each semester, following the program of study for their concentration. Enrollment is completed through MyASU.

- The University's Registrar's Office will verify student enrollment each semester according to the general guidelines found here: <https://students.asu.edu/enrollment-verification>
- How to register for classes: <https://students.asu.edu/howtoregister>
- Registrar's website for the most up to date policies on Registration, Grades & Records, and Residency: <http://students.asu.edu/registration>

Satisfactory Academic Progress

The program follows all *Academic Progress* policies outlined in the [Graduate College Policy Manual: https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals](#)

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 (see "Grades" section of this Handbook).
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).
4. Successfully complete the culminating experience.
5. 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. See full Leave of Absence rules below.

Incomplete Grades

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. The student will have to re-register for the course to receive credit

Additional information regarding incomplete grades can be found in the ASU Student Services Manual (<https://asu.edu/aad/manuals>) in policy [SSM 203-09](#): Grade of Incomplete.

A student who requests a grade of incomplete “I” must complete the following steps:

- Submit a request for a grade of incomplete to the instructor of the course. Submit the instructor-approved (signed) form to the Program Office by faxing, scanning/emailing, or mailing. **This contract must be received by the Program Office no later than 5 business days prior to the last day of classes.**
- Keep a copy of the final contract (signed by student, instructor and program director).
- Notify the Graduate Program Office upon fulfillment of the contract.
- Many courses are pre-requisites for progression in the program. If a student’s incomplete grade postpones his/her scheduled progression in the program, the student must contact the Graduate Program Office immediately to determine how to proceed.
- Unfinished work must be completed with the same instructor except under extenuating circumstances.
- The student must complete the course prior to the stated date on the contract to remove the incomplete grade. If no date is specified on the contract, the student has a maximum of one calendar year from the date the grade of “I” is recorded before the system converts it to a permanent “I.”
- After one calendar year the grade "I" will become a permanent part of the transcript. To repeat the course for credit, a student must re-register and pay the required fees. The grade for the repeated course will appear on the transcript but will not replace the permanent “I.” **Students with incomplete contracts filed in the Graduate Education office may not file for an incomplete in another course until the previous contract is fulfilled, course requirements are met, and a grade change request is submitted.**

Note: Completion of an incomplete grade does not satisfy the Graduate College’s satisfactory progress requirement. In order to maintain continuous enrollment in a degree program, a student must enroll in at least one course each Fall and Spring semester.

Leave of Absence

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

Program Completion

Students must satisfy all conditions noted in the *Graduate Program Requirements* and the *Master's Degree* policies outlined in the Graduate College Policy Manual:

<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>

Graduation and Convocation

The student is eligible for graduation when all degree requirements have been met. The student's iPOS must be approved and on file with the Graduate College before the student is eligible to apply for graduation. For further instructions, please review the graduation process here:

<https://students.asu.edu/graduation>.

University graduate and undergraduate commencement ceremonies are the university-wide ceremonies at which President Crow confers degrees. Convocation events are celebrations of individual achievement where graduate names are called and graduates cross the stage. Convocation ceremonies are hosted by the college or special interest group.

The Edson College of Nursing and Health Innovation holds a separate convocation ceremony in conjunction with the fall and spring commencement. Edson College will send required information to graduates early in the semester providing the information to register and attend. Students who have met all university and college degree requirements are encouraged to participate. It is the student's responsibility to adhere to the convocation timelines.

Financial Assistance

Financial assistance for graduate study is available in the form of scholarships, traineeships, assistantships, and loans. Scholarships, traineeships, and assistantships are awarded to students with regular admission status and satisfactory academic standing. In addition to information on financial assistance presented in this section, students are advised to consult the Financial Aid and Scholarship Services:

<https://students.asu.edu/financialaid>.

Additional details can be found in the "Scholarships" section below.

Grades

Academic Grading Policies

The programs follow all grade policies as outlined by the University Registrar (<https://registrar.asu.edu/grades>). The grading scale used by all required courses in the program is listed below. Elective courses offered by other departments and programs may follow different grading scales and will be disclosed in the Course Syllabus. It is the students' responsibility to read the course syllabus for important grading details including the grading scale, late point deductions, and all assignment and grading requirements.

Grade Appeal

The program follows the university process for grade appeals. Students must follow all steps, informal and formal, as outlined in this policy (<https://catalog.asu.edu/appeal>).

Standard Grading Scale

A	90-100	4.0
B	80-89	3.0

C	70-79	2.0
D	60-69 – Course Repeat	1.0
E	59 or below – Course repeat	0.0
EN	Failing, Never Participated	0.0
EU	Failing, Did Not Complete	0.0
I	Incomplete	-
W	Withdraw	-
XE	Academic Dishonesty	0.0

NEXus courses

The Edson College postlicensure programs participate in the Western Institute of Nursing NEXus (Nursing Education Xchange) Consortium, which allows students in participating universities to enroll in courses at other participating universities for discounted rates. Students can search for courses at: <http://www.winnexus.org/>. Please note that the Graduate College has indicated that the 12-credit hour transfer limit applies to NEXus courses.

Scholarships

Several scholarships are awarded by the Edson College of Nursing and Health Innovation during the academic year. To be considered for an award, students must complete the Scholarship Application Form: <https://nursingandhealth.asu.edu/student-life/scholarships>

Many financial assistance opportunities from the ASU Graduate College are available to the student. This site provides all the tools and resources the student needs to view the types of aid available for students: <https://graduate.asu.edu/current-students/funding-opportunities>

Student Accessibility

The **Student Accessibility and Inclusive Learning Services (SAILS)** is the central location for establishing and obtaining services and accommodations for qualified students with disabilities: <https://eoss.asu.edu/accessibility>

Students who feel they will need disability accommodations should contact SAILS prior to starting a class. Campus locations and contact information are available on the SAILS website (<https://eoss.asu.edu/accessibility>). Check the SAILS website (<https://eoss.asu.edu/accessibility>) for eligibility and documentation policies.

Email: Student.Accessibility@asu.edu

SAILS Phone: (480) 965-1234

SAILS FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<https://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<https://get.adobe.com/reader/>)
- Microphone and speaker
- Webcam

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see <https://community.canvaslms.com/docs/DOC-10701> for more information)
- Using ASU email (see <https://links.asu.edu/emailguide> for more information)
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs (such as Microsoft PowerPoint, Google Slides, etc.)
- Note: Microsoft Office 365 (including Word, Excel, PowerPoint, etc.) is available for free download to PCs, Macs, and some tablets. See <https://myasu.force.com/authkb?id=kA1d0000000DIYr> for more information.

Hardware & Software Requirements

Windows Computer (PC)

Operating System	MS Windows 10 or newer
Processor	Intel Core i5 / i7 8th Generation or newer, or AMD Ryzen 3000 Series (Zen 2) or newer
Memory	4 GB RAM (8 GB or more recommended)
Network Adapter	Wi-Fi 5 (802.11ac) or newer
Screen Resolution	1280 x 800 (minimum)
Web Browsers	Mozilla Firefox (current stable release) Google Chrome (current stable release)
Other Software	Microsoft Office 365 (free download for current ASU students) Adobe Acrobat Reader (current version) Java Runtime Environment (current version)

Apple Computer (Macbook)

Operating System	macOS 12 (Monterey) or newer
Processor	Intel Core i5 / i7 8th Generation or newer, or Apple silicon M1 / M2 / M3
Memory	4 GB RAM (8 GB or more recommended)
Network Adapter	Wi-Fi 5 (802.11ac) or newer
Screen Resolution	1280 x 800 (minimum)
Web Browsers	Mozilla Firefox (current stable release) Google Chrome (current stable release) Apple Safari 16 or newer
Other Software	Microsoft Office 365 (free download for current ASU students) Adobe Acrobat Reader (current version) Java Runtime Environment (current version) Apple QuickTime (current version)

Additional hardware

- USB or Bluetooth audio microphone headset
- Built-in or external webcam

Compatibility Issues

We have discovered that some of the software packages and resources you will need for this program will not run on some devices. This includes (but is not limited to):

- Android tablets
- Apple iPad
- Google Chromebook
- Kindle devices
- Some Microsoft Surface devices with mobile ARM processors (~2016 and older)

Technical Support

All courses at ASU use the Canvas Learning Management System to deliver course content. It can be accessed through MyASU at <https://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Status Portal at <https://systemstatus.asu.edu>.

To contact the help desk, you have several options:

- Website: accessed through the MyASU Service Center at <https://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <https://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

Tutoring Support

Services are offered in person and online through University Academic Success Programs for ASU students who are currently enrolled in courses.

- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate writing tutoring is available for any type of writing project for any course.
- Resources are available through our Online Study Hub, YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services.

Wellness Support

Course faculty, the program office, and academic advisors are all able to connect students to resources when needed. The following include links to the robust list of student support services available to all ASU students, and can be accessed directly through the links provided/

- [ASU Counseling Services \(https://eoss.asu.edu/counseling\)](https://eoss.asu.edu/counseling) provide counseling and crisis services for students who are experiencing a mental health concern.
- [ASU Health Services \(https://eoss.asu.edu/health\)](https://eoss.asu.edu/health) are dedicated to the well-being and educational success of each individual student by providing high-quality health care that is accessible, affordable and compassionate.
- [Advancing Inclusion and Culture \(https://cfo.asu.edu/AIC\)](https://cfo.asu.edu/AIC) and the [Office of Inclusive Excellence \(https://inclusion.asu.edu/\)](https://inclusion.asu.edu/) are dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives.
- [Basic Needs Resources \(https://eoss.asu.edu/resources/basic-needs\)](https://eoss.asu.edu/resources/basic-needs) and [Student Advocacy and Assistance \(https://eoss.asu.edu/dos/student-advocacy-and-assistance\)](https://eoss.asu.edu/dos/student-advocacy-and-assistance) provide guidance and assistance in connecting students with campus and community resources as well as additional access to one-on-one guidance in resolving personal challenges and concerns.

Section IV: Policies

The program office is responsible for upholding the policies and procedures set forth by the ASU Graduate College and the University. Students are held to the minimum requirements of the Graduate College as well as any additional requirements set forth by the University. These resources can be found here:

- The Graduate College Policies and Procedures handbook:
<https://graduate.asu.edu/policies-procedures>
- The Arizona State University Academic Affairs (ACD) and the Students Services Policy Manuals:
<https://policy.asu.edu/>
- The Arizona Board of Regents Policy Manual:
<https://www.azregents.edu/about/policy-manual>

The program office upholds policies within the above documents related to but not limited to the following topics:

Accommodations

- [ACD 401](#): Individuals with Disabilities
- [SSM 201-18](#): Accommodating Active Duty Military
- [SSM 701-01](#): Student Accessibility and Inclusive Learning Services – General Policy
- [SSM 701-02](#): Eligibility for Accommodations – Required Disability Documentation
- [SSM 701-03](#): Accommodations for Students with Disabilities

Classroom Policies

- [ACD 304-02](#): Missed Classes Due to University-Sanctioned Activities
- [ACD 304-04](#): Accommodation for Religious Practices
- [ACD 304-05](#): Course Enrollment/Attendance
- [ACD 304-06](#): Commercial Note-Taking Services
- [ACD 304-08](#): Classroom and Testing Accommodations for Students with Disabilities
- [SSM 203-09](#): Grade of Incomplete

Enrollment & Progression Policies

- [SSM 201-01](#): Registration for Classes – General Policy
- [SSM 201-03](#): Drop/Add/Swap of Classes
- [SSM 201-08](#): Withdrawal from Classes – General Policy
- [SSM 204-02](#): Master's and Doctoral Plans of Study

Financial Aid

- [SSM 301-01](#): Financial Aid Eligibility
- [SSM 301-02](#): Enrollment Status

Student Behavior

- [ABOR 5-308](#): Student Code of Conduct
- [SSM 104-02](#): Handling Disruptive, Threatening, or Violent Individuals on Campus
- [SSM 201-10](#): Instructor Withdrawal of a Student for Disruptive Classroom
- [SSM 104-05](#): Involuntary Withdrawal from the University in Special Circumstances

Academic and Professional Integrity

The highest standards of academic integrity (<https://provost.asu.edu/academic-integrity>) and compliance with the university's *Student Code of Conduct* (<https://public.powerdms.com/ABOR/documents/1491970>) 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 each student assumes personal responsibility in their work.

Students should refer to the [ABOR Student Code of Conduct](#), the [Academic Integrity](#) and applicable laws. Matters that violate the ABOR Student Code or ASU Academic Integrity Policy must be appealed as provided for in those policies.

Professional Standards of Conduct

Professional Standards of Conduct for participation are based on the philosophy and organizing framework of Edson College. Our framework recognizes the importance of reciprocal connections between people and environments and the influence of the social context, including individual, interpersonal, organizational, and community variables, on human behavior. Accordingly, we aim to foster a social context that provides a safe, respectful learning environment and promotes development as a scholarly citizen.

Students must follow internal standards set forth in course syllabi and this handbook, along with external requirements found in the ASU Student Code of Conduct (<https://eoss.asu.edu/dos/srr/codeofconduct>), university regulations concerning academic, scientific, or student conduct; and Federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Violations of these external standards will be adjudicated through a separate university process.

Disruptive Classroom Behavior

Arizona State University has several policies which are potentially applicable to disruptive student situations. These are:

1. Disruptive Student Protocol STA 104-02
<https://public.powerdms.com/ASU/documents/1560490>
2. Student Code of Conduct ABOR 5-308 (and 5-303)
<https://public.powerdms.com/ABOR/documents/1491970>
<https://public.powerdms.com/ABOR/documents/1491965>
3. Instructor Withdrawal of Student for Disruptive Classroom Behavior
<https://www.asu.edu/aad/manuals/ssm/ssm201-10.html>
4. Involuntary Withdrawal Policy (SAC)
<https://public.powerdms.com/ASU/documents/1560492>

Virtually all actions taken with respect to behavior need to have a hearing process (or some opportunity for a student to give a response to allegations made or actions to be taken where removal from a class, or grade appeal process, or suspension or expulsion from school is mandated). The Student Code of Conduct provides for the Dean of Students to act when a complaint is filed with the Educational Outreach & Student Services (EOSS), and for a hearing (informal) to be held where the student is given an opportunity to respond. If expulsion or suspension is the recommended sanction, the student does have an opportunity to have a review by the University Hearing Board. In an emergency, the professor, RA/TA, or a student acting on that person's behalf will contact one of the following:

ASU Counseling Services	(480) 965-6146
ASU Health Services	(480) 965-3349
EMPACT Suicide Prevention Center	(480) 965-1006
Dean of Students	(602) 496-4357
DPS @ 911 or non-emergency	(602) 496-3456

[Graduate Wellness Resources](https://graduate.asu.edu/sites/default/files/wellness_resources.pdf) – a one-page guide to Financial, Social, Emotional, and Physical Health and Wellness Resources for ASU Graduate Students was developed by the GPSA.
https://graduate.asu.edu/sites/default/files/wellness_resources.pdf

[10 Best Practices in Graduate Student Wellbeing](https://graduate.asu.edu/sites/default/files/student_well_being_best_practice.pdf) – proven ways to help graduate students better care for themselves under the increasing demands of graduate school.
https://graduate.asu.edu/sites/default/files/student_well_being_best_practice.pdf

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>

As a mandated reporter, faculty are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.