

Engineering Education Systems and Design

2024-2025 Ph.D. Program Student Handbook

The Polytechnic School

The ASU logo is displayed on the side of a large, silver, spherical water tower. The logo consists of the letters 'ASU' in a bold, black, sans-serif font, with a stylized sunburst graphic integrated into the letter 'S'. The water tower is supported by a complex metal lattice structure. The background features a sunset sky with soft, pinkish-orange clouds and green trees on the right side.

ASU

engineering.asu.edu/eesd

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I. Engineering Education Systems and Design PhD Program Description

The [Engineering Education Systems and Design \(EESD\) PhD program](#) was established in Fall 2016.

This program is housed directly within [The Polytechnic School \(TPS\)](#), one of eight schools in the [Ira A. Fulton Schools of Engineering](#). Program faculty and core courses are located on the [ASU Polytechnic Campus](#), one of five ASU campuses. The program prepares all students to conduct engineering education research related to their scholarly interests using a systems and design approach. Students who enroll in the program

have a background in engineering or a related field, passion for developing skills as engineering education researchers, and commitment to contributing to the engineering education community. Learning is driven by engagement with faculty and peers through coursework, research, and programmatic events. Coursework provides students with opportunities to learn and apply understandings of the engineering education system, theoretical frameworks, research methodologies, existing inequities, and innovation. Research allows students to contribute to existing programs at ASU, while developing new research directions. Programmatic events are designed to foster a vibrant community of scholars. Students who complete the program will be equipped as exemplary scholars and leaders to take on a variety of roles across a range of educational settings (e.g., higher education, science centers, government agencies, museums, policy-setting institutions, and industry). [Visit our program website to learn about our current students, alumni, and other affiliates.](#)

“There was no other place for me to pursue my ideas other than ASU.”

Dr. Hadi Ali, ‘21

II. Objectives of this Handbook

This handbook has been developed for current and prospective students of the Engineering Education Systems and Design (EESD) PhD Program within TPS. The objective of this handbook is to provide program-specific and general university information to assist students in navigating admissions, program requirements, policies, and procedures. This handbook is designed to complement the [ASU Graduate Education Policies and Procedures Handbook](#). It is highly recommended that students obtain and familiarize themselves with this additional resource.

III. Justice, Equity, Diversity, and Inclusion Statement

The EESD PhD Program aims to be an exemplary representation of the ASU charter, which states:

“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.”

“As an International Student, the EESD community became a home away from home, an amazing inclusive community.”

Dr. Bala Vignesh Sundaram, ‘23

The call is clear and present at ASU for every member of our community to do their part in fostering a culture and climate of inclusive excellence that contributes meaningfully to lasting equity for all. Our program fully accepts the charge to challenge injustices and social inequities as members of the broader ASU community. We aim to uphold and value student and faculty diversity of all kinds. These values are integral to our standing as a program and institution.

The EESD PhD program welcomes all students regardless of race/ethnicity, gender identity, gender expressions, sexual orientation, socio-economic status, age, disabilities (whether apparent or not), religion, regional background, veteran status, citizenship, nationality, or other held identities. We aim to foster intersectional perspectives born out of backgrounds and identities that allow us to contribute toward and create a culture of inclusive excellence.

IV. Admission Requirements

Eligibility

All applicants must have a bachelor's degree and/or a master's degree in the fields of engineering, engineering technology, or computing with a preferable GPA of 3.00 (scale of 4.00 = A) or greater for the last 60 hours of the degree program. Preferred admission is given to students with an engineering master's degree in which the student demonstrated a preferable GPA of 3.00 cumulative (scale of 4.00 = A) or greater. Applicants demonstrating excellent performance during their bachelor's degree program can be admitted without a master's degree.

**“ASU’s EESD program is the place where I started my research dream.”
Dr. Wen Huang, ‘20**

Application Process

[Graduate admission at ASU](#) begins with the [online Graduate Education application](#). The application requires the submission of the following:

1. Curriculum vitae or resume (visit [Crafting a CV](#) for guidance)
2. Personal Statement (visit [Personal Statement](#) for guidance): Submit a personal statement of 750-1000 words that includes the following information:
 - Goals and Motivations: Describe your career goals and motivations for pursuing a PhD in Engineering Education Systems and Design at this time in your career and how this PhD will help you achieve these goals.
 - Why ASU: Describe your research interests and why you think ASU’s EESD program is a place where you can develop your scholarship in those areas. Please name specific faculty member(s) you would like to work with during your PhD studies and why.
 - Qualifications: Highlight any personal skills or attributes that will enable you to complete the EESD PhD program successfully. Explain how your background and experience (e.g., school, work, research) have prepared you for doctoral studies in the field of engineering education.
3. Official transcripts from each college or university attended.
4. Two letters of recommendation

5. *Non-native English Speakers ONLY*: Proof of English proficiency (visit the [Graduate Admission Services website](#) for options)

There is a one-time fee associated with submitting the application; \$70 for those who are a US Citizen, US Permanent Resident, In Application for Permanent Residency, or DACA; \$115 for international students on any non-immigrant visa type studying in the US (e.g., F-1, H-1B, H-4, etc.). Potential fee waivers are determined annually; please contact the EESD Program Chair for more information. Additional costs may be incurred when obtaining prior institutional transcripts.

Application Deadlines

Applications will be accepted and reviewed on a rolling basis beginning at the priority deadlines. The Fall semester priority application deadline is December 15th. The Spring semester priority application deadline is September 1st. Students may only be admitted during the Fall or Spring semester.

V. Degree Requirements

Fundamental Requirement of the PhD Degree

The PhD degree is the highest academic credential conferred by the university. Attainment of a PhD requires that a student demonstrate the capacity to produce and sustain original independent research in their chosen field. Research should be validated through publication in reputable peer-reviewed publication venues. Two sites providing lists of publications venues can be found on the [Research in Engineering Education Network](#) or the [Engineering Education Community Resource](#).

Interactive Plan of Study (iPOS)

All ASU PhD students must file an iPOS (visit [Your Plan of Study](#) and samples provided in *Appendix A* for guidance) through [My ASU](#) before the end of the first semester of enrollment in the EESD program. (Visit [Guide to My ASU](#) for guidance.) A minimum of 84 semester credit hours are required for the PhD degree. These credits are distributed as follows (details provided in the following subsections):

- **Required core coursework (21 credit hours)**: Seven core courses (EGR 535, 565, 572, 574, 576, 671, and 673)
- **Electives and Research (18 credit hours)**
 - **Elective Coursework (6 credit hours)**: Two selected courses that should directly support the student's research area and be approved by the student's chair/co-chairs. All electives must be 500 level or above.
 - **Research (12 credit hours)**: Credits (EGR 792) associated with funded, independent, or dissertation research.
- **Other requirements (3 credit hours)**
 - **Seminar (3 credit hours)**: Credits (EGR 594) associated with EESD Seminar

“Every experience in the EESD program was learning that prepared me as an educator and researcher in engineering education.”
Dr. Eunsil Lee, ‘20

- ***Culminating Experience (12 credit hours)***
 - ***Dissertation (12 credit hours)***: Credits (EGR 799) associated with dissertation research.
- ***Master's Degree (or equivalent) (30 credit hours)***: Credits for either (1) coursework previously earned as a master's degree in engineering, engineering technology, or computing, or (2) additional coursework completed at ASU.

Required Core Coursework

The core curriculum for the EESD degree consists of 21 credit hours intended to expose students to fundamental topics in engineering education through hands-on opportunities. This includes two project courses that provide students with explicit opportunities to apply what has been learned in their core courses.

- ***EGR 535: Innovation and Design of Engineering Academic Settings (IDEAS)***
Innovation plays an important role in the evolution of the field of engineering education. This course explores innovation processes in a variety of contexts, including (but not limited to) engineering education research and methods, theory, dissemination, teaching, and training within formal and informal academic settings.
- ***EGR 565: Qualitative Methods for Engineering Education Research***
This course provides deep, empirical exposure to interpretive research methods in engineering education research.
- ***EGR 572: Quantitative Methods for Engineering Education Research***
This course is an introduction to the specific quantitative analysis techniques used in the field of engineering education, with a special focus on instrument design, ANOVA, and multiple regression. Prior coursework or experience with basic statistical techniques is necessary to be successful in this course.
- ***EGR 574: Engineering Education Systems in Context***
This course provides a systems understanding of current trends in engineering education research to engage engineering education graduate students with the latest developments in the field in which they will situate their research projects.
- ***EGR 576: From Then Until Now: Examining Inequities in STEM***
This course provides a novel opportunity for students to learn about inequities that have persisted in STEM and to challenge the way inclusion is cultivated. The course challenges students to become aware of the past, give context to the present, and think creatively about new ways forward. Additionally, the course takes an entrepreneurial approach toward being inclusive, adopts an inclusive, student-centered pedagogy, and facilitates learning through activities that provide exposure to and experience with critical content.
- ***EGR 671: Applications of Qualitative Methods for Engineering Education Research***
This course provides a deep, situated exposure to making and handling data in qualitative engineering education research projects.
- ***EGR 673: Applications of Quantitative Methods for Engineering Education Research***
This course involves the application of quantitative analysis techniques to an engineering education research project with specific focus on data collection, instrument development, and ANOVA/regression analysis techniques.

Note: All core courses are offered every year except EGR 535 and EGR 574. These courses are purposefully offered every other Spring and Fall (even years), respectively, to facilitate cross-

cohort interaction and community building. Completion of these courses is therefore not considered when determining a student's 24-month window to defend their comprehensive exam after completing the remaining five core courses.

Elective Coursework

Students must complete at least 6 credit hours of additional elective coursework chosen in consultation with the student's chair/co-chairs. ASU is a large university with expert faculty in a wide variety of disciplines. EESD students are strongly encouraged to look broadly across ASU to identify courses that best support their interests and research development. Some suggested programs to explore include:

- CDE: Child Development
- COE: College of Education
- DCI: Curriculum and Instruction
- ECD: Early Childhood Education
- EDA: Education Administration & Supervision
- EDP: Educational Psychology
- EDT: Educational Technology
- EED: Elementary Education
- EGR: Engineering
- EPA: Education Policy Analysis
- ENT: Entrepreneurship
- FSE: Fulton Schools of Engineering
- HED: Higher & Postsecondary Education
- HSE: Human Systems Engineering
- HSD: Human & Social Dimensions of Science & Technology
- GRD: Graduate Education
- LSE: Learning Sciences
- PSY: Psychology

EESD also offers electives. These courses will typically be listed as EGR 598. Regularly taught elective courses can eventually be given a permanent number. Students interested in pursuing independent study to fulfill elective credit hours may also request to enroll in EGR 590.

- ***EGR 590: Reading and Conference***
Students interested in undertaking an independent study under the guidance of a faculty member may enroll in EGR 590 credit hours. The [Individualized Instruction Form](#) should be completed and submitted to [TPS Graduate Advising Office](#) for processing. Grades in EGR 590 are assigned as either "Y" (satisfactory), "E" (unsatisfactory) or "Z" (in progress/incomplete) (visit [Grades and Grading Policies](#) for further information).

Seminar, Research and Dissertation

EGR 594, EGR 792, and EGR 799 are required courses that do not follow the norms of a traditional course. This section describes the appropriate use and time of enrollment for each of these options.

- ***EGR 594: EESD Seminar***
This single-credit seminar course is designed to be a platform for community building and intellectual discussion. Students must earn three EGR 594 credits before completing their degree. A single credit is earned by successfully attending this course during a given offering (Fall ONLY). Students cannot enroll in more than 1 credit hour of EGR 594 for a given semester. Internal and external scholars will be invited to present their ongoing research as part of the seminar. Advanced EESD students are encouraged to use the seminar as a forum to present and receive feedback on their dissertation research. Grades in EGR 594 are assigned as either "Y" (satisfactory), "E" (unsatisfactory) or "Z" (in progress/incomplete) Failure to regularly attend the seminar will result in no credit earned.

The “Z” grade will be recommended if a student is unable to satisfactorily fulfill the course requirements due to extenuating circumstances and agrees with the instructor to complete them in another semester. (Visit [Grades and Grading Policies](#) for further information.)

- ***EGR 792: Research***

Students must enroll in a minimum of 12 credit hours of EGR 792 prior to graduation (Note: It is perfectly acceptable to enroll in more than 12 credit hours over the course of the degree.) EGR 792 does not include formal class meetings. Grades in EGR 792 are assigned as either “Y” (satisfactory), “E” (unsatisfactory) or “Z” (in progress/incomplete) (visit [Grades and Grading Policies](#) for further information). Appropriate enrollment in EGR 792 falls into two cases:

1. *Students funded as Graduate Research Assistants (GRAs)*: All GRAs must be enrolled in 12 credit hours during the semester of their GRA appointment (except for Summer when students must enroll in a minimum of 1 credit hour). EGR 792 should be used to “fill in” additional credit hours up to the required 12 credit hours. For example, a student funded as a GRA is enrolled in 6 credit hours of formal coursework. This student should enroll in 6 credit hours of EGR 792 (6 + 6 = 12). (Note: Students enrolled in 12 credit hours of formal coursework do not need to enroll in any EGR 572 credits.) Enrollment requires that the student select an instructor. The chosen instructor of record should be the faculty supervisor for the GRA position, which may or may not be the student’s dissertation chair/co-chair.
2. *Students conducting independent research*: Students may enroll in as many credit hours of EGR 792 as they like, independent of funding, if they plan to use a significant portion of their time conducting research during that semester. Enrollment will still require that the student select an instructor. The chosen instructor of record should be the faculty member supporting the research project with which the student is engaged, which may or may not be the student’s dissertation chair/co-chair.

- ***EGR 799: Dissertation***

Students must enroll in 12 credit hours of EGR 799 prior to graduation. EGR 799 does not include formal class meetings. Students may enroll in these credits once they have completed or are in the semester they intend to complete their required core coursework, elective coursework, research credits, and comprehensive exam. (Note: This does not include EGR 594: EESD Seminar.) Enrollment may begin during the semester in which the comprehensive exam is scheduled. Dissertation Chair approval must be received when enrolling in these credit hours prior to completion of the comprehensive exam. These credit hours can be distributed as desired across multiple semesters or during a single semester. Enrollment requires that the student select an instructor. The instructor of record should be the dissertation chair or one of the two dissertation co-chairs. Students should not enroll in more than 12 credit hours of 799 during their degree program. Additional research dedicated toward the dissertation should be directed toward additional credit hours of EGR 792. Grades in EGR 799 are assigned as either “Y” (satisfactory), “E” (unsatisfactory) or “Z” (in progress/incomplete) (visit [Grades and Grading Policies](#) for further information).

Master’s Degree (or equivalent)

All students must earn a master’s degree or complete an equivalent number of credit hours (30) in engineering, engineering education, engineering technology or computing. Students entering the

program with a previously awarded master's degree in one of these fields can apply this degree to their iPOS to satisfy this requirement. These credits are exempt from transfer credit requirements up to 30 credits. Students admitted to the program with an accelerated master's degree or without a master's degree in one of these fields will be required to complete additional coursework (see below). The filing of the PhD iPOS will be completed after the successful completion of a master's degree.

Additional Coursework for Students with an Accelerated Master's Degree: Students admitted to the EESD program with an accelerated master's degree in engineering, engineering education, engineering technology, or computing (e.g., 4+1 programs) will be required to complete additional coursework determined on a program-by-program basis. Students should contact TPS Graduate Advising (polygrad@asu.edu or 480-727-1874) to determine the number of credit hours from their master's degree that can be applied to the EESD PhD. For example, a student receiving 18 credit hours from their accelerated master's degree must then take an additional 12 credit hours of coursework to meet the 30 credit hours required to graduate from the EESD program. These credit hours should be completed as additional elective coursework chosen in consultation with the students' chair/co-chairs.

Additional Coursework for Students without a Master's Degree: Students admitted to the EESD program without a master's degree in an engineering, engineering education, engineering technology, or computing must take 30 equivalent credit hours. This can be accomplished using one of three possible pathways: 1) EESD Master's in Passing (MIP), 2) concurrent enrollment in an ASU Master's degree program, or 3) completion of 30 additional credit hours.

Master's in Passing (MIP)

1) Master's in Passing (MIP): The EESD MIP is a master's degree in Engineering Education Systems and Design. This degree can only be earned by students pursuing a PhD in EESD. There is no direct admission to earn an EESD MIP. The degree can be earned by EESD PhD students on their way to their PhD as well as EESD PhD students who will not ultimately complete their doctorate. Students opting to earn the EESD MIP must complete the following requirements totaling 30 credit hours:

- ***Required credits (21 credit hours):*** Seven core EESD courses (EGR 535, 565, 572, 574, 576, 671, and 673).
- ***Elective credits (6-9 credit hours):*** A student can choose to complete the remaining credits for the degree with either elective/optional coursework, EESD Seminar (EGR 594) credits, research (EGR 792) credits, and/or applied project credits. Any combination of these four potential credit-bearing offerings is acceptable. The culminating experience options will determine the total number of elective credits needed.
- ***Culminating Experience (0-3 credit hours):*** There are two options for the culminating experience.
 1. ***Portfolio (0 credit hours):*** The portfolio is the default option for students who ultimately pursue their PhD in EESD. This option requires students to submit a written document to the EESD Program Chair following the completion of their coursework. Further details regarding the portfolio process can be found in *Appendix B*.

2. ***EGR 593 Applied Project (3 credit hours):*** Students choosing to complete an applied project would replace 3 elective credits with EGR 593. Students electing this culminating experience option first need to identify a faculty supervisor from the [EESD endorsed faculty list](#). The faculty supervisor can be a student's Ph.D. chair or co-chair. Applied projects provide an additional opportunity for students to engage in a supervised, independent research study. Students are required to write a report and present their findings, but there is no expectation that the work ultimately be published. The report specifics are determined by the faculty supervisor and should minimally resemble the quality of a conference proceeding. The presentation must be made open to the community. A student will pass the applied project when the faculty supervisor approves the written report, the presentation is completed, a grade of B or better is assigned to EGR 593, and the EESD Graduate Program Chair provides approval.

2) Concurrent Master's: Students may pursue concurrent degrees provided the degree programs are graduate level and in different academic areas. Students interested in concurrent enrollment must apply for admission to their chosen master's program following admission to the EESD program. A student must be admitted and receive written approval from the EESD Program Chair, the Program Chair for the chosen master's degree program, and the Graduate College to concurrently enroll in the two programs. The total credit hours needed to complete a master's degree and EESD PhD concurrently shifts from 84 to a minimum of 102 credit hours, depending on the chosen master's degree. A student must complete a minimum of 24 credit hours for their master's degree, depending on the chosen degree, as well as 78 credit hours for the EESD PhD. Some credits may be shared between the two degrees, subject to approval. Once admitted to the master's degree program, please begin working with the academic advising department for EESD and the additional unit regarding your shared course options. Note, application of shared course credits will require a student to complete additional electives to satisfy the total credits needed to complete the requirements of both degrees. Students are encouraged to review content on concurrent enrollment in the [ASU Graduate Education Policies and Procedures Handbook](#) and to meet and work with the TPS Graduate Advising Office to review options.

3) 30 equivalent credits: Students who do not wish to complete a master's degree may enroll in 30 credits to satisfy this requirement. Credit selection must align with the following requirements:

- **18 credit hours (minimum) in a particular engineering discipline outside of EESD:** Students should work with their chair/co-chairs to ensure that the selected courses are related to each other and provide depth in a particular engineering discipline.
- **9 credit hours (maximum) in support of the student's EESD research area:** Students should work with their chair/co-chairs to ensure that the selected courses provide added depth in topic areas related to the student's planned dissertation.

Additional Transfer Credit: Additional graduate-level courses not applied to an earned master's and taken prior to admission can be included on the iPOS. These courses must have been completed within three years of the semester of admission to the program, be graduate level with a grade of 'B' or better, and be relevant to the EESD PhD program. All transfer credits are subject to approval by the academic unit and the Dean of the Graduate College. Visit the [ASU Graduate Policies and Procedures](#) for more information on receiving credit for previously awarded credits.

Optional Coursework and/or Professional Development

Students may take additional coursework beyond the required 84 credit hours for graduation or participate in professional development. These opportunities at ASU do not apply toward degree completion. These include, but are not limited to:

- ***EGR 580: Practicum***

All students funded as Teaching Assistants (TAs) are required to enroll in 12 credit hours during the semester of their TA appointment. EGR 580 should be used to “fill in” additional credit hours up to the required 12 credit hours. For example, a student funded as a TA is enrolled in 9 credit hours of formal coursework. This student should enroll in 3 credit hours of EGR 580 ($9 + 3 = 12$). (Note: Students enrolled in 12 credit hours of formal coursework do not need to enroll in any EGR 580 credits.) Enrollment requires that the student select an instructor. The chosen instructor of record should be the EESD Program Chair and not the instructor of the course assigned to the TA. Grades in EGR 580 are assigned as either “Y” (satisfactory), “E” (unsatisfactory), or “Z” (in progress/incomplete). The “Z” grade will be recommended if a student is unable to satisfactorily fulfill their responsibilities due to extenuating circumstances and agrees with the instructor to complete them in another semester. (Visit [Grades and Grading Policies](#) for further information.)

- ***EGR 784: EESD Student Teaching***

The EESD program does not require an official teaching practicum to graduate. Students interested in gaining additional teaching experience beyond a teaching assistantship can enroll in EGR 784, a 1-credit hour mentored teaching internship. To enroll in EGR 784, students must identify an instructor willing to mentor them in a course taught within the same semester. This can be any undergraduate or graduate course that the instructor is teaching within the Ira A. Fulton Schools of Engineering. In lieu of formal class meetings, the internship should ideally involve actual teaching, the development and implementation of curricular materials, and/or the assessment of student learning. This experience is not equivalent to a grader or teaching assistantship position, and students will not be listed as an instructor of record. Enrollment requires the creation of [a mentoring plan](#) by the student and instructor, outlining their responsibilities. This plan must then be submitted to the EESD Program Chair for approval. The EESD Program Chair, not the mentoring instructor, should be designated as the instructor of record for the course. The EESD Program Chair will confer with the mentoring instructor to determine the student’s grade at the end of the semester. Grades for EGR 784 are assigned as either “Y” (satisfactory), “E” (unsatisfactory), or “Z” (in progress/incomplete). The “Z” grade will be recommended if a student is unable to satisfactorily fulfill their responsibilities due to extenuating circumstances and agrees with the instructor to complete them in another semester. (Visit [Grades and Grading Policies](#) for further information.)

- ***DCI 791: Academic Writing***

Students looking to learn how to improve their writing ability should consider this course offered during the Spring semesters through the Mary Lou Fulton Teacher’s College.

- ***Preparing Future Faculty and Scholars PFX Program***

The [PFX Program](#) is an optional professional development program offered by the [ASU Graduate College](#). The program aims to help graduate students explore careers in and outside of academia, build career readiness confidence, consider the value and future of

higher education, and critically engage with an interdisciplinary group of peers and mentors. This optional professional development program includes seminars, workshops, events, and other opportunities.

- ***Summer Graduate Writing Camps***

The [Summer Graduate Writing Camps](#) are optional professional development programs offered by the [ASU University Academic Success Programs \(UASP\)](#). These camps are specifically geared toward supporting graduate student writing and statistics.

- Success in Graduate Writing Camp is designed for newly enrolled students.
- Dissertation Writing Camp is dedicated to students currently writing prospectuses, dissertations, and applied projects.

- ***Center for the Integration of Research Teaching and Learning (CIRTL) Credentials***

ASU is a member of the [CIRTL Network](#). All members of the ASU Community are welcome to participate in ASU/CIRTL offerings. Students have the opportunity to become certified by CIRTL at three levels:

- Associate – The student demonstrates awareness of CIRTL principles through certain benchmarks.
- Practitioner – The student completes a Teaching-As-Research (TAR) project.
- Scholar – The student disseminates original scholarship about teaching.

For more information, the [ASU CIRTL site](#) is supported by the ASU Graduate College.

PhD Degree Process Outline

The PhD in EESD will be awarded to candidates that complete the curriculum and demonstrate the capacity to produce independent scholarship that advances the field of engineering education. This process varies between three to five years for full-time students. Details of these milestones are discussed later in this document. The basic outline is as follows:

1. Complete core curriculum (*Section V*)
2. Selection of Dissertation Chair/Co-Chair (*Section VI – Selecting Chair/Co-Chairs*)
 - March 15th for full-time students beginning in the Fall Semester
 - September 15th for full-time students beginning in the Spring Semester
3. Submit iPOS (*Section V*)
4. Complete additional coursework (*Section V*)
5. Establish a supervisory committee (*Section VI*)
6. Pass the comprehensive exam and advance to candidacy (*Section VII*)
7. Complete all credit hours listed on iPOS
8. Write and successfully defend the dissertation work (*Section IX*)
9. Submit at least 1 manuscript from dissertation work to peer-reviewed journal (*Section VIII*)

Sample iPOS

Sample iPOS can be found in *Appendix A* of this handbook. Tables 2-4 provide example iPOS for students entering the program with a master's degree in engineering, engineering education, engineering technology, or computing. Table 5-7 provide example iPOS for students entering the program without a master's degree in one of these fields. The examples are intended to illustrate different pathways but are not exhaustive.

VI. PhD Supervisory Committee

Students are responsible for identifying their dissertation chair/co-chairs. The EESD PhD supervisory committee must consist of at least three members, including the chair/co-chairs. All committee members must be endorsed to serve as chair, co-chair, or committee member for the EESD program by the Graduate College ([current endorsed list of faculty](#)). The EESD Program Chair approves all endorsed faculty. ASU faculty looking to become endorsed for the EESD program can apply by submitting the [Nomination to join PhD Graduate Faculty](#) form.

A PhD supervisory committee can have at most 1 committee member external to ASU. Non-ASU faculty looking to become endorsed for the EESD program can apply for a [5-year Program Approval](#) or [Individual Committee Request](#). A brief justification for the request must be provided.

Students should consult with their chair/co-chairs to establish their supervisory committee. The primary responsibilities of the committee include providing guidance for the student's research program, contributing to the administration and evaluation of the comprehensive exam, and contributing to the administration and evaluation of the dissertation defense.

Selecting Chair/Co-Chairs

The dissertation chair/co-chairs play a central role in a student's maturation into an independent scholar. This relationship is critical to successful completion of the program. All EESD students have the option of selecting a single chair or two co-chairs. The individual student's preferences and research plans will dictate whether one chair or two co-chairs is more appropriate for the anticipated dissertation work. (Note: Choosing to have co-chairs means that both faculty members serve in the same capacity as equal chairs rather than one faculty serving as chair and the other as co-chair.)

Students should identify their dissertation chair/co-chairs as early as possible in their program to receive access to resources and support. Full-time students who begin in the Fall semester are responsible for selecting their chairs/co-chairs by March 15th in their first year of the program. Full-time students who begin in the Spring semester are responsible for selecting their chair/co-chairs by September 15th of their first year in the program. Full-time students are strongly encouraged to talk to students currently in the program and to initiate conversations with faculty about their research interests, work styles, and expectations for advisees during their first semester of enrollment in the EESD program. (Note: Part-time students may take longer to identify their dissertation chair/co-chairs. However, students must have identified their dissertation chair/co-chairs and supervisory committee members prior to advancing to the comprehensive exam.) A student and their chair/co-chairs must formally agree to the relationship, which is formalized through the submission of the student's iPOS.

“Through the EESD program, I was able to connect with outstanding faculty that are passionate about improving engineering education.”

Dr. Mark Huerta, '19

Responsibilities and Rights of All Students

Students are responsible for the following once the chair/co-chairs have been established:

- discussing iPOS with the chair/co-chairs
- completing courses and other requirements in the degree program
- making independent progress on defining the dissertation topic
- making regular progress on the dissertation
- regularly consulting with supervisory committee members on program progress
- collaborating with the chair/co-chairs during the annual formative evaluation
- seeking opportunities for funding (if applicable)

All students have the right to discontinue working with one (or both) of their chairs/co-chairs and to identify new chair/co-chairs with whom they would like to work if the relationship(s) do not work as anticipated. The recommended course of action in such cases is to discuss the situation with the EESD Program Chair, who will work with the student to facilitate the transition.

Responsibilities and Rights of all Chair/Co-Chairs

A faculty member who agrees to chair/co-chair an EESD student's dissertation immediately assumes responsibility for overseeing that student's progress. Aspects of this responsibility may include, but are not limited to:

- guiding the scholarly development of the student
- guiding the professional development of the student
- assisting the student in the identification of funding opportunities
- providing guidance on and approving the iPOS
- providing guidance on supervisory committee member selection
- collaborating with students during the annual formative evaluation
- providing detailed, regular feedback and input on dissertation work
- serving as a reference for letters of recommendation
- making introductions to colleagues in professional networks
- communicating effectively and frequently with the student's co-chair (if applicable)
- coordinating with supervisory committee members during the comprehensive exam and dissertation defense
- assessing the comprehensive exam and dissertation
- bringing the required paperwork from the Graduate College to the comprehensive exam and dissertation defense
- recording and sharing with the student any revisions required at the completion of the comprehensive exam and dissertation defense.

All chair/co-chairs have the right to discontinue working with a student if the relationship does not work as anticipated. The recommended course of action in such cases is to discuss the situation with the EESD Program Chair (or current academic advisor in the case of a conflict), who will work with the student to facilitate the transition.

Responsibilities and Rights of All Committee Members

A faculty member who agrees to serve on the supervisory committee of an EESD student assumes a supportive role in overseeing the student's progress. Responsibilities of committee members may include, but are not limited to:

- reviewing the comprehensive exam and dissertation
- advising on dissertation work

- providing approval on key milestones (e.g., comprehensive exam and dissertation)
- providing feedback to the chair/co-chairs for the annual formative evaluation
- submitting questions to the chair/co-chairs in support of the student's comprehensive exam

All committee members have the right to discontinue working with a student if the relationship does not work as anticipated. The recommended course of action in such cases is to discuss the situation with the student's chair/co-chairs, who will work with the student to facilitate the transition.

VII. Comprehensive Examination

All EESD students are required to complete the comprehensive exam to advance to candidacy. Students become eligible to take this exam when the following conditions have been met:

1. completion (or final semester of completion) of all required coursework, including elective coursework, but excluding EESD seminar, research, and dissertation credit hours
2. completion of a master's degree or equivalent credits
3. submission and approval of an iPOS
4. identification of chair/co-chairs and supervisory committee
5. agreement by the student and their chair/co-chairs that the student is far enough along in their research progress (~12 months from completing their dissertation).

Students must pass the comprehensive exam within 24 months of completing their core coursework. Those unable to meet this deadline will be put on probation and given one additional semester to pass the exam. The exam is administered and evaluated by the supervisory committee. Students should consult with their chair/co-chairs to determine when they are ready to prepare the materials required to initiate the exam. It is expected that students have identified research questions, situated their work within existing literature, and determined their research methods for their dissertation prior to initiating the comprehensive exam.

The exam process involves the following tasks and typically takes a minimum of four weeks:

1. ***Student submits preliminary materials to their chair/co-chairs:*** Preliminary materials for the exam are comprised of a written document including, but not limited to the following pieces of information:
 - a. Description of the rationale
 - What are the research questions to be answered?
 - Why are these interesting questions to be researched?
 - What have others done to research this and/or similar topics?
 - b. Description of the research methods
 - Research design
 - Participants
 - Data collection procedures
 - Anticipated data analysis methods
 - c. Plan for completion of the dissertation
 - Estimated timeline for key milestones
 - Ideas for professional development/plans to learn more

This document is intentionally not intended to be a lengthy prospectus document.

2. ***Chair/co-chairs review preliminary materials:*** The materials are reviewed to determine if the student is ready for the exam to begin. A student may be required to submit updated preliminary materials if their initial submission is not deemed suitable.
3. ***Student and chair/co-chairs determine a timeline for the exam:*** The exam officially begins once the preliminary materials have been finalized. The student will meet with their chair/co-chairs to determine an approximate timeline for the remaining milestones. This timeline should be one in which the student has the ability to commit a significant amount of effort to the exam, i.e., not during a time already anticipated to be particularly busy or stressful. This should include scheduling a date and time for the exam defense when all committee members can attend either physically or virtually. (It is recommended that 3 hours be reserved at the outset.) The EESD Program Chair should be notified by the chair/co-chairs when a student is undertaking the comprehensive exam. The Comprehensive Examination Results form will be sent as a follow-up to the chair/co-chairs.
4. ***Chair/co-chairs distribute the preliminary materials to the remaining supervisory committee members:*** All committee members are required to review the preliminary materials prior to the student's oral defense. Committee members are typically given a minimum of 1 week to review the materials.
5. ***Supervisory committee members submit potential exam questions to the chair/co-chairs:*** Each member should send possible exam questions (minimum of one) to the chair/co-chairs. Exam questions can be on any topic that the committee member deems relevant. All questions should help the student refine their dissertation research plans. Response requirements (e.g., length, formatting, etc.) should be noted when submitting questions.
6. ***Chair/co-chairs finalize the exam questions and distribute them to the student:*** The chair/co-chairs will review all exam questions submitted by the supervisory committee members and determine the total number of questions that will require a response. This number will vary depending on the questions submitted by each committee member.
7. ***Student submits their response to the final exam questions:*** Students are typically given 2-6 weeks to submit written responses to each final exam question. The exact duration will be determined by the chair/co-chairs in consultation with the student.
8. ***Student presents an oral exam defense:*** The student will meet with their supervisory committee for a 2-3 hour oral exam defense. This defense should take place within 2 weeks of submitting the written responses to the exam questions. The oral exam defense is a private closed-door event attended only by the student and their committee members. Students will give a 30-45 minute presentation providing a detailed plan for the research that will be conducted in order to complete the dissertation. The presentation should not reiterate what was submitted in the preliminary materials or exam question responses and instead highlight how this plan has been informed/updated based on responses to the exam questions. Committee members will ask the student questions about their submitted exam question responses and/or the oral presentation of planned research following the presentation. This portion of the exam continues until all committee members have asked their questions. The conclusion of the oral exam defense marks the completion of the exam.

Committee members will select one of three possible outcomes for the comprehensive exam:

1. Pass
2. Pass with minor revisions
3. Pass with major revisions

4. Fail

Students receiving an outcome of ‘pass’ have no additional work to do. Students receiving an outcome of ‘pass with minor revisions’ or ‘pass with major revisions’ will be given a timeline to resubmit their written materials. Required revisions will be documented by the chair/co-chairs.

- For students receiving a ‘pass with minor revisions,’ the chair/co-chairs will review the revised document to evaluate whether it sufficiently addresses the noted concerns; students will officially pass the exam if the document is acceptable to the chair/co-chairs or be dismissed from the program if the document is deemed unacceptable to the chair/co-chairs.
- For students receiving a ‘pass with major revisions,’ all committee members will review the revised document to evaluate whether it sufficiently addresses the noted concerns; students will officially pass the exam if the document is acceptable to all committee members or be dismissed from the program if the document is deemed unacceptable to all committee members.

Students receiving an outcome of ‘fail’ will also receive an immediate dismissal from the program.

Passing this examination advances a student to candidacy. The chair/co-chairs are responsible for bringing the [Comprehensive Examination Results form](#) to the exam. This form captures the exam result and documents revisions as specified by the committee. The form should be submitted to the EESD Program Chair and TPS Graduate Advising Office for processing following the exam.

VIII. Publications

All EESD PhD students are expected to contribute to the greater community of scholars prior to graduation through the publication of research. Students are highly encouraged to attend and submit their work for publication in conference proceedings during their program with no set expectation for the number of proceedings (visit the [Engineering Education Community Resource](#) for a non-exhaustive list of potential conferences).

All students, regardless of dissertation format (*Section IX*), must submit at least **1** manuscript based on the dissertation research to a relevant and impactful peer-reviewed journal (visit the [Research in Engineering Education Network](#) site for a non-exhaustive list of engineering education-specific journals). The manuscript need not be published before graduation. Evidence of this submission should be provided to the EESD Program Chair prior to the dissertation defense.

IX. Dissertation

All ASU doctoral student dissertations must follow the [ASU Graduate College Format Manual](#) formatting guidelines. A [Format Wizard](#) is available to assist students in this process. Students should use [American Psychological Association \(APA\) 7th edition guidelines](#) ([Purdue OWL](#) for further assistance) for writing style, references and citations, and reporting outcomes.

The EESD PhD Program allows dissertations to take one of two formats (deviations are acceptable if approved by the student’s chair/co-chairs):

1. **Traditional format:** Introduction, literature review, methods, results, discussion/implications, and conclusions.
2. **Three paper format:** Introduction, three papers, and conclusions. One paper must be a peer-reviewed journal article (either published, in press, accepted, or under review).

The choice between the two options should be discussed between the student and their chair/co-chairs to ensure the format aligns appropriately with the student's identified career pathway.

Dissertation Defense

The oral defense of the dissertation is a public open-door presentation that is administered and evaluated by the supervisory committee. Students are responsible for working with their chair/co-chairs and committee members to schedule the defense in accordance with all necessary [Graduation Deadlines and Requirements](#) established by the ASU Graduate College. This includes:

- applying for graduation via MyASU (go to the “Graduation” tab)
- identifying a suitable oral defense date with their committee
- reserving an on-campus room for the oral defense
- scheduling the oral defense of the dissertation with the ASU Graduate College via the iPOS system (go to the “Defense” tab and select “Schedule my defense”) (visit the 10-Day Working Calendar to identify permissible defense dates)
- submitting a complete, formatted draft dissertation for format approval to the ASU Graduate College at least 10 calendar days before the defense (upload the document to your iPOS via MyASU)
- holding an oral defense of the dissertation once receiving approval from the academic unit through the iPOS approval system (note: all committee members must be present)
- submitting the [Survey of Earned Doctorates](#)
- submitting the final version of the dissertation to [UMI/ProQuest](#)

The dissertation must be delivered to all members of the supervisory committee at least 10 working days prior to the oral defense. The format of the oral defense will be established by the supervisory committee subject to the constraint that the defense includes a public forum followed by a closed session limited to the supervisory committee. Corresponding evidence should be submitted to the EESD Program Chair.

“EESD taught me how to harness my voice to create impact.”

Dr. Rachel Figard, ‘24

The dissertation defense is an opportunity for the candidate to present their research to the academy and to offer the community an opportunity to evaluate and comment on both the quality of the research and the qualifications of the candidate. The supervisory committee will meet in closed session following the defense to further discuss the performance and qualifications of the candidate. Each member will cast their vote on whether the candidate has passed the exam. Passing the exam requires that the chair/co-chairs and a majority of the committee vote in the affirmative. The possible outcomes of the defense are:

1. Pass
2. Pass with minor revisions
3. Pass with major revisions
4. Fail

The committee will discuss the results of their decision with the candidate, including all subsequent steps. The chair/co-chairs will submit individual Pass/Fail decisions through the iPOS system. Students receiving some form of “pass” will officially earn their PhD once the final dissertation with required revisions is submitted and their chair/co-chairs approve in the iPOS system. (Note: the chair/co-chairs may ask the supervisory committee member for input into this decision.) Students may then register for graduate commencement via MyASU. Students who receive an outcome of ‘fail’ following their dissertation defense will be dismissed from the program.

X. Student Funding

There are a variety of mechanisms through which students can obtain financial support during their PhD studies, including [graduate student appointments](#), [internal fellowships](#), [external fellowships](#), and [scholarships](#). Students may be financially supported through different types of funding during their PhD program. Lists of potential funding opportunities have been made by the [ASU Graduate College](#), [Ira A. Fulton Schools of Engineering](#) and [The Polytechnic School](#). These resources include travel funding opportunities.

Research Assistantship (RA) and Hourly Research Positions

The primary responsibility of an RA is in a research-related capacity. Two types of research positions are available to students (visit the [Ira A. Fulton Schools of Engineering Research and Teaching Assistantships](#) page for a non-exhaustive list of posted opportunities). Students funded through [RA positions](#) typically receive a bi-weekly stipend and full (or partial) tuition and health benefits. Most positions are classified as either 50% FTE (full-time equivalent) or 25% FTE. (Note: Students may not work more than 20 hours per week during the Fall and Spring semesters but can increase to 40 hours during the Summer.) Students receiving a 50% FTE position are considered full-time and expected to work a minimum of 20 hours/week (based on a 40-hour work week where the remaining 20 hours are dedicated to schoolwork). Students receiving a 25% FTE position are considered half-time and expected to work a minimum of 10 hours/week. RA positions may be for a single semester or full academic year and are renewable based on a principal investigator (PI)/Co-PI’s interest and availability of funding. Students receiving a 50% RA position also receive 100% tuition and health insurance (Note: health insurance is not included for family members.) Students receiving a 25% RA position will have out-of-state tuition waived or receive 50% in-state tuition but no insurance benefits.

[Hourly research positions](#) are paid on an hourly basis and do not include tuition or health insurance benefits. Students can be hired for a maximum of 20 hours per week through one or multiple positions. Students receiving a 50% RA position cannot additionally take on an hourly research position. These positions can be terminated at any time.

The responsibilities for either type of research position are essentially the same. Students work to support the research agenda established by the PI/Co-PI on the funded project. Specific

“Never have I felt more supported in my academic pursuits than during my time as a student of the EESD program at ASU.”

Dr. Michael Sheppard, ‘20

requirements of an RA or hourly research position can vary depending on the project but typically involve the following:

- making progress on research tasks (e.g., literature reviews, data collection, completing [CITI program training](#), [Institutional Review Board \(IRB\) submissions](#), data analysis, writing, etc.) in concert with guidelines specified by the project's PI/Co-PI
- preparing for and attending research group (and individual) meetings
- meeting research deadlines or communicating the reasons for deadlines that will not be met
- working with project team members to seek out publication and presentation opportunities

All students funded as an RA in the Ira A. Fulton Schools of Engineering must be enrolled in 12 credit hours (*Section IV – EGR 792: Research*). Students working in hourly research positions are not required to enroll in a minimum number of credit hours.

Teaching Assistantship (TA)

The primary responsibility of a TA is in an instructional capacity. Students funded with [TA positions](#) typically receive a bi-weekly stipend and full (or partial) tuition and health benefits. TA positions are typically 50% FTE or 25% FTE and offered on a semester-by-semester basis. Positions are renewable based on the availability of funding, the need for TAs, and past performance as a TA. TA positions are awarded by TPS and not determined by individual faculty members affiliated with the EESD Program. Postings for positions will be emailed to students each semester. All students in the Ira A. Fulton Schools of Engineering must be enrolled in 12 credit hours if funded as a TA (*Section IV – EGR 580: Practicum*). International students are required to demonstrate English language proficiency before gaining eligibility to be a TA. The [International Teaching Assistant \(ITA\) Program](#) assists students in fulfilling the English language requirement through one of four ways:

1. [SPEAK test](#) (must be completed through [ASU Global Launch](#))
2. [IELTS test](#)
3. [TOEFL iBT](#)
4. [ITA Intensive Teacher Training Courses](#)

Graduate Services Assistantship (GSA)

The primary responsibility of a GSA is to perform tasks within a specified unit to gain working knowledge and develop career-specific skills. Students funded with [GSA positions](#) receive a stipend for the period identified and are not eligible to receive tuition or health insurance.

Graduate Internship (GI)

Students can identify graduate internships with external companies or organizations throughout their graduate studies. The primary responsibility of a GI is to gain working knowledge and develop career-specific skills appropriate to the student's area of study. Students in these positions are not eligible to receive tuition or health insurance.

Scholarships and Fellowships

Scholarships or fellowships provide financial support to graduate students without any associated teaching or research responsibilities. This source of funding is typically awarded from a competitive applicant pool on the basis of merit. A non-exhaustive list of opportunities can be found on the [ASU Graduate College](#), [Ira A. Fulton Schools of Engineering](#), and [The Polytechnic](#)

[School](#) websites. Prospective American Indian/Native, African American/Black, and Hispanic American/Latino are highly encouraged to explore the [GEM Fellowship Program](#). Prospective and current Mexican students are highly encouraged to explore the [CONACYT Fellowship Program](#). All students interested in scholarships and fellowships should work with their chair/co-chairs to identify appropriate opportunities.

Travel Grants

Travel grants are available through [ASU's Graduate College](#), [Graduate Professional Student Association \(GPSA\)](#), and [Fulton Schools of Engineering \(FSE\)](#) to support individual student travel to conferences, trainings, workshops, and other events related to their program of study or professional development. Funds may also become available to support travel directly from TPS; opportunities will be emailed to currently enrolled students. Please contact the EESD Program Chair for additional information.

TPS Awards

TPS award programs are regularly offered but are subject to change based on available funding. Information on TPS award programs will be distributed by the EESD Program Chair as they become available. The following describes two example programs offered in 2023-2024.

TPS Doctoral Student Milestone Awards: TPS celebrates doctoral student achievements by providing financial awards in recognition of significant milestones (e.g., acceptance of a peer-reviewed journal paper with the PhD student as an author or advancement to candidacy through passing of the comprehensive exam). These awards are limited to available funds and may only be claimed by students enrolled in TPS programs, including EESD. All submissions will be verified and processed between August 15 – February 1, and students will typically receive a letter and funds within a month. Submissions received outside the regular processing window will be processed during the following August only if the student remains enrolled during that fall semester. For the dissertation support award, submissions must occur by August 30 for dissertation defenses to be held during the Fall semester and by February 1 for defenses to be held during the spring or summer semesters.

Funding ≠ Dissertation

We explicitly note here that the source of financial support and the selection of the student's dissertation topic are independent of one another by definition. All students have the autonomy to choose whether their dissertation and chair/co-chairs align with the work they are conducting as an RA or their hourly research position. Students are not required to align these two aspects of their studies in any way. This does not preclude students from publishing papers and conference proceedings based on work completed during a research position, whether or not the work aligns with their dissertation topic.

XI. Grades, Academic Performance Standards, and Enrollment Constraints

Students enrolled in the EESD PhD program must meet all university requirements in addition to the specific program requirements described in this handbook. The [ASU Graduate Policies and Procedures](#) apply to all graduate students at ASU. Meeting both the University and TPS academic performance requirements requires that all PhD students achieve a cumulative grade point average of 3.00 or better (scale is 4.00 = "A") in three different grade point average (GPA) calculations:

1. GPA in all courses numbered 500 or higher that appear on the transcript, except those that were listed as deficiencies in the original letter of admission
2. GPA in all coursework that appears on the approved program of study
3. GPA in all post-master's coursework taken at ASU

Courses with grades of “D” (1.00) and “E” (0.00) cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with a “W” (Withdrawal) or an “I” (Incomplete) grade cannot appear on the iPOS and may be considered lack of satisfactory progress if there is more than one occurrence during the student’s graduate program of study.

Students will be placed on probation if they fail to meet all of the GPA requirements, fail to make satisfactory progress toward completion of their dissertation, or receive a grade of “D” (1.00) or “E” (1.00) in any course. Students placed on academic probation will receive a letter from TPS explaining the reasons for the probationary status, required actions to return to good status, and consequences if those conditions are not met.

A student will be recommended for dismissal from the program if they fail to meet the probationary standards outlined in their probationary letter. The student will receive a letter from TPS explaining the reasons for the dismissal recommendation. The student will have 10 calendar days from the date of the letter to appeal the decision to the TPS Graduate Affairs committee. A student receiving a favorable outcome from their appeal will be required to sign an agreement acknowledging the recommendations of the committee and the consequences if the probationary standards are not met. Students receiving a decision not in their favor will receive a recommendation to be dismissed from the program by the TPS Graduate Affairs Committee. The TPS Director and the Dean of the ASU Graduate College must approve this recommendation.

Grade Grievance Appeal Policy

The grade grievance appeal policy must be followed by any student seeking to appeal a final course grade. Student grade grievance appeals must be processed, by commencement, in the regular semester immediately following the issuance of the grade in dispute. This process does not address academic integrity violations, faculty misconduct, or discrimination. It is university policy that students file grade grievances and those who are witnesses are protected from retaliation.

The Fulton Schools of Engineering follow the [University policy for student appeal procedures on grades](#). Students may also view the informal and formal steps outlined in the [Grade Grievance Appeal Policy](#).

Policy on Maximum Course Load

Registration in 9 credit hours is considered a full-time load for graduate students at ASU. Graduate students in the Ira A. Fulton Schools of Engineering are restricted to a maximum of 12 credits per semester. An override request can be made with approval from the student’s dissertation chair/co-chairs and the EESD Program Chair. Students must be enrolled in 12 credit hours if they are funded as a TA or RA. Exceptions to register for more than 12 credits requires approval by the EESD Program Chair.

Continuous Enrollment Requirement

Students admitted to the EESD PhD Program must continuously enroll in at least 1 credit hour during each Fall and Spring semester. Summer registration is required for students taking

examinations, completing culminating experiences, defending dissertations, or graduating from the degree program in that semester. This credit must appear on the iPOS or be an appropriate graduate-level course (e.g., EGR 595, Continuing Registration). Courses with grades of “W” (Withdrawal) and “X” (Audit) are not considered valid registration for continuous enrollment purposes.

Students planning to discontinue enrollment for a semester or more must request approval for a leave of absence. The ASU Graduate College allows for a leave of absence for a maximum of two semesters during a student’s entire program. Students who wish to utilize this policy must submit a Leave of Absence to TPS Graduate Advising Office through their iPOS for review and approval. This request must be approved by the EESD Program Chair and by the Graduate College. All requests must be submitted and approved before the start of the semester of the anticipated absence.

An approved leave of absence will enable students to re-enter their program without reapplying to the university and the graduate program. Students who do not enroll 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. A student removed for this reason may reapply for admission to resume their degree program. A student with an approved Leave of Absence is not required to pay tuition and/or fees during the time of leave but, in turn, is not permitted to place any demands on university faculty or use any university resources. Visit the [ASU Graduate Policies and Procedures](#) for more information.

Time Limit for Degree Completion

All ASU doctoral students must complete all work within a 10-year period beginning with the semester and year of admission. The supervisory committee and the Dean of the Graduate College must approve any exceptions. Visit the [ASU Graduate Policies and Procedures](#) for more information.

XII. Advising

[TPS Graduate Advising Office](#) is responsible for advising all graduate students with respect to progress toward the degree and program, school, college, and university policies and procedures. Use the following links to [schedule an advising appointment](#) or to [determine the current EESD advisor](#). Questions involving details of academic content in courses, professional practice, and research can be discussed with a student’s chair/co-chairs or the EESD Program Chair.

XIII. Professionalism and Honor Code

All graduate students are held to the highest standards of academic integrity and compliance. They are expected to obtain, read, and adhere to the academic integrity policies at the program, college, and university levels, including the [University Student Code of Conduct \(ABOR 5-308\)](#), [ASU Student Honor Code](#), and [Ira A. Fulton Schools of Engineering Honor Code](#). Any breach of these standards—including in, but not limited to, coursework, dissertation work, or tasks related to graduate teaching or research assistantships—will result in serious consequences. These may include grade penalties, loss of registration privileges, disqualification and dismissal from the university. Both students and faculty can contact the cognizant [Academic Integrity Officer](#) for their College/School to report any academic integrity violation or to seek guidance on related policies and procedures. For detailed information on what constitutes an academic integrity violation, as

well as on ASU's related investigation, sanctioning, and appeal processes, please visit the [Academic Integrity website](#).

XIV. University Resources

There are a numerous [support services for students available at ASU](#). A non-exhaustive list is provided in the following sections.

Getting Started at ASU

- [Admitted Student Next Steps](#)

Academic and Career Success

- [Academic Integrity Policy](#)
- [Graduate College](#)
- [Graduate and Professional Student Association \(GPSA\)](#)
- [University Academic Success Programs \(including Graduate Writing Centers\)](#)
- [ASU Libraries](#)
- [FSE Learning and Teaching Hub](#)
- [SOLS Teaching Innovation Center](#)
- [Center for Integration of Research, Teaching, and Learning \(CIRTL\)](#)
- [Preparing Future Faculty and Scholars](#)
- [Aurora – Beyond the Professoriate's Professional Development](#)
- [National Center for Faculty Development and Diversity](#)
- [ASU Career Services](#)
- [FSE Career Services](#)

Student Advocacy and Well-Being

- [Dean of Students Office](#)
- [Student Advocacy and Assistance](#)
- [Ombudsperson for Academic/Student Affairs](#)
- [Office of Student Rights and Responsibilities](#)
- [Title IX Office](#) (for support for harassment or discrimination)
- [Sun Devil Peer Support Network](#)

Accessibility and Community Support

- [Student Accessibility and Inclusive Learning Services](#)

- [ASU International Student Services](#)
- [FSE International Student Resources](#)
- [Students with Families](#)
- [Veterans Center](#)
- [Council of Religious Advisors](#)

Financial Assistance and Emergency Support

- [Emergency Short Term Loans](#)
- [Student Crisis Fund](#)
- [FSE Emergency Funds](#)
- [Pitchfork Pantry](#) (food assistance)

Health and Wellness

- [Counseling Services](#)
- [Health Services](#)

Campus Safety and Security

- [Police Department](#)
- [Safety Escort Reservations](#)

Housing and Transportation

- [Student Housing Options](#)
- [University Parking and Transit](#) (including information on the [ASU Gold Shuttle](#) with service between the Polytechnic and Tempe campuses)

Student Engagement

- [Student Organizations](#)

Administrative and Technology Services

- [Student Business Services](#)
- [Student ID Card \(Sun Card\)](#)
- [University Technology Office](#)
- [University Bookstore](#)

XV. EESD Program Steering Faculty

The EESD Program Steering Faculty are faculty who regularly teach EESD courses and determine program policies. The steering faculty are listed below. A full list of faculty associated with the EESD program is available on the [EESD website](#), including short bios and contact information. Additional information – biography, research, teaching, public work, and industry experience – can be found through the [ASU Directory isearch](#).

- Jennifer Bekki, Associate Professor
- Samantha Brunhaver, Associate Professor and EESD Program Chair
- Brooke Coley, Assistant Professor
- Medha Dalal, Assistant Research Professor
- Shawn Jordan, Associate Professor
- Cole Joslyn, Assistant Professor
- Nadia Kellam, Associate Professor
- Kurt Patterson, Professor and TPS Director
- Malle Schilling, Assistant Professor
- Li Tan, Assistant Professor
- Dina Verdin, Assistant Professor

Appendix A: Sample iPOS with estimated years to graduation

Table 2: Sample iPOS, entering the program with a master's degree.
(Fall start, estimated 3-year graduation)

Course Number	Course Title
First Semester	
EGR 574	Engineering Education Systems in Context
EGR 572	Quantitative Methods for Engineering Education Research
EGR 565	Qualitative Methods for Engineering Education Research
EGR 594 [#]	EESD Seminar
EGR 792 [*]	Research (2 credit hours)
Second Semester	
EGR 535 ⁺	Innovation and Design of Academic Settings (IDEAS)
EGR 576	From Then Until Now: Examining Inequities in STEM
EGR 673	Applications of Quantitative Methods for Engineering Education Research
EGR 792	Research (3 credit hours)
Third Semester	
EGR 671	Applications of Qualitative Methods for Engineering Education Research
Elective	TBD
EGR 594	EESD Seminar
EGR 792	Research (5 credit hours)
Fourth Semester	
Elective	TBD
EGR 792	Research (2 credit hours)
Fifth Semester	
EGR 594	EESD Seminar
EGR 799	Dissertation/Thesis (3 credit hours)
Sixth Semester	
EGR 799	Dissertation/Thesis (9 credit hours)

[#] EGR 594 is a 1-credit course that must be taken 3 times (Fall offerings ONLY).

^{*} Students funded as a GRA must enroll in 12 credits during the semester using EGR 792 to fill open credits.

⁺ Offered every other Spring (even years); switch with Elective as needed

Table 3: Sample iPOS, entering the program with a master's degree.
(Spring start, estimated 3-year graduation)

Course Number	Course Title
First Semester	
EGR 535 ⁺	Innovation and Design of Academic Settings (IDEAS)
EGR 576	From Then Until Now: Examining Inequities in STEM
Elective	TBD
Second Semester	
EGR 574	Engineering Education Systems in Context
EGR 572	Quantitative Methods for Engineering Education Research
EGR 565	Qualitative Methods for Engineering Education Research
EGR 594 [#]	EESD Seminar
EGR 792 [*]	Research (2 credit hours)
Third Semester	
EGR 673	Applications of Quantitative Methods for Engineering Education Research
Elective	TBD
EGR 792	Research (6 credit hours)
Fourth Semester	
EGR 671	Applications of Qualitative Methods for Engineering Education Research
EGR 594	EESD Seminar
EGR 792	Research (4 credit hours)
Fifth Semester	
EGR 799	Dissertation/Thesis (6 credit hours)
Sixth Semester	
EGR 594	EESD Seminar
EGR 799	Dissertation/Thesis (6 credit hours)

⁺ Offered every other Spring (even years); switch with Elective as needed

[#] EGR 594 is a 1-credit course that must be taken 3 times (Fall offerings ONLY).

^{*} Students funded as a GRA must enroll in 12 credits during the semester using EGR 792 to fill open credits.

Table 4: Sample iPOS, entering the program with a master's degree.
(Fall start, estimated 4-year graduation)

Course Number	Course Title
First Semester	
EGR 574	Engineering Education Systems in Context
EGR 572	Quantitative Methods for Engineering Education Research
EGR 565	Qualitative Methods for Engineering Education Research
EGR 594 [#]	EESD Seminar
EGR 792 [*]	Research (2 credit hours)
Second Semester	
EGR 535 ⁺	Innovation and Design of Academic Settings (IDEAS)
EGR 576	From Then Until Now: Examining Inequities in STEM
EGR 673	Applications of Quantitative Methods for Engineering Education Research
Third Semester	
EGR 671	Applications of Qualitative Methods for Engineering Education Research
Elective	TBD
EGR 792	Research (2 credit hours)
EGR 594	EESD Seminar
Fourth Semester	
Elective	TBD
EGR 792	Research (4 credit hours)
Fifth Semester	
EGR 792	Research (4 credit hours)
EGR 594	EESD Seminar
Sixth Semester	
EGR 799	Dissertation/Thesis (6 credit hours)
Seventh Semester	
EGR 799	Dissertation/Thesis (3 credit hours)
Eight Semester	
EGR 799	Dissertation/Thesis (3 credit hours)

[#] EGR 594 is a 1-credit course that must be taken 3 times (Fall offerings ONLY).

^{*} Students funded as a GRA must enroll in 12 credits during the semester using EGR 792 to fill open credits.

⁺ Offered every other Spring (even years); switch with Elective as needed

Table 5: Sample iPOS, entering the program without a master's degree.
(Fall start, MIP, estimated 4-year graduation, submit portfolio during Third Semester)

Course Number	Course Title
First Semester	
EGR 574	Engineering Education Systems in Context
EGR 572	Quantitative Methods for Engineering Education Research
EGR 565	Qualitative Methods for Engineering Education Research
EGR 594 [#]	EESD Seminar
EGR 792 [*]	Research (2 credit hours)
Second Semester	
EGR 535 ⁺	Innovation and Design of Academic Settings (IDEAS)
EGR 576	From Then Until Now: Examining Inequities in STEM
EGR 673	Applications of Quantitative Methods for Engineering Education Research
EGR 792	Research (3 credit hours)
Third Semester	
EGR 671	Applications of Qualitative Methods for Engineering Education Research
Elective	TBD
Elective	TBD
EGR 594	EESD Seminar
EGR 792	Research (2 credit hours)
Fourth Semester	
Elective	TBD
Elective	TBD
Elective	TBD
EGR 792	Research (3 credit hours)
Fifth Semester	
EGR 594	EESD Seminar
Elective	TBD
Elective	TBD
Elective	TBD
EGR 792	Research (2 credit hours)
Sixth Semester	
Elective	TBD
EGR 792	Research (9 credit hours)
Seventh Semester	
EGR 799	Dissertation/Thesis (6 credit hours)
Eight Semester	
EGR 799	Dissertation/Thesis (6 credit hours)

[#] EGR 594 is a 1-credit course that must be taken 3 times (Fall offerings ONLY).

^{*} Students funded as a GRA must enroll in 12 credits during the semester using EGR 792 to fill open credits.

⁺ Offered every other Spring (even years); switch with Elective as needed

Table 6: Sample iPOS, entering the program without a master's degrees.
(Fall start, concurrent master's, summer courses, estimated 4-year graduation)

Course Number	Course Title
First Semester	
EGR 572	Quantitative Methods for Engineering Education Research
EGR 565	Qualitative Methods for Engineering Education Research
MS Course ¹	TBD
EGR 594 [#]	EESD Seminar
EGR 792 [*]	Research (2 credit hours)
Second Semester	
EGR 673	Applications of Quantitative Methods for Engineering Education Research
EGR 535 ⁺	Innovation and Design of Academic Settings (IDEAS)
MS Course	TBD
EGR 792	Research (3 credit hours)
Summer Session	
MS Course	TBD
MS Course	TBD
Third Semester	
EGR 574	Engineering Education Systems in Context
EGR 671	Applications of Qualitative Methods for Engineering Education Research
MS Course	TBD
EGR 792	Research (2 credit hours)
EGR 594	EESD Seminar
Fourth Semester	
EGR 576	From Then Until Now: Examining Inequities in STEM
MS Course	TBD
MS Course	TBD
EGR 792	Research (3 credit hours)
Summer Session	
MS Course	TBD
Elective	TBD
Fifth Semester	
Elective	TBD
Elective	TBD
Elective	TBD
EGR 792	Research (2 credit hours)
EGR 594	EESD Seminar
Sixth Semester	
Elective	TBD
Elective	TBD
Summer Session	
Elective	TBD
Elective	TBD
Seventh Semester	
Elective	TBD
Elective	TBD
Elective	TBD
Eight Semester	
EGR 799	Dissertation/Thesis (12 credit hours)

¹ Please meet with the EESD academic advisor to create a degree plan.

[#] EGR 594 is a 1-credit course that must be taken 3 times (Fall offerings ONLY).

^{*} Students funded as a GRA must enroll in 12 credits during the semester using EGR 792 to fill open credits.

⁺ Offered every other Spring (even years); switch with EGR 576, MS Course, or Elective as needed

Table 7: Sample iPOS, entering the program without a master's degree.
(Fall start, concurrent master's, no summer courses, estimated 5-year graduation)

Course Number	Course Title
First Semester	
EGR 572	Quantitative Methods for Engineering Education Research
EGR 565	Qualitative Methods for Engineering Education Research
MS Course ¹	TBD
EGR 594 [#]	EESD Seminar
EGR 792 [*]	Research (2 credit hours)
Second Semester	
EGR 673	Applications of Quantitative Methods for Engineering Education Research
EGR 535 ⁺	Innovation and Design of Academic Settings (IDEAS)
MS Course	TBD
EGR 792	Research (3 credit hours)
Third Semester	
EGR 574	Engineering Education Systems in Context
EGR 671	Applications of Qualitative Methods for Engineering Education Research
MS Course	TBD
EGR 792	Research (2 credit hours)
EGR 594	EESD Seminar
Fourth Semester	
EGR 576	From Then Until Now: Examining Inequities in STEM
MS Course	TBD
MS Course	TBD
EGR 792	Research (3 credit hours)
Fifth Semester	
MS Course	TBD
MS Course	TBD
MS Course	TBD
EGR 792	Research (2 credit hours)
EGR 594	EESD Seminar
Sixth Semester	
Elective	TBD
Elective	TBD
Elective	TBD
Seventh Semester	
Elective	TBD
Elective	TBD
Elective	TBD
Eighth Semester	
Elective	TBD
Elective	TBD
Ninth Semester	
Elective	TBD
Elective	TBD
Tenth Semester	
EGR 799	Dissertation/Thesis (12 credit hours)

¹ Please meet with the EESD academic advisor to create a degree plan.

[#] EGR 594 is a 1-credit course that must be taken 3 times (Fall offerings ONLY).

^{*} Students funded as a GRA must enroll in 12 credits during the semester using EGR 792 to fill open credits.

⁺ Offered every other Spring (even years); switch with EGR 576, MS Course, or Elective as needed

Appendix B: Portfolio Details

Purpose: The purpose of the portfolio is to demonstrate mastery of engineering education research and practice through a compilation of work that the student has completed. Portfolios should elucidate the quality of the education the student has received during their EESD education. All portfolios should include exactly three notable activities or academic accomplishments (e.g., class project reports, conference presentations or proceedings, publications, or project videos) that illustrate the evolution and advancement of social science expertise and mastery of the field of engineering education achieved by the student. Students should consult the EESD Program Chair before submitting a portfolio to ensure that chosen activities or academic accomplishments count as notable.

Format: The portfolio is a compilation of the student's three notable activities or academic accomplishments. This compilation should be a single .pdf file if all activities are written documents or a .zip file if including other file formats.

Submission Instructions: The portfolio file should be submitted to the [EESD MIP Portfolio Submission](#) page as a single file.

Deadlines for Submission: Portfolios must be submitted to the EESD MIP Portfolio Submission page within the appropriate submission window (Table 1).

Table 1: MIP Submission deadlines.

Graduation Semester	Submission Window	Resubmission (if required)
Spring	March 1 – 30	Before April 30
Summer	June 1 – 30	Before August 7
Fall	October 1 – 30	Before December 7

Evaluation: The EESD program chair will evaluate the submission (or assign an EESD Program Steering Faculty member in the case of a conflict) to ensure satisfactory evidence has been submitted. The assigned faculty member cannot be one of the student's current or former supervisory committee members. Students will be notified of the evaluation result within two weeks of submission. There are two possible outcomes of the evaluation:

1. pass
2. revise and resubmit

Portfolios returned for revisions will be provided with specific feedback to be addressed prior to resubmitting the portfolio. A student may revise and resubmit a maximum of three times.

Completion: A student has completed the portfolio once the EESD Program Chair signs and submits the completed [EESD MIP Portfolio Submission Form](#) to the TPS Graduate Advising Office. The TPS Graduate Advising Office will update the student's records to indicate completion of the culminating experience and eligibility for graduation.

Process for Appeal: A student may request one additional evaluation if they disagree with the evaluation of their portfolio. Students can initiate the appeal process by submitting a formal

request for a final review via email to the TPS Graduate Advising Office. The Graduate Affairs Committee will review this appeal along with a copy of the submitted portfolio. The EESD Program Chair and any other EESD faculty who have engaged in the process to date will recuse themselves from making a recommendation. Appeals can result in either the portfolio being re-reviewed by another EESD Program Steering Faculty or the portfolio needing to be modified and resubmitted again.