



M.A. in Political Psychology

Graduate Student Handbook

Effective July 2023

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Purpose of the Handbook

This handbook is designed to assist students in navigating the M.A. in Political Psychology program at Arizona State University (ASU). It includes specific information about the requirements and policies associated with graduate study at ASU as well as useful information about the goals and structure of the programs.

The handbook serves as an initial resource to provide guidance and answer questions. Students are also encouraged to consult with the program directors, staff and faculty and to take full advantage of the resources at ASU to ensure student success as part of a productive professional and educational environment. Graduate students are expected to familiarize themselves with the rules and regulations found in the ASU Academic Catalog at <http://catalog.asu.edu/> as well as the Graduate College Policies and Procedures Manual available at <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>. Archived handbooks can be found at <https://spgs.clas.asu.edu/degrees/graduate/ma-political-psychology/mapp-resources>.

Should questions arise that are not answered in this Handbook, students should consult the following faculty program director and staff:

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Indigenous Land Acknowledgement

We acknowledge the twenty-two tribes who are native to Arizona, whose care and keeping of these lands allows us to be here today. More specifically, we honor the Akimel O'odham (Pima) and Pee Posh (Maricopa) peoples, on whose ancestral homelands ASU's campuses reside.

SPGS Commitment to Diversity and Inclusion

The School of Politics and Global Studies (SPGS) fosters a culture of inclusiveness by embracing people of varied backgrounds into our workplace and educational environment. We recognize that a diverse student population enriches the learning environment for all SPGS graduate students and others enrolled in our classes. The School embraces ASU's commitment to inclusion as stated in the university diversity plan. SPGS is engaged in ongoing efforts to recruit and retain graduate students from a wide variety of backgrounds and experiences.

One of the most important things we can do to achieve this goal is to maintain a diverse set of faculty to serve as mentors for our graduate students. Political science research shows that having women and racial and ethnic minorities in positions of power can empower and encourage young people to follow suit. In this way, our diversity efforts at all levels of SPGS are interconnected.

‘At ASU, we have taken to heart the notion of designing and building the “New American University,” a university built on the notion of maximum social inclusion, maximum academic excellence, and maximum impact on serving our communities all from the same institution.’

-ASU President Michael Crow

Letter to ASU Community, June 1, 2020

ASU Policies

Student Responsibilities

It is the responsibility of each student to understand and observe all procedures and requirements specified by ASU’s Graduate College and the School of Politics and Global Studies (SPGS). It is a requirement for all students to read and understand the Political Psychology M.A. Graduate Student Handbook, the ASU Academic Catalog, and Graduate College Policies and Procedures. While program faculty and staff provide academic advice and assistance, ***the ultimate responsibility for meeting degree and other requirements rests with the student.***

All ASU students are required to have an active ASU e-mail account and to check it frequently, as it will be used for official university and program communications. Students may forward their ASU email to another preferred account but are still responsible for frequently checking their official ASU email account for correspondence. Instructions on how to forward email can be found on the ASU Service Center tab via the MyASU page.

Information is provided to students via MyASU (<http://my.asu.edu>) and students should frequently check the MyASU page for information regarding their status, holds, and list of “to do” items.

Professional ethics and academic integrity

As a graduate student, you have joined a community engaged in the quest for knowledge and understanding within a complex and challenging world. By entering this graduate program, you are committing yourself to an honest, ethical, and cooperative style of learning and inquiry. You represent the university within this community in many ways and should consider that responsibility in your conduct. Your course work and capstone project work must be original, accurate, and documented, and must reflect individual effort and integrity. When in doubt about appropriate conduct, students should consult a faculty mentor or the Graduate Program Coordinator to seek clarification. Additional information about ASU’s academic integrity policies is available at <https://provost.asu.edu/academic-integrity/policy>. The School of Politics

and Global Studies has a zero-tolerance policy for academic misconduct.

The highest standards of academic integrity and compliance with the university's Student Code of Conduct (<https://eoss.asu.edu/dos/srr/codeofconduct>) are expected of all graduate students in academic coursework and research activities. The failure of any 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 Student Code of Conduct and academic integrity policies of individual colleges as well as the university.

I. Student Obligations

Each student must act with honesty and integrity and must respect the rights of others in carrying out all academic assignments. Students are responsible for knowing and abiding by the ASU Student Code of Conduct (<https://eoss.asu.edu/dos/srr/codeofconduct>) and Academic Integrity Policy (<https://provost.asu.edu/academic-integrity>), a portion of which is included below. Policies on academic dishonesty are applicable not only to the student's own academic work but also in work that they perform for others (i.e. in carrying out their responsibilities as a TA or RA). A student may be found to have engaged in academic dishonesty if he or she:

- A. Engages in any form of academic deceit, including submitting work completed for one class, for credit in a subsequent class, without authorization;
- B. Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;
- C. Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
- D. Acts as a substitute for another person in any Academic Evaluation or assignment;
- E. Uses a substitute in any Academic Evaluation or assignment;
- F. Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities.
- G. Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials to be used or intended for Academic Evaluation;
- H. Engages in Plagiarism;
- I. Uses materials from the Internet or any other source without full and appropriate attribution;

- J. Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization;
- K. Claims credit for or submits work done by another;
- L. Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;
- M. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
- N. Attempts to influence or change any Academic Evaluation, assignment, or academic record for reasons having no relevance to academic achievement.

II. Allegations of Academic Dishonesty

These procedures are designed to encourage a fair and appropriate response to allegations of academic dishonesty. They may be modified in individual cases, so long as the student is provided an opportunity to respond to allegations of academic dishonesty within a reasonable time after those allegations have been made. Allegations regarding an international student will be brought to the attention of the International Student Office. An Advisor may accompany the student at any point in the process. The Advisor will not be permitted to participate directly or speak for the student but may be present during meetings and hearings.

A. Complaint.

1. Anyone with a good faith basis for believing that a student has violated this policy may report the alleged violation to the responsible instructor, chair, dean, director or designee. The person who pursues the allegation is called the "Initiator" in this policy. If for any reason, an Initiator is unable or unwilling to continue in that role, another university representative may continue as Initiator.
2. An individual who has received an allegation may decide not to initiate a complaint. This decision will not prevent another person from becoming the Initiator.

B. Response to Complaint.

1. An instructor who believes that a student has violated this policy in a class for which the instructor is responsible may assign any of the following sanctions:
 - a. a reduced grade for an assignment, or
 - b. a reduced grade for the course.
2. If the instructor wants to recommend another sanction set forth in Section IV, including an XE grade, the instructor must forward that recommendation for review by the College/School Board and approval by the Dean, Director or designee. The student and the instructor will be provided with an opportunity to provide information to the College/School Board as part of its review.
3. At any time, the student and the Initiator may propose a resolution, but the Dean, Director or designee may choose to pursue the case on behalf of the University.

4. Information regarding the allegation or resolution may be provided to appropriate university representatives.
5. If the Initiator and the student are unable to agree on resolution, then the student, the Initiator, or a representative of the Dean or Director may submit the matter to the Dean, Director or designee of the College/School in which the alleged dishonesty occurred for review by the College/School Board.
6. After a formal request for review has been filed, the student may remain in class or in the program until the appeal has been resolved. The student will not be given a refund, however, if the student is not successful in the appeal and the decision is made to remove the student from the class, program or university.
7. If the matter is not submitted by the student to the Dean, Director or designee for review within 10 days following the time the student is accused of academic dishonesty, the decision or recommendation of the instructor becomes final. If the instructor has submitted a request for an XE or any other sanction to the Dean, Director or designee, and the student has not requested review within 10 days of receiving notice of this request, the Dean, Director, or designee may enter a decision on the request. Only if the decision includes suspension or expulsion from the university will the student be able to request further review.

Please refer to the Student Academic Integrity Policy at <https://provost.asu.edu/academic-integrity/policy> for information on the following portions of the policy:

- III. REVIEW BY COLLEGE/SCHOOL BOARD*
- IV. SANCTIONS*
- V. GUIDELINES FOR REVIEW OF A DECISION OF SUSPENSION OR EXPULSION*
- VI. PROCEDURES FOLLOWING FINAL DECISION*
- VII. OTHER UNIVERSITY POLICIES*
- VIII. DEFINITIONS*

Professional Conduct

Students in the Political Psychology MA program are expected to uphold professional responsibilities of the field, and are therefore evaluated with regard to professional responsibilities and behaviors described below. The rubric below shows the required elements in each of three areas of professional responsibility. Students are expected to perform at the “Emerging” level, and to be making progress toward the “Applying” level. Over time, growth in these areas is expected. Performance at the “Unsatisfactory” level may lead to academic probation as well as a reduced grade in a class. Egregious violations may result in a recommendation to the Graduate College that the student be dismissed from the degree program.

	Unsatisfactory	Emerging	Applying
Relationships with others in ASU classrooms, schools and the profession (instructors, school/university leaders, colleagues, etc.).	Exhibits negative, divisive or self-serving behaviors in relationships with colleagues. Addresses concerns inappropriately, or uses disrespectful language or inappropriate emotions.	Maintains cordial relationships with colleagues using appropriate means and respectful language when addressing issues of concern.	Relationships with colleagues are characterized by collaboration and cooperation. Presumes positive intent when addressing issues of concern, and demonstrates willingness to learn from others.
Fulfilling Professional Responsibilities	Violates the rules, policies or procedures established by SPGS, the university, and/or the law.	Requires some guidance regarding the rules, policies and procedures established by SPGS, the university, and/or the law.	Acquires knowledge and adheres to the rules, policies and procedures established by SPGS, the university, and/or the law.
Content Knowledge and Continued Professional Growth	Engages in few or no professional development activities to enhance knowledge or skill; does not apply new skills. Fails to recognize or respond to feedback indicating the need for continued professional growth.	Participates in professional activities to a limited extent or when they are convenient; application of new skills may be attempted but may not be consistent. Responds to feedback indicating the need for professional growth.	Participates in opportunities for professional development and consistently applies new skills. Seeks feedback and actively works to improve skills by participating in professional development.

Discrimination complaints

It is a violation of ASU policy to discriminate against any employee or student on the basis of that individual's race, color, religion, national origin, citizenship, sex, gender identity, sexual orientation, age, disability, Vietnam-era veteran status, special disabled veteran status, and other protected veteran status, newly separated veteran status, or any other unlawful discriminatory grounds. Complaints should be filed within 120 days of the last act of alleged discrimination.

The director of the Office of University Rights and Responsibilities may waive or extend this timeframe for good cause such as holidays or times that classes are not in session.

An employee or student (or member of the public in cases of disability complaints) who believes that they have been unlawfully discriminated against may discuss his or her concerns with the director or an assistant director of the Office of University Rights and Responsibilities, file a report, and/or file a complaint of unlawful discrimination with the Office of University Rights and Responsibilities (<https://urr.asu.edu/>).

The Office of University Rights and Responsibilities' review of complaints is a confidential process because it involves personnel matters. The parties to the complaint are guaranteed confidentiality except as noted in the policy and as necessary to conduct a thorough and fair investigation of the complaint. All witnesses in a complaint investigation are guaranteed confidentiality. All documentation and reports received and/or developed as part of the report/complaint process, including investigative reports are considered confidential unless otherwise noted in the policy.

To review the official policy, see “ACD 401: Prohibition Against Discrimination, Harassment, and Retaliation” in the Academic Affairs manual (<https://www.asu.edu/aad/manuals/acd/acd401.html>).

Crisis services

ASU Counseling Services prioritize immediate access to services to ensure that all students who request or need services can be seen the same day – no appointment is necessary. You can call or walk in and be seen anytime at one of four campus locations between Monday-Friday, 8 a.m. – 5 p.m. (see <https://eoss.asu.edu/counseling/about-us/location-and-hours>). If you need assistance outside of business hours, please call EMPACT's 24-Hour ASU-dedicated Crisis Line: 480-921-1006.

If you are concerned about a student/Counseling services:

Faculty, staff, and parents can be very helpful in supporting a student in distress to access counseling services. ASU Counseling Services staff offers consultation assistance to concerned parents, faculty, staff, and other students who have concerns about a student. By speaking with one of our counselors, you can receive information about how to talk with a student experiencing difficulties and how to access various resources. You may call any ASU Counseling Services location and ask to speak to a counselor who will help you decide what options are available (see <https://eoss.asu.edu/counseling/about-us/location-and-hours>). If a crisis occurs on or near campus students, faculty, and staff may be affected. ASU Counseling Services staff will schedule meetings with groups of faculty, staff, and students who have been affected by a crisis. You may call any ASU Counseling Services location and ask to speak with a counselor who will talk with you about your needs.

Title IX

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

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

University Resources

ASU Counseling Services: <https://eoss.asu.edu/counseling>

ASU Health Services: <https://eoss.asu.edu/health>

International Student Services: <https://issc.asu.edu/>

Student Accessibility and Inclusive Learning Services (SAILS): <https://eoss.asu.edu/accessibility>
(Formerly the Disability Resource Center)

Graduate and Professional Student Association: <https://eoss.asu.edu/gpsa>

Tuition and Fees: <https://students.asu.edu/tuitionandfees>

ASU Graduate College: <https://graduate.asu.edu/>

ASU Online: <https://asuonline.asu.edu/>

ASU Academic Calendar/Deadlines: <https://students.asu.edu/academic-calendar>

ASU Libraries: <https://lib.asu.edu/>

Graduate Writing and Tutoring Center: <https://tutoring.asu.edu/graduate-academic-support>

Career and Professional Development Services: <https://career.asu.edu/>

Parking/Transit: <https://cfo.asu.edu/transportation>

ASU ID Card (Suncard): <https://cfo.asu.edu/cardservices>

Campus Dining: <https://sundeildining.asu.edu/>

Veteran, Military and Active Duty students:

Pat Tillman Veteran Center: <https://veterans.asu.edu/>

Overview of the M.A. in Political Psychology

Goals, vision and objectives

The Master of Arts in Political Psychology educates students in the psychological approach to politics, which brings to bear concepts and approaches to understand cognitive and emotional factors that influence decision-making, political attitudes and behavior, public opinion and political communication, as well as the role of persuasion and influence in political marketing.

Developed as an interdisciplinary program between Political Science and Psychology, the M.A. in Political Psychology aids in the professional advancement of electoral and issue advocacy campaigns, government and private sector careers, and careers in non-profit organizations. Students learn skills necessary to mobilize voters and social movements, advance governmental programs, design successful political communication strategies, and effectively market political candidates for local, state, and federal offices.

The program's mission is to educate students in the most recent insights from evidence-based research; prepare students with innovative tools and knowledge that gives them an advantage over their peers; and encourage hands-on training that ensures what they learn inside of the classroom applies outside of the classroom.

Admissions

Applicants must fulfill the requirements of both the Graduate College and the College of Liberal Arts and Sciences. Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in any field, from a regionally accredited institution. Applicants must have a minimum of a 3.0 cumulative GPA (scale is 4.0 = A) in the last 60 hours of a student's first bachelor's degree or in an applicable master's degree.

Applicants should submit an online application through ASU Graduate Admissions (<https://admission.asu.edu/graduate/apply>). Applications also require a personal statement and official transcripts; one letter of recommendation is strongly encouraged but not required. Applicants whose native language is not English (regardless of current residency) must provide proof of English proficiency (see <https://admission.asu.edu/international/graduate/english-proficiency>).

Course requirements

To complete the M.A. in Political Psychology program, students must successfully complete 30 credit hours, including the capstone course.

The following courses are required for the degree:

- PPS 501: Fundamentals of Political Psychology
- PPS 504: Attitudes and Persuasion
- PPS 506: Experimental Design

- PPS 550: Capstone

Students should take PPS 501 and PPS 506 in the early stages of the program, preferably in the first semester. PPS 550 is an individually structured class and is the culminating experience within the program. Students should take PPS 550 in the final semester in the program.

The remaining eighteen credit hours in the program are considered electives. Any PPS class will fulfill the elective credits. Up to six credits may be taken outside of PPS courses, with the approval of the program director. Please consult with the Program Director or Graduate Coordinator on any advising questions. Please note that not all elective courses listed below may be offered during a particular student's time in the program.

Transfer/Pre-Admission credits

Students may petition to have up to nine graduate-level credits applied to the M.A. program if they were completed with a B or above, within the last three years, and not applied to a previously completed degree. Specific situations may be reviewed on a case-by-case basis, and must be approved by the program director and the Graduate College. Students should contact the Graduate Coordinator for more information.

Course descriptions

Please find below descriptions of the M.A. in Political Psychology courses (required courses are in **bold**). Please note that not all elective courses may be offered during a particular student's time in the program.

PPS 501 Fundamentals of Political Psychology (3 credits) – This course focuses on the interdisciplinary study of political psychology and teaches the tools necessary to evaluate the application of political psychology to political marketing, campaigns, and policy advocacy. It covers both the theoretical foundations underlying research in political psychology as well as foundational and contemporary applications. The course examines topics including personality, emotions, and genetic bases of behavior as well as approaches to the design and interpretation of experimental research.

PPS 502 Cognition and Emotions in Political Thinking (3 credits) – This course focuses on key concepts in cognitive psychology and the scientific study of mental processes. It covers how people acquire, store, transform, use information. Topics may include perception, attention, language, memory, reasoning, problem solving, decision-making, and attributions. The relation between emotions and cognition is also covered.

PPS 503 Prejudices and Politics (3 credits) – This course provides a science-based understanding of stereotypes, stereotyping, prejudices, and discrimination (SSPD) and intergroup conflict, with a special focus on how these phenomena shape and are shaped by political contexts, processes, and events. This course explores prominent theoretical approaches for explaining SSPD and intergroup conflict, presents empirical findings about the basic

psychological processes and their application to political contexts, and develops theory- and evidence-based strategies for enabling people to go beyond SSPD in their political decisions and judgments, for defending against others' use of SSPD to achieve political aims, and for designing interventions to reduce political conflict.

PPS 504 Attitudes and Persuasion (3 credits) – This course focuses on the individual and contextual factors responsible for changes in beliefs, attitudes, and behaviors. The course first covers the concept of attitudes and their measurement before examining in depth various theoretical approaches that explain how people come to change their attitudes. It also covers meta-cognitive as well as implicit factors in persuasion. The course ends with a more applied look at persuasion, focusing on how persuasive messages can be crafted.

PPS 505 Biopolitics (3 credits) – This course builds a foundational understanding of biological, evolutionary, genetic, and neurobiological perspectives in political psychology. It draws on these perspectives to explain political attitudes and behavior, considering literature on non-human animals, developmental psychology, personality, psychophysiology, neurobiology, genetics, hormones, disgust sensitivity, and mating.

PPS 506 Experimental Design (3 credits) – This course focuses on the experimental paradigm that permeates political psychology research. Students are introduced to the logic of experimentation and learn how to design and evaluate experimental studies. The course focuses on a variety of different experimental designs, highlighting the various benefits and drawbacks of laboratory experiments, survey experiments, and field experiments. Readings combine both theoretical and methodological pieces on the design, analysis, and interpretation of experiments with empirical applications.

PPS 511 Public Opinion (3 credits) – This course provides an advanced examination of the political opinions of citizens. It covers how citizens structure their opinions and what factors can cause these opinions to change. In so doing, the course also evaluates various theoretical perspectives and methodological approaches used to study public opinion. Topics include political knowledge, ideology, partisanship, and values. Moreover, the course will provide insight into how these factors shape people's evaluation of government and how individual-level opinions are aggregated to produce public opinion.

PPS 512 Political Polarization (3 credits) – This course is an advanced exploration of the concept of political polarization from a political psychology perspective. The course introduces the concept of political polarization and provides an overview of recent trends in polarization in the U.S., while covering debates such as whether polarization has increased over time, whether Americans are polarized around issues or social identities, and how value divergence can cultural conflict. It also explores how the media and other external factors can affect citizens in ways that can either fuel or attenuate polarization.

PPS 513 Elite Decision Making (3 credits) – This course provides a comprehensive examination of political psychology approaches to understanding and evaluating elite decision-making. Students are introduced to paradigms for analyzing elites' decisions that focus on the role of personality, leadership styles, and prospect theory among others. The course also focuses on covering frameworks that students can apply to systematically study how elite actors will make decisions on the domestic and international stage. It combines conceptual readings explaining these approaches with applied readings that analyze the decision-making processes of elites through a range of case studies.

PPS 514 Campaigns and Elections (3 credits) – This course provides a political psychology perspective on campaigns and elections. Topics include the effect of election rules, campaigns, social networks, and the media on turnout and vote choice. Students engage with research that addresses these topics through psychological lenses focusing on the role of emotions, negativity, persuasion, and learning. The course combines theoretical literature with applied papers leveraging a variety of experiments conducted in campaign contexts. Implications for campaign organization and management are also discussed.

PPS 515 Advances in Media Effects (3 credits) – This course provides an advanced examination of contemporary research and debates on media effects. It covers the paradigms of agenda-setting, priming, and framing. The course considers key issues in the field of media effects by paying particular attention to the underlying psychological mechanisms through which the media can affect citizens' attitudes and social judgment. It draws on a variety of examples to demonstrate both the power and limits of media to affect citizens.

PPS 550 Capstone (3 credits) – This course serves as the required culminating experience of the M.A. in Political Psychology. In this capstone course, students are able to apply the theories, frameworks, and evidence encountered during the course to explore a novel question or contribute to a contemporary research debate. In the process, students will apply a multitude of tools to which they were exposed during the course of the program. Final products are developed individually or in a small group based on consultation with course faculty.

PPS 584 Internship (1-3 credits) – Students may participate in an internship of their own choosing with approval from the program director. Internships must relate to the M.A. in Political Psychology degree with students expected to apply the knowledge and skills learned in the academic program to the professional environment. The internship serves as an important bridge to facilitate the transition from the role of student to the role of professional. Fifty (50) hours of work are required for each credit of Internship. Students may earn a maximum of three credits total of Internship during their program.

PPS 592 Research (1-3 credits) – Students may seek out a faculty member to work on a research project, with the approval of the program director. Fifty (50) hours of work are required for each credit of Research. Students may earn a maximum of three credits total of Research during their program.

PPS 598 Special Topics: Political Campaign Management (3 credits) – This course will provide an academic, as well as practical, perspective in both the science and art of running electoral campaigns. The course will provide a usable framework for a potential candidate and/or campaign manager, in addition to being of interest to any student of the political campaign process. Guest lectures from experts in the field on a variety of topics will also be a key component in the course. ***PPS 514 Campaigns and Elections is strongly encouraged as a pre-requisite to this course.***

PPS 598 Special Topics: Political Psychology in International Relations (3 credits) – What, if anything, can psychology tell us about international relations? This course begins from the observation that international politics necessarily involves micro-level human interaction. Heads of state, diplomats, members of the military, and the public are central parts of the political realm, and the discipline of psychology is equipped to explain their attitudes and behavior. As such, this course looks at the various ways in which IR scholars have drawn upon psychological theories and research to augment existing theories and lead to new insights into the world of politics.

PPS 598 Special Topics: Intro to the Psychology of Polling (3 credits) – This course covers the nuts and bolts of polling (e.g., sampling, survey mode, questionnaire construction), the psychology of survey design (e.g., framing effects, heuristics, bandwagon effect), and an introduction to statistical analysis of survey data.

Enrollment and Leaves of Absence

Once admitted to the M.A. in Political Psychology program, students must be registered for a minimum of one graduate credit hour during each fall and spring semester until they complete the program. Summer enrollment is optional. Students pursuing a summer graduation must be enrolled for at least one graduate credit in the summer (either session). To maintain continuous enrollment the credit hour(s) must either be a graduate-level course approved within the program or be listed as continuing registration (PPS 595). Courses with grades of “W” and “X” (audit) are not considered valid for continuous enrollment purposes. Students completing work for a course in which they received an Incomplete (I) grade must maintain continuous enrollment during the time in which they are completing the work for that course.

Students are advised to register for between 1 and 4 courses each semester, with the recommendation to enroll in 1-2 courses per session. Nine or more credits in a semester (combined in A and B sessions) is considered full-time graduate enrollment.

A student planning to discontinue enrollment for a semester or more must submit a Leave of Absence Request via the student’s iPOS. The request must be endorsed by the Director of the program or their designee and approved by the Vice Provost of the Graduate College or their designee. This request must be filed and approved before the start of the anticipated semester of non-enrollment. Students considering this request should research how this may impact financial aid or other benefits. Students may request a leave of absence for a maximum of two semesters

during the entire program. There is no maximum for students requesting a leave of absence due to military orders. Students requesting military leave should contact the graduate coordinator regarding procedure.

If the student fails to enroll for a fall or spring semester without an approved Leave of Absence or other approved leave, the student is considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason must reapply for admission to resume the degree program.

Students should maintain enrollment in the Political Psychology program continuously, even if the student is co-enrolled in multiple programs. At least one PPS course should be completed in each of the fall and spring semesters. Any exceptions to this must be approved by the program faculty director.

Withdrawal from Program

Students who would like to withdraw from the degree program are encouraged to first notify the faculty program director and graduate coordinator. Information on how to cancel admission or withdraw from the program can be found here: <https://admission.asu.edu/graduate/cancel-defer>.

Medical/Compassionate Withdrawal

If a student experiences a serious illness, injury or other significant personal situation that prevents that student from continuing in classes, students may request a medical/compassionate withdrawal. Students are encouraged to contact the Director of Graduate Studies and the committee chair/advisor if requesting this type of withdrawal. Students should first make use of the regular withdrawal procedures, request incompletes or make other arrangements with instructors if possible. **All applications for medical/ compassionate withdrawal require thorough and credible documentation.** <https://thecollege.asu.edu/resources/medical-withdrawal>

Voluntary Withdrawal from ASU

If a student wishes to withdraw from his/her graduate degree program and the university, they must complete the Voluntary Withdrawal form available at <http://students.asu.edu/voluntary-withdrawal-form>. Students must separately withdraw from their courses via MyASU. International students should contact the ISSC (see info above under University Resources) before submitting a Voluntary Withdrawal form, as it most likely will affect their visa status.

Dismissal by the Graduate College

Any student who does not comply with the Graduate College policies may be withdrawn from their graduate program after review by the Dean of the Graduate College. In addition, an academic unit may recommend dismissal of a student from a graduate program for lack of compliance with published departmental policies or lack of satisfactory academic progress. All such recommendations must be submitted to the Graduate College with appropriate documentation (e.g., nature of issue, communications with student). Only the Dean of the

Graduate College may dismiss a student from a graduate program due to lack of compliance with satisfactory academic progress policies. See section “Satisfactory academic progress/GPA requirement” below for more details on dismissal processes.

A student who has been dismissed from a graduate program due to lack of compliance with published departmental or Graduate College policies, or lack of satisfactory academic progress is eligible to apply for admission to the same program only after one year has passed from the term of the dismissal.

Creating the Interactive Plan of Study (iPOS)

Each student should review the course offerings in the program in relationship to their schedule and their plan for completing the degree. The student is required to file and maintain an online, Interactive Plan of Study (iPOS) with the ASU Graduate College. The iPOS is accessed through the student’s MyASU, under the “My Programs” section. The iPOS serves as an agreement between the student, the academic unit, and the Graduate College to verify the type, quality, and acceptability of the coursework and culminating experience required for the degree. The iPOS is extremely useful for student and program planning. Students should complete the iPOS within the first semester in the program, but it can be updated as needed. Courses with grades of “D”, “E”, “I”, or “W” and audited courses (graded as “X”) cannot be included on the iPOS. **Courses applied to a previously awarded degree cannot be included on the iPOS.**

A list of projected course offerings and instructions for completing the iPOS can be found on the program’s website for planning purposes: <https://spgs.asu.edu/mapp-resources>. If a student requires additional help or has other questions regarding the iPOS, they can contact the Graduate Coordinator, Jenna Roelle at Jenna.Roelle@asu.edu, for assistance.

Incomplete grades

Students may request an Incomplete (I) grade from an instructor if they are earning a passing grade in the course but extenuating circumstances such as illness or documented family emergency prevent them from finishing the course work on time. The specific length of time to complete the course work is determined by the course instructor, up to one year from the end of the course. If the I grade is not replaced with a final grade within one year of the end of the course, it will remain as a permanent I grade on the transcript. Students are discouraged from having more than one I grade on their transcript within a one-year period. See <https://students.asu.edu/grades>, “Grading Options and Definitions” for more information.

Satisfactory academic progress/GPA requirement

Graduate students are expected to make steady progress toward completion of their degree. This involves meeting the standards and deadlines of the ASU Graduate College (see <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>) as well the requirements established by the School of Politics and Global Studies.

A student's progress through the M.A. in Political Psychology is assessed by the Graduate Coordinator and Program Director at the end of each semester. The standard for satisfactory progress is completion of all course requirements with a GPA of at least a 3.0 in all three GPA categories (Overall Graduate GPA, Cumulative GPA, and iPOS GPA), no more than one Incomplete grade in a one-year period, and the student is on track to complete the Capstone requirement within the six-year time limit for the completion of the M.A. For definitions of the three GPA categories, please see the Graduate College policy manual at <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>.

If, in the progress review, any deficiency is determined in a student's progress or performance, an academic probation notification will be sent to the student, which will outline a required course of action to be taken within a specific timeframe. These requirements might include completing Incompletes (see Incomplete Policies), raising the GPA, or beginning the Capstone. If the student does not comply with the requirements within the given timeframe, the student may be recommended for dismissal to the Graduate College.

A student can be placed on probation for a variety of reasons including: failure to maintain an iPOS, allowing the overall graduate GPA to fall below 3.0, having more than one Incomplete ("I") grade within a one-year period, or failure to meet degree program requirements and deadlines. A student should take being placed on probation as a strong warning that continuing status in the program is in jeopardy unless corrective action is taken.

The student will be removed from probation when the conditions of the probation have been satisfied by the stated deadlines. The student will then be considered in good standing. Failure to satisfy a condition by the deadline will result in the actions specified in the original probationary letter. If dismissal from the program is pursued, the student will be notified in writing by the faculty director of the program and will have 10 days to appeal the decision in writing, to the Director of SPGS. The student will be notified in writing of the Director's decision.

The student will then have the option to appeal the dismissal recommendation to the College of Liberal Arts and Sciences Dean's office, in writing, within 10 days of the notice of the SPGS Director's decision. If this appeal is not granted, upon recommendation from SPGS and the College Dean's office, the Graduate College can withdraw a student who is not progressing satisfactorily. At any point in this process before the final Graduate College decision, the student can voluntarily withdraw from the program to avoid having a dismissal on their record. Only the Vice Provost for the Graduate College or their designee can dismiss a student from their graduate program.

A graduate student who has been withdrawn from a graduate program at ASU due to lack of satisfactory academic progress is eligible to apply for admission to the same program only after one year from the term of the withdrawal.

Academic grievance and grade appeals

Students who have a grade dispute or other academic grievance should first address the concern with the relevant faculty instructor. If the dispute or appeal is not resolved with the instructor, the student may appeal to the faculty program director per the College of Liberal Arts and Sciences Policy for Student Appeal Procedures on Grades (see <https://thecollege.asu.edu/student-resources/academic-grievance>). If the dispute is not resolved with the faculty program director, the student may appeal to the Dean's office of the College of Liberal Arts and Sciences, as described in the policy linked above.

General grievances can be routed to the faculty program director or the graduate coordinator. If the grievance is related to one of these individuals, students can contact the Director of SPGS.

Accelerated Master's Degree Program

Online and on-ground students in the BA or BS in Political Science program may be considered for admission into the accelerated Master's program in Political Psychology. The Graduate College has approved a plan whereby undergraduates can "share" credits between both their undergraduate and graduate degrees. Students can count up to one designated 400-level course and three designated 500-level courses as credit hours for both degrees. Using this system of shared credits, students will be able to complete both degrees in five years. Students in the accelerated Master's program must complete their Bachelor's degree within one year of being admitted to the accelerated program. Deferrals and plan changes are not allowed for accelerated Master's students. The accelerated Master's program requires specific guidelines, time frame, and shared course hours. There are no exceptions. 4+1 students must meet all satisfactory progress guidelines for the MA degree. See <https://spgs.clas.asu.edu/degrees/graduate/4-1-accelerated/MAPP> for further details.

Degree time limit

A student may work towards completing the degree at their own pace. However, according to ASU policies, the maximum time to complete an M.A. is six consecutive years. The six years begins with the semester and year of admission to the program. **Graduate students must remain continuously enrolled in at least one graduate credit hour in fall and spring semesters from the start of a program to degree completion.** Students are strongly discouraged from taking more than two courses in any one session, meaning that no more than four courses should be taken any given fall or spring semester.

Graduation

To graduate from the M.A. in Political Psychology program, a student must successfully complete all program requirements. Once a student has reached the semester of intended graduation, the student must follow the graduation deadlines and procedures outlined by the ASU Graduate College which can be found at: <https://graduate.asu.edu/current-students/completing-your-degree>

Each student should review the iPOS against their current ASU transcript continually, and at the beginning of the last academic term. Any changes necessary to make the iPOS match the official transcript should be done through the iPOS link in MyASU (<http://my.asu.edu>).

Students must apply for graduation and pay the graduation fee in order to have their degree conferred. From the MyASU page, select the “Graduation” tab from “My Programs” and follow the online instructions. If application for graduation is made after the deadline, the student will be assessed a late fee (see <https://students.asu.edu/graduation>).

Students may opt to participate in commencement and/or convocation ceremonies through the ASU Ceremonies office. An official RSVP must be submitted to participate in ceremonies. Commencement ceremonies take place in fall and spring semesters. Students graduating in the summer may opt to participate in spring or fall ceremonies; however, the degree will not be officially conferred until all program requirements are met. Please see the MyASU page, “Graduation” tab or <https://students.asu.edu/graduation> for information on ceremonies.

GRADUATE WELLNESS RESOURCES

FINANCIAL WELLNESS

ASU Financial Aid & Scholarship Services
<https://students.asu.edu/contact/financialaid>, 855-278-5080

MoneyMoments: A short online course from ASU and Financial Aid and Scholarship Services
<https://students.asu.edu/moneymoments>

iGrad: A website for financial literacy
<https://asu.igrad.com/>

ASU Graduate College Funding Opportunities
<https://graduate.asu.edu/current-students/funding-opportunities>

Live Well to Succeed: Student employee wellness program
<https://wellness.asu.edu/student-employee-wellness>

ASU Student Business Services: Billing, payments, payment plans
<https://students.asu.edu/tuitionandbilling>

PHYSICAL WELLNESS

Live Well @ ASU
wellness.asu.edu; LivingWell@asu.edu

Sun Devil Fitness Complex
fitness.asu.edu

Health Services
asu.edu/health; 480-965-3349

Sexual Violence Awareness, Prevention and Response
<https://sexualviolenceprevention.asu.edu/>

EMOTIONAL WELLNESS

ASU Counseling Services
<https://eoss.asu.edu/Counseling>, 480-965-6146

EMPACT's 24-hour ASU-dedicated crisis hotline
480-921-1006

Use CRISIS TEXTLINE
Text HOME To 741741

TAO Connect: A self-help tool for emotional well-being
<https://thepath.taoconnect.org/local/login/index.php>

Center for Mindfulness, Compassion and Resilience
<https://mindfulnesscenter.asu.edu/>

SOCIAL WELLNESS

SunDevilSync: A resource for more information on Grad Student Orgs
<https://orgsync.com/login/arizona-state-university>

Disability Resource Center
<https://eoss.asu.edu/drc>, 480-965-1234, DRC@asu.edu

ASU Police (Non-emergencies)
480-965-3456, <https://cfo.asu.edu/police>

The office of **Student Advocacy and Assistance** sees students with any challenge and refers them to the appropriate resource.
<https://eoss.asu.edu/dos/srr/StudentAdvocacyandAssistance>

10 Best Practices in Graduate Student Wellbeing

Graduate school necessarily stretches us. When we strive to achieve experiences, content and context expertise, and professional mastery, we rely on every part of our intellectual, emotional, physical and purposeful self. Stretching in these ways is inherently stressful, and according to the National College Health Assessment (NCHA) graduate students report stress, feeling exhausted, and anxiety to be factors that can surface in different ways than they did in undergrad.

Read up on some of the ways you can care for yourself through increasing academic rigor and demands.



Create a sleep routine for 7-9 hours at the same time every night. Our bodies crave routine for resting; we engage in our best sleep when our bodies follow the routine we set.



Get out of your study/writing/lab space every day and **sit or walk outside for 15 minutes.** Give yourself a break that includes natural light and a change of environment.



Choose an **exercise routine that matches your needs.** Do you need to laugh and be social? Do you need alone time? Do you need vigorous exercise or movement that includes meditation? Your needs may change, so open yourself to the variety of ways to move your body that meet what you are needing during your week. Sun Devil Fitness is free for students and offers many different paths to keep active and centered.



Learn a good breathing technique for calming your body. Breathing is the one physiological part of your body that you can consciously control, and it impacts all other physiological functioning. Try a 4-7-8 breath a couple times a day to lower your body's reaction to stress.



Remind yourself of the **bigger meaning** in your work. What are you learning? How will this challenge help you or how will it make you stronger in the future?



Become aware of **how to fuel your body** to be your best. What types of food and drink do you consume, and at what frequency? These decisions impact your overall energy. Our bodies tell us we are impacted by stress when our sleep and fueling routines change.



Identify your **circle of trust.** These are the few people who you can be totally yourself with, who you can call and not skip a beat, those who you can name exactly how you are feeling, and who will provide an honest check in that you'll trust, even if it stings. These people remind you of who you are and remind you of what you are striving so hard to achieve.



Connect with other graduate students. ASU has hundreds of graduate student programs, leaving a wide array of communities in which to connect.



Ask your mentors/supervisors what they need/want/expect from you in your role. Generate conversation about their answer in an authentic way. Having **clear communication** from the start will help you return to conversations in the future.



Do something that isn't graduate school every week. You have **many identities**, and one of them is graduate student. Ensure you are supporting your whole self through this journey. Make this form of self-care important enough to schedule into your calendar.