



# **MS Public Interest Technology (PIT)**

**Graduate Student Handbook  
2025-2026**

# ASU Charter

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

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# Introduction and Welcome



*Erik Fisher, Associate Professor  
PIT Program Chair*

Congratulations on being admitted into the Master of Science in Public Interest Technology!

I am pleased to welcome each of you to the School for the Future of Innovation in Society, where we educate and empower people to have a significant impact on the world.

As your Program Chair, I will work to make this as fulfilling an experience as possible. We will work together to define how the program aligns with your personal goals and vision, and we will achieve great things. Along the way, my colleagues and I hope to offer you opportunities to grow, not only in academics, but in your career and beyond.

Step by step, one conversation at a time, day by day, endowed with the knowledge gained through your studies and other activities; your responsibility will be to make a difference in the lives of people around you, the institutions and structures you wish to influence, your social network, the biodiversity surrounding you, the research and innovation systems that continually remake our world, and much more.

A number of you have already commented that you have been searching for this kind of Master's degree for years, but nothing quite like it was available. We also think it is special. We embrace both conventional and unconventional strategies; and foster innovation and new ideas through transdisciplinarity, listening and learning. We engage in participatory and inclusive practices through codesign, emphasizing local impacts with globally-scalable solutions.

With the support of the SFIS team at large, we have designed the degree based on our understanding of socio-technical processes, and complex and dynamic value-chain feedback loops among citizens, industry workers, government agencies, not-for-profits and non-government organizations. The teaching team is experienced, and you might be surprised where we each had our beginnings, how we entered academia, the things that inspired and altered our own directions toward use of technology, and our involvement today in innovative initiatives. We are each concerned about the public interest in our own way, particularly underrepresented minority groups, and the role that technology plays today and will continue to play into the future for the benefit of diverse individuals and communities.

Foresight, engagement, justice and care are at the heart of our PIT curriculum. I invite you to think carefully about how each of your assignments in every class can help you better understand and engage the people and systems that develop and deploy technology so as to advance the public interest. I encourage you to build on your knowledge by taking vertical and horizontal cross-sections of both local and global challenges, and by examining the same problem from different vantage points. Consider how best to write a report or conduct a consultation or engage in a deliberative process in order to advance your given project. We will give you the tools and methods, we will direct you toward interesting dilemmas, but then it is up to you to identify the specifics. At the end of the program you will lay the ground work for next steps in your career (and your life).

Imagine at the end of one year of full-time study (or several years of part-time study) having a roadmap for your own role in addressing a societal need, and inviting others to get on board! Choose your electives wisely. We are here to support you every step of the way. We want you to dream big. We want you to think about the career you have always wanted and entice you to build it on the foundation of Public Interest Technology (PIT). PIT is not simply an emerging field of study, it is an ideology, a way of life, a consideration of all the factors going forward that constitute the “public interest.” The underlying premise? As humans we all deserve a chance to prosper and reach our full potential. Technology can help as an enabler, but is only part of the solution, and it often has unintended (and even counter-productive) effects. Just as lawmakers develop legislation intended to bring about envisioned effects, so we must think carefully about how best to design and use technology so that it advances the public interest. To do this, we must seek information and meaning from diverse places and integrate from across disciplines to get the full picture.

If you wish to effect change in your existing organization, we can help you do that. If you wish to create a new startup that may revolutionize the way things are done, then ASU is the right place to be. If you simply wish to mature your own ideas as a citizen and how you might participate in advocacy, you’re in the right place.

We will nurture your ideas and connect you in a way that matters to your long-term goals. We will provide you with insight, encouragement, and help you test and strengthen your belief in your mission. Together, we can inspire, reflect, design, deliberate, and call one another to higher forms of action.

Your journey through PIT graduate studies will not be purely “academic”. We want to be involved in helping you create a new people- or values-centered framework for the future, where technology is harnessed for good as well as for profit. That means drawing on ties from all kinds of organizations, institutions, associations, agencies, guest speakers, and community leaders.

Treat this degree as a means to a new beginning, within your personal context in your work and as a citizen wherever you live. If you could change one, two, three or more things building on your graduate studies, what might they be? Keep this question in mind through the program and beyond.

Finally, as a fully online graduate program, you can take the courses from anywhere, on a flexible schedule, and join a community of practice that emerges across borders and administrative boundaries. We are global from Day One. You will be exposed to multicultural perspectives, a variety of economic systems, different modes of working and living, and you will learn things that you never thought possible, even if you are sitting in downtown Phoenix or Tempe, Arizona.

So, welcome to the movement! Let’s start addressing those urgent questions of tomorrow that we need to tackle today. Technology is everywhere, and the future is for everyone, but public interest can all too easily fall through the cracks. Let’s talk about what’s important to you, your communities, and the broader publics of which we are part. Let’s help create a new spirit of technology development and application.

On behalf of my colleagues, I wish you the best in your studies. I thank you for being a part of the public interest technology program at ASU, and being willing to help blaze a trail.

With my very best wishes,

*Erik Fisher*  
*PIT Program Chair*  
*School for the Future of Innovation in Society*

## **Program contacts**

Program Chair: Erik Fisher, [efisher1@asu.edu](mailto:efisher1@asu.edu)

Graduate Advisor/SFIS Assistant Director of Academic and Curriculum Services:  
Wendi Taylor, [wendi.taylor@asu.edu](mailto:wendi.taylor@asu.edu)

## **Admission**

Admission to the MS Public Interest Technology program is available for the Fall and Spring terms with admissions on a rolling deadline. Current admission requirements and the application process are listed on the Public Interest Technology [website](#).

Applications will be reviewed by the PIT Admissions Committee only after all materials have been received. Application status can be monitored in MyASU. Official admission decisions will be emailed to the student.

## **Graduate admission requirements**

ASU maintains minimum standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- A minimum grade point average of 3.00 (scale is 4.00 = "A") in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program.
- International applicants must provide proof of English proficiency. The following are accepted to meet this requirement.
  - Test of English as a Foreign Language (TOEFL): score of at least 550 (PBT) or 80 (iBT). ASU's institutional code is 4007. Only electronic copies of scores are accepted.
  - International English Language Testing System (IELTS): overall band score of at least 6.5. No institutional code is needed.
  - Pearson Test of English (PTE): score of at least 60.
  - Individual academic units or programs may have higher requirements for English proficiency.

## **Academic program requirements**

A bachelor's degree in any field is potentially sufficient, though a combination of course work and/or work experience in computer science, public administration, engineering, business, marketing or a related field is preferred.

## **Provisional admission**

On rare occasion, when an applicant does not meet minimum academic standards with respect to grade point averages as required by the Graduate College and the academic unit, but has additional evidence to suggest the potential for success, the PIT Admissions Committee may recommend that the student be considered for Provisional Admission. The student would be admitted with the provision that they must take a certain number of graduate level academic credits (applicable to the PIT program) over a specified period of time and obtain a specified



GPA on that coursework. If students satisfy the requirements then they would be converted to regular admission status. If not, ASU Graduate Admissions will withdraw the student from the degree program.

## **Pre-admission credit policy**

Credit hours completed at ASU and/or from another regionally accredited US institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program. With the approval of the Faculty Advisor, Degree Program Chair, and the Graduate College office, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used towards a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree program to be accepted.

# **Tuition and assistance**

## **Tuition and fees**

Tuition is set by ASU and the Arizona Board of Regents each year. View the general [Tuition and Fees Schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Information on residency requirements can be found at [Residency for Tuition Purposes](#).

## **Financial Assistance**

### **Traditional Financial Aid**

Loans and Grants may be available if the student has filed a [FAFSA](#) for the academic year. More information is available on [ASU's Financial Aid website](#).

### **Scholarships**

Although graduate students do not qualify for grants from the state or federal government, there are other options to help fund your ASU education. Some private donors offer scholarships to graduate students and more information can be found on [Scholarship Search](#).

# Curriculum and Graduation requirements

## Program requirements

Summary of MS Public Interest Technology Requirements	Semester Credits
PIT Core Courses	12
Restricted Electives	15
Applied Project	3
Total: 30	

## Core Course descriptions

### PIT Required Core Courses (12 credits)

*\*Must be completed with a grade of B or higher.*

#### PIT 501 - Principles of Public Interest Technology (3 credit hours)

This course will introduce students to the fundamentals of public interest technology. Students will identify and analyze stakeholders, value chains, societal dimensions, and legal and policy issues in the context of emerging technologies such as smart cities, the internet of things, robotics and autonomous systems, and artificial intelligence. Students will learn the importance of socio-technical change, responsible innovation, public values, accountability, oversight, corporate responsibility and other key concepts when considering technologies working for the public interest. They will work on critical issues such as data ownership, consent, governance, privacy, security, accessibility, and the digital divide.

#### PIT 502 - Co-designing the Future (3 credit hours)

This course explores how new technologies for using, processing and managing information are changing how we interact and work. This course is a practical learning and mentoring program organized to help students design and implement solutions to public interest problems using civic technology. Students will explore current trends, use a wide variety of information and communication tools, and develop content to help develop a project from idea to implementation. The course takes advantage of the latest innovations in open and participatory problem-solving, including the application of open data, crowdsourcing, expert networks and systems. Unlike traditional accelerators we focus only on public interest projects that work with real world institutions and partners, such as non-government organizations.

#### PIT 503 - Technology Assessment (3 credit hours)

This course trains students to conduct and evaluate a technology assessment – a systematic effort to anticipate and understand the impact of a technology. It can serve as an “early warning” for policy-makers, forecasting technological change and its consequences, to facilitate the prudent procurement of technologies, to plan research and development more effectively, to create the basis for evidence-based regulatory approaches, and to achieve other purposes that serve the public interest. Students will learn about the uses of technology assessment and practice various methods. Each student will carry out and/or evaluate a technology assessment on a topic of their choice and communicate it to their colleagues.

### PIT 504 - Public Engagement Strategies (3 credit hours)

This course teaches students the concepts, tools, institutions, and strategies to appropriately and effectively engage with a variety of stakeholders, including scientific and technical experts, policymakers and advocates for responsible research and innovation, and general publics. Students will learn how to elevate the societal discourse about emerging and contemporary issues in science and technology through inclusive, informed, equitable, sustainable and democratic engagement with the public. The course will explore real world case studies and provide students the opportunity to design and develop a public engagement strategy for stakeholders.

### **Restricted Electives: 15 credits**

There is a wide range of course options to fulfill these restricted electives, offered by departments across the University. Each semester a list will be provided of approved courses in this category.

***Below is a sample but not exhaustive list of pre-approved electives. Students may contact the program chair for course approval, but electives must be relevant to public interest technology.***

#### **IRA A. FULTON SCHOOLS OF ENGINEERING**

- IFT 510 Principles of Computer and Information Technology Architecture (3)
- IFT 598 Special Topics: Developing Security Policy (3)
- IFT 598 Special Topics: Analyzing Big Data (3)
- IFT 598 Special Topics: Managing the Cloud (3)
  - CSE 571 Artificial Intelligence (3)
  - OMT 402 Legal Issues for Technologists
  - OMT 430 Ethical Issues in Technology

#### **SCHOOL OF COMPUTING, INFORMATICS, AND DECISION SYSTEMS ENGINEERING**

- CSE 543 Information Assurance and Security (3)
- CSE 565 Software Verification, Validation, and Testing (3)
- CSE 566 Software Project, Process, and Quality Management (3)

#### **SCHOOL OF SUSTAINABILITY**

- SOS 591 Seminar: Socio-ecological Systems and Adaptation (3)
- SOS 591 Seminar: Society and Natural Resources Management (3)
- SOS 598 Special Topics: Social Dimensions of Climate Change (3)
- SOS 598 Special Topics: Emerald Cities and the Coming Climate (3)
- SOS 598 Special Topics: Climate Science and Policy (3)
- SOS 598 Special Topics: Water Challenges and Solutions (3)
- SOS 598 Special Topics: Communicating About Sustainability (3)

#### **SCHOOL FOR THE FUTURE OF INNOVATION IN SOCIETY**

- GTD 501 Global Technology and Development (3)
- GTD 503 Technology and the International Political System (3)
- GTD 504 Technology and Development in Zones of Conflict (3)
- GTD 505 Social Science Inquiry for Global Development (3)
- GTD 508 Technology and Development in Latin America (3)
- GTD 511 Development Policies and Practices (3)

**Culminating Experience Requirement: Applied Project (3 credits)**

This is a research-based course where students work one-on-one with a Faculty Mentor on a pre-approved topic. Permission is required to enroll in the class and should be taken in the student's final semester.

## **Culminating Experience - Applied Project**

An applied project must be completed and documented before graduation. It must address an important problem, issue, or challenge in such a way that applies or advances PIT principles and aspirations. The motivation, activities, and results of this project should be written for a specific audience, and take one of these forms:

- (1) A consultation (i.e., between you and an identifiable stakeholder who is your direct client)
- (2) An assessment (e.g., of risk, privacy impact, economic impact, public value impact, child impact, etc.)
- (3) A socio-technical solution (e.g. a product, process, proposal, requirements analysis, high-level design, proof of concept, prototype, etc.)
- (4) A creative work (e.g. a story, digital story, socio-technical imaginary, futurecast, scenarios (scripted and/or filmed), a campaign, an advertisement, public engagement strategy)
- (5) Other (e.g. detailed systematic literature review, structured patent search, historical review, policy guideline, proposal, essay, experiment, etc).

Applied projects are encouraged to have a primary client who may or may not be affiliated with ASU. Students can, however, also do an applied project that does not require direct interaction with a primary stakeholder (e.g. systematic literature review).

The project should be between 6,000-12,000 words (excluding appendices), or the equivalent in a different medium, and be structured in a form conducive to the chosen project type. As a rule of thumb, consultation reports that require the student to interact with a primary stakeholder can be toward the lower limit of the word count (i.e., 6,000 words) because stakeholder interviews will be time consuming and require lengthy appendices. Inversely, consultation reports that do not require direct stakeholder exchange, such as a systematic literature review should be aiming for the upper limit of the word count (i.e., 12,000 words). More details are provided here about the content of each type applied project type:

- (1) A consultation: if a student opts to conduct a consultation with a direct or indirect stakeholder, they need to provide evidence of IRB approval for stakeholder interviews, provide transcripts and complete a report that has an Executive Summary, Main Body and Recommendations.
- (2) An assessment: if a student opts to conduct for example, a privacy impact assessment then the expectation is that the report will conform to the standard practice and template of a Privacy Impact Assessment, inclusive of an executive summary, context of the technology solution that is being assessed, the impact assessment itself, and recommendations with corresponding appendice(s).
- (3) A socio-technical solution: if a student opts to develop a socio-technical solution then the expectation is that the student goes through a co-design or participatory process of development with a primary stakeholder, and provides evidence of ongoing consultation toward a working proof of concept or prototype, with some type of technical/non-technical evaluation. Typical charts should be incorporated into this report, including, problem definition, pain chain charts, opportunity identification.
- (4) A creative work: if a student opts to do a creative work, then they must provide evidence embodied in that given work (technical or other), in the form of socio-technical evidence for the story garnered from media sources, technical specifications, trade journals or peer-

reviewed articles; the main drivers or impetus for the work; the work itself; and a critical exegesis of the story.

- (5) Other: if a student opts to conduct a different project type, it will need to be systematic and must adhere to accepted standards of quality. For instance, a systematic literature review, structured patent search, or historical review would need to incorporate key elements such as search terms used, databases searched, time-frame searched, data collection process, data analysis approach (e.g. qualitative thematic analysis or content analysis), and use diagrams and figures to illustrate the project findings.

The applied project needs to be submitted in writing with addendum artefacts (e.g. story, proof of concept, product, policy etc.). A corresponding 10 minute live or prerecorded video presentation is also required. This can take the form of a report, briefing, or a creative description of your learning journey and its results. It can be in role character (e.g. consultant, solutions advisor etc.), use the first person “I” (e.g. autoethnographic), or a professional presentation.

Applied Projects must be relevant to the subject areas of Public Interest Technology, and therefore must address in some way the Program Objectives identified above, applying theory to practice. That is, each applied project must identify a PIT project challenge, and frame it in the context of a PIT-related framework or theory, a cogent consultative methodology (e.g. co-design), provide evidence of an impact assessment (e.g. technology), and in some way have engaged one or more relevant publics directly or indirectly through deliberation or dissemination of achieved outcomes.

It should further develop an understanding of the overall process of designing technology systems for future sustainability and human prosperity at the very heart of its intent. The project can be set in the context of a government agency’s digital transformation process, a non-government organization’s advocacy toward transparency in cyber-physical-social systems, a business decision toward artificial intelligence and autonomous systems, or a citizen scientist’s hope to crowdsource vital data within an open systems setting.

The Applied Project should act as a blueprint of your personal PIT stamp on the future, documenting your ideas for a call to action and short- or long-term change, granting you the opportunity to make your mark in the field with an engaging set of questions and outcomes. Depending on the context of your work, your applied project may make use of:

- a distinct “pain chain” or opportunity chart,
- an engagement or assessment method (e.g., a strengths-weaknesses-opportunities-challenges (SWOT) framework),
- a needs assessment incorporating values,
- a problem definition that considers more than just what the primary stakeholder wants identified,
- a feasibility study incorporating both tangibles and intangibles,
- a requirements analysis that delves deep into organizational or institutional processes,
- a high level design incorporating an emerging technology development (e.g. open database),
- a social-technical impact assessment,
- an application of a PIT-relevant stakeholder engagement, technology assessment, co-design, or technology development method or approach,

- a business case that takes into consideration the impact on people, animals and things and identifies un(intended) consequences.
- Or other tools, methods, frameworks, or intellectual resources.

You are to determine the above in consultation with your supervisory committee chair.



## Applied Project Committee

Students will select a faculty member to serve as their Faculty Mentor on their Applied Project. While most students will work with someone [within SFIS](#), it is possible to work with faculty member outside of the School as long as they have been made aware of the expectations and guidelines of the Applied Project.

Student should identify a faculty member to work with well before the time they are due to enroll in their Applied Project. The Program Chair is available to connect students with an appropriate faculty mentor within the School.

### Second Reader

After making initial edits and revisions with the student's Faculty Mentor, the student will also need to identify another faculty member that serves as a Second Reader. (This faculty member is not listed on the iPOS.)

## Approval Process

In order to register for PIT 593/Applied Project, students must submit a completed ***Applied Project Approval Form*** and two-page prospectus of their research idea to their Faculty Mentor for Approval. The prospectus must include preliminary sources and a description of the methods planned for either research or project development.

After permission is given by the Faculty Mentor, the completed form and prospectus are then submitted to the PIT Program Chair for final approval.

If the Graduate Academic Advisor was not included in the approval process, they will then be notified so an override can be entered into the system to allow the student to register for the course.

In addition, the student must have an approved iPOS on file and submit their request to enroll in an omnibus course before permission can be given to enroll. (See Graduate Advisor for more information.)

## Timeline

While PIT 593 is offered in Sessions A, B and C, students typically need the majority of the semester to successfully finish and graduate. Because of this, it is recommended the student submit these for approval *before* the start of the semester in which they wish to enroll.

If the student enrolls in their Applied Project but does not successfully complete it by the end of that term, they will be issued a grade of 'I' (incomplete) and will *have up to one calendar year* to finish their Applied Project. If the student successfully finishes it within the calendar year, the 'I' grade will then be changed to the grade the student receives on their Applied Project.

If the student does not successfully finish it after one calendar year, the 'I' grade will become permanent on the student's transcript and the student will need to enroll in and pay for the PIT 593 class again.

The student must enroll in the 1-credit PIT 595/Continuing Registration each semester to meet the continuous enrollment requirement until they graduate (including Summer if a student wishes to graduate that term.)

## **Application to graduate**

Students should apply for graduation during the semester of planned graduation and must apply no later than the dates specified on the University Registrar Services website. Students apply for graduation through their MyASU and must have an approved iPOS on file before applying for graduation.

# Academic Progress Tools and Milestones

## Interactive Plan of Study (iPOS)

The Interactive Plan of Study, or iPOS, is an agreement between the student, the academic unit, and the Graduate College. The iPOS must be submitted by the time the student has enrolled in 50 percent of the minimum credit hours required for the degree program. If a student has not submitted their iPOS by the time they've completed 15 credits an advising hold that prevents future registration may be issued until this has been resolved.

More information about the iPOS and instructions on how to submit it can be found [here](#).

**Faculty Chair:** Just the Committee Chair (Faculty Mentor for the Applied Project) should be listed on the iPOS.

**Change of coursework or committee:** If a change of coursework or committee is needed, the student must update the courses and/or committee listed in the iPOS and submit for review. The iPOS will be routed electronically to Graduate Advisor for review and Academic Unit approval, and then to the Graduate College for final approval.

## Completion Time Limit

ASU policy mandates that all coursework used to complete an ASU master's degree must be completed within a six-year time limit. Any exception to the time limit policy must be approved by the unit and the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

## Grade Point Averages

Graduate students must maintain the following minimum grade point average (GPA) requirements in order to maintain satisfactory academic progress and graduate:

- The **iPOS GPA** must be 3.00 or higher and includes all courses that appear on the student's approved iPOS. The iPOS GPA includes all courses that appear on the student's approved iPOS.
- The **Overall Graduate GPA** must be 3.00 or higher. The Overall Graduate GPA includes all courses numbered 500 or higher that appear on the transcript after admission to the graduate program. This includes shared coursework if enrolled in an approved accelerated bachelor's/master's program.
- The **Cumulative GPA** must be 3.00 or higher. The Cumulative GPA includes all courses completed at ASU the graduate career, including undergraduate courses.

# **Policies**

## **Enrollment and Leave Policies**

The academic unit and university have firm policies related to continuous enrollment and requesting leaves of absence. The most common enrollment issues and questions are addressed below. Additional information can be found in Graduate College's [Policies and Procedures Handbook](#).

## **Drop/Add Deadline**

The [Academic Calendar](#) lists specific dates and deadlines for each semester. SFIS does not allow requests to drop courses past the drop/add deadline. Instead, a student who no longer wishes to take a course will need to withdraw from it. A withdrawal will result in a "W" grade on the student's transcript. A "W" grade may negatively impact students receiving student loans and lowers the student's pace rate, which is a measurement of credit hours *attempted* versus credit hours *successfully completed*. The only way to avoid a "W" grade is to drop the class during the university's add-drop period. The School does not back-date course drop paperwork.

To add a class, students can fill out an Enrollment Change Request to add a class after the deadline. The student needs to collect all signatures on the form. The Enrollment Change Request form can be found under the Late Drop/Add Requests section of the [Graduate Policies, Procedures and Forms](#) webpage.

## **Continuous Enrollment**

Once admitted to a graduate degree or certificate program, students must register for a minimum of one credit each fall and spring (and sometimes summer) of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, writing, exams, or other work beyond the completion of coursework requirements or are in any way utilizing university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students completing culminating experiences or graduating from the degree program.

Grades of "W" (withdrawal) or "X" (audit) are not considered valid registration for continuous enrollment purposes. "W" grades are received when students officially withdraw from a course after the course drop deadline. "X" grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of "I" (incomplete) must maintain continuous enrollment as defined previously.

## **Leave of Absence**

Graduate students planning to discontinue registration for a semester or more must submit a Leave of Absence request via their Interactive Plan of Student (iPOS). This request must be

submitted and approved before the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Having an approved Leave of Absence by the Graduate College will enable students to reenter their program without re-applying to the university.

A student on leave is not required to pay fees, but in turn is not permitted to place any demands on university faculty or use any university resources. Examples of utilizing university resources can be found in the [Graduate College's Policies and Procedures Handbook](#).

## Grades

Students must reach out to their instructors for any classes where grades have not been entered or where they do not match the passing grades listed below. Incorrect grades can delay or prevent conferral of a degree. Any "NR" (not recorded) grade on a transcript will prevent a student from graduating.

## Incomplete Grades

Incompletes are given at the discretion of the instructor of a course and should not be expected. Students granted an incomplete must complete a contract with the instructor, outlining the work required and the timeline for completion. The completed [incomplete grade contract](#) must be sent to the Graduate Advisor who will obtain the graduate director's signature and keep an electronic record of the contract in the student's file. The timeline cannot exceed one calendar year, but the instructor may choose an earlier completion date.

Once coursework has been fulfilled, a grade will be assigned. The grade must be entered within the calendar year, so the student should allow a few weeks for the instructor to grade each assignment. If the student does not complete coursework within the period stipulated by the instructor (on the contract), then the student may receive an unsatisfactory or failing grade for the course.

In the case that the instructor gives the student the full calendar year within which to complete the course, and the course is not complete within that time, then the incomplete will become permanent and the student will have to retake the course if it is a required course. *SFIS permits only two incompletes on a student's transcript at any time.* More than two incompletes is cause for academic probation. More than two permanent incompletes can be grounds for dismissal from the program.

## Grade Appeal and Academic Grievance Process

The College of Global Futures follows the university policy for grade appeals. Outlined on the college's website are the steps a student can take if they wish to appeal a grade. This process only applies to courses and programs offered through the College of Global Futures. If the course or program is offered through another unit, the student will need to reference that unit's protocols. You can find information about which unit offers a course by clicking "Full Class Details" on the course in the course search tool and you will see the unit next to "Offered by".

It is recommended that this process be pursued in the semester following the issuance of the grade in dispute (but before commencement) to protect the student from retaliation. Students who believe they are victims of retaliation should immediately contact the Dean of the college.

## Academic Probation and Dismissal Policy

A student may be **placed on academic probation** if they meet any of the following criteria:

- The student does not meet GPA or grade requirements as outlined in the satisfactory academic progress policy;
- The student does not meet grade requirements as outlined in the satisfactory academic progress policy;
- The student has more than two incompletes on their transcript since starting the program;
- The student does not meet milestones specified in the graduate handbook by the deadlines expressed therein; or
- The student fails to complete the program within the time to completion specified in the graduate handbook.

Students will be notified by email and letter (sent to the student's listed mailing address) if they are being recommended for dismissal from the program. For a ground campus International student to be dismissed from their program effective immediately, the school's program chair must provide a written document to the international student (as early in the process as possible) letting them know that being withdrawn from a degree program can have immediate consequences regarding their visa status.

A student **may be dismissed** from a graduate program with or without first being placed on probation if:

- The student is on academic probation because their GPA has fallen below the minimum GPA as outlined in the Satisfactory Academic Progress Policy section or below 3.00 for all post-baccalaureate courses taken at ASU, and the student fails to bring the GPA to required levels by the deadline specified in the probation letter;
- The student receives a lower grade than what is required while on academic probation;
- The student has more than two permanent incompletes since starting the program;
- The student fails to meet milestones specified in the graduate handbook;
- The student fails to meet conditions stipulated in their probation letter; or
- The student violates terms of the [Student Code of Conduct](#).

### **Academic Probation and Dismissal Appeal Process**

A student may appeal any action concerning academic probation or dismissal by petitioning through their school within 10 business days, using the [College of Global Futures Grade Appeal and Academic Grievance Form](#).

Appealing probation status follows the Grade Appeal and Academic Grievance Process. The dismissal appeal process follows the process outlined below. Students can voluntarily withdraw from their degree program at any time during the dismissal/appeal process, thereby avoiding having a dismissal on their record.

### **Dismissal Appeal Process – School Level:**

The designated person or committee within the school reviews the student's appeal. Possible outcomes include:

1. If the student does not appeal within the specified timeline in their letter, the school designee will notify the student in writing that they will be recommended to the Graduate College for dismissal.
2. The school designee notifies the student in writing of a successful appeal. The letter should include any stipulations or restrictions. For example, if the student is allowed to continue in the program under the condition of academic probation, the letter must outline specifically what the student needs to accomplish and in what timeframe to obtain academic good standing.
3. The school designee notifies the student in writing of an unsuccessful appeal. The letter will state that the school is recommending dismissal from the degree program. The student has the right to appeal the recommendation of dismissal to the college and they should send their appeal to the college's Associate Dean for Student Success, Sharon Hall ([sharonjhall@asu.edu](mailto:sharonjhall@asu.edu)) and copy Lisa Murphy ([lisa.m.murphy@asu.edu](mailto:lisa.m.murphy@asu.edu)) and the point of contact they've been working with in the school within 10 business days.

### **Dismissal Appeal Process – College Level:**

The school provides the college-level designee with a letter recommending dismissal of the student, along with supporting documentation. The designated person or committee within the college reviews the student's appeal. Possible outcomes include:

1. If the student does not appeal within the specified timeline in letter, the college designee will notify the student in writing that they will be recommended to the Graduate College for dismissal.
2. If the student does appeal within the specified timeline in the letter, the college designee will notify the student in writing that the college-level appeal was received and will be reviewed.
3. The college designee notifies the student in writing of a successful appeal. The letter should include any stipulations or restrictions (e.g. if the student is allowed to continue in the program under the condition of academic probation, the letter must outline specifically what the student needs to accomplish and the timeframe to obtain academic good standing).
4. The college designee notifies the student in writing of an unsuccessful appeal and that they will be recommended to Graduate College for dismissal.

### **Graduate College Review of Dismissal:**

If the student does not appeal at the college level, or if the appeal is denied, the college designee sends a recommendation for dismissal to the Graduate College along with supporting documentation. Graduate College reviews the case, notifies the student of the final dismissal decision and sends copies of the notification to the school and college.



# **Student Rights and Responsibilities**

It is the responsibility of each student to understand and observe all procedures and requirements specified by the ASU Graduate College and SFIS. All students are required to read and understand the Graduate Handbook and ASU's [Graduate Policies and Procedures](#) and to adhere to the [Student Code of Conduct](#). Faculty and staff provide academic advice and assistance, but the ultimate responsibility for meeting degree and other requirements remains with the student. Students should frequently check their MyASU page for notifications about enrollment, billing and financial aid, and other reminders.

## **ASU Email**

All ASU students are required to have an active ASU email address. Students may forward their ASU email to another preferred account. It is important that students check their ASU email frequently, so they do not miss important notices. Arizona State University and SFIS conduct their business via ASU email only.

## **Culture of Respect**

ASU is a community and a professional work environment. Graduate students are expected to treat peers, teachers, students, staff, and members of the ASU community with respect and to work with them in a professional manner, both in person and online. SFIS expects its students to be good representatives who recognize that poor behavior by one student impacts others by creating a negative perception of the school.

## **Diversity and Inclusion**

ASU is committed to building excellence, enhancing access to exemplary education, and having an impact on our community, state, nation and the world. This commitment requires our faculty, staff, and students to learn from the diverse perspectives and engage in the advancement of knowledge with the most inclusive understanding of the issues through our scholarly activities.

Diversity is defined in terms of both representation and inclusion. Representation reflects the extent to which our students, staff, faculty, and administrators proportionately reflect the regional and national populations served by our public institution. Inclusion encompasses empowerment and amplifying voices among all members of the university community in the areas of scholarship, teaching, learning, and governance. Both are integral to how we ensure a just and equitable environment for everyone who is part of it, and one that is not undermined by bias, prejudice, harassment, or other forms of discriminatory attitudes and behaviors.

As a result, diversity is not only measured by race, ethnicity, country of origin, and gender, but also includes cultural identity, disability, gender identity, intellectual perspective, national origin, physical and mental abilities, religion, sexual orientation, socioeconomic background, veteran experience, caste, and age. These aspects of identity belong to all members of our community and make us richer in our thinking and outlook.

It is imperative that students treat each other and those they interact with, including instructors, faculty, and staff, with respect, kindness, and dignity. Discrimination will not be tolerated.



Resources for exploring diversity and inclusion at ASU are included below. For additional information on discrimination, harassment, and abuse, including what to do if you experience these or become aware of specific instances, the [ASU Office of Inclusion and Community Engagement](#) has additional resources, including information about ways to report your concern, such as the [ASU Hotline](#), [Incident Report Form](#), and a [Student Advocate](#) you can talk with about your situation.

- [Dispelling Stereotypes video series](#)
- [To Be Welcoming implicit bias classes](#) from ASU/Starbucks Global Academy (30-60 mins each)
- [ASU's Office of Inclusion and Community Engagement website](#)

## Title IX and Sexual Harassment

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](mailto: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/](http://www.asu.edu/reportit/).

## Student Code of Conduct

The [Arizona Board of Regents \(ABOR\) Student Code of Conduct](#) sets forth the standards of conduct expected of students who join the university community. Students who violate such standards will be subject to disciplinary sanctions in order to promote personal development, protect the university community, and maintain order and stability on campus and in associated learning environments.

## Academic Integrity

The College of Global Futures takes academic integrity seriously and requires students to:

1. have a good understanding of [what academic integrity is](#) and [why it's important](#);
2. understand what types of activities and behaviors violate the [student honor code](#) and [ASU's academic integrity policy](#);
3. have an awareness that [resources](#) exist to help prevent academic integrity violations; and
4. [report all academic integrity violations](#) as soon as they arise.

Each college/school has an [academic integrity officer](#) who can address questions related to academic integrity. If there are questions about a particular course, students should reach out to officers from the college/school that offers the course.

Newly admitted graduate students will receive a “priority task” in MyASU directing them to complete an online module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher.

## **Resources**

Arizona State University and SFIS provide numerous resources to assist students. The following list includes some of the [many resources](#) that may be beneficial for graduate students while pursuing a degree. This information is subject to change.

### **Graduate Advising**

SFIS Graduate Advising Office strives to provide quality academic advising and support services to promote student success. Find office hours and schedule an appointment on the [Graduate Advising](#) webpage.

### **My ASU Portal**

[My ASU](#) is an interactive, customized portal to a diverse range of student services, from financial aid to academic advising and course registration. Through the site, students can access their ASU email account and online course materials. My ASU also serves as a portal to the ASU Library and the source for downloadable software.

### **Sun Card**

The [Sun Card](#) is Arizona State University's official photo ID card. Students may upload a photo and either pick up the Sun Card in the Sun Devil Card Services Office or have the Sun Card delivered by mail. Students will be charged \$25 for the card. A Sun Card is required to access some locations on campus, particularly the Graduate Lounge/Kitchen in ISTB X.

### **ASU Online Success Coach**

Students can find contact information for their ASU Online Success Coach in My ASU.

### **Graduate College Policies and Procedures Manual**

The Graduate College oversees all graduate programs at ASU and upholds university and graduate program rules and policies. All graduate students are responsible for familiarizing themselves with Graduate College's [Policies and Procedures Manual](#) in addition to those specific to the academic unit.

### **Canvas**

Arizona State University provides online courses and course material through a Learning Management System (LMS) called [Canvas](#).

### **SFIS Grad Representatives**

Grad reps are student leaders elected by their peers. They serve for one academic year (Fall to Spring or Spring to Fall). They are also liaisons between the graduate student community and the faculty and administration of SFIS. They communicate feedback from the student body, attend faculty and high-level department meetings, and are invited to represent the graduate student community at special guest events. Grad reps also assist in planning graduate student events and communicate with prospective and new graduate students.

Current students interested in becoming a future rep can discuss their interest with a current grad rep and ask to be included in the next election. Voting takes place at the end of each fall and spring semester, as one (of the two) reps from each program is always transitioning off as a new representative is elected.

## **Online Tutoring and Writing Support**

ASU provides free [tutoring and writing](#) support. Graduate students are strongly encouraged to utilize writing support services.

## **ASU Libraries**

ASU has several libraries and hosts impressive online and hardcopy collections. ASU has several libraries and hosts impressive online and hardcopy collections. They have created a [website](#) specifically for ASU Online Students with walk-throughs, tutorials and useful resources to learn how to use the ASU Library and conduct searches.

## **ASU Mobile App**

The [ASU Mobile App](#) provides access to features such as My ASU, email, maps, and library resources. Students can also access maps and find out about campus events and athletics. Students can download the app from the Apple app store or from Google Play.

## **Technical Support**

Students can use ASU's IT Knowledge Base and find answers to frequently asked questions through the Service tab on My ASU. Students also have access to 24/7 technical support via chat, and [getprotected.asu.edu](#) provides information to reduce online vulnerability to viruses, malware, and phishing attacks.

## **Software**

ASU students can access and use powerful software applications for free through [MyApps](#), which can be accessed online or through My ASU. All students may get a free license to Microsoft Office for use on a personal computer. Students also have access to cloud storage on Google Drive, Dropbox for Education and OneDrive for Business through their ASU account. Software and technical requirements may vary for individual courses.

## **Student Accounts**

Students can use the Finances tab in My ASU to access information about student accounts, including account charges, financial aid, and scholarships. For assistance, students are encouraged to contact [Student Business Services](#). They can answer questions about tuition and billing, student refunds (including financial aid disbursement), receipt and payment processing, support for past due accounts, third party sponsorship assistance, and Perkins Loan repayment. Students may also submit questions through the Service tab in My ASU, email [sbs@asu.edu](mailto:sbs@asu.edu), or call 1-855-278-5080.

## **Student Accessibility and Inclusive Learning Services (SAILS)**

Student Accessibility and Inclusive Learning Services (SAILS) provides services to qualified students with disabilities on all ASU campuses. Eligibility is based on qualifying disability documentation and assessment of individual need. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact [SAILS](#).

## **Counseling Services**

ASU Online students have 24/7 access to counselling and other mental health resources from TELUS Health Student Support through 360 Life Services

## **Wellness**

ASU and SFIS are committed to the health and wellness of our graduate students. The Graduate and Professional Students Association (GPSA) has compiled a one-page guide to [Graduate Wellness Resources](#) that includes information about financial, social, emotional, and physical health and wellness resources available to ASU students. The ASU Graduate College has also compiled a list of [10 Best Practices in Graduate Student Wellbeing](#) to help you care for yourself through increasing academic rigor and demands.

## **Veterans Services**

The ASU [Pat Tillman Veterans Center](#) provides services specifically for all students who are current or former US military.

## **Career Services and Internships**

The College of Global Futures has a career advisor dedicated to helping the college's degree-seeking students discuss career options and perform company and occupational research. The advisor also assists with resumes and cover letters, interview preparation, job search strategy, and other employment-related topics. Full time opportunities are communicated through the College of Global Futures internal LinkedIn group, which you are strongly encouraged to join. Additional employment, internship, career fair, and mentorship opportunities are available through ASU's career resource, Handshake.

Graduate students can also pursue internships, either for elective credit or no credit.

To book an appointment, please visit the [College of Global Futures Advising](#) site.

## **ASU Online Events, Clubs and Organizations**

There are numerous online events hosted year-round. See [ASU Online Events](#) to find events of interest. In addition, students may elect to join various online clubs and organizations through Sun Devil Sync (<https://asu.campuslabs.com/engage/>).

## **Contacts**

Students may sometimes need to contact other offices on campus for assistance. This is a partial list of offices that provide useful resources for students.

### **[Emergency Services](#)**

To report an emergency, dial 911

To reach ASU Police, dial 480-965-3456; press 1 for dispatch

ASU Emergency Information line 1-844-864-8327

### **[Graduate College](#)**

Interdisciplinary B, Suite 285

480-965-3521

[Grad-gps@asu.edu](mailto:Grad-gps@asu.edu)

### **[Graduate and Professional Student Association](#) (GPSA)**

Center for Family Studies (CFS) Building

480-727-9870

[gpsa@asu.edu](mailto:gpsa@asu.edu)

[Office of the University Provost](#)  
Fulton Center, Suite 420  
[Contact Form](#)

[University Technology Office](#)  
480-965-6500 or 1-855-278-5080  
<https://uto.asu.edu/services>