



Master of Science in Public Interest Technology (PIT) Graduate Student Handbook for ASU ONLINE Program

<https://asuonline.asu.edu/online-degree-programs/graduate/public-interest-technology-masters/>

Welcome to the Public Interest Technology (PIT) degree program! The program is administered by the School for the Future of Innovation in Society (SFIS). This handbook is designed primarily to guide graduate students through the degree program. It includes specific information about requirements and policies associated with the degree program. Should questions arise that are not answered here, please consult the program advisors.

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2021-2022
July 2021

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WELCOME



*Robert Cook-Deegan, Professor
PIT Program Chair*

Graduate students, congratulations on being admitted into the Master of Science in Public Interest Technology! I welcome each of you to our distinguished School for the Future of Innovation in Society where we directly empower people to have a significant impact on the world around us.

I am very excited to be the one to first welcome you to our SFIS Virtual Kinfolk and feel grateful to be on this journey alongside you. We are all connected. We were meant to meet.

As your Program Chair, I am going to make this as fulfilling an experience as possible. We will work together to define how the program will align with your personal goals and vision and we will achieve great things. Along the way, my colleagues and I hope to influence you in a unique way, offering you an opportunity to adopt a growth mindset in every aspect of your academics and practice.

Step by step, one conversation at a time, day by day, endowed with the knowledge gained through your studies and extra-curricular activities; your responsibility will be to make a difference in the lives of people around you, the institutions and structures you wish to influence, the cyber-physical-social ecosystems in your network, the biodiversity surrounding you, 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 had been available. We would like to think that it is special too. Unique enough to embrace both conventional and unconventional strategies; unique enough to utilize traditional and unorthodox methodologies; unique enough to believe that innovation and new ideas are forged best through transdisciplinarity, listening and sharing. By our very nature we consider ourselves to engage in participatory and inclusive practices through codesign, emphasizing local impacts with globally-scalable solutions built on engagement with publics.

With the support of the SFIS team at large, we have hand-crafted the degree based on our deep understanding of socio-technical processes, and complex and dynamic value chain bidirectional feedback loops between citizenry, industry, government agencies, not-for-profits and non-government organizations. The teaching team is very 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 positive 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.

Justice and care are at the heart of our PIT curriculum, and we take great pride on values-based alignment within a given context, perspective, or case being considered. Our advice from the outset is that you should think carefully through each of your assignments in every single class. Build on your knowledge by taking vertical and horizontal cross-sections of your global challenge in central or related themes, and examining the same problem from different vantage points. Be calculated about why you are choosing to write a report or conduct a consultation or engage in a deliberative process about your given topic area(s) of interest. 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 specificities. At the end of the program you get to lay the ground work to an emerging blueprint you can take away with you and consider implementing more fully.

Imagine at the end of one year of full-time study or several years of part-time study having a succinct roadmap for your own thinking on how to forge forward to address a societal need enticing others to get on board! Choose your electives just as 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 provoke 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? We are

all human. 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; we must seek meaning beyond and integrate from across disciplines to get the fuller picture emerging.

If you wish to affect positive change in your existing organization we will help you do that. If you wish to create a new startup that may revolutionize the way things are done presently, 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, we have superior social embeddedness awareness.

We will nurture your ideas and connect you in a way that matters to your long-term goals. We can't promise you riches but we can promise you loads of encouragement, self-belief in your mission, inspiration, reflection and reflexivity, and above and beyond a call to action.

I can guarantee you that your journey in your graduate studies will not be purely "academic". We want to be involved in helping you create a new humancentric portfolio for the future, where technology is harnessed for good and not simply for profit. That means drawing on ties from all kinds of organizations, institutions, associations, agencies, guest speakers, community representatives to learn from and network.

I would like you to treat this degree as a means to a new beginning, within your personal context, your work context, and your context as a citizen in your respective nation states. If you could change one, two, three or more things about each of these contexts given your graduate studies, what might they be? This question must remain with you without cease for the rest of your life. I am not asking you to pre-empt these changes, but giving yourselves the chance to reflect on your practice in a meaningful way throughout the course progression.

Finally, we purposefully launched this degree to be fully online. The remote space lends many spatio-temporal benefits to a community of practice that emerges across borders and administrative boundaries. It means we are global from Day One, and that you will be exposed to multicultural perspectives, a variety of economic systems, different modes of working and living within an international context, and you will learn things that you never thought possible, even if you are sitting in downtown Tempe, Arizona.

So, let's start a movement for the betterment of humankind. Let's start addressing those urgent questions that need addressing today. Let's talk about what's important to you and your family and your loved ones. Let's talk about the things you don't like in the world and how we will change them together in a tangible way.

On behalf of my colleagues, I wish you the best in your studies; forever excelling. I thank you for being a part of the public interest technology program at ASU, and being willing to trailblaze into new ways of doing and being without fear.

With my very best wishes,

Robert Cook-Deegan
PIT Program Chair
School for the Future of Innovation in Society

WHAT IS THE MS in PUBLIC INTEREST TECHNOLOGY?

The **Master of Science in Public Interest Technology** is a groundbreaking new program designed to train leaders who will imagine, design, create and use technology for social good. This cross-disciplinary program will help students develop knowledge and skills that will allow them to understand the motivations for and challenges of public interest technology, assess new and emerging technologies for social impact, engage with users through a process of co-design, and deploy technologies responsibly. We are looking for the next generation of thinkers who will shape a sustainable future, and engage in redesigning health, telecommunications, transportation, energy, government and more.

The goal of Public Interest Technology is to help assure that one of the most powerful forces for shaping the future – technology – is used to further the good of the many. We can make incredibly important gains in areas such as human rights, social justice, sustainability, and environmental justice when we embed values-based principles in the design, development, and deployment of new technologies. This degree prepares students to be pivotal players in that process by training them in assessing technologies, engaging communities, developing public consensus, working with stakeholders, fostering the co-development of new technologies, and creating user-centered solutions.

Students enrolled in this degree will be part of the next generation of professionals who shape the future. Some may come into the program with a background in engineering or the natural sciences. Others will have a background in the social sciences and humanities. But all of them will graduate as skilled advisors for and designers of a publicly oriented technological future. They will be responsible innovators, multi-skilled, transdisciplinary thinkers. They can shape the future through stakeholder engagement, a process of co-design, participatory practices and anticipatory governance.

The need for such Public Interest Technologists is great. Corporations, governments, and NGOs all deploy technology to achieve their goals and need a new type of expertise to consider people as global citizens, not simply consumers. Graduates from the PIT master's program may work to solve problems such as privacy encroachment, data breaches, unsustainable practices, humanitarian crises, energy inefficiencies, and inaccessibility to information.

Program Objectives

The goals are to provide students with the following:

- Ability to define, understand and apply fundamental principles, frameworks and theories of public interest technology to real-world cases.
- Ability to perform a stakeholder analysis and understand the deep value chains that exist in sociotechnical systems.
- Ability to work in cross-disciplinary teams to develop or engage in a public interest technology project using a co-design methodology to innovate responsibly.
- Ability to critically study, analyze and reflect on the success and failures of existing and prospective sociotechnical systems.
- Ability to identify key reasons for pain factors in organizations and communities, and how to overcome these problems by the creation of new innovative products, processes or services, bidirectional feedback loops between end-users, users and providers.
- Ability to acquire technical fluency in the diffusion of emerging technologies in context, and their corresponding social implications, and (un)intended consequences.
- Ability to perform diverse impact assessments, such as technology, risk, privacy, environmental and social impact assessments for a variety of public interest projects.
- Ability to conduct public engagement for the purposes of deliberation, dissemination and communications of public interest matters toward tech for good.

SCHOOL FOR THE FUTURE OF INNOVATION IN SOCIETY (SFIS)



WHAT IS SFIS?

The influence of science, technology and innovation in how we live our lives has never been greater. Tomorrow it is likely to be greater still. Headlines that would have seemed like science fiction a few short years ago announce new technical realities: “editing” human genes to erase disease traits or add new ones; programming robotic drones to operate autonomously on the battlefield; and collecting and interpreting data from nearly uncountable human interactions. These new capabilities contain both promise and challenge. But it is not just new technologies that draw our attention. The legacies of fossil fuels and nuclear power are ongoing. Our urban infrastructures of water, energy, transportation, food and health are intertwined in complex ways. Gaps between technological haves and have-nots are profound and stubbornly persistent against the backdrop of technological change.

Universities prepare students for the **future**. At **SFIS** we’re making the future – or, rather, the set of plausible futures that humanity has – a focus of our activities. We are planning now for the kinds of futures that we will want to inhabit.

Universities are at the forefront of **innovation**, generating and applying knowledge to improve our lives. At **SFIS** we’re making innovation the object of systematic study and informed critique, so that we might get what we truly want and need out of our scientific and technological endeavors.

Universities serve **society** by producing knowledge and facilitating opportunity. They educate new generations of informed citizens and skilled, productive workers. At **SFIS** we see our efforts as part of a larger social fabric – local, regional, national, global – that informs our wants and needs about the futures we will want to inhabit.

Our faculty have an extraordinary record that fully embraces the design aspirations of the New American University and the ASU Charter. Their interdisciplinary backgrounds enable them to advance use-inspired research in creative ways, for example, by bringing art and science together to help people learn about the societal aspects of emerging technologies. Their commitment to outcomes means seeking positive, knowledge-based transformations of society, like sustainable energy futures here in Arizona or agricultural practices resilient to climate change in Nepal.

Through our courses and curricula, our faculty will – in the words of visionary John Seely Brown – “teach content, mentor skills, and cultivate dispositions.” SFIS programs are designed to allow students to make innovative choices and follow their creative instincts. Success is less about checking the right box and more about taking intellectual risks and designing novel combinations. Our PhD programs prepare students to perform research and create new knowledge about complex, socio-technical phenomena. Our master’s programs prepare students to take on professional roles in serving the public good by understanding and translating new knowledge in domestic and global settings. Our undergraduate programs prepare a great variety of students to succeed in creating futures that are for everyone.

~ Kathleen Vogel, SFIS Interim Director

ORGANIZATION OF SFIS

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- **PIT Degree Program Chair**
Robert Cook-Deegan – BCD@asu.edu
- **PIT Program and Application Review Committee**
The PIT Graduate Application Review Committee consists of the Degree Program Chair, who also serves as the chair of the application review committee, and the instructors of the core courses for the degree program.
- **PIT Graduate Program Academic Advisor**
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STUDENT RESPONSIBILITIES

PURPOSE OF THE HANDBOOK

Beginning July 1, 2020, the School for the Future of Innovation in Society is part of the College of Global Futures. As the various processes and programs in the School are aligned with the College there are likely to be changes in the policies and details outlined in this Handbook. Please do be on the lookout for revisions in this Handbook over the next year.

The handbook provides an overview of the policies and procedures for students in the PIT degree program. It serves as an initial resource to give guidance and to answer questions, but students are also encouraged to consult with their faculty mentor/advisor, the Degree Program Chair, or the PIT Graduate Program Academic Advisor. The primary references for graduate students on rules and regulations are the Arizona State University Academic Catalog available at <https://catalog.asu.edu/> and the Graduate College Policies and Procedures Manual available at https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures_032019_0.pdf. Each student should become familiar with both.

POLICIES AND PROCEDURES

It is the responsibility of each student to understand and observe all procedures and requirements specified by the Graduate College, the School for the Future of Innovation in Society and the College of Global Futures. It is a requirement for all students to read and understand the PIT Graduate Student Handbook, the ASU Academic Catalog and Graduate College Policies and Procedures. Faculty and staff provide academic advice and assistance; however, the ultimate responsibility for meeting degree and other requirements remains with the student.

COMMUNICATION FROM SFIS

All ASU students are also **required to have an active ASU e-mail account** and to check it frequently. Students may forward their ASU email to another preferred account but are still responsible for frequently checking their official ASU email account for correspondence. Information is provided to students via My ASU (<https://my.asu.edu/>), and students should frequently check their My ASU Account for information regarding their status, holds, and list of “to do” items.

STUDENT OBLIGATION TO NOTIFY SFIS OF THE FOLLOWING CONDITIONS

According to the Teaching Assistant (TA)/Research Assistant (RA) Handbook provided by the Graduate College, “TAs/RAs are not restricted from holding additional teaching or consulting positions outside of the university unless otherwise indicated by their appointing unit. Academic units may choose to stipulate that by accepting their assistantship, TAs/RAs agree not to hold any outside teaching or consultant position without prior consultation and agreement between the department and the TA/RA.”

Graduate students who receive financial support from SFIS or from any external source (e.g., NSF, or a foundation) that covers tuition and includes a stipend equal to or greater than 20 hours per week of support must immediately notify their advisor and their program chair in writing if they have an additional offer of employment or funding within ASU or outside ASU.

Graduate students enrolled full-time in any program must immediately notify their advisor and their program chair in writing if they are enrolled in any other degree program, including programs at ASU or at other institutions.

COMMITMENT TO JUSTICE, EQUITY, DIVERSITY AND INCLUSION

Arizona State University is going through a process of examining its colonial past and culture and how it has historically benefitted from injustices, inequalities, exclusions, and pressures to conform, as well as how these in turn impact how we think about and behave toward the future. This is a process that requires our faculty, staff, and students to reflect on the intellectual, ethnic, and cultural diversity of our nation, and to become agents of change as we advance Justice, Equity, Diversity, and Inclusion (JEDI) in the world. We aspire to become a space where our students learn from the broadest perspectives and grow empowered and motivated to curb injustice, inequity, uniformity, and exclusion. We engage in the advancement of multiple forms of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities, promoting openness. At ASU, we believe that diversity involves addressing and redressing unequal power dynamics between different groups, including categories such as race, ethnicity, religion, country of origin, sexual orientation, socioeconomic background, age, cultural identity, intellectual perspective, physical and mental abilities, and veteran experience.

As part of ASU and a broader national and global community that is still impacted by racism, oppression, discrimination and the systematic extermination of non-human life, the College of Global Futures is fully committed to lead by example, and embed Justice, Equity, Diversity, and Inclusion (JEDI) in all aspects of its work. This includes working closely with students to ensure that the courses they take, the environment they work in, and the experience they have within the College of Global Futures and its associated schools and programs reflect this commitment.

In Fall 2020, the College formed two school-based committees, consisting of faculty, staff, and students, to study current strategies toward justice, equity, diversity, and inclusion; progress toward stated goals; and needs for change. The committees met regularly with individuals and communities, including students, faculty, and staff, and began work toward strategic plans to further address and support JEDI across the college. However, these initiatives will not have any impact unless everyone in our community does their part toward changing the organizational structures and practices of academia and education institutions that still abide by and promote injustices, inequity, uniformity, and exclusion.

Moving forward, the college will continue to invest in and support responsive and impactful JEDI initiatives that engage faculty, staff, and students as we work together to build a just, fair, and sustainable future. Students who wish to join a committee or participate in these conversations should contact their graduate support coordinator or their JEDI committee chair.

STUDENT RESPONSIBILITIES: 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. Doing this requires our faculty, staff, and students to be diverse so that we learn from the broadest perspectives, and engage in the advancement of knowledge with the most inclusive understanding of the issues we address through our scholarly activities.

Diversity is defined in terms of 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, and age. These aspects of identity belong to all members of our community and make us richer.

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 has 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)
- [GPSA Justice, Equity, Diversity, and Inclusion initiatives](#)
- [ASU's Office of Inclusion and Community Engagement website](#)

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 My ASU 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.

RESEARCH INTEGRITY AND ASSURANCE

Students who are collecting human subjects data as part of their research must submit their research proposal to the [Institutional Review Board](#) (IRB) submission along with their faculty research advisor. All research activities involving the use of human subjects must be reviewed and approved by the IRB before data collection can begin. Investigators may not solicit subject participation or begin data collection until they have IRB approval.

[The Office of Research Integrity and Assurance](#) was established as a resource for the university to achieve and maintain ethical principles and compliance with federal, state, and university regulations governing research. The Office of Research Integrity and Assurance coordinates the development of, implements and oversees university policies related to research compliance and provides support for the responsible conduct of research for the following areas:

- [Institutional Animal Care and Use Committee](#)
- [Institutional Biosafety Committee](#)
- [Institutional Review Board](#)
- [Responsible Conduct in Research](#)
- [Export Controls and Security](#)
- [Scientific Diving](#)

Office of Research Integrity and Assurance

ASU Centerpoint
660 South Mill Avenue, Suite 312
Mail Code: 6111
Tempe, AZ 85281-6111
(480) 965-6788 Telephone
(480) 965-7772 Fax
research.integrity@asu.edu

ADMISSIONS POLICIES FOR PUBLIC INTEREST TECHNOLOGY

The School for the Future of Innovation in Society encourages applications from students of diverse backgrounds. To be eligible for admission, students are required to hold a minimum of a bachelor's degree (or equivalent) or a graduate degree from a regionally accredited College or University of recognized standing. 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. Students must also hold a minimum of a 3.00 cumulative GPA (on a scale where 4.0=A) in the last 60 hours of a student's first bachelor's degree program. A personal statement of purpose of 1-2 pages is required for admission, a resume, and three letters of recommendation, either academic or professional. While the GRE is not required, the statement of purpose is a significant factor in the application process, and it should address the background and capabilities of the applicant, as well as their interest in the program.

English Proficiency: Applicants whose native language is not English (regardless of where they may now reside) must provide proof of English proficiency. More information on English Proficiency requirements is available on the Graduate College web site at (<https://admission.asu.edu/international/graduate/english-proficiency>).

APPLICATION DEADLINE

For the ASU Online PIT program, admissions are conducted for fall session A and spring session A. Applications may be reviewed by the degree program application review committee up to one week before start of classes in each semester, however to ensure enrollment in classes applicants are advised to apply at least one month before the start of classes in the session in which they begin.

APPLICATION PROCESS

The Public Interest Technology application process:

1. Initiate an online ASU Graduate Admissions Application through the Graduate College web site (<https://admission.asu.edu/graduate>) by creating an account – *remember your log in email and password in case you need to return to the application.*
2. Page 1: My Application Status; “Start New Application”
3. Page 2: Personal Information
4. Page 3: College and University information with majors and GPAs
5. Page 4: Residency information
6. Page 5: Degree Selection; Search by College = School for the Future of Innovation in Society; select “Public Interest Technology (MS)” then click the “Choose” button; in the pop up indicate “ASU ONLINE Campus” and the term for which you wish to apply
7. Page 6: Supplemental Application information
 - Identify any faculty, students or staff you have been in contact with about the degree program.
 - Request three Letters of Recommendation from people who can evaluate your potential for success in this program. These letters must be submitted using the online application system. As you move through the steps in the online application, you will be asked to enter the email addresses for the three people who will be writing your recommendations. The ASU Graduate College online application system will automatically contact them with information on how to log in to the online system and upload the Letter of Recommendation.
 - Prepare and upload a Personal Statement which should be two pages, double spaced addressing why the applicant is interested in the degree program, what is the motivation behind their interest in the program, their areas of interest within public interest technology, and career plans after graduation.
 - Prepare and upload a Resume
 - Answer the questions
8. Submit the online ASU Graduate Admissions Application.
9. Pay the Application Fee (\$70 for domestic students, \$90 for international students).
10. Have official transcripts* sent to ASU. One set of official transcripts from every college and university from which a Bachelors or higher degree was earned should be sent to:

If sending by U.S. Mail, use this address:
Admission Services Applicant Processing
Arizona State University

PO Box 871004
Tempe, AZ 85287-1004
If sending by FedEx, DHL or UPS, use this address:
Arizona State University
Admission Services Applicant Processing
1150 East University Drive
Building C, Room 226
Tempe, AZ 85281

ASU transcripts do not need to be sent. If additional transcripts are required, the Graduate College will notify you.

ASU accepts electronic *official* transcripts – more information is available at <https://admission.asu.edu/transcripts>. For transcripts sent through a secured transcript service, please select Arizona State University from the vendor's dropdown list to ensure the transcript is routed to the correct place. If an email address is requested you can route to gradtranscripts@asu.edu. Please note that transcripts sent by students to gradtranscripts@asu.edu will not be accepted as official. These addresses are only for transcripts received from secured and approved transcript services.

International Applicants – more information on requirements for international academic credentials (<https://admission.asu.edu/international/graduate-apply>).

* You must have one set of official transcripts from every college and university from which you earned a bachelor's degree or higher sent to ASU. ASU accepts official transcripts that are original academic credentials issued by the registrar of the institution attended, bearing the original raised or colored seal of the institution and the signature of your institution's registrar, academic official or recognized international organization.

All international transcripts must be submitted in the original language accompanied by an official English translation. Translations must be literal, complete versions of the originals and must be translated by a university, government official or official translation service. You may not complete your own translation.

Applicants from India and China: Please reach out to SFISgrad@asu.edu for more information on where to send your official transcripts.

11. If you are from a country whose native language is not English, you must provide proof of English proficiency. More information on English Proficiency requirements is available on the Graduate College web site (<https://admission.asu.edu/international/graduate/english-proficiency>).

PROVISIONAL ADMISSION

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 Application Review Committee might 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.

TUITION COSTS AND FINANCIAL ASSISTANCE

TUITION COSTS and UNIVERSITY FEES

Tuition is set by ASU and the Arizona Board of Regents every year and tuition costs are subject to change. Estimates below are based on Spring 2021 tuition and health care costs.

For the 2021-2022 academic year estimated ASU Tuition and ASU University Fees for ASU ONLINE students are:

- AZ Resident ONLINE Full Time (9 credit hours each semester for fall and spring terms) = \$4,991 per semester x 2 semesters = \$9,982 for both semesters
- Out-of-state ONLINE Full Time (9 credit hours each semester for fall and spring terms) = \$4,991 per semester x 2 semesters = \$9,982 for both semesters
- International ONLINE Full Time (9 credit hours each semester for fall and spring terms) = \$4,991 per semester x 2 semesters = \$9,982 for both semesters

Nine (9) credit hours per semester is considered full time for a graduate student. The estimated costs above are based on 9 credit hours. Students wishing to enroll in a different number of credit hours should consult the Tuition by Credit Hour charts available at the site below.

More up to date information on tuition costs is available on the ASU Online tuition and cost website at <https://asuonline.asu.edu/what-it-costs>.

TUITION ASSISTANCE, SCHOLARSHIPS, and FINANCIAL AID

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 is available on the [Scholarship Search](#).

STEPS TOWARDS DEGREE

REQUIRED COURSEWORK

PIT Required Core Courses (12 credits total)

All four core courses 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 Impact Assessments (3 credit hours)

This course trains students to conduct 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 purpose that serve the public interest. Students will learn about the uses of technology assessment and practice various methods. Each student will carry out an abbreviated 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.

Elective Courses (15 credits)

Sample Elective List (course list will change over time as new courses become available; students may also propose substitute electives from the ASU course catalog)

IRA A. FULTON SCHOOLS OF ENGINEERING

The Polytechnic School

- 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)

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 Research Design in Technology and Development (3)
- GTD 506 Quantitative Analysis in Technology and Development
- GTD 507 Technology and Development in the Middle East (3)
- GTD 508 Technology and Development in Latin America (3)
- GTD 509 Technology and Development in North Africa (3)
- GTD 510 Technology and Development in Sub-Saharan Africa (3)
- GTD 511 Development Policies and Practices (3)
- GTD 512 International Governance and Development of Nuclear Technologies (3)

Note: Some of the courses listed as restricted electives have prerequisites (especially engineering courses). In order to register for those courses, the student must either meet those prerequisites or receive permission from the MS in Public Interest Technology degree program chair and the instructor of the course.

Culminating Experience Requirement: Applied Project (3 credits)

Summary of M.S. Public Interest Technology Requirements	Semester Credits
PIT core courses	12
Electives	15
Applied Project	3

Total: 30

Applied Project (3 credits)

An applied project is a project that must be completed and documented before graduation. It should be written for a specific audience, on a challenge framed within a scoped setting, and take on one of five formats:

- (1) A consultation (i.e., between you and an identifiable stakeholder who is your direct client)
- (2) An assessment (e.g., risk, privacy impact, technology 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 search, policy guideline etc).

It is hoped that all of the applied projects have a primary client who may/may not be affiliated with ASU. Students however can choose to do an applied project that does not require direct interaction with a primary stakeholder (e.g. systematic literature review) beyond the liaising with a Faculty Mentor.

The project should be between 6,000-12,000 words (excluding appendices) 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 for 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 do a systematic literature review or structured patent search or historical search without the need to engage a primary stakeholder directly, then they must conduct a structured review. The review needs 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), use diagrams and figures to illustrate their work, and determine major and minor findings from the investigation.

The applied project needs to be submitted in writing with addendum artefacts (e.g. story, proof of concept, product, policy etc.) and a corresponding 5-10 minute video on your journey that can be in role character (e.g. consultant, solutions advisor etc.) or using the first person "I" (e.g. autoethnographic).

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 the public 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, your documented ideas for a call to action and 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, a needs assessment based on values, an authentic 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, a business case that takes into consideration the impact on people, animals and things and identifies un(intended) consequences. You are to determine the above in consultation with your supervisory committee chair.

Procedure for Applied Projects

- Select Supervisory Committee Chair (Faculty Mentor) who must be from the SFIS faculty list. A preliminary Applied Project Proposal must be submitted to that faculty member and a request made by the student for that faculty member to serve as Committee Chair/Faculty Mentor.
- Submit the Proposal – In order to register for PIT 593 credit students must provide a two-page prospectus of their idea, including preliminary sources and a description of the methods planned for either research or project development, and the name of a faculty member who agrees to work with them as Faculty Chair. Complete the **Applied Project Approval Form – PIT 593** (see Appendix A). Submit the form and the two-page proposal description to the Faculty Chair for approval. Once the Faculty Chair approves the proposal, he/she will indicate on the form the term and year that the student needs to register for PIT 593. The completed form and prospectus are submitted to the PIT Graduate Academic Advisor so a registration permission can be entered into the system to allow the student to register for the appropriate course in the appropriate term.
- Complete the research, project and/or final document.

ENROLLMENT

- Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. Even if a student is only engaged in research, they must still register for at least one credit hour of graduate level credit during that term.
- 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.
- The Graduate College has not established a maximum course load for graduate students. Students should consult with their faculty advisor, the Degree Program Chair and/or the PIT Graduate Program Academic Advisor if they have questions.
- To maintain continuous enrollment the credit hour(s) must:
 - Appear on the student's *Plan of Study*, OR
 - Be research (592) or continuing registration (595), OR
 - Be a graduate-level course.
- Courses with grades of "W" and "X" are not considered valid for continuous enrollment purposes.
- Students completing work for a course in which they received an "I" must maintain continuous enrollment during the time in which they are completing the work for that course.
- 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 re-enter their program without re-applying to the university.
- Students who do not register for a fall or spring semester without an approved Leave of Absence are considered withdrawn from the university under the assumption that they have decided to discontinue their program.
- Students removed for this reason may reapply for admission to resume their degree program. However, there will not be any special considerations for the new application -- the application for re-admission will be evaluated against the pool of current applications for that year and re-admission is NOT guaranteed.

ENROLLMENT STATUS AND REQUIREMENTS

	Full Time*	Half Time	Less Than Half Time
Regular semester			
Graduate	9 or more hours	5-8 hours	4 or fewer hours
Graduate assistant**	6 or more hours	-----	-----
Six-week summer session			
Graduate	3 or more hours	2 hours	1 hour
Graduate assistant**	2 or more hours	1 hour	-----
Eight-week summer session			
Graduate	5 or more hours	3-4 hours	2 or fewer hours

* An audited course does not count for full-time enrollment.

*** For enrollment verification purposes, "graduate assistant" is a generic term that includes teaching assistants, research assistants, teaching associates and research associates.*

For financial aid eligibility, a student must register for at least 5 credit hours during each of the fall, spring and summer terms.

International students are required to maintain full-time enrollment status to maintain their U.S. visa.

FACULTY MENTOR/ADVISOR

Admitted students may be assigned a faculty mentor/advisor, or the Program Chair may serve that role. This will be their primary faculty point of contact for discussing broader opportunities, challenges and progress as students enter and move through the program. The faculty mentor/advisor will be responsible for supporting students in successfully completing the program, and gaining the most benefit from it. They will also be responsible for helping students address issues and challenges as they might arise. Faculty mentors/advisors compliment the role of the supervisory committee, which is more focused on the applied project, and supporting education and expertise within a specific area.

SUPERVISORY COMMITTEE on Plan of Study

- The Supervisory Committee consists of one faculty member, also known as the Faculty Mentor. (NOTE: PIT students will additionally be assigned a second person to serve as an evaluator for their applied project, but that person is not included on the Plan of Study.)
- The Chair of the committee is the Faculty Mentor who is overseeing the student's Applied Project and must be an ASU faculty member from School for the Future of Innovation in Society (see the SFIS website).

PLAN OF STUDY (POS)

- Each student must submit a **Master's Degree Plan of Study** (POS) for approval. A link to the student POS is provided through My ASU (<https://my.asu.edu/>).
- After consultation with their Supervisory Committee Chair and the PIT Graduate Program Academic Advisor, the student should create and submit the online POS.
- The POS specifies the requirements that students must complete for their degree and is submitted and revised electronically via the online interactive POS system.
- Graduate students with regular status must submit their POS by the time they have enrolled for 50 percent of the minimum credit hours required towards their degree program. For this degree program, you must submit your iPOS by the time you have enrolled for 15 credit hours – for full time students, that would be by the end of the first semester.
- The POS should have a minimum of 30 credit hours, with the core courses PIT 501, PIT 502, PIT 503 and PIT 504, 15 credit hours for the elective coursework, and 3 credit hours of PIT 593 Applied Project.

TYPES OF COURSES USED ON THE POS

- **400 Level Coursework Credits**
 - A maximum of six credit hours of 400 level coursework may be used on an approved POS. 400 level courses taken prior to admission and/or graded as Pass/Fail cannot be included on a POS.
- **Courses Used for Prior Degrees**
 - Students may not include on their Plan of Study any credit hours that have been applied towards a previously awarded degree.
- **Pre-Admission Credits used towards degree**
 - 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, are considered pre-admission credits.
 - With the approval of the degree program 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. Of the 12 credits, a maximum of 6 can be from another university. Pre-admission credits must have been taken within three years of admission to the ASU degree program to be accepted.
- **Using Graduate Credits earned by Undergraduate Students towards a Graduate Degree**

Pre-admission credit hours earned in graduate-level courses (per Graduate College policy) by ASU undergraduate students may count toward a graduate degree at ASU provided the credit hours have not been used toward a previously awarded degree. Prior to awarding a bachelor's degree, ASU undergraduate students should contact their undergraduate advisor to set aside graduate courses for use toward a future graduate degree so that these courses do not count toward their undergraduate degree.

- A maximum of 12 credit hours can be taken as an undergraduate and reserved for graduate credit.
- **Individual Course Grades**
Courses with grades of “D”, “E”, or “W” and audited courses (graded as “X”) cannot be included on an iPOS.
- **Repeating ASU Courses**
Graduate students may retake any course at ASU, but all grades remain on the student transcript as well as in all GPA calculations.
- **Incomplete Grades**
Student must submit the **Incomplete Grade Request Form** (<https://students.asu.edu/forms/incomplete-grade-request>) to the instructor of record for the course. The student must maintain continuous enrollment while completing the work for the incomplete.

According to University grading policies (<https://students.asu.edu/grades>), a grade of “I” (incomplete) may be given by an instructor *when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control*. Incompletes must be completed within one calendar year; after that the “I” changes to a permanent “I”.

- The student must complete the **Incomplete Grade Request** Form, available at the link above, and the instructor may set deadlines for the student to complete the work.
- Students who receive a grade of “I” in graduate courses (500 level or above) have one calendar year to complete the course for a grade. If after one calendar year the student has not completed the courses for a grade, the grade of “I” will become a permanent part of the transcript.
- Once coursework has been fulfilled, the instructor will assign a final grade for the course. If the student does not complete coursework within the allotted time, the incomplete will become permanent and remain in the student’s transcript. If the course is a required course for the degree program, the student will have to re-take the course.
- To repeat the course for credit, a student must reregister and pay fees. The grade for the repeated course will appear on the transcript but will not replace the permanent “I.”
- **Audit Classes**
Graduate students may register to audit one or more courses with the approval of the supervisory committee chair and the consent of the instructor involved. An audited course does not count towards the required credits for the POS, the minimum number of credits required for international students with visa restrictions, students employed as TA/RAs, or students receiving financial assistance.

POS APPROVAL

- The POS must be approved by the student's Supervisory Committee Chair, the Head of the Academic Unit (this is usually the Degree Program Chair unless that person serves as the Faculty Mentor; in that case the Head of Academic Unit is the Associate Director for Programs, and the Vice Provost for Graduate College. The POS becomes a contract between the University and the student that guides the student in completing degree requirements.
- After submitting the **Interactive Plan of Study (iPOS)** online through [My ASU](#), the student should notify the PIT Graduate Program Academic Advisor that the iPOS is in the online system and ready for review.
- The PIT Graduate Program Academic Advisor will get the approval of the Committee Chair or Co-Chairs and the Head of Academic Unit.
- The PIT Graduate Program Academic Advisor will forward the online electronic version of the completed iPOS to the Graduate College for final approval.

COMMITTEE CHANGES TO POS

- Once the original iPOS has been approved by the Graduate College, the student will need to submit an **online Committee Change request** through the iPOS web site to officially add or change members of the supervisory committee.
- After submitting the online Committee Change Request, the student should notify the PIT Graduate Program Academic Advisor that the request is in the online system and ready for review.
- The PIT Graduate Program Academic Advisor will get the approval of the Committee Chair or Co-Chairs and the Head of Academic Unit.
- The PIT Graduate Program Academic Advisor will forward the online electronic version of the Committee Change request to the Graduate College for final approval.

COURSE CHANGES TO POS

- Submit a **Course Change request** through the online iPOS system to remove courses from the iPOS that the student did not take and/or to add courses that the student did take that were not originally listed on the iPOS.
- After submitting the online Course Change Request, the student should notify the PIT Graduate Program Academic Advisor that the request is in the online system and ready for review.
- The PIT Graduate Program Academic Advisor will get the approval of the Committee Chair or Co-Chairs and the Head of Academic Unit.
- The PIT Graduate Program Academic Advisor will forward the online electronic version of the Course Change request to the Graduate College for final approval.

APPLIED PROJECT PIT 593

For the Applied Project as the final culminating experience, the student must provide the Supervisory Committee with a copy of the written research document and the **Report of Final Culminating Experience – PIT 593 – Applied Project** form (see Appendix A). Each semester deadlines will be announced for the receipt of the first draft by the Faculty Mentor – this deadline will be approximately one month before the final semester's grades are due. This deadline is important as it allows time for the Faculty Mentor to provide feedback to the student, and for the student to respond with required revisions to their project. Note that approval is contingent upon a satisfactory completion of the project, as deemed by the Faculty Mentor and the Second Reader, and is not guaranteed. If extensive revision is required it could take another semester, in which case the student must register for one credit of continuing registration as they complete their project.

*Grading options are letter grades A through E. **A grade of B or higher is required to pass the applied project and for graduation. Students who do not complete the Applied Project during the semester in which they register for the course must take a grade of Incomplete (I) and will have a time limit of 12 months to complete the Applied Project.***

If you are doing your Applied Project in your final academic term, pay close attention to the deadline from the Graduate College for completing your presentation!

STUDENT RESOURCES

PIT ADVISING

The PIT Graduate Program Academic Advisor in SFIS is available to help explain department and university policies and procedures. Questions about paperwork or university policies should be addressed to the Program Academic Advisor first. At times it might be necessary to refer the student to someone else or another unit. Questions regarding what courses a student should take, topics for the applied project, and research applied toward the degree should be directed to the student's faculty advisor and/or supervisory committee.

PIT STUDENT RESOURCES SITE

All current PIT students will be granted access to a PIT Resources site. The PIT academic advisor will provide students with information on how to access the site. The site contains the PIT handbook, the applied project guidelines, the list of projects from past students and selected papers. Contact the PIT Graduate Academic Advisor for more information.

SFIS GRADUATE STUDENT ORGANIZATION

The School for the Future of Innovation in Society Graduate Student Organization (GSO) exists to support three key functions for SFIS graduate students. In addition to cultivating community & cohesion within and between graduate cohorts & programs, we strive to provide a mechanism for interactions between SFIS graduate students, staff, and faculty, while supporting SFIS graduates in their academics, professional development, and new endeavors. Visit the [SFIS GSO](#) web site for more information.

TRAVEL FUNDING

Travel funding for conferences, internship interviews and job interviews may be available through [SFIS](#), [Graduate College](#) and [Graduate and Professional Student Association](#) (GPSA). Some travel awards require a funding match from the academic unit. Students should pay close attention to application processes and deadlines.

ASU ONLINE STUDENT SUPPORT AND SERVICES

[ASU Online student resources](#) offers information on libraries, career services, disability resources military support, online tutoring, study abroad, and much more.

ASU GRADUATE AND PROFESSIONAL STUDENT ASSOCIATION (GPSA)

[GPSA](#) is the official, representative student body government for all ASU graduate and professional students that supports students' research, personal and professional development and service efforts. It operates through executive and legislative branches composed of over 41 elected student assembly members representing all ASU college and schools, 20 elected and appointed executives, and hundreds of volunteers.

Students are welcome to apply to GPSA for funding for travel, research and childcare. It also offers a wellness program, health insurance guide and professional development. Many events are scheduled throughout the year and students are encouraged to participate.

ASU GRADUATE WRITING CENTERS

[ASU Writing Centers](#) offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Tutors from a wide range of majors help students hone writing skills and gain confidence in their writing. The PIT degree program recommends that all students take advantage of this opportunity.

Benefits of Writing Tutoring

All writers — all ASU undergraduate or graduate students — can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas
- organize and structure a paper
- integrate and cite sources
- engage in writing and revision
- discuss editing and proofreading strategies
- find a place to write

Online Writing Tutoring

Need help with a paper and can't get to campus? Try [online writing tutoring](#), accessible anywhere you have an Internet connection. Have questions? Please call 480-965-9072.

ASU LIBRARIES

[ASU Library](#) provides resources for ASU Online students through <https://libguides.asu.edu/online>. This includes research databases, electronic journals, e-books, and other research material.

CAREER SERVICES, INTERNSHIPS, AND PROFESSIONAL DEVELOPMENT

[ASU Career Services](#) offers students the opportunity to speak with a career advisor and well as multiple career events that students may attend throughout the year. Internship postings are available to students who have an ASU "handshake" account. The office also offers assistance with resumes, cover letters and interviews.

Virtual career advising appointments are available for all online students. Appointments can be made through [Handshake](#). Virtual career fairs, workshops, and internship assistance are also available along with resume assistance.

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 School for the Future of Innovation in Society 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. There are many local sustainability internship opportunities posted on [SustainabilityConnect](#). These have been curated for the undergraduate sustainability program, but are open to any College of Global Futures student.

The school also offers a Job SHARE Program, which allows students to shadow alumni in their jobs for a day. Information is sent out in fall and spring to students about how to participate in the program.

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

The [ASU Graduate College](#) offers many avenues of professional development. Graduate students develop the professional identities needed to build enduring careers with academic integrity and university support programs that foster scholarly collaboration, career pathway exploration, and are encouraged to take advantage of the Graduate College's knowledge mobilization initiatives.

VETERANS AND MILITARY

The [Office for Veteran and Military Academic Engagement](#) serves the Arizona State University community by promoting dialogue, teaching, and research that increases information, understanding, knowledge, and relationships among military, civilian, and academic cultures. Their goal is to listen to veteran students, look for ways to connect them with faculty and other students, and continue to learn where and how to build bridges between these different cultures.

To learn more about ASU military services, visit <https://veterans.asu.edu>, email MilitaryOnline@asu.edu, or call 480-884-1537.

The [Pat Tillman Veterans Center](#) provides guidance and support for students who are veterans, active-duty military or military dependents.

ASU Online Students
Military Student Support
militaryonline@asu.edu
480-884-1906
480-522-3058 Fax

STUDENT ACCOUNTS

[Student Business Services](#) offers a variety of student account services including tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past due accounts, third party sponsorship assistance and Perkins Loan repayment. Student may call 1-855-278-5080 or email sbs@asu.edu for information on their accounts. Office hours and locations are:

Monday - Friday

8:15 a.m. - 4:30 p.m.

Closed Saturday, Sunday and [university holidays](#).

ASU ID CARDS

The Sun Card is the official photo ID of all ASU students. To obtain your ID, [submit your ID photo and identification verification online](#), once you receive a photo approval email, you must complete the [Sun Card Request form](#).

SUN DEVIL BOOKSTORE

The [Sun Devil Campus Stores](#) sell textbooks, used books, academic supplies, art supplies and ASU logo clothing and gifts. Students can rent textbooks, or enjoy the convenience and savings of digital textbooks and ebooks.

Thesis and dissertation binding is available, as are medical and nursing reference materials.

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, 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, Office of Equity and Inclusion, may waive or extend this time frame 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 he or she has been unlawfully discriminated against may discuss his or her concerns with the director or an assistant director of the Office of Equity and Inclusion, file a report, and/or file a complaint of unlawful discrimination with the Office of Equity and Inclusion (<https://cfo.asu.edu/DEI>).

The Office of Equity and Inclusion 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 403: Procedures for Resolving Complaints of Unlawful Discrimination" in the Academic Affairs manual (<https://www.asu.edu/aad/manuals/acd/>).

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. Students local to one of the major campuses may call or walk in and be seen anytime at one of our four [campus locations](#) between Monday-Friday, 8 a.m. – 5 p.m.

- Downtown Phoenix: 602-496-1155
- Polytechnic: 480-727-1255
- Tempe: 480-965-6146
- West: 602-543-8125

If you need assistance outside of business hours, please call EMPACT's 24-Hour ASU-dedicated Crisis Line: 480-921-1006.

[ASU Online 360 Life Services](#) is a comprehensive support program that offers free, 24/7 counseling and crisis intervention in person or by phone. You can also chat at your convenience with topic specialists in legal, personal finance, childcare, education and more. This confidential resource supports your education, career and personal needs. For immediate, live services, call 833-223-9883.

For Life threatening emergencies, please call 911.

If You Are Concerned About a Student

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. 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/.

STUDENT ACCESSIBILITY AND INCLUSIVE LEARNING SERVICES

Qualified students who wish to request an accommodation for a disability should contact the Student Accessibility and Inclusive Learning Services (SAILS) by going to <https://eoss.asu.edu/accessibility>, calling 480-965-1234, or emailing student.accessibility@asu.edu.

GRADUATE WELLNESS RESOURCES

[Graduate Wellness Resources](#) is a one-page guide to Financial, Social, Emotional, and Physical Health and Wellness Resources for ASU Graduate Students was developed by the GPSA.

10 BEST PRACTICES IN GRADUATE STUDENT WELLBEING

[10 Best Practices in Graduate Student Wellbeing](#) provides proven ways to help graduate students better care for themselves under the increasing demands of graduate school.

MOVING TOWARDS GRADUATION

REGISTRATION DURING GRADUATION SEMESTER

Students are required to register for at least one semester hour of credit that appears on the iPOS or one hour of appropriate graduate-level credit during the fall, spring or summer session in which they complete their culminating experience.

REVIEW POS FOR ACCURACY

Each student will need to review his/her POS against their current ASU transcript at the beginning of the last academic term. Any changes necessary to make the POS match the official transcript should be done through the iPOS link in My ASU (<https://my.asu.edu/>).

APPLY FOR GRADUATION

Apply for graduation and pay the graduation fee online through [My ASU](#). Select the **Graduation** tab from **My Programs** and follow the online instructions. A credit card is required to complete your application. If application for graduation is made after the deadline, the student will be assessed a late fee.

If you are graduating in.....	Your deadline is....
Fall	October 1
Spring	February 15
Summer	July 15

- If application deadline falls on a weekend or holiday, the deadline will be extended to the next business day.
- To ensure that your name appears in the ASU commencement book and to avoid paying a late fee, the application must be received by the appropriate deadline.
- Summer graduate names appear in the Fall commencement book.

If you are not able to apply online:

- **Apply in person.**
 - Print and complete the [Application for Graduation](#).
 - Complete the Graduation Survey.
 - Submit completed application, payment receipt and completed graduation survey to the [University Registrar Services](#)
- **Apply by mail.**
 - Print and complete the [Application for Graduation](#).
 - Mail the completed application and applicable payment to the address listed on the application.

Students who apply for graduation will not be eligible to register for subsequent semesters without being admitted to a new certificate program. Students who wish to change their graduation semester after they have applied must contact the graduation office **to request that the** application for graduation be moved to their new intended semester of graduation prior to the conferral date of their original graduation semester.

Your Application Status—Check your application status from your [My ASU](#) page. Your status will be one of the following

Applied: Your application for graduation has been received and is being processed. If your application cannot be processed your status will change to either denied or withdrawn and you will be notified by email. Review your Plan of Study regularly to ensure that all requirements will be met. Unless you are denied or withdrawn, your status will appear as applied until your degree is posted, which occurs approximately 4-6 weeks after the degree conferral date.

Denied: Your application for graduation has been denied because you will not meet one or more degree requirements by the degree conferral date. Review your Plan of Study and contact either your academic advisor or department chair to review your degree requirements and discuss your options.

Withdrawn: Your application for graduation has been withdrawn because you have not completed all coursework (including incompletes) and degree requirements listed on your Degree Audit or Plan of Study by

the degree conferral date. Review your Degree Audit Report or Plan of Study and contact either your academic advisor or department chair to review your degree requirements and discuss your options.

COMPLETE ALL DEGREE REQUIREMENTS

Students must complete all degree requirements in a timely manner. Final grades must be posted and all required forms and evaluations must be submitted to meet the deadlines for graduation. Students must obtain at least a 3.0 GPA on all three GPA calculations: 1) iPOS, 2) Graduate (all graduate level coursework 500 level and above), 3) cumulative that includes all coursework completed during the graduate career.

Refer to Graduate College Graduation Deadlines (<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>).

ACADEMIC STANDARDS

SATISFACTORY PROGRESS

Student progress through the M.S. in Public Interest Technology program is assessed at the end of the fall, spring and summer semesters. The standard for satisfactory progress is completion of all course requirements with GPAs maintained of at least a 3.0/4.0, no more than 2 incompletes in a one year period, and the student is on track to complete their culminating requirement within the six year time limit for the completion of a master's degree at ASU.

If, in the progress review, the faculty determines any deficiency in a student's progress or performance, a letter will be sent to the student, which will outline a required course of action. These requirements might include completing Incompletes (see Incomplete Policies below), raising the GPA, or beginning the Applied Project, for instance. If the student does not comply with the requirements, the student may be recommended for Dismissal to Graduate College. Only the Dean of Graduate College can dismiss a student from their graduate program.

To be considered as making satisfactory progress toward the degree objective, a student must:

1. Achieve a grade of B or higher on the core courses, PIT 501, PIT 502, PIT 503 and PIT 504
2. Remain continuously enrolled in the degree program.
3. Maintain a cumulative GPA of 3.0 or higher in all classes included in the Program of Study (Those students who have not yet filed a program of study must maintain a combined GPA of 3.0 or higher for all courses taken since entering the current degree program and all courses numbered 500 and above completed since the last degree.)
4. Maintain a Graduate GPA of 3.0 or higher in all classes on their transcript numbered 500 or above
5. Maintain an overall cumulative GPA of 3.0 or higher
6. Not have more than two incomplete grades within a 12-month period
7. Make timely progress through coursework and the applied project
8. Satisfy all requirements of the graduate program and successfully complete the culminating experience
9. Meet the stated time limit for graduation from the degree program

REVIEW OF PROGRESS

At the end of each term (fall, spring, summer), the PIT Graduate Academic Advisor will conduct a review of all PIT students and discuss their progress towards degree with the Degree Program Chair.

ACADEMIC PROBATION and DISMISSAL PROCESS

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 has more than 2 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 by their program when placed on probation and may be required to complete a probation agreement with their faculty advisor and the program chair. Students typically have one semester to advance to good standing before dismissal is considered. The student will be notified in writing if/when they advance to good standing. Failure to return to good standing within the time limit set in the probation letter may result in dismissal from the academic program.

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 2 permanent incompletes since starting the program;
- The student fails to meet conditions stipulated in their probation letter; or
- The student violates terms of the [Student Code of Conduct](#).

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 effective immediately, the school's advisor 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.

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, Andrew Maynard (andrew.maynard@asu.edu) and copy Lisa Murphy (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.

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 or the results of a defense or exam. 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 process. 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](#).

MAXIMUM TIME LIMIT FOR DEGREE PROGRAMS

According to the Graduate Catalog the maximum time to complete a Master's degree is defined as follows:

- All work toward a master's degree must be completed within six consecutive years. The six years begins with the semester and year of admission to the program. Graduate courses taken prior to admission that are included on the *Plan of Study* must have been completed within three years of the semester and year of admission to the program.
- Continuous enrollment would be required for the duration of the degree seeking period.

IMPORTANT REMINDERS

QUESTIONS

If students ever have questions or doubts about anything..... please ask. Students should consult with the Faculty Advisor, the Degree Program Chair, or the PIT Graduate Program Academic Advisor.

And remember that the [Graduate College](#) web site offers all kinds of resources for graduate students. Bookmark their website!

POLICIES and DEADLINES

We have listed the policies and deadlines for your milestones in this handbook. But remember that things can change and the final word comes from the Graduate College. We suggest you also bookmark these and check frequently for any updates:

- The Graduate Catalog -- <https://catalog.asu.edu/>
- Graduate College Policies and Procedures -- <https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures.pdf>
- The Current Students page on Graduate College web site -- <https://graduate.asu.edu/>
- Graduation Deadlines and Procedures -- <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>

Students can also visit with a staff member in the **Graduate Enrollment Services Office** (Student Services 112), or call (480) 965-6113.

APPENDIX A: FORMS

- **Applied Project Approval Form – PIT 593**
- **Report of Final Culminating Experience – Applied Project – PIT 593**

STUDENT: This form must be completed (fill in all form fields) and given to the Faculty Chair listed on the Plan of Study (Faculty Mentor for the Applied Project), along with a two-page Proposal (see below), **prior to the deadline for registration for the session in which the student wishes to register for applied project credit.**

FACULTY CHAIR: Submit completed and approved form with Proposal to the PIT Graduate Academic Advisor in the School for the Future of Innovation in Society, wendi.taylor@asu.edu.

NOTE: Student must have completed or be in the process of completing all other required coursework (27 credit hours) for the degree before submitting the Applied Project Approval Form and getting permission to register for PIT 593. On rare occasion, a student may concurrently do a class during the time they are working on the final paper, but this request must be approved in advance.

STUDENT INFORMATION

LAST NAME	FIRST NAME	M.I.	DATE (00/00/0000)
ASU AFFILIATE ID (10-DIGIT)	ASU EMAIL ADDRESS	ALTERNATE EMAIL ADDRESS	
LOCAL ADDRESS	CITY	STATE	ZIP
DATE PLAN OF STUDY WAS APPROVED (Approved Plan of Study must be on file with the Graduate College before the student begins PIT 593)			
GRADUATE COURSEWORK GPA	PLAN OF STUDY GPA	CUMULATIVE GPA	COURSE CREDIT HOURS COMPLETED TOWARDS DEGREE

Write a two-page description outlining the proposed applied project. In general, it should contain:

- Articulate the PIT project challenge you are setting for yourself
- Describe the background, state of play, and identify the main stakeholders
- Why is the problem significant?
- A purpose statement (The purpose of this research or research proposal is to..... This applied project uses the following framework, set of principles or theory....)
- Literature review (preliminary, can be annotated bibliography)
- Methods (How will you collect your data? What is the overall design?)
- Assessment type (What kind of impact assessment are you conducting?)
- Dissemination of outcomes (How will you engage publics in the communication of outcomes?)
- (Applied Project: what will you create? How will you create it? What problem does it solve?)

Semester, Session and Year for PIT 593 registration:

NOTE: The Faculty Mentor who is overseeing your research or project should be listed as the Chair on your approved Plan of Study.

Faculty Mentor for Applied Project - Name: _____ Approved Disapproved
(Chair listed on the Plan of Study)

Faculty Mentor Signature _____ Date _____

Head of Academic Unit - Name: _____ Approved Disapproved
(Degree Program Chair or Associate Director for Academic Programs)

Head of Academic Unit Signature _____ Date _____

NAME OF STUDENT (Last name, first name, middle initial)	10 DIGIT ASU AFFILIATE ID#
DEGREE MS	MAJOR Public Interest Technology
APPLIED PROJECT TITLE	COMPLETION DATE – MM/DD/YYYY

APPLIED PROJECT EVALUATION CHART (enter the score points for each area)				
	AREAS OF PERFORMANCE	Above Expectation	Meets Expectation	Below Expectation
1.	Identification and framing of a specific public interest technology challenge or issue.	(4-5 points)	(3-3.9 points)	(0-2.9 points)
2.	In-depth discussion and analysis of a specific issue related to public interest technology.	(19-20 points)	(17.1-18.9 points)	(10-17 points)
3.	Application of technology-related knowledge, approaches, tools and/or methods in the public interest.	(19-20 points)	(17.1-18.9 points)	(10-17 points)
4.	Quality of the written report	(24-25 points)	(22.1-23.9 points)	(15-22 points)
5.	Quality of oral presentation	(24-25 points)	(21.1-23.9 points)	(15-21 points)
6.	Engagement with instructor and advisors	(4-5 points)	(2.1-3.9 points)	(0-2 points)

TOTAL POINTS (minimum 82.5 points required for graduation; see page 2) **GRADE ASSIGNED**

EXCEPTIONAL RANKING (students who achieve a score of 100) YES NO

NAMES OF CHAIR(S) & EVALUATOR*	SIGNATURES	DATE
CHAIR OR CO-CHAIR #1 (if applicable)		
CO-CHAIR #2 (if applicable)		
EVALUATOR (if applicable)		

***If the POS committee consists of one Chair who is functioning as the faculty mentor for the applied project, an Evaluator is required. If the POS committee consists of two Co-Chairs, an Evaluator is not required.**

NAME OF HEAD OF ACADEMIC UNIT	SIGNATURE	DATE

Grading

Grading

The applied project is graded on the content and quality of the final report produced, the project presentation (including the formal presentation, and responses to questions), and engagement through the process with your project advisor, and where relevant, other experts. Grading is guided by the Applied Project rubric, and addresses six areas:

- **Identification and framing of a specific public interest technology challenge or issue.** The project should have a clear and well-articulated focus (usually, but not always, in the form of a question that can be addressed through the project), and should demonstrate clear understanding of the nature of the challenge or issue selected. Where the applied project is part of a larger collaboration, there should be evidence of unique and substantive input to identifying the challenges and issues addressed.
- **In-depth discussion and analysis of a specific issue related to public interest technology.** The project should coherently, logically, and professionally, explore a specific challenge or issue. It should provide well-reasoned insights into the challenge/issue, and forward-looking policy options/pathways.
- **Application of PIT knowledge, approaches, tools and/or methods.** The project should demonstrate a clear understanding of general principles of, and approaches to, public interest technology.
- **Quality of the written report.** The report should be formatted where appropriate in APA style, be between 6,000–12,000 words long, inclusive of appropriate citations. It should demonstrate professionalism in writing format and style, show attention to editorial detail, have a logical narrative structure, use coherent and well-developed arguments, and be evidence based. It should demonstrate analytical skills in synthesizing information and developing new insights. The report should be an original piece of work, irrespective of whether the applied project is part of a larger collaboration or not. However, it may include a description of the broader context, scope and outcomes of collaborative work, where necessary.
- **Quality of oral presentation.** Oral presentations should present key aspects of the applied project clearly, concisely and engagingly. The presentation method used should effectively convey information to the audience, without being confusing or distracting. The presentation should describe what the focus of the project was, why this is relevant, how the challenge/issue was addressed, and what the outcomes were (such as new insights, recommendations, resources, tools etc.). The presentation should be understandable by graduate students without specific knowledge of the particular challenge/issue being addressed, or the policy context surrounding it. The presentation should be an original piece of work, irrespective of whether the applied project is part of a larger collaboration or not. However, it may include a description of the broader context, scope and outcomes of collaborative work.
- **Engagement with advisors.** Students should work closely with their applied project advisor, and other experts, professionals, and collaborators where appropriate. This includes meeting regularly and on a timely basis with key people, and providing regular progress updates. Project-specific assignments and drafts should be submitted in a timely manner, and feedback responded to as appropriate.

Grading Scale

PIT 593 is a letter graded course, and a minimum of a B is required to pass. The break points for grades are:

A-/ A/ A+	90.0-92.4/ 92.5-97.9/ 98- 100*
B- /B/ B+	80.0-82.4/ 82.5-87.4/ 87.5-89.9
C/ C+	70.0-77.4/ 77.5-79.9
D	60.0-69.9
E	<60
XE	Failure due to Academic Dishonesty

***Students who achieve a score of 100 will be marked as “Exceptional” indicating Professional Level work.**

Grading will be guided by the rubric on the following pages.

Rubric

	Above Expectation	Meets Expectation	Below Expectation
I. Identification and framing of a specific science and technology policy challenge or issue.	(4 – 5 points) The project has a clear and well-articulated focus, and demonstrates clear understanding of the nature of the challenge or issue selected.	(3 – 3.9 points) The project has a clear focus and demonstrates reasonable understanding of the nature of the challenge or issue selected.	(0 – 2.9 points) The project does not have a clear focus and struggles to demonstrate an understanding of the nature of the challenge or issue selected.
II. In-depth discussion and analysis of a specific issue related to science and technology policy	(19 – 20 points) The project provides an informed well-rounded and highly professional perspective on the issue selected. It includes all relevant information, sources. The report demonstrates a high level of maturity in its analysis and discussion.	(17.1 – 18.9 points) The project provides an informed and well-rounded perspective on the issue selected. It includes important information, and cites key sources. The report demonstrates a maturity of analysis and discussion.	(10 – 17 points) The project provides only a shallow or a partial perspective on the issue selected. It misses key information and perspectives, and fails to cite key sources.
III. Application of policy-related knowledge, approaches, tools and/or methods.	(19 – 20 points) The project demonstrates a clear understanding of general principles of, and approaches to, public interest technology, as well as a mastery of the specific topic of the applied project. It demonstrates effective use of PIT-related knowledge, approaches, tools and or methods.	(17.1 – 18.9 points) The project demonstrates a reasonable understanding of public interest technology, as well as a reasonable understanding of the specific topic of the applied project. It demonstrates some effective use of PIT-related knowledge, approaches, tools and or methods.	(10 – 17 points) The project demonstrates limited understanding of public interest technology, as well as limited understanding of the specific topic of the applied project. It struggles to demonstrate effective use of PIT-related knowledge, approaches, tools and or methods.
IV. Quality of the written report.	(23 – 25 points) The report is professionally formatted (preferably in APA style), and includes citations as appropriate. It demonstrates a high level of writing ability, shows attention to editorial detail, has a logical narrative structure, uses coherent and well-developed arguments, and is evidence based. It demonstrates a high degree of analytical skills in synthesizing information and developing new insights.	(22.1 – 23.9 points) The report is professionally formatted (preferably in APA style), and includes citations as appropriate. It demonstrates a competent level of writing ability, shows attention to editorial detail, has a reasonably logical narrative structure, uses coherent arguments, and uses evidence. It generally demonstrates a reasonable degree of analytical skills in synthesizing information and developing new insights.	(15 – 22 points) The report is not professionally formatted. It does not include citations as appropriate. The report does not demonstrate a competent level of writing ability, or show attention to editorial detail; it lacks a logical narrative structure, and struggles to use coherent and well-developed arguments. It lacks analytical skills in synthesizing information and developing new insights.
V. Quality of oral presentation.	(24 – 25 points) The oral presentation presents key aspects of the applied project clearly, concisely and engagingly, in a	(21.1 – 23.9 points) The oral presentation presents key aspects of the applied project at a level that is generally	(15 – 21 points) The oral presentation presents some aspects of the applied project but not at a level that is

	Above Expectation	Meets Expectation	Below Expectation
	manner and at a level that is understandable by other graduate students in the program. It effectively conveys information to the audience in a logical and understandable sequence, without being confusing or distracting. The presentation describes what the focus of the project was, why this is relevant, how the challenge/issue was addressed, and what the outcomes were (such as new insights, recommendations, resources, tools etc.).	understandable by other graduate students in the program. It conveys information to the audience in a logical sequence. The presentation describes what the focus of the project was, why this is relevant, how the challenge/issue was addressed, and what the outcomes were (such as new insights, recommendations, resources, tools etc.).	understandable by other graduate students in the program. It does not convey information to the audience in a logical and understandable sequence.
VI. Engagement with advisors.	(4 – 5 points) The student engaged fully with their applied project advisor and responded professionally to feedback. There were successful meetings with relevant experts. Draft reports and the final report were submitted to the project advisor and evaluator according to the required schedule.	(2.1 – 3.9 points) The student met regularly with their applied project advisor, and provided regular progress updates. There were limited meetings with relevant experts. Draft reports and the final report were submitted to the project advisor and evaluator according to the required schedule.	(0 – 2 points) The student did not meet regularly with their applied project advisor, and did not provide regular progress updates. There were no meetings with relevant experts. Draft reports and the final report were not submitted to the project advisor and evaluator according to the required schedule.