



# Master of Science in Global Technology and Development (GTD) Graduate Student Handbook for ASU ONLINE Program

<https://sfis.asu.edu/degree-programs/masters-programs/gtd/>

Welcome to the Global Technology and Development (GTD) 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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2022-2023  
July 2022



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## WELCOME



*The MS in Global Technology and Development program (GTD) offers students a global program that encompasses social, economic and political development, while highlighting the variables of technology and innovation in these development processes, and how issues of unequal development and injustice can be addressed.*

*One of the central concerns addressed in the program is the global disparity in wealth and access to resources and basic needs, both between and within countries. Students are encouraged to pursue questions of their own that engage them in social science research on issues related to technology and human socioeconomic and political development within nations, regions and around the globe.*

*Flexibility is one of the hallmarks of the GTD program. Both campus-based and online program options are available to suit individual learning styles, work schedules and locations. A diverse list of course options are available each semester to fulfill program requirements, and many courses are available from programs across the university. Students can complete the program with unique research and applied projects, and can earn credit during the program with practical internship experiences as well.*

*The GTD student body represents a diversity of backgrounds, experiences and interests, and a myriad of undergraduate degrees, from engineering to the social sciences. Students who have graduated with their M.S. degree in Global Technology and Development are currently working for international development agencies, non-governmental organizations, the private sector in technology, and military and educational institutions.*

*Please do not hesitate to contact any of us during your journey as a master's student in the GTD MS program. We look forward to working with you!*

*Faheem Hussain, Assistant Professor, GTD Program Chair*



## WHAT IS THE MS in GLOBAL TECHNOLOGY AND DEVELOPMENT?

The **Master of Science in Global Technology and Development** offers a globally focused social science program that focuses on the interface between technology and society within the current dynamics of global development, innovation and change. On a theoretical level, the program seeks to bridge the perspectives of international development and science, technology and society, incorporating theoretical and conceptual frameworks from both fields of study into the core curriculum. The study of technology and applied sciences has traditionally taken place separately from the social science disciplines, offering little insight into how the advance of technology affects social, political and economic development, and vice versa. At the same time, academic programs that do explore these issues are sometimes created in isolation from science and technology. Yet, in the 21st century, it is imperative that we seek to understand the interrelationships between technological and human development, and how to improve policy and practices for more inclusive, equitable sustainable development. In addition to specialized technologists, a growing need is foreseen for professionals with a grasp of the large-scope technological change, who in effect may become *technology interpreters* in a societal context for policymakers. Policymakers and practitioners of development are facing the incorporation of technology as a centerpiece of development strategies, and yet outcomes are not always certain. The way in which technologies are transferred, adapted, and affect societies vary according to cultural, political and socioeconomic contexts.

We study the impact that globalization, development policies and practices, and technological development have had on the world, and use that knowledge to assess its impact and influence appropriate policies and programs for the future. Students completing the Master of Science in Global Technology and Development will possess research skills enabling them to pursue their own research agenda in international development, as well as to critically assess the work of others in their professional environments. Graduates bring to their organizations knowledge and awareness of how development priorities vary in different societies, and how technology can be adapted and utilized with differing results. Moreover, the program provides a curriculum that gives graduates a global perspective, and sensitivity to how the diffusion and power dynamics of technology might transform our world. Through integrating the study of human development with the study of technology, students are prepared for careers in technology- The course of study is designed to empower graduates of the program with the capacity to understand and analyze related public policy, government service, international development and international management, as well as the private sector.

### Program Objectives

The goals are to provide students with the following:

- Identification and evaluation of theories of economic, social and political development, and how they help us understand and address complex issues, policies, practices and outcomes in global development.
- A broad understanding of sociotechnical systems and scope of human activity globalized and revolutionized by technology, particularly in the current era of globalization.
- Critical analyses of current global events and situations including an understanding of their historical contexts, in order to make appropriate policy decisions regarding global development.
- Understanding of the implications of innovation and development in environments other than their own society and culture.
- Appreciation of factors that differ in various cultural, political and social contexts.
- Identification of problems, formulation of research agendas, and implementation of research.





## 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 (21-22)

### ORGANIZATION OF SFIS (SUBJECT TO CHANGE 22-23)

- **Interim Director**  
Kathleen Vogel – [Kathleen.Vogel@asu.edu](mailto:Kathleen.Vogel@asu.edu)
- **Deputy Director**  
Eric Johnston – [Eric.Johnston@asu.edu](mailto:Eric.Johnston@asu.edu)
- **Director of Fiscal and Business Operations**  
Lori Hidingier – [Lori.Hidingier@asu.edu](mailto:Lori.Hidingier@asu.edu)
- **Associate Director for Faculty**  
Gary Grossman – [Gary.Grossman@asu.edu](mailto:Gary.Grossman@asu.edu)
- **Associate Director for Academic Programs**  
Mary Jane Parmentier – [MJ.Parmentier@asu.edu](mailto:MJ.Parmentier@asu.edu)

- **Associate Director for Research**  
Ira Bennett – [Ira.Bennett@asu.edu](mailto:Ira.Bennett@asu.edu)
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- **Associate Director for DC Operations**  
Mahmud Farooque – [Mahmud.Farooque@asu.edu](mailto:Mahmud.Farooque@asu.edu)
- **GTD Degree Program Chair**  
Faheem Hussain – [Faheem.Hussain@asu.edu](mailto:Faheem.Hussain@asu.edu)
- **GTD Program and Application Review Committee**  
The GTD Graduate Application Review Committee consists of the Degree Program Chair, who also serves as the chair of the application review committee, and other SFIS faculty.
- **GTD Graduate Program Academic Advisor**  
Wendi Taylor – [Wendi.Taylor@asu.edu](mailto:Wendi.Taylor@asu.edu) – (480) 965-6584

## STUDENT RIGHTS and RESPONSIBILITIES

### PURPOSE OF THE HANDBOOK

The handbook provides an overview of the policies and procedures for students in the GTD 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 GTD 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](https://graduate.asu.edu/sites/default/files/asu-graduate-policies-and-procedures_032019_0.pdf)[http://graduate.asu.edu/academic\\_policies.html](http://graduate.asu.edu/academic_policies.html). 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 GTD 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 Office of Inclusion Excellence](#) 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

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. If you have questions, contact the office at [research.integrity@asu.edu](mailto:research.integrity@asu.edu).



## ADMISSIONS POLICIES FOR GLOBAL TECHNOLOGY AND DEVELOPMENT

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 technology/science and the social sciences is preferred. Students are strongly encouraged to have had prior relevant international or intercultural education, work, or experience. 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 two 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 GTD program, admissions are conducted five times per year, and students may begin the GTD program in either A and B sessions in Fall or Spring semesters, or session A in Summer. 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 Global Technology and Development 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 = College of Global Futures; select “Global Technology and Development (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 two 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 two 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.
  - Prepare and upload a Resume
  - Answer the questions
  - Indicate if you are applying to an Accelerated 4+1 bachelor's/master's program
8. Submit the online ASU Graduate Admissions Application.
9. Pay the Application Fee (\$70 for domestic students, \$115 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](mailto:gradtranscripts@asu.edu). Please note that transcripts sent by students to [gradtranscripts@asu.edu](mailto: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><http://graduate.asu.edu/admissions/international.html>).

\* 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](mailto: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 GTD 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 GTD 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 Fall 2022 tuition and university fees, and Spring 2021 health insurance costs, where applicable.

For the 2022-2023 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) = \$5,186 per semester x 2 semesters = \$10,372 for both semesters
- Out-of-state ONLINE Full Time (9 credit hours each semester for fall and spring terms) = \$5,186 per semester x 2 semesters = \$10,372 for both semesters
- International ONLINE Full Time (9 credit hours each semester for fall and spring terms) = \$5,186 per semester x 2 semesters = \$10,372 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

#### **GTD Chair Awards**

The GTD Program often has small amounts of funding available for students in good standing, to attend conferences related to their studies, or to support travel for work associated with the applied project. Students may contact the GTD Graduate Program Academic Advisor for information on availability and how to apply.

#### **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

#### **GTD Required Core Course (3 credits)**

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

##### GTD 511 Development Policies and Practices (3 credits)

This course provides a summary of development theory, policy and practice, with an emphasis on analyzing past successes and failures, and considering innovative ways in which collaboration with local knowledge systems can create more inclusive and equitable development worldwide.

#### **Other Required Courses (12 credits)**

***All Other Required Courses must be completed with a grade of B or higher.***

##### GTD 501 Global Technology and Development (3 credits)

Students will be introduced to the main theories of economic, political and social development, as well as consider development indicators and government and non-governmental organizations' policies and programs. With this background, the course will then explore the particular impact of technology on development, both positive and negative, with an emphasis on recent innovations and advancement.

##### GTD 503 Technology and the International Political System (3 credits)

This course will provide a history of how our current world political system developed, highlighting technological factors in this development, followed by a study of the impact of recent technologies on the system at the end of the 20th century, and considering such concepts as globalization, national versus international identity, the erosion of sovereignty, and how these impact international development.

##### GTD 505 Social Science Inquiry for Global Development (3 credits)

Research design and processes in the social sciences including development of problem statements, effective literature reviews, diverse techniques of primary and secondary data collection and analysis, and design and development of research proposals. Prerequisite(s): degree- or nondegree-seeking graduate student.

##### GTD 506 Applied Project Methods in Global Development (3 credits)

Surveys theoretical frameworks, research methods and knowledge mobilization techniques for research and creative applied projects in global development. Prerequisite(s): degree- or nondegree-seeking graduate student.

#### **GTD Regional and Area Courses (6 credits)**

This series of 3 credit courses varies by region and topics studied, but they all aim to apply the concepts, theories and policies studied in the core and required courses, to a region of the world, or a particular facet of development. One of the courses taken in this group must be a course on a region of the world. There are often, in addition to the courses listed below, new special topics courses offered each year, as well as course offerings in other academic units that may fulfill this requirement upon approval by the GTD faculty.

GTD 504 – Technology and Development in Zones of Conflict (3 credits)

GTD 507 – Technology and Development in the Middle East (3 credits)

GTD 508 – Technology and Development in Latin America (3 credits)

GTD 509 – Technology and Development in North Africa (3 credits)

GTD 510 – Technology and Development in Sub-Saharan Africa (3 credits)

GTD 511 – Development Policies and Practices (3 credits)

GTD 512 – International Governance and Development of Nuclear Technologies (3 credits)

GTD 598 – Technology and Development in Global Education (3 credits)

GTD 598 – Technology and Development in South East Asia (3 credits)

GTD 598 - Gender, Development and Technology (3 credits)

GTD 598 - Grassroots Energy Innovation (3 credits)

#### **Technology and Development – Restricted Electives (6 credits)**

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

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

There is some flexibility and scope in the nature of each student's Applied Project. It can be a research paper where students must introduce a research problem, conduct a relevant literature review, describe the methodology, and

then conduct research, or, create a project as a solution to that problem. They would then evaluate the research results, or the project — all in a written document. The research sequence of GTD 505 and GTD 506 is designed to prepare students for this culminating experience. There is room, however, for a variety of other options, including a research proposal for funding, a publishable paper, or a multimedia project such as film documentary or other audio visual exploration and demonstration of concepts, research, and development practices.

Summary of M.S. Global Technology & Development Requirements	Semester Credits
GTD core and Required courses	15
Regional/Area Studies restricted electives	6
Technology & Development restricted electives	6
Applied Project	3

**Total: 30**

### Applied Project (3 credits)

An applied project is a project that must be completed and documented before graduation. There is some flexibility in the nature of each student's Applied Project. It can be a research paper where students must introduce a research problem, conduct a relevant literature review, describe the methodology, and then conduct research, or, create a project as a solution to that problem. They would then evaluate the research results, or the project — all in a written document. The research sequence of GTD 505 and GTD 506 is designed to prepare students for this culminating experience. There is room, however, for a variety of other options, including a research proposal for funding, a publishable paper, or a multimedia project such as film documentary or other audio-visual exploration and demonstration of concepts, research, and development practices.

Applied Projects must be relevant to the subject areas of Global Technology and Development, and therefore must address in some way the global context, the factor of technology, and social, economic, cultural or political development.

### Procedure for Applied Projects

- Select Supervisory Committee Chair (Faculty Mentor) who must be from the SFIS faculty list. A preliminary Prospectus 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 Prospectus – In order to register for GTD 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 – GTD 593** (see Appendix A). Submit the form and the two page prospectus to the Faculty Chair for approval. Once the Faculty Chair approves the prospectus, he/she will indicate on the form the term and year that the student needs to register for GTD 593. The completed form and prospectus are submitted to the GTD 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.
- See the information on page 19 covering the final steps to complete the Applied Project.

### 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 GTD 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
<b>Regular semester</b>			
Graduate	9 or more hours	5-8 hours	4 or fewer hours
Graduate assistant**	6 or more hours	-----	-----
<b>Six-week summer session</b>			
Graduate	3 or more hours	2 hours	1 hour
Graduate assistant**	2 or more hours	1 hour	-----
<b>Eight-week summer session</b>			
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 complement 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: GTD students will additionally be assigned a second reader 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 by the end of the first term in the program. A link to the student POS is provided through My ASU (<https://my.asu.edu/>).
- After consultation with their Supervisory Committee Chair and the GTD 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.
- The POS should have a minimum of 30 credit hours, with the core course GTD 511, 12 credit hours for the four required courses (GTD 501, GTD 503, GTD 505 and GTD 506), 6 credit hours of Regional/Area Studies

courses, 6 credit hours of Technology and Development restricted electives, and 3 credit hours of GTD 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.
  - ASU students enrolled in an approved Bachelor’s/Master’s degree program (commonly referred to as 4+1), may share ASU credit hours. Students must contact their ASU undergraduate advisor and graduate support staff to ensure proper sharing of credit hours. Students must successfully complete the undergraduate degree and be admitted to the respective graduate program prior to completing 12 credits of graduate coursework.
  - Accelerated GTD Bachelor’s/Master’s programs may use a maximum of 12 pre-admission credits which may include up to a maximum of 12 hours shared between the Bachelor’s and Master’s program. Students in accelerated programs should contact their undergraduate and graduate advisors to ensure proper sharing of credit hours. For students in the following 4+1 accelerated program, more information is available on the [SFIS web site](#). A pre-application form is available for students who are interested in pursuing an accelerated program.
    - Bachelor of Science in Technological Entrepreneurship and Management
  - An undergraduate degree and a graduate degree may not be awarded during the same term of enrollment.
  - Students must apply, be admitted and registered as a graduate student to earn a master’s or doctoral degree at ASU.
- **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 GTD Graduate Program Academic Advisor that the iPOS is in the online system and ready for review.
- The GTD Graduate Program Academic Advisor will get the approval of the Committee Chair or Co-Chairs and the Head of Academic Unit.
- The GTD 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 GTD Graduate Program Academic Advisor that the request is in the online system and ready for review.
- The GTD Graduate Program Academic Advisor will get the approval of the Committee Chair or Co-Chairs and the Head of Academic Unit.
- The GTD 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 GTD Graduate Program Academic Advisor that the request is in the online system and ready for review.
- The GTD Graduate Program Academic Advisor will get the approval of the Committee Chair or Co-Chairs and the Head of Academic Unit.
- The GTD Graduate Program Academic Advisor will forward the online electronic version of the Course Change request to the Graduate College for final approval.

#### **APPLIED PROJECT GTD 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 – GTD 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

### GTD ADVISING

The GTD 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.

### GTD STUDENT RESOURCES SITE

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

### WAYS TO STAY CONNECTED

Students in the M.S. in Global Technology and Development have the advantage of expanded networking possibilities due to the fact that there is a campus-based program as well as the completely online version. There are several social media sites that campus and online GTD students both join, making connections around the world.

GTD Facebook Page (official): <http://www.facebook.com/globaltechnologydevelopmentasu>

GTD Facebook Page (admitted students): <https://www.facebook.com/groups/gtdasu/>

Linked In Page: <https://www.linkedin.com/groups/4523628/profile>

### 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 GTD 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.

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](mailto:militaryonline@asu.edu)

## **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](mailto: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](mailto:titleixcoordinator@asu.edu) or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to [www.asu.edu/reportit/](http://www.asu.edu/reportit/).

### **STUDENT 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](mailto: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 Global Technology and Development 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 course GTD 511 and the Other Required Courses, GTD 501, GTD 503, GTD 505, and GTD 506.
2. Remain continuously enrolled in the degree program.
3. Maintain a cumulative GPA of 3.0 or higher in all classes included in the Plan 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 GTD Graduate Academic Advisor will conduct a review of all GTD 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 and copy the Director of Academic Services, as well as 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 GTD 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 – GTD 593**
- **Example of the Report of Final Culminating Experience – Applied Project – GTD 593**



**STUDENT:** This form must be completed (fill in all form fields) and given to the Faculty Chair listed on the Plan of Study, along with a two-page prospectus (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 prospectus to the GTD Graduate Academic Advisor in the School for the Future of Innovation in Society, [wendi.taylor@asu.edu](mailto: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 GTD 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**

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

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

- A problem
- Problem background
- Significance of the problem
- A purpose statement (The purpose of this research or research proposal is to.....)
- Literature review (preliminary, can be annotated bibliography)
- Methods (How will you collect your data? What is the overall design?) (Applied Project: what will you create? How will you create it? What problem does it solve?)

**Semester, Session and Year for GTD 593 registration:**

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

Faculty Chair Name:  Approved  Disapproved

Faculty Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Head of Academic Unit Name:  Approved  Disapproved

Head of Academic Unit Signature \_\_\_\_\_ Date \_\_\_\_\_





NAME OF STUDENT (Last name, first name, middle initial)	10 DIGIT ASU AFFILIATE ID#
DEGREE Master of Science	MAJOR Global Technology & Development
APPLIED PROJECT TITLE	COMPLETION DATE – MM/DD/YYYY

**APPLIED PROJECT EVALUATION CHART (enter the score points for each area)**

	AREAS OF PERFORMANCE	Above Expectation (4-5 points)	Meets Expectation (3-3.9 points)	Below Expectation (0-2.9 points)
1.	Identification and framing of a global technology & development problem.	(4-5 points)	(3-3.9 points)	(0-2.9 points)
2.	In depth discussion and analysis of the problem, its history and current context.	(19-20 points)	(17.1-18.9 points)	(10-17 points)
3.	Application of a development approach, theory, concept, or framework.	(19-20 points)	(17.1-18.9 points)	(10-17 points)
4.	Use of appropriate methods for research, data analysis, and/or application and knowledge mobilization.	(24-25 points)	(22.1-23.9 points)	(15-22 points)
5.	Relevant conclusions and meaningful recommendations.	(4-5 points)	(2.1-3.9 points)	(0-2.9 points)
6.	Quality of the written report	(24-25 points)	(21.1-23.9 points)	(15-21 points)

**TOTAL POINTS** (minimum 82.5 points required for graduation) **GRADE ASSIGNED**

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

NAMES OF CHAIR(S) & EVALUATOR*	SIGNATURES	DATE
Faculty Chair/Mentor		
Second Faculty Reader		
EVALUATOR (if applicable)		

\*If the POS committee consists of one Chair, the Chair 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

The applied project is graded on the content and quality of the final report produced. Grading is guided by the Applied Project rubric, and addresses six areas:

- **Identification and framing of a global technology & development problem.** 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) that is important and relevant within the scope of the field of global development and should demonstrate clear understanding of the nature of the challenge or issue selected. There should be some reference to the variable of technology, and there is considerable flexibility in how this is included.
- **In depth discussion and analysis of the problem, its history and current context.** The project should coherently, logically, and professionally, explore a specific challenge or issue. It should provide well-reasoned insights into the challenge/issue, and a sound understanding of the historical, cultural, political, etc. context of the issue.
- **Application of a development approach, theory, concept, or framework.** The project should demonstrate a competent application of a selected theory or concept, clearly placing the work within the field of global technology and development.
- **Use of appropriate methods for research, data analysis, and/or application and knowledge mobilization.** The project should employ appropriate research methods, applied project design, and final project completion tools.
- **Relevant conclusions and meaningful recommendations.** The project has a robust written conclusion, relevant to the problem and research or project designed, with recommendations for further research, or for policy or project prescriptions.
- **Quality of the written report.** The report should be formatted in APA style, be between 5,000–10,000 words long, and include appropriate citations. A shorter paper (5,000 words or less) might be acceptable if it is accompanied by other deliverables, such as a website, application development, video, podcast, etc. 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.

## Grading Scale

HSD 503 is a letter graded course, and a minimum grade of B is required to pass. The break points for grades are:

A- / A / A+	90.0-92.4/ 92.5-97.9/ 98.0-100
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

## Project Evaluation

Your project will be evaluated by your project faculty mentor, and a second reader selected by you and your advisor. These will use the rubric below to guide their grading. It is important that you work closely with your mentor on early drafts of the report, and that you get the report to both mentor and second reader on time. Failure to do so may mean a delay in course completion.

### Rubric

For evaluating the Applied Project

	Above Expectation	Meets Expectation	Below Expectation
<b>1. Identification and framing of a global technology &amp; development problem</b>	(4 – 5 points) The project has a clear and well-articulated focus that is important and relevant within the scope of the field of global development.	(3 – 3.9 points) The project has relevance to global development but is not always made clear.	(0 – 2.9 points) The project does not have any relevance to the field of global technology and development.
<b>2. In depth discussion and analysis of the problem, its history and current context.</b>	(19 – 20 points) The project coherently, logically, and objectively explores the specific challenge or issue. It provides well-reasoned insights into the challenge/issue, and a sound understanding of the historical, cultural, political, etc. context of the issue.	(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 high level 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.
<b>3. Application of a development approach, theory, concept, or framework</b>	(19 – 20 points) The project demonstrates a clear understanding of general principles of, and approaches to, global technology and development, by logically applying a theoretical framework or concept from the field to the problem at focus.	(17.1 – 18.9 points) The project mentions the theoretical approach but does not integrate it into the analysis.	(10 – 17 points) The project does not refer at all to any theoretical or conceptual aspect from the field.
<b>4. Use of appropriate methods for research, data analysis, and/or application and knowledge mobilization.</b>	(24-25 points) The project employs appropriate research methods, applied project design, and tools such as knowledge mobilization if relevant.	(21.1 – 23.9 points) The project employs adequate research methods, applied project design, and tools such as knowledge mobilization if relevant.	(15-22 points) The project has not methodological coherence, whether research, or applied solution.
<b>5. Relevant conclusions and meaningful recommendations.</b>	(4 – 5 points) The project has a robust written conclusion, relevant to the problem and research or project designed, with recommendations for further research, or for policy or project prescriptions.	(2.1 – 3.9 points) The project has some written conclusion and some recommendations.	(0-2.0 points) The project lacks a coherent conclusions and has no recommendations.

	<b>Above Expectation</b>	<b>Meets Expectation</b>	<b>Below Expectation</b>
<b>6. Quality of the written report.</b>	(23 – 25 points) The report is correctly formatted (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 (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 correctly formatted, and 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.

Example