



Master of Arts in International Affairs and Leadership

STUDENT HANDBOOK

2022 – 2023

Effective July 2022

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Program Information

Overview

The MA in International Affairs and Leadership (IAL) is offered by The School of Politics and Global Studies (SPGS) in partnership with the ASU Lab for Leadership, Diplomacy and National Security (LDNS Lab).¹ The IAL program prepares students for international leadership roles in a dynamic active learning environment led by senior international affairs professionals from the public and private sectors.

Coursework is delivered asynchronously online to allow maximum flexibility for **working professionals** and individuals in different time zones to participate.

Several features distinguish the IAL program. Notably, its faculty consists entirely of retired and active **practitioners in the international affairs arena**. As of July 2022, for example, IAL's fourteen faculty members include eight former U.S. ambassadors, two retired flag-rank military officers, former senior congressional staff members, and a European Commission official. At least half of the faculty has served at the rank of Deputy Assistant Secretary or higher in an Executive Branch department.

IAL also emphasizes **faculty-student interaction**.

Classes are deliberately capped at a maximum of 25-30 slots in order to ensure every student has the opportunity to engage with the faculty. All of our instructors also offer optional weekly Zoom sessions with students enrolled in their classes.

In addition, IAL students have the option of participating in a **one-week, in-person program in Washington, D.C.**, during which they engage with a broad range of foreign affairs experts and participate in various leadership events. Students who opt to take advantage of this program generally do so during their first or second semester in IAL. There is no charge for participation in the program itself. However, students are

¹ *The Leadership, Diplomacy and National Security Lab (LDNS Lab) advances character-driven leadership, diplomacy, and national security education and training in support of the full range of university enterprises. Led by diplomatic and national security professionals, The Lab dedicates itself to learner-centered solutions and thought leadership through a global network of partners employing state of the art learning tools. The LDNS Lab implements concrete programs aimed at making a difference in people's lives across a range of critical areas: leadership development, human rights, rule of law, international security, and other fields. The Lab provides an open and non-partisan forum for public debate and constructive engagement.*

AFFORDABLE PRICE

Because ASU is a not-for-profit university, a typical student can complete an entire IAL degree for about \$25,000.

Tuition Calculator

responsible for securing their own transportation to and from Washington, D.C., lodging, meals, and any miscellaneous expenses incurred outside of this program.

Drawing on the LDNS Lab's access in Washington D.C.'s international community, and ASU's extensive academic capacity, students will acquire a distinctive edge to succeed in the full spectrum of international affairs professions.

Our students come to IAL from highly diverse backgrounds. They live throughout the U.S. and abroad. They range in age from recent college graduates to retirees. They represent dozens of different professions, both civilian and military. What unites them is a desire to learn more about this complex world in which we live and a commitment to making it better.

Key Contacts

Current and prospective students may contact the following staff with questions:

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Admissions

IAL accepts applications at any time on a rolling basis. Most students apply to begin their program of study in the fall (August to December) or spring (January to May) semesters. For more information, see ASU's [academic calendar](#).

Applicants must [fulfill the requirements](#) of both ASU's Graduate College and The College of Liberal Arts and Sciences (of which SPGS is a part). Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in any field from a regionally accredited institution.

Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in a relevant master's program.

All applicants must submit the following on the graduate admissions page (<https://webapp4.asu.edu/dgsadmissions/Index.jsp>):

- Graduate admissions application and application fee (the application fee may be waived in specific cases)
- Official transcripts
- Professional resume
- Letter of intent
 - The letter of intent should lay out the applicant's reasons for pursuing a master's degree in International Affairs and Leadership and how this advanced degree relates to his or her future goals. The letter should also describe the applicant's academic and professional background and interests. In short, it should tell a concise, coherent story about the applicant's leadership journey, drawing on the past and projecting into the future. Two-page maximum page limit.
- Writing sample
 - Applicants must submit a three to five page, double-spaced writing sample. The writing sample should be used to showcase the applicant's interest in international issues and desire to influence our complicated, globalized world. Successful applicants must be able to demonstrate critical thinking skills and the ability to write a concise, cogent analysis.
- Proof of English proficiency if native language is not English (see <https://admission.asu.edu/international/graduate/english-proficiency> for details)
- The GRE or GMAT is not required but can be submitted as supplemental material.

Tuition

Tuition information can be found here: [ASU Tuition Calculator](#).

Financial aid is available through the ASU Financial Aid office and the Graduate College. Please visit [ASU's Financial Aid office](#) or [Graduate College Funding Opportunities](#) for more information.

Program Requirements

Graduation from the IAL program requires successful completion of 30 credit hours. The program includes four required courses (a total of 12 credit hours):

IAL 501: *Principles of Character-Driven Leadership* (should be completed within the student's first semester in the program)

IAL 502: *The Making of U.S. National Security Policy* (should be completed within the first year of the program)

IAL 503: *Applied International Leadership: Case Studies*

IAL 560: *Capstone (must be taken during the last semester of study)*

Students may select from IAL electives to fulfill the remaining 18 credit hours required for graduation.

The IAL Program Director will consider requests for degree credit for courses outside of IAL on a case by case basis. Please seek such approval **before** enrolling in any non-IAL course. Generally, no more than six credit hours of non-IAL coursework (including transfer credits) can be applied toward an IAL degree.

Transfer/Pre-Admission Courses

A student may request up to six (6) transfer credit-hours for prior graduate-level coursework. Potentially eligible coursework must 1) have a final grade of "B" or above, 2) have been completed within the last three years, and 3) not applied for a previously completed degree. The IAL Program Director and the Graduate College will consider such requests on a case-by-case basis. Students should contact the Graduate Program Coordinator for information on how to request a transfer credit evaluation. Please see the ASU Graduate College policy for more information (<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>).

Enrollment

Except as described below, students must remain continuously enrolled following admission to the IAL program.

Continuous enrollment requires registration in a minimum of one IAL credit-hour (or a non-IAL credit-hour approved by the IAL Program Director) each fall and spring semester until the degree is completed. Summer enrollment is optional.

Courses with grades of "W" (withdrawn) and "X" (audit) are not considered valid for continuous enrollment purposes.

We generally advise students to register for between 1 and 4 courses each semester. Nine or more credits in a semester is considered full-time graduate enrollment.

A student planning to discontinue enrollment for a semester or more must submit a Request to Maintain Continuous Enrollment via the student's iPOS (described elsewhere). The Vice Provost for Graduate Education must approve the request following endorsement by the IAL Program Director and by the Director of SPGS. This request must be filed and approved before the anticipated semester of non-enrollment. Students considering this request should research how this may impact financial aid or other benefits. Students may request non-enrollment for a maximum of two semesters during the entire program (see "Time-to-Degree" below). There is no maximum for students requesting a leave of absence due to military orders. Students requesting military leave should contact Graduate Program Coordinator for appropriate forms.

If the student fails to enroll for a fall or spring semester without an approved Request to Maintain Continuous Enrollment or other approved leave, the student is considered withdrawn from the university. Students removed for this reason must reapply for admission to resume the degree program.

Co-Enrollment

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

Time-To-Degree

A student may work towards completing the degree at their own pace. However, according to ASU policies, the maximum time to complete an MA is six consecutive years. The six years begins with the semester and year of admission to the program. Graduate students must remain continuously enrolled in at least one graduate credit hour in fall and spring semesters from the start of a program to degree completion.

Creating the Interactive Plan of Study (iPOS)

Each student should review the course offerings in the program in relationship to their plan for completing the degree. The iPOS serves as an agreement between the student, the academic unit, and the Graduate College to verify the type, quality, and acceptability of the coursework and culminating experience required for the degree.

The student is required to file and maintain an online iPOS with the ASU Graduate College. Students can access the iPOS through the MyASU portal under the "My Programs" section.

Students should complete the iPOS during their first semester the program. Changes can be made subsequently to the iPOS as necessary. [[iPOS instructions](#)]

Incomplete Grades

A graduate student should avoid taking a grade of “I” (incomplete) for any course if at all possible. If an “I” grade is deemed necessary, the student may be allowed any duration of time up to one year to complete the incomplete work and receive a final grade. The length of time for the extension is determined by the course instructor. If the “I” grade is not replaced with a final grade within one year of the official end of the course, it will become a permanent grade on the student’s transcripts.

Satisfactory Academic Progress

A graduate student is expected to make steady progress towards completion of a degree. This involves meeting the standards and deadlines of the ASU Graduate College as well the requirements established by SPGS.

Specifically, a student enrolled in the IAL program is required to maintain a grade point average (GPA) of at least 3.0. This includes a Cumulative, Graduate, and iPOS GPA of at least 3.0.

In addition, the student must not have more than two (2) “Incompletes” in a one-year period and must be on track to complete the Capstone requirement within the six-year time limit for the completion of the IAL program.

IAL staff will review student academic records at the end of each semester. If the review reveals any deficiencies by any student in maintaining satisfactory academic progress, the IAL Program Director may pursue various options, including those outlined below.

Academic Probation

The Program Director may place a student on academic probation:

- If a student’s cumulative, graduate, iPOS, or semester GPA falls below 3.0
- If a student fails to maintain an iPOS, has more than two incomplete (“I”) grades within a 12-month period, or fails to meet degree program requirements and deadlines
- For other reasons as determined by the Program Director

The Program Director will inform the student in writing that the probation has been established and will outline the reasons for the probation. Unless stated otherwise in writing, students will have one semester to overcome the deficiencies that led to probations.

A student should interpret probation as a strong warning that continuing status in the program is in jeopardy unless corrective action is taken.

The student may appeal a probation, in writing, to the Director of SPGS within 10 days of the written notification from the Program Director or his designee that probation has been established. Appeals should be based on unusual circumstances, hardships, or error(s) in the student's record. Students may include supporting documents from IAL faculty.

The student will be removed from probation when the conditions of the probation have been satisfied by the stated deadlines. The student will then be considered in good standing.

Mandatory Course of Action

Independent of, or in conjunction with, the establishment of probation, the Program Director may, at his or her discretion, establish mandatory courses of action designed to guide the student to remediate deficiencies within fixed timelines. Such courses of action may include, but are not limited to, written plans for raising GPA, overcoming excessive incompletes, remaining on track for Capstone completion, etc.

If a student does not overcome in a timely manner (usually one semester) the deficiencies that led to probation, the Program Director and the Director of SPGS may recommend to the Graduate College that the student be dismissed from the IAL program. All such recommendations must be submitted to the Graduate College with appropriate documentation (e.g., nature of issue, communications with student, etc.).

The Vice Provost and Dean for the Graduate College or designee will determine whether to approve the dismissal.

Only the Vice Provost and Dean of the Graduate College may withdraw a student from a graduate program due to lack of compliance with satisfactory academic progress policies.

A student may appeal a recommendation of dismissal within 10 calendar days of the date the recommendation for dismissal has occurred.

- A student may also voluntarily withdraw from the program in order to avoid having a dismissal entered into the official record. The full description of ASU Graduate College rules and procedures for dismissals can be found at: https://graduate.asu.edu/sites/default/files/satisfactory-academic-progress-guidelines-and-dismissal-processes_1.pdf.

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

Academic Grievance and Grade Appeals

Students who have a grade dispute or other academic grievance should first address the concern with the relevant faculty instructor. If the dispute or appeal is not resolved with the instructor, the student may appeal per the University Policy for Student Appeal Procedures on Grades. <https://catalog.asu.edu/appeal>

General grievances can be routed to the Graduate Program Coordinator or Program Director. If the grievance involves one of these individuals, students can address their concerns to the Director of SPGS.

Graduation

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

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

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

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

Withdrawal from Program

Students who would like to withdraw from the degree program are encouraged to first notify the IAL Program Director and SPGS graduate coordinator. Information on how to

cancel admission or withdraw from the program can be found here:
<https://admission.asu.edu/graduate/cancel-defer>.

Medical/Compassionate Withdrawal

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

Voluntary Withdrawal from ASU

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

Involuntary Withdrawal by the Graduate College

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

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

Sensitive Information Guideline

IAL courses frequently include video interviews and other content featuring outside experts and current and former senior U.S. Government officials. Their comments are only for your use as students of IAL. You may not quote or attribute their comments for

any purpose outside of your coursework as an IAL student without their express permission. We ask that you adhere to the 'Chatham House Rule':

'When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.'

Foreign Language

Mastering at least one foreign language is a critical skill for international affairs leaders that will continuously help them throughout their careers. We highly encourage, but do not require, that students of the IAL program devote time to learning a foreign language. The School of International Letters and Cultures (SILC) at ASU provides accessible language classes in an online format to students in the IAL program. Various proficiency ranges are available through SILC. Students are responsible for any additional costs they may incur to attend these classes.

ASU Policies and Resources

Student Responsibilities

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

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

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

Academic Integrity

The highest standards of [academic integrity](#) and compliance with the university's [Student Code of Conduct](#) are expected of all graduate students in academic coursework

and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university.

Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that students assume personal responsibility in their work.

Academic Dishonesty

<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/academic-integrity>

<https://provost.asu.edu/academic-integrity>

I. Student Obligations

Each student must act with honesty and integrity and must respect the rights of others in carrying out all academic assignments. Students are responsible for knowing and abiding by the ASU Student Code of Conduct

(<https://eoss.asu.edu/dos/srr/codeofconduct>) and Academic Integrity Policy

(<https://provost.asu.edu/academic-integrity>), a portion of which is included below.

Policies on academic dishonesty are applicable not only to the student's own academic work but also in work that they perform for others (i.e. in carrying out their responsibilities as a TA or RA). A student may be found to have engaged in academic dishonesty if he or she:

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

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

II. Allegations of Academic Dishonesty

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

A. Complaint.

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

B. Response to Complaint.

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

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

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

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

Professional Conduct

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

	Unsatisfactory	Emerging	Applying
Relationships with others in	Exhibits negative, divisive or self-	Maintains cordial relationships with	Relationships with colleagues are

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

SPGS Commitment to Diversity and Inclusion

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

plan. SPGS is engaged in ongoing efforts to recruit and retain graduate students from a wide variety of backgrounds and experiences.

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

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

-ASU President Michael Crow
Letter to ASU Community, June 1, 2020

Indigenous Land Acknowledgment

We acknowledge the 22 tribes who are native to Arizona, whose care and keeping of these lands allows us to be here today. More specifically we honor the Akimel O'odham (Pima) and Pee Posh (Maricopa) peoples, on whose ancestral homelands ASU's campuses reside.

Discrimination Complaints

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

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 (<http://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. You can call or walk in and be seen anytime at one of four campus locations (<https://eoss.asu.edu/counseling/services/crisis>) between Monday-Friday, 8 a.m. – 5 p.m. If you need assistance outside of business hours, please call EMPACT’s 24-Hour ASU-dedicated Crisis Line: 480-921-1006.

Counseling Services

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

Title IX

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

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

University Resources

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

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

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

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

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

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

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

Student Accessibility and Inclusive Learning Services (formerly DRC):

<https://eoss.asu.edu/accessibility>

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

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

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

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

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

Graduate Student Wellness Resources

(see the last two pages)

Course Descriptions

IAL 501: Principles of Character-Driven Leadership, 3 credit hours

Principals of Character Driven Leadership provides the student with the core concepts of character driven leadership defined as the commitment to do the right thing, the right way for the right reasons. The course focuses on values--individual, organizational, and national--along with ethics, culminating with a clear understanding of leadership.

Students will explore the “leader in me” by examining the values that they embrace and the causes that they believe in, along with understanding “the environment I lead in” and the criticality of comprehending where they lead and who they lead.

IAL 502: The Making of U.S. National Security Policy, 3 credit hours

IAL 502 takes students through the realistic process of developing and implementing U.S. national security policy. Presented by a former senior national security professional, the course outlines the origins and current structure of America’s national security architecture. Using actual policy decisions, students will exercise the process of analysis, decision-making and translating into action, elements of the country’s national security agenda. The course will also include intensive analysis of the intent and outcome of such critical policy decisions and the leadership exercised by the participating decision-makers.

IAL 503: Applied International Leadership: Case Studies, 3 credit hours

IAL 503 builds on the theoretical and practical foundation of the character-driven leadership curriculum conveyed in IAL 501. During the semester, students will engage with faculty and with each other in multiple in-depth applied leadership scenarios, examining various aspects of leadership in international settings. The semester will culminate in individual student presentations analyzing a complex international leadership challenge. Case studies and scenarios in international settings with real-world choices and dilemmas that require group decision-making and leadership in a pressure-filled, crisis situation to achieve a peaceful and successful outcome.

IAL 504: U.S. Diplomacy in Action - the Embassy Country Team, 3 credit hours

Led by a former U.S. Ambassador, students constitute a U.S. Embassy Country Team for a specific country and manage a reality-based diplomatic agenda. Students are assigned the actual roles of Embassy team members, and together with their 'Ambassador,' Students practice how U.S. foreign policy is developed and executed in the field. Through readings, case studies and insights of outside foreign policy experts and U.S. Foreign Service Officers, students are challenged to understand current bilateral policies and relations between the United States and the country assigned for the course. Students also develop new, creative programs for the future that promote U.S. interests and also improve the understanding between the people of the country and the United States. Case studies and class simulation exercises of policy making and program management help students understand good and bad character-driven decisions and leadership.

IAL 505: Key Issues in Today's Global Economy, 3 credit hours

Projects forward what the economic and business environment will offer to graduates of the IAL master's program as they enter the job market. 'Character-driven leadership' course content prepares students for success in their chosen career field. Led by a former U.S. Ambassador with extensive experience in economic and commercial diplomacy as well and private sector international business for and over 30 years. Through readings, case studies and insights of economic and business leaders, challenges students to consider not only possible future trends that offer growth and opportunities, but also economic and business developments that threaten setbacks, insecurity and failures. Case studies and class simulation exercises of policy making inform students of good and bad character-driven decisions and leadership in the business and policy world.

IAL 508: Transatlantic Relations: Does Europe Still Matter?, 3 credit hours

Presents IAL students with a brief review of the rich history of the development of the Atlantic Alliance since the end of World War II, the end of the Cold War, and cooperation since the tragedy of the attacks on 9/11. But most importantly, this course projects forward what direction the U.S. and Europe are moving in the future. Challenges students to analyze and consider 'over the horizon' trends and opportunities, but also the risks of conflict and how to mitigate and solve challenges. Case studies present 'character-driven leadership' by U.S. and European leaders as they manage issues of cooperation and competition. Through readings, case studies and insights of European leaders, U.S. and European academic experts, and practitioners in government, business and Non-Governmental Organizations (NGOs), students develop their own policy proposals.

IAL 509: Western Hemisphere, 3 credit hours

Elective course toward the MA in International Affairs and Leadership. Explores the opportunities and challenges facing the United States in its relationships with its regional neighbors, including Canada, Mexico, Central America, the Caribbean and South America. The lectures and readings consider how the region's social, cultural and economic history shapes its relations with the U.S. and the rest of the world. In a series of papers, students analyze how U.S. interests in the region can be best articulated in light of these factors.

IAL 511: Human Rights and Realpolitik, 3 credit hours

Elective course for the master's degree in International Affairs and Leadership. Why is it that states around the world frequently "don't do the right thing" when faced with human suffering at home and abroad? What is it about the international order that has permitted malicious tyrants and others to propagate injustice and carry out crimes against humanity? Is the world getting better or worse in preventing human rights abuses? What factors are inhibiting attainment of the aspirational goals of the 1948 Universal Declaration of Human Rights? Exploring international law, norms, and real-world case studies, this course examines the role of states and other actors in today's international system in protecting – or not – human beings throughout the world.

IAL 560: Capstone, 3 credit hours

Offered in the Spring and Fall semesters as appropriate, this course serves as the culminating experience for the Masters' Degree in International Affairs and Leadership. In consultation and with the approval of the instructor, students research and identify a specific international affairs leadership challenge they will present at the conclusion of the degree program. The capstone product should be a visually rich 20- minute oral presentation that shows analytical rigor and defends a tangible strategic plan for achieving impact and positive change. The oral presentation must be accompanied by written back-up material that substantiates and defends the student's policy analysis and proposal for action.

IAL 598: Special Topic Courses, 3 credit hours

These are new courses that are developed by ASU Professors of Practice and other ASU faculty that serve the educational outcomes of the program but have not yet been turned into permanent courses. A GSC 598 course is an approved elective in the programs.

IAL 598: Diplomacy - Preventing Genocide, 3 credit hours

This course will focus on the role of diplomacy and "soft power" in preventing war crimes, atrocities, crimes against humanity and ultimately Genocide. Using the history and experience of the Holocaust and murder of six million Jewish people during World War II, the students will also examine other tragic events in the 20th and 21st century where the ultimate human rights violations were perpetrated – death of innocents. Victims of these crimes include civilians during war or civil war, i.e. military conflict or innocents as a result of hate, prejudice and persecution of minorities. Course objectives are to position students to explain US interests in preventing Genocide and violations of human rights, the international political system and laws and frameworks in place to prevent these tragedies. Students will be challenged to explain the interaction between the U.S. Government, U.S. Congress, and non-governmental organizations (NGOs) at both the "grass-roots" community engagement level and at the strategic level involving other governments, regional organizations and multilateral agencies such as the United Nations. Case studies and a reality-basis simulation exercise will deepen students' skills of communication, analysis and leadership working in a group to solve an emerging problem and crisis using the diplomatic toolkit of non-military means to stop an emerging crisis before atrocities and Genocide occur.

IAL 598: Religion and Diplomacy, 3 credit hours

Religion matters – to individuals, to international governments, and to diplomacy. An oft-overlooked component of statecraft, religion has an understated influence in international affairs. Failure to understand or even acknowledge its impact on the Diplomatic, Informational, Military, and Economic (DIME) elements of national engagement, is to do so, as renowned strategist Douglas Johnston has asserted, at our peril, or at least to our disadvantage. The purpose of this course is to prepare current and future leaders (diplomatic, military, and political) to respond to religiously-charged situations and to enable students to identify religious elements, analyze the theoretical

and practical considerations of religiously challenging circumstances, and derive possible resolutions.

IAL 598: The Role of Congress in US Foreign Policy: “Does Politics Still Stop “At the Water’s Edge?”, 3 credit hours

The 2015 invitation by the congressional Republican leadership to Israeli Prime Minister Benjamin Netanyahu’s to address a joint session in order to openly oppose the Obama administration’s nuclear negotiations with Iran is considered an important demonstration the polarization of congress had moved squarely into the realm of foreign policy. “Does politics still stop at the water’s edge? The role of Congress in US foreign policy,” is an in-depth look at the legislative branches’ influence on the development and execution of US foreign policy. The class will study the behind the scenes, day-to-day interactions between the two branches as well as the traditional tools afforded Congress under the Constitution including the authorization/appropriations process, ratification of treaties and confirmation of nominees and how these tools are utilized in today’s hyper-partisan political environment. Students will hear from academics, former and current executive and legislative branch staff, embassies and the special interests that influence Congress’ thinking on foreign policy with coursework emphasizing the preparation of briefing memos, speeches and op-eds.

IAL 598: The Holocaust and World War II Today, 3 credit hours

Students will explore the Holocaust as history, but also the remaining unresolved issues of the Holocaust such as justice and restitution for Holocaust survivors and their families. The importance of remembrance and education about the Holocaust and the lessons of the Holocaust for the future will also be discussed and evaluated and related to other current Genocides anti-Semitism and other forms of discrimination, bigotry and hatred and the importance of preventing future reoccurrence of these tragedies.

IAL 598: Security, Peace, and Human Rights in Cyberspace, 3 credit hours

Ensuring human rights, security, and peace in cyberspace has become particularly pivotal in times of global conflict, attacks on democracy, and global health emergencies. With the United States and the European Union recently joining the Paris Call on Trust and Security in Cyberspace, the issue has been elevated to a key policy priority on both sides of the Atlantic. Negative human rights impacts for users of ICT and populations are exacerbated in challenging environments, such as in conflict zones, the latest being Ukraine. This course examines the human rights responsibilities of ICT companies and digital technology providers as well as public policy formulations in light of evolving international norms to protect human rights, integrity, trust, and peace in cyberspace, such as through the Paris Call and discussions around a Digital Geneva Convention. We have increasingly seen troubling practices in cyberspace with serious off-line impacts that are destabilizing for democracies, global security, and the human rights of marginalized groups and even entire societies, including election interference, targeted misinformation, attacks on critical infrastructure, cyberwarfare, cyber threats to the security of NATO, online incitement of off-line violence, systemic cybersurveillance, internet shutdowns, etc. This course studies the evolving international normative

framework and implications for policy formation and the responsibility of ICT companies around these areas of threats. Further, strategies by the public and private sector are being discussed to protect human rights online and prevent off-line harms arising from online conduct especially in conflict zones and high-risk areas, moderate online content inciting violence and human rights violations offline, protect human rights defenders, and responsibly manage government requests for user information and address issues of direct access. The course analyzes these issues from an international and comparative law perspective and addresses them through a multi-stakeholder lens outlining the responsibilities of companies, public policy tools, and multilateral approaches to effectively address the challenges outlined above, including within a NATO context.

IAL 598: International Negotiations: Trust but Verify, 3 credit hours

IAL 598: Exploring the Complex Realities of the African Continent, 3 credit hours

GRADUATE WELLNESS RESOURCES

FINANCIAL WELLNESS

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

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

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

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

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

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

PHYSICAL WELLNESS

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

Sun Devil Fitness Complex
fitness.asu.edu

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

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

EMOTIONAL WELLNESS

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

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

Use CRISIS TEXTLINE
Text HOME To 741741

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

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

SOCIAL WELLNESS

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

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

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

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

10 Best Practices in Graduate Student Wellbeing

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

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



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



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



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



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



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



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



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



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



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



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