Syllabus
Arizona State University at the Polytechnic Campus
College of Integrative Sciences and Arts
Faculty of Social Science

POS 325
Public Policy Development
Spring 2024 – B Session
Schedule Line Number: 13612

<u>Satisfies General Studies - SB</u>

Venue: Poly SANCA 359
Time: 1:30PM – 4:15PM
Days: Tuesday/Thursday
Meeting Dates: 3/11/2024 – 4/26/2024
Class Format: Lecture/Discussion

Professor: Dr. Nicholas Alozie
Office: Santa Catalina (SANCA) 252M
Tel.: (480) 727-1395**o**; (480) 332-4261**m**
E-Mail: Alozie@asu.edu
Office Hours: TTH 11:30am-1:15pm, and by appointment.

This course is offered by the College of Integrative Sciences and Arts. For more information about the College, visit our website: https://cisa.asu.edu/. If you have questions or concerns, please send your inquiry to cisa@asu.edu.

Introduction/Course Description

This is a course about how we conduct public sector or government "business", called public policy, built around the concept of collective action. It is designed to introduce the fields of public policy and public policy analysis. It examines several aspects of public policy development including agenda setting and policy formulation, implementation, and evaluation. The course will start with an examination of the various theoretical models and conceptual approaches to the study of public policy and analysis (e.g., elitism/pluralism, rational comprehensive/muddling through, target population, NIMBY, etc.). It will then move to an examination of problem identification and agenda setting techniques, as well as how to determine policy alternatives, implementation and evaluation. We will examine rationality as part of policymaking. We will examine the process of community/group mobilization. We will examine the use of policy language, symbols, and general strategies of policy discourse. We will examine the policy environment and sources of pull/push in the policy process. We will examine the game elected and non-elected officials play in agenda codification. We will examine broad instruments of public choice. We will examine the nature of street-level policymaking and rulemaking. We will also identify and examine several quantitative techniques employed at various stages of the policy process, including cost-benefit and cost effectiveness analyses and Pareto conditionalities. We will examine the question of whether public policy can ever be equitable.

Learning Outcomes

There is a world of difference between education and training. Training is preparation to undertake a narrow task, say performing a specific job on the assembly line at a vehicle manufacturing plant. It needs not be transferable. Conversely, education is preparation that positions one for broader applications, in varied contexts. This is why education focuses on literature and theory. This course offers policy education. It is not training for a specific policy application.

At the end of this course, therefore, students are expected to have acquired the following broad knowledge/skills:

- The basic definitions of public policy and the distinction between public policy and other forms of public sector activity;
- Understanding of the difference between "public" and "private" problems and how each factors into problem formulation in the policy process;
- The policy-making process, including stages such as agenda setting, policy formulation, implementation, and evaluation;
- The institutions, persons, and groups that participate in the policy process and the process and limitations of their participation;
- The role of "representation" in the policy process;
- The intricacies of policy debate and the strategies and symbols employed in such debates;
- The role of rationality and self-interest and why representation may bring different results;
- The theories of the policy process, including discussions of the elite and mobilization theories;
- Familiarity with basic policy tools such as cost-benefit and cost effectiveness analysis;
- The public choice theory and its relevance and limitations;
- Group theory in the policy process;
- The role of the private sector in public policymaking;
- Why public policy is different and government is not and cannot be run like a business;
- Policy analysis and the role of the policy feedback cycle; and
- Specific policies in particular areas.

Required Materials: (Both Volumes are available as E-Books)

James E. Anderson (et al). <u>Public Policymaking: An Introduction</u>. Cengage Learning. 9th Edition, 2023.

John W. Kingdon, <u>Agendas, Alternatives, and Public Policies.</u> Scott, Foresman & Co. Latest Edition, but not later than the Updated 2nd Edition.

**** Several articles are also required. Please review the syllabus and obtain these articles

Recommended Reference Materials

Michael Kraft and Scott Furlong. <u>Public policy: Politics, Analysis, and Alternatives</u>. CQ Press. Latest Edition.

CQ Researcher. <u>Issues for Debate in American Public Policy</u>. CQ Press. Latest Ed.

Charles 0. Jones, <u>An Introduction, to the Study of Public Policy.</u> Brooks/Cole. Latest Ed.

Robert A. Heinemann, et al, <u>The World of the Policy Analyst</u>. Chatham House. Latest Ed.

Robert T. Nakamura and Frank Smallwood, <u>The Politics of Policy Implementation</u>. St. Martins Press. Latest Ed.

E.J. Mishan, <u>Cost-Benefit Analysis</u>. (3rd. Ed.). George Allen and Unwin. Latest Ed.

<u>Requirements and Grading</u>

This is an upper-division political science course. There are no examinations or quizzes in the course. The course is divided into four major areas (agenda setting, policy formulation, policy implementation, and policy evaluation). Each student will prepare a twenty (20)-page portfolio synthesizing the four major areas. The final grade will be determined as follows: the portfolio analysis will be worth 70 points; while attendance and participation will be worth 30 points. The final grade will be determined by the standard University's distribution of A, B+, etc on a 100-point scale.

Assignment	Points
Portfolio	70
Attendance/Participation	30
Total	**100**

Grading Scale

A+ = 98-100%	C+ = 78-80		
A = 94-97	C = 71-77		
A- = 91-93	D = 61-70		
B+ = 88-90	E = 0-60		
B = 84-87			
B- = 81-83			

Attendance:
Classroom attendance is optional, but it is highly recommended since it carries 30% of the total grade. You will not pass this course if you do not attend class. Absence of even one class session is a big problem since the course is a short version of the original AND THE PORTFOLIO IS BASED SQUARLY ON MATERIAL COVERED IN CLASS. If you miss five sessions, you will receive only 10 points for attendance. If you miss six or more sessions, you will receive zero for attendance. Please do not think you can simply write something and turn it in at the end of the semester as representing the portfolio. The portfolio covers material we deal with in class.

When you come to class, come because you want to interact with both the teacher and other students in learning. Reading of materials unrelated to the class either printed or electronic while in class; surfing the web; eating your lunch; catching up on your sleep; chatting with friends; or monitoring your cell phone will be a violation of the work ethics in this course. When you enter this classroom, even when the teacher is not there, the teacher expects you to commence work directly related to the course material. Essentially, 1:30pm-4:15pm every Tuesday and Thursday, between 3/8/2021 – 4/23/2021 belongs to this course material. Please try not to cheat the course of this allotted time by using the time to catchup on other things.

Participation:
As one of my senior colleagues in Tempe says: "Teaching is a partnership between the teacher and the student. The most difficult circumstances for me to teach under are when students assume I am responsible for lecturing and they are responsible for listening and taking notes. For me, teaching and learning are much more dynamic than this - they require an active interchange between student and teacher. So if you have a comment, questions, or simply do not understand what is being discussed, please speak up - your doing so will help me in teaching this class and help you in learning from it." These are not my words, but they are pertinent.

Sensitivity Warning:
Some parts of this course contain sensitive material, such as the role of gays and lesbians, women, and other minority groups in the policy process. Others may relate to debate about new reproduction technologies and community groups in security matters. The classroom environment must create the kind of civility required to treat these subjects. Please feel free to discuss these matters as they come up. We are constantly aware of the line between excessive political correctness and the kind of sanitization that makes it difficult to confront these subjects adequately in a learning environment.

Thus, this course contains sensitive language. If, at any time, you are uncomfortable with any aspect of the course, please bring that information to the attention of the instructor. Since we subscribe to the notion that everyone is not only entitled to an opinion, but is in fact entitled to his or her own opinion, we must treat everyone with dignity throughout this course. No one is foolish. No one says foolish things. No one is illiterate. No one talks crazy. We simply see things through different (and our own) lenses. Lack of civility may lead to your withdrawal from the course.

Honesty:
Academic integrity and the honor code must be respected at all times. Cheating in any form will result in a failing grade in the course, and my recommendation that you be expelled from the University. Plagiarism is the act of taking ideas and/or written statements or other materials from another and passing them off as one's own. Examples of this are failing to cite a source for statements used in a paper and failing to signify a quotation through the use of quotation marks. Do not submit other people's work as your own, whether a fellow student, your mother, dad, significant other, or one which you have purchased. Do not take things from the Internet or elsewhere and try to pass them off as your own. Do not have someone else do your assignment for you. Do not resubmit work which you've used in another class for credit in this class. If you are uncertain of the meaning of this policy, please contact the instructor.

Portfolio Due Date:

The Portfolio is due: **Friday, April 26.**
(Grades Due in Office April 29-May 6)

Lecture Schedule

March 12/14/19	**General Introduction**
	Assigned Readings: None.
	Issue One: Finding Me, My Place in the World (Me, Inc.)
	Rationality/Public Choice
	Assigned Readings: Article
	The Nature of Public Issues (Social/Private Problems)
	Assigned Readings:
	`Anderson, Chapts. 1-2.`
	`Kingdon, Chapt. 1.`
	Public Policy and the Policy Environment
	Assigned Readings:
	Anderson, Chapts. 1-2.
	Kingdon, Chapt. 1.
March 21/26	**Problem Identification and Agenda Setting**
	Assigned Readings:
	Anderson, Chapts. 1-3.
	Kingdon, Chapts. 2-3
March 28	**Continue: Problem Identification and Agenda Setting**
April 2/4	Assigned Readings:
	Anderson, Chapts. 1-3.
	Kingdon, Chapts. 2-3
	Policy Alternatives, Policy Formulation, and Rationality
	Assigned Readings:
	Anderson, Chapts. 3-4.

Kingdon, Chapts. 4-10.
Michael Kraft. "Citizen Participation and the NIMBY Syndrome ......
Western Political Quarterly 1991:299-328.
-Charles Lindbloom. "The Science of Muddling Through" Public
Administration Review 1959:79-88.

April   9/11/16   **Street-Level Policymaking Assigned Reading:**
Assigned Readings:
Michael Lipsky. Street-Level Bureaucracy (article, all).

Administrative Rule-Making, Policy Implementation,
Implementation Tools and Practice, Theory and Politics
Assigned Readings:
Anderson, Chapts. 5-6.
Kingdon, Chapters 5-9.
David B. Robertson. "Program Implementation Versus Program Design:
Which accounts for policy failure?" Policy Studies Review (May,
1984): 391-405.
Jarnes D. Sorg. "A Typology of Implementation Behaviors of Street-
Level Bureaucrats." Policy Studies Review (Feb, 1983): 391-406.

April 18   **Policy Evaluation Theory and Practice, Politics, Policy Termination**
and Feedback.
Assigned Readings:
Anderson, Chapts. 7-8.
Walter Williams & John Evans. "The Politics of Evaluation: The case
of head start," in Cases in Public Policy Analysis ed. Charles E.
Anderson (1976): 293-309.
Anne L. Schneider. The Evolution of a Policy Orientation for
Evaluation: A guide to practice." Public Administration Review
(July/August, 1986): 356-363.

Seminar: Science, Technology, and Public Policy
Topics- Reproductive technologies, the environment, homeland
security, DNA, etc

April 23   **Continue: Policy Evaluation Theory and Practice, Politics, Policy**
Termination and Feedback.

April 25   **Wrap-Up**
<u>Portfolio Due Next Day</u>

Policy Presentation: Policy Topics
Homeland Security;
Drug Legalization;
Illegal Immigration;
Healthcare Reform;
Climate Change;
Affirmative Action;
Domestic Energy Development;
Gun Control;
Role of Government/Business;
Gay/Lesbian Marriage;
Reproduction Rights;
Off-Shore Drilling;
Domestic Violence;
Americans With Disabilities Act;
Aviation Technology and the Missing Boeing 777;

Course Policies

Missing Work: Please note that if you don't submit written work, you will receive a grade of zero for that work.

Late Work: If any of your formal papers or portfolio assignment is late, I will reduce your grade by one-third of a letter for each weekday that it's late. For instance, if you earn a "B" on a paper that was due on Wednesday but you turn it in on Friday, I will record "C+" in the grade book.

Incomplete Grades: A course grade of "Incomplete" will be given only in extreme situations because the sad story is that most students who request incompletes never finish the course.
Please visit http://www.asu.edu/registrar/forms/regforms.html under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both *Word* and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director. The completed form must be filed with Janice Frangella (Santa Catalina Hall, Room 233V) before the grade of "I" is given.

Student Conduct: Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/chapter_v.htm#C.%20CODE%20OF%20CONDUCT), ACD 125: Computer, Internet, and Electronic Communications (http://www.asu.edu/aad/manuals/acd/acd125.html), and the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (http://www.asu.edu/aad/manuals/usi/usi201-10.html).

Accommodations for Disabilities: Accommodations for disabilities will be made according to the policy of Arizona State University in compliance with the Americans with Disabilities Act. If you have concerns not addressed by these policies, reasonable accommodations may be made contingent upon circumstances and the approval of the instructors and administrators in the College of Education. For more details about ASU's Disability Resource Center, point your browser to http://www.asu.edu/studentaffairs/ed/drc/.

Title IX: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

Questions/Issues That Must Be Addressed Within Portfolios

The portfolio is not a question and answer session. These questions are provided to you as a guide. Once your portfolio is completed for any section, you should review and ask if all the issues listed in that section have been addressed. If the answer is yes, then you have completed your work. If the answer is no, then you should supplement whatever is missing.

***Agenda Setting Portfolio Questions/Issues

What is agenda setting?

How does agenda setting occur from public problems?

Why may public problems not get the attention of government?

What are the kinds of agendas?

What tools are used in policy discussions/arguments?

What are the models of agenda building and their implications for agenda setting?

Who participates in agenda building?

How can we predict who will participate in agenda building?

Why can it be said that agenda building is the most important aspect of the policy process?

How do we achieve mobilization?

***Policy Formulation Portfolio Questions/Issues

What is policy formulation and how does it differ from agenda setting?

Who determines policy formulation? Who participates in policy formulation?

Explain why problem definition is important in the policy formulation process.

Who are policy entrepreneurs and what is their role in problem definition?

What are top-down models of policy formulation and how do they differ from the bottom-up model?

What is the technical difference between the rational comprehensive model and the incremental model of policy formulation? Explain the strengths and weaknesses of each model in the policy formulation process.

What is the target population model? How does it differ from the conventional conception of policy formulation?

Who are street-level bureaucrats? What are street-level bureaucracies?

How do street-level bureaucrats make public policy?

***Policy Implementation Portfolio Questions/Issues

What is policy implementation?

 How does it differ from agenda setting and policy formulation?

What is the difference between self-executing and other forms of policy?

Who participates in policy implementation? What is the formula for knowing who participates?

What is the major role of bureaucratic agencies in policy implementation?

Why are laws crafted in complex legal language? What is the implication of this for bureaucratic agencies?

What is rule-making? Why is this important in policy implementation?

What are the basic questions involved in policy implementation? How do we know when these questions are answered satisfactorily?

Discuss matters associated with management by objectives (MBO), decision tree, and the critical path methods.

Discuss the roles of agencies, legislatures, courts, interest groups, etc. in policy implementation.

***Policy Evaluation Portfolio Questions/Issues

What is Policy Evaluation? How does it differ from the other policy stages?

Why is Policy Evaluation a necessary step in the policy process?

What are the kinds of Evaluations undertaken and how do they differ?

Distinguish between Primary, Secondary, and Tertiary Goals.

Why must Policy Evaluation be driven by Primary Goals?

Who determines the standards for success?

What is the role of bureaucratic agencies in Policy Evaluation?

What is the role of the courts? What about interest groups?

Policies that are not achieving their goals should be discontinued. What are the problems associated with Policy Discontinuity?

Public Policy can be evaluated for efficiency, effectiveness, adequacy, and equity. Describe each of these standards and say why they are important yardsticks for evaluating policy generally.

What are the five questions that are associated with practical program evaluation?

Guidelines for Presentations

We are not looking forward to uninformed, street-level conjectures. Each student will conduct basic research with a view to answering some basic questions about the subject matter. In other words, be prepared to give the class some important technical information they would not have known baring your presentation. Each topic will be slightly different. Thus, feel free to develop questions relevant to your subject and discuss them with the teacher as part of your preparation.

In all cases, each presentation must pose and answer the following questions:

**What is the question and what is the matter at stake?

**Why is the matter important and important in what sense?

**What are the groups involved?

**Who is on the other side of the issue?

**How have the groups pursued their policy arguments?

**What are the arguments: what facts do we know and what don't we know?

**What has been resolved; what remains to be resolved?

Student Support Services

Polytechnic campus site: http://www.poly.asu.edu/students/services/

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level. Tutors' availability will be posted on our website at http://studentsuccess.asu.edu/polytechnic/writingschedule. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (http://studentsuccess.asu.edu/polytechnic/writing) for more information.

ASU Libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. www.asu.edu/lib/ Polytechnic campus link: http://library.poly.asu.edu/

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. http://www.asu.edu/studentaffairs/counseling/
Polytechnic campus site (Student Counseling Services): http://www.poly.asu.edu/students/counseling/

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. http://studentsuccess.asu.edu/

The Student Success Center at the Polytechnic Campus provides a variety of support services that promote students' academic success. The SSC's programs help students to become better learners and to gain the confidence and skills to do well in their courses. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at http://studentsuccess.asu.edu/polytechnic. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit http://www.asu.edu/map/pdf/asu_map_poly_2008.pdf.

Career Services – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. http://career.asu.edu/Polytechnic campus site: http://www.poly.asu.edu /students/career/

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships and student employment. www.asu.edu/fa/
Polytechnic campus site: http://www.asu.edu/fa/ (same as general ASU site)

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/
Polytechnic campus site: http://www.poly.asu.edu/students/health/

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/
Polytechnic campus site: http://www.poly.asu.edu/pac/

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. http://www.asu.edu/mu/legal/

Help Wiki – provides a frequently asked questions resource for technology users at ASU.
http://wiki.asu.edu/help/
Information Technology on the Polytechnic campus: http://www.poly.asu.edu/it/

EMPACT Crisis Hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. http://www.empact-spc.com/

University Academic Calendar Spring 2024

Session A: Monday, 1/8/2024 – Tuesday, 2/27/2024
Session B: Monday, 3/11/2024 – Friday, 4/26/2024 (ASU Online and iCourses may end on Tuesday, 4/30/2024)
Session C: Monday, 1/8/2024 – Friday, 4/26/2024 (Final Exams 4/29/2024 – 5/4/2024)

Schedule of Classes Available	September 18,2023		
Registration and Tuition Guide Available	September 18,2023		
Registration Dates Begin	ASU Online students: September 26, 2023 In-Person students: October 16, 2023		
$50.00 Late Registration Fee Begins (does not apply to ASU Online students)	**Session A** December 31, 2023	**Session B** March 5, 2024	**Session C** December 31, 2023
Tuition Fee Payment Deadline - for	January 25, 2024		

registration through 1/18/24. For more information see **Tuition and Deadlines**			
Automatic ASU Payment Plan Enrollment - Students who registered through 1/18/24 and who have unpaid tuition and other eligible payment plan charges will be automatically enrolled in the **ASU Payment Plan.**	**January 27, 2024**		
Classes Begin	**Session A January 8, 2024**	**Session B March 11, 2024**	**Session C January 8, 2024**
Academic Status Reports – Faculty have the opportunity to provide weekly feedback during each session. Students can view ASRs in My ASU within 24 hours after each weekly reporting period closes on Sundays	**Session A Jan 8 – Feb 18, 2024**	**Session B Mar 11 – Apr 21, 2024**	**Session C Jan 8 – Apr 21, 2024**
Last Day to Register or Add a Class Without College Approval	**Session A January 9, 2024**	**Session B March 12, 2024**	**Session C January 14, 2024**
Last Day to Drop a Class - this is the last day to drop a class without receiving a grade of 'W' (withdrawal) on your transcript.	**Session A January 14, 2024**	**Session B March 17, 2024**	**Session C January 21, 2024**
Residency Classification Petition Deadline	**January 14, 2024**		
Drop Deadline	**Session A January 14, 2024**	**Session B March 17, 2024**	**Session C January 21, 2024**
Tuition & Fees 100% Refund Deadline - For more information see **Tuition and Refund Policy.** Note: If you choose to **drop a class** or **withdraw from ASU** after this deadline, you may receive a **bill** for the financial aid used to cover those classes.	**Session A January 14, 2024**	**Session B March 17, 2024**	**Session C January 21, 2024**
Martin Luther King Jr. Holiday Observed *Classes excused/University closed*	**January 15, 2024**		

	Session A	Session B	Session C
University 21st Day	**Session A** **January 29, 2024**	**Session B** **April 1, 2024**	**Session C** **January 29, 2024**
Deadline to Apply for Graduation (See also, Online Grad Fair, dates and times)	**February 15, 2024**		
University 45th Day	**February 21, 2024**		
Spring Break *Classes Excused/University open*	**March 3-10, 2024**		
Course Withdrawal Deadline	**Session A** **January 26, 2024**	**Session B** **March 29, 2024**	**Session C** **March 31, 2024**
Complete Session Withdrawal Deadline **As part of a complete session withdrawal a student must withdraw from all classes in a session. Beginning the first day of classes, undergraduate students are required to contact their college/school to facilitate the withdrawal process.** **For more information click here.**	**Session A** **February 27, 2024**	**Session B** **April 26, 2024**	**Session C** **April 26, 2024**
Classes End/ **Last Day to Process Transactions (Session B ASU Online & iCourses may end Tuesday, 4/30/2024)**	**Session A** **February 27, 2024**	**Session B** **April 26, 2024**	**Session C** **April 26, 2024**
Study Days	**Session A** **N/A**	**Session B** **N/A**	**Session C** **April 27-28, 2024**
Final Exams	**Session A** **Last day of classes**	**Session B** **Last day of classes**	**Session C** **April 29 - May 4, 2024**
Final Grades Due	**Session A** **March 1, 2024**	**Session B** **April 29 - May 6, 2024**	**Session C** **April 29 - May 6, 2024**
Commencement - (Graduate and Undergraduate)	**May 6, 2024**		
Degree Conferral Date	**May 6, 2024**		
Grade Replacement/Academic Standing Processing	**May 7-8, 2024**		

Back to top