Table of Contents

Preface .......................................................................................................................................................... 5
Academic Affairs Manual ............................................................................................................................. 5
Consistency with ASU and ABOR policies and statutes .............................................................. 5
Quick support reference ......................................................................................................................... 5
Academic calendar ................................................................................................................................. 8
Mary Lou Fulton Teachers College ......................................................................................................... 9
Mission statement and core values ....................................................................................................... 9
Administrative offices ............................................................................................................................ 9
Staff directories ....................................................................................................................................... 10
Division of Educational Leadership and Innovation ........................................................................ 15
Office of Academic Affairs ..................................................................................................................... 17
Office of Online Learning ...................................................................................................................... 17
Office of Scholarship and Innovation .................................................................................................... 17
Office of Research Advancement ........................................................................................................... 17
Research center ..................................................................................................................................... 18
Community of Science Pivot .................................................................................................................. 20
New faculty .............................................................................................................................................. 21
New faculty orientation ........................................................................................................................... 21
New faculty orientation for tenured and tenure-track faculty ............................................................. 21
Electronic resources ............................................................................................................................. 21
Mailbox location and mail code ............................................................................................................. 21
Parking permit ........................................................................................................................................ 21
Phone service ......................................................................................................................................... 21
Faculty resources .................................................................................................................................. 22
Audio visual ............................................................................................................................................ 22
Business cards ....................................................................................................................................... 22
Copy services .......................................................................................................................................... 22
Discretionary and professional development funds ........................................................................... 22
Electronic access, classroom keys ........................................................................................................ 22
Event scheduling ..................................................................................................................................... 23
Facilities ................................................................................................................................................ 23
Meeting room scheduling, video and phone conferencing ............................................................... 23
Posting information on campus ............................................................................................................ 23
Professional Learning Library ................................................................................................................ 23
Property control .................................................................................................................................... 24
Safety ..................................................................................................................................................... 24
Shuttle services ...................................................................................................................................... 24
Supplies ................................................................................................................................................ 25
Technology help ..................................................................................................................................... 25
Travel (full-time faculty only) ................................................................................................................ 25
Service assignments and expectations ................................................................................................. 25
Regular and reassigned faculty teaching workloads ........................................................................... 26
Introductory comments .......................................................................................................................... 26
Leaving employment ............................................................................................................................................ 42
Appendices ....................................................................................................................................................... 43
Appendix 1 - course syllabi .......................................................................................................................... 43
Appendix 2 - academic class scheduling ....................................................................................................... 43
Preface
The Faculty Handbook outlines the policies and procedures at Mary Lou Fulton Teachers College. Each faculty member shall be familiar with its contents.

ASU Academic Affairs Manual
The Academic Affairs Manual provides information for ASU faculty and academic professionals and their administrators on academic organizations, governance, personnel and programs. This information applies to faculty, faculty with administrative appointments, academic professionals and academic professionals with administrative appointments. Visit asu.edu/aad/manuals/acd to access the manual.

Consistency with ASU and ABOR policies and statutes
At no time will the specifics or implementation of the contents of this handbook override Arizona State University or Arizona Board of Regents policies or applicable statutes. This handbook is subject to change to conform to amendments to applicable policies and statutes or the needs of Mary Lou Fulton Teachers College. If the information you are looking for is not in this handbook, contact your campus administrative assistant or division director.

Quick support reference
If the information you are looking for is not in this table, contact your campus administrative assistant or division director.

<table>
<thead>
<tr>
<th></th>
<th>DOWNTOWN</th>
<th>POLYTECHNIC</th>
<th>TEMPE</th>
<th>WEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU hotline</td>
<td>Submit nonemergency concerns about safety and noncompliance with laws, regulations and policies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASU hotline</td>
<td>cfo.asu.edu/asu-hotline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASU Police, life-threatening emergencies</td>
<td></td>
<td></td>
<td></td>
<td>911</td>
</tr>
<tr>
<td>ASU Police, nonemergency</td>
<td>cfo.asu.edu/police</td>
<td></td>
<td></td>
<td>480-965-3456</td>
</tr>
<tr>
<td>ASU Police, nonemergency</td>
<td>(automated system)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building access</td>
<td>Sara Jacobs</td>
<td>Sara Jacobs</td>
<td>Sara Jacobs</td>
<td>Sara Jacobs</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a></td>
<td><a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a></td>
<td><a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a></td>
<td><a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a></td>
</tr>
<tr>
<td></td>
<td>480-727-1420</td>
<td>480-727-1420</td>
<td>480-727-1420</td>
<td>480-727-1420</td>
</tr>
<tr>
<td><strong>Copy access, mailbox location and mail code</strong></td>
<td><strong>Polytechnic</strong></td>
<td><strong>Tempe</strong></td>
<td><strong>West</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Cynthia “Cyna” Stehr <a href="mailto:cynthia.stehr@asu.edu">cynthia.stehr@asu.edu</a> 480-727-1335</td>
<td>Lori Holmen <a href="mailto:lori.holmen@asu.edu">lori.holmen@asu.edu</a> 480-965-6053</td>
<td>Sue Reinfried <a href="mailto:sue.reinfried@asu.edu">sue.reinfried@asu.edu</a> 602-543-6445 or Yolanda Baca <a href="mailto:yolanda.baca@asu.edu">yolanda.baca@asu.edu</a> 602-543-6380</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Facilities</strong></th>
<th><strong>Immediate requests:</strong> 602-496-1502</th>
<th><strong>Immediate requests:</strong> 480-727-1110 Monday–Friday 8 a.m. – 5 p.m.</th>
<th><strong>Immediate requests:</strong> 602-543-3200</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>(after hours)</strong> 480-965-3456</td>
<td><strong>Work order requests:</strong> Sara Jacobs <a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a> 480-727-1420</td>
<td><strong>Work order requests:</strong> Sara Jacobs <a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a> 480-727-1420</td>
</tr>
<tr>
<td></td>
<td><strong>Work order requests:</strong> Sara Jacobs <a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Incident reporting:</strong> injury, illness, property damage</th>
<th>-</th>
<th>-</th>
<th>Work with supervisor and college coordinator to complete forms. cfo.asu.edu/leaves-management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanda Mabry <a href="mailto:wanda.mabry@asu.edu">wanda.mabry@asu.edu</a> 480-965-3121</td>
<td>Raymond Basaldua <a href="mailto:rb@asu.edu">rb@asu.edu</a> 480-965-2884</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Leave reporting:** medical, family, parental | - | - | Employee and nonemployee incident reporting cfo.asu.edu/incident-reporting Also notify your director/manager and rb@asu.edu (If worker injury, refer to Worker’s Compensation, below.) |

<table>
<thead>
<tr>
<th><strong>Parking and Transit services</strong></th>
<th><strong>University Center Building</strong> UCENT 116 602-496-1023</th>
<th><strong>Quad 4</strong> (Student Affairs Complex) 480-727-2775</th>
<th><strong>Welcome and Information</strong> 602-543-7275</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visitor lot fees</strong></td>
<td>cfo.asu.edu/pts-parking-downtown</td>
<td>cfo.asu.edu/pts-parking-poly</td>
<td>cfo.asu.edu/parking</td>
</tr>
<tr>
<td></td>
<td>DOWNTOWN</td>
<td>POLYTECHNIC</td>
<td>TEMPE</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Phone services</strong></td>
<td>-</td>
<td>Sara Jacobs</td>
<td>Sara Jacobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a></td>
<td><a href="mailto:sara.jacobs@asu.edu">sara.jacobs@asu.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>480-727-1420</td>
<td>480-727-1420</td>
</tr>
<tr>
<td><strong>Safety Escort</strong></td>
<td>24 Hours</td>
<td>24 Hours</td>
<td>7 p.m. – 1:30 a.m.</td>
</tr>
<tr>
<td>Services</td>
<td>602-496-3456</td>
<td>480-727-3456</td>
<td>480-965-1515</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(after hours)</td>
<td>480-965-3456</td>
</tr>
<tr>
<td><strong>Sun Cards</strong></td>
<td>UCENT Room 140</td>
<td>Quad 4 Bldg.</td>
<td>MU Lower Level 58</td>
</tr>
<tr>
<td>all locations:</td>
<td>602-496-1604</td>
<td>480-727-1762</td>
<td>480-965-2273</td>
</tr>
<tr>
<td>cfo.asu.edu/sunca</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td>-</td>
<td>Cynthia “Cyna” Stehr</td>
<td>Lori Holmen</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:cynthia.stehr@asu.edu">cynthia.stehr@asu.edu</a></td>
<td><a href="mailto:lori.holmen@asu.edu">lori.holmen@asu.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>480-727-1335</td>
<td>480-965-6053</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Worker’s</strong></td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>compensation**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Note: All travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>must be preauthorized in order for coverage to apply.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• For emergencies call 911</td>
<td>• For emergencies call 911</td>
<td>• For emergencies call 911</td>
</tr>
<tr>
<td></td>
<td>• For nonemergencies call CorVel at 800-685-2877 and report injury to triage nurse</td>
<td>• For nonemergencies call CorVel at 800-685-2877 and report injury to triage nurse</td>
<td>• For nonemergencies call CorVel at 800-685-2877 and report injury to triage nurse</td>
</tr>
<tr>
<td></td>
<td>• Notify your supervisor and <a href="mailto:rb@asu.edu">rb@asu.edu</a> of incident</td>
<td>• Notify your supervisor and <a href="mailto:rb@asu.edu">rb@asu.edu</a> of incident</td>
<td>• Notify your supervisor and <a href="mailto:rb@asu.edu">rb@asu.edu</a> of incident</td>
</tr>
<tr>
<td></td>
<td>Refer to packet for information and forms: asu.edu/hr/forms/wcformspacket.pdf</td>
<td>Refer to packet for information and forms: asu.edu/hr/forms/wcformspacket.pdf</td>
<td>Refer to packet for information and forms: asu.edu/hr/forms/wcformspacket.pdf</td>
</tr>
</tbody>
</table>
### Key dates for fall 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes (Sessions A and C)</td>
<td>August 17</td>
</tr>
<tr>
<td>Labor Day (university closed)</td>
<td>September 4</td>
</tr>
<tr>
<td>Last Day of classes (Session A)</td>
<td>October 6</td>
</tr>
<tr>
<td>Fall break (no classes)</td>
<td>October 7–10</td>
</tr>
<tr>
<td>First day of classes (Session B)</td>
<td>October 11</td>
</tr>
<tr>
<td>Veterans Day (university closed)</td>
<td>November 10</td>
</tr>
<tr>
<td>Thanksgiving (university closed)</td>
<td>November 23–24</td>
</tr>
<tr>
<td>Last day of classes (Sessions B and C)</td>
<td>December 1</td>
</tr>
<tr>
<td>Study days</td>
<td>December 2–3</td>
</tr>
<tr>
<td>Final exams (Session C)</td>
<td>December 4–9</td>
</tr>
<tr>
<td>Final exams (Sessions A and B)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>ASU Undergraduate Commencement</td>
<td>December 11</td>
</tr>
<tr>
<td>ASU Graduate Commencement</td>
<td>December 11</td>
</tr>
<tr>
<td>MLFTC Convocation</td>
<td>December 13</td>
</tr>
<tr>
<td>Holiday Break (university closed)</td>
<td>December 25–26</td>
</tr>
</tbody>
</table>

### Key dates for spring 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes (Sessions A and C)</td>
<td>January 8</td>
</tr>
<tr>
<td>Martin Luther King Jr. holiday (university closed)</td>
<td>January 15</td>
</tr>
<tr>
<td>Last day of classes (Session A)</td>
<td>February 27</td>
</tr>
<tr>
<td>Classes begin (Session B)</td>
<td>March 12</td>
</tr>
<tr>
<td>Spring Break (no classes)</td>
<td>March 4–11</td>
</tr>
<tr>
<td>Last day of classes (Sessions B and C)</td>
<td>April 27</td>
</tr>
<tr>
<td>Last day of online and iCourses (Session B)</td>
<td>May 1</td>
</tr>
<tr>
<td>Study days</td>
<td>April 28–29</td>
</tr>
<tr>
<td>Final exams (Session C)</td>
<td>April 30–May 5</td>
</tr>
<tr>
<td>Final exams (Sessions A and B)</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>ASU Graduate Commencement</td>
<td>May 7</td>
</tr>
<tr>
<td>ASU Undergraduate Commencement</td>
<td>May 7</td>
</tr>
<tr>
<td>MLFTC Convocation</td>
<td>TBD</td>
</tr>
</tbody>
</table>

For the full academic calendar, visit [students.asu.edu/academic-calendar](students.asu.edu/academic-calendar).

Unless it is a university-recognized holiday, the university is open for business whether or not classes are in session. *All parking regulations apply.* When preparing your syllabus, note that classes do not meet on days the university is closed. No class may meet on study days. Also note that classes must meet as scheduled — e.g., classes cannot be changed to “hybrid” or “online.” If you need to cancel a class, contact the division director.
Mary Lou Fulton Teachers College

Mission statement and core values

Mission statement
Mary Lou Fulton Teachers College creates knowledge, mobilizes people and takes action to improve education.

Core values
- Pursue excellence at scale to achieve impact
- Exercise leadership through innovation
- Champion diversity of people and ideas
- Share responsibility for the health of communities

Administrative offices

<table>
<thead>
<tr>
<th>Office hours: Monday-Friday 8 a.m. – 5 p.m.</th>
<th>Polytechnic Santa Catalina Building SANCA 331</th>
<th>Tempe Farmer Education Building Farmer 402</th>
<th>West Faculty Admin Building FAB S301</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone number</td>
<td>480-727-1335</td>
<td>480-965-6053</td>
<td>602-543-6300</td>
</tr>
<tr>
<td>Fax number</td>
<td>480-727-1964</td>
<td>480-965-4849</td>
<td>602-543-6900</td>
</tr>
<tr>
<td>Mailing address</td>
<td>7271 E Sonoran Arroyo Mall Santa Catalina Hall #331 Mesa, AZ 85212 ASU mail code 2680</td>
<td>PO Box 871811 Tempe, AZ 85287-1811 ASU mail code 1811</td>
<td>PO Box 37100 Phoenix, AZ 85069-7100 ASU mail code 1252</td>
</tr>
<tr>
<td>Shipping address</td>
<td>7001 E Williams Field Rd Santa Catalina Hall #331 Mesa, AZ 85212</td>
<td>1050 S Forest Mall Suite 402 Tempe, AZ 85281</td>
<td>4701 W Thunderbird Rd Glendale, AZ 85306</td>
</tr>
</tbody>
</table>
Staff directories

Mary Lou Fulton Teachers College staff directory
Sort by name, position or department to find employees within MLFTC: education.asu.edu/about/staff-and-administration.

ASU staff directory
Search for students, faculty and staff throughout ASU: isearch.asu.edu/asu-people.

Division of Teacher Preparation

Individual curriculum programs faculty leadership

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Type of program</th>
<th>Co-faculty leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood and Early Childhood Special Education</td>
<td>BAE</td>
<td>Margarita Jimenez-Silva and April Boozer</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>BAE</td>
<td>Juliet Hart and Lisa Elliott</td>
</tr>
<tr>
<td>Elementary Education (Bilingual Education and English as a Second Language)</td>
<td>BAE</td>
<td>Pablo Ramirez and Alexandria Silva</td>
</tr>
<tr>
<td>Special Education and Elementary Education</td>
<td>BAE</td>
<td>Kathy Puckett and Valerie Roderick</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>BAE</td>
<td>Terri Kurz and Christopher Smudde</td>
</tr>
<tr>
<td>Secondary Education (English)</td>
<td>BA</td>
<td>Jim Blasingame, faculty</td>
</tr>
<tr>
<td>Secondary Education (Biological Sciences)</td>
<td>BAE</td>
<td>MLFTC faculty</td>
</tr>
<tr>
<td>Secondary Education (Chemistry)</td>
<td>BAE</td>
<td>Jane Jackson, faculty and Orenda Griffin, faculty</td>
</tr>
<tr>
<td>Secondary Education (Earth and Space Sciences)</td>
<td>BAE</td>
<td>Steve Semken, faculty</td>
</tr>
<tr>
<td>Secondary Education (English)</td>
<td>BAE</td>
<td>Jim Blasingame, faculty</td>
</tr>
<tr>
<td>Secondary Education (French)</td>
<td>BAE</td>
<td>No faculty contact</td>
</tr>
<tr>
<td>Secondary Education (Geography)</td>
<td>BAE</td>
<td>Ron Dorn, faculty</td>
</tr>
<tr>
<td>Secondary Education (German)</td>
<td>BAE</td>
<td>No faculty contact</td>
</tr>
<tr>
<td>Secondary Education (History)</td>
<td>BAE</td>
<td>Lauren Harris, MLFTC faculty and Katherine O’Donnel, faculty</td>
</tr>
<tr>
<td>Program</td>
<td>Type of Program</td>
<td>Faculty Leadership</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Secondary Education (Japanese)</td>
<td>BAE</td>
<td>No faculty contact</td>
</tr>
<tr>
<td>Secondary Education (Mathematics)</td>
<td>BAE</td>
<td>Pat Thompson, faculty</td>
</tr>
<tr>
<td>Secondary Education (Physical Education)</td>
<td>BAE</td>
<td>Hans Van Der Mars and Janet Barone</td>
</tr>
<tr>
<td>Secondary Education (Physics)</td>
<td>BAE</td>
<td>Bob Culbertson, faculty and Morgan Taxiera, advisor</td>
</tr>
<tr>
<td>Secondary Education (Political Science)</td>
<td>BAE</td>
<td>No faculty contact</td>
</tr>
<tr>
<td>Secondary Education (Spanish)</td>
<td>BAE</td>
<td>No faculty contact</td>
</tr>
<tr>
<td>Education Exploratory</td>
<td>-</td>
<td>Carlyn Ludlow and Jill Oliver</td>
</tr>
<tr>
<td>Educational Studies face-to-face</td>
<td>BAE</td>
<td>Teresa Foulger</td>
</tr>
<tr>
<td>Educational Studies online</td>
<td>BAE</td>
<td>Teresa Foulger and Amy Markos</td>
</tr>
</tbody>
</table>

**Minors and certificates**

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Faculty Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education, Minor</td>
<td>April Boozer</td>
</tr>
<tr>
<td>Educational Studies, Minor</td>
<td>Teresa Foulger</td>
</tr>
<tr>
<td>Secondary Education, Certificate</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>Chris Smudde and Terri Kurz</td>
</tr>
</tbody>
</table>

**Graduate**

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Program</th>
<th>Faculty Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Master of Education and Arizona Certification — Teach for America (InMAC)</td>
<td>MEd with certification</td>
<td>Amanda Vickery and Deborah Preach</td>
</tr>
<tr>
<td>Early Childhood online with certification (MAC)</td>
<td>Special Education</td>
<td>Margarita Jimenez-Silva and April Boozer</td>
</tr>
<tr>
<td>Secondary Education (MAC)</td>
<td>MEd with certification</td>
<td>Amanda Vickery and Elizabeth Frias</td>
</tr>
<tr>
<td>Special Education and Elementary Education (MAC)</td>
<td>MEd with certification</td>
<td>Elizabeth Firas (MAC) and Kathy Puckett (SPE)</td>
</tr>
<tr>
<td>Elementary Education (MAC)</td>
<td>MEd with certification</td>
<td>Elizabeth Firas (MAC) and Lisa Elliott (EED)</td>
</tr>
</tbody>
</table>
Division of Teacher Preparation academic programs
MLFTC has two academic divisions. The Division of Teacher Preparation manages all teacher preparation programs (and Educational Studies), while the Division of Educational Leadership and Innovation manages all nonteacher certification programs. Although faculty members are hired in one or the other of these two academic units, they frequently teach in both divisions.

Academic programs include teacher preparation at undergraduate and graduate levels, noncertification undergraduate programs in education-related fields (e.g., Educational Studies) and graduate programs including PhD, EdD and master’s programs.

Undergraduate programs include:
- Early Childhood Education/Early Childhood Special Education (dual certification), BAE
- Educational Studies (noncertification degree), BAE
- Elementary Education, BAE
- Elementary Education (BLE/ESL endorsement), BAE
- Elementary Education (STEM endorsement), BAE
- Secondary Education, BAE (includes specializations in field of certification)
- Special Education/Elementary Education (dual certification), BAE
- Minor in Early Childhood Education
- Minor in Educational Studies
- Undergraduate certificate in Environmental Education
- Undergraduate certificate in Secondary Education

Graduate programs leading to certification include:
- Elementary Education, MEd
  - Master’s and Arizona Certification
  - Induction, Master of Education and Arizona Certification
  - iTeachAZ program
- Secondary Education, MEd
  - Master’s and Arizona Certification
  - Induction, Master of Education and Arizona Certification
  - iTeachAZ Teacher Education for Arizona Math and Science program
- Special Education, MEd
  - Master’s and Arizona Certification (dual certification)
  - Induction, Master of Education and Arizona Certification
- Physical Education, MPE
  - Master’s and Arizona Certification
- * Curriculum and Instruction (early childhood education), MEd (online)
  - Master’s and Arizona Certification

* Program is managed in the Division of Educational Leadership and Innovation because of the additional noncertification options.

View program details at education.asu.edu/degree-programs/undergraduate-degrees.
iTeach AZ

iTeachAZ model is a cutting-edge teacher preparation model that provides year-long senior residencies in pre-K–12 settings to offer the best possible training for students to combine course work with clinical experience, earning Arizona teacher certification at the end of the program.

iTeachAZ clinical model

The iTeachAZ clinical model includes 150 hours of classroom internships during the first two semesters of the BAE program and a senior year residency during the last two semesters of most undergraduate teacher certification programs.

Internships

All undergraduate MLFTC students participate in clinical experience courses prior to student teaching.

- Intern mentor teachers are selected by school district personnel in collaboration with the clinical experience office. They mentor students during the internship and evaluate student performance twice per semester.
- Internships begin the second full week of each semester and end on the last day of ASU classes, with students completing the requirements per their program and course syllabus (days/hours) in the clinical internship each semester.
- Program faculty create clinically based assignments such as focused observations, teaching small group lessons or conducting interviews, which are completed in the clinical experience setting.

Senior year residency

During the senior year residency, teacher candidates in most undergraduate programs spend four days per week in pre-K–12 classrooms and one day per week taking pedagogy courses delivered in partner school districts.

- Students request their senior year residency cohort from a menu of partner school districts.
- Mentor teachers apply to host a student and are selected by MLFTC faculty and district representatives. Mentor teachers are certified teachers with a minimum of three years of teaching experience. They are classified as “highly effective” or “effective” on teacher evaluations and have shown evidence of raising pre-K student achievement. Mentors receive training on coaching and evaluating the teacher candidate throughout the senior year residency.
- Clinical experiences follow the school district calendar and mentor teachers’ contracted hours; methods coursework follows the university calendar.
- Courses are taught by ASU faculty; student teaching supervision is completed by ASU clinical faculty.
- Teacher candidates and mentor teachers co-teach throughout the year.
- Full-time clinical faculty evaluate teacher candidates at least four times per year using the System for Teacher and Student Advancement which focuses on the candidates’ abilities to implement evidenced-based instructional practices that improve the achievement of the students in the classrooms in which they work.
Master’s and Arizona Certification (MAC) programs
Students in the MAC program receive a master’s degree and fulfill the academic requirements for Arizona teacher certification. They complete the program in 18 months, taking classes two nights per week, and student teaching in the third semester. During the first two semesters, they complete internships similar to those for undergraduates. The internship allows students to complete course assignments in a supervised setting.

Students in the MAC programs participate in a full-day, 15-week student teaching experience. Mentor teachers of teacher candidates are certified teachers with a minimum of three years of teaching experience; they are classified as “highly effective” or “effective” on teacher evaluations and have shown evidence of raising pre-K student achievement. Under the guidance of a mentor teacher and university supervisor, teacher candidates and mentor teachers co-teach throughout the semester. Mentor teachers participate in a MLFTC assessment and supervision workshop to be qualified to supervise a teacher candidate. University supervisors observe teacher candidates three to four times per semester using the System for Teacher and Student Advancement to assess student progress. Student teaching under the TEAMS program and elementary site-based programs also vary.

Induction, Master of Education and Arizona Certification (InMAC) programs
MLFTC offers the InMAC as an alternative pathway to teacher certification. Participants are full-time teachers of record on the Teaching Intern Certificate from the Arizona Department of Education, while completing classes for the MEd and certification one night a week.

This program offers coursework leading to certification in three areas:

- Elementary Education (1–8)
- Secondary Education (6–12)
- Special Education (K–12 mild-moderate disabilities)

InMAC graduates learn to utilize critical thinking to solve problems, maintain high expectations for student learning, adapt to changing circumstances and demands, and act as agents of change by addressing equitability and social justice issues in a positive, ethical manner.

Students receive meaningful professional guidance from clinical instructors with years of K–12 classroom experience. InMAC clinical instructors serve students as course instructors and supervisors in the field. This full-circle mentoring relationship makes it possible for their ASU coursework to inform students’ K–12 classroom instruction and brings students’ day-to-day problems of practice into their ASU courses.

The InMAC program culminates with an action research applied project in which students research, implement and measure the effectiveness of an intervention to solve a problem of practice in their classrooms. The project equips students with the means to positively impact academic achievement in their classrooms today and in the future.

Due to the intensity of program coursework and apprentice teaching, students participating in InMAC are not permitted to enroll in courses outside the prescribed program of study. Students enrolled in courses outside the InMAC program will not be able to participate in InMAC and will be administratively withdrawn from
program courses.

**Arizona educator exams (NES and AEPA)**
The Arizona Department of Education requires all teachers seeking certification to pass the appropriate Arizona educator exam. Depending on the certification, the teacher is required to take either the National Evaluation Series exam or the Arizona Educator Proficiency Assessment. At minimum, students must pass two exams: the professional knowledge test and subject knowledge test. Additional exams might be required for some programs. Tests are computer-based and can be taken at testing centers throughout the country 5–6 days per week. Undergraduate students are encouraged to take the test in their junior year or at the onset of student teaching. Registration, additional information and preparation materials) are found at [azed.gov/hetl](azed.gov/hetl).

**Division of Educational Leadership and Innovation**

**Individual curriculum programs faculty leadership**

<table>
<thead>
<tr>
<th>Program name</th>
<th>Program type and location</th>
<th>Faculty leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Behavior Analysis</td>
<td>MEd track, online</td>
<td>Sam DiGangi</td>
</tr>
<tr>
<td>Advanced Analytics in Higher Education</td>
<td>Graduate certificate, Tempe/online</td>
<td>Rebecca Barber</td>
</tr>
<tr>
<td>Autism Spectrum Disorders</td>
<td>MEd track, online</td>
<td>Erin Rotheram-Fuller</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>MEd track, online</td>
<td>Melissa Geiselhofer</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>MEd West/online</td>
<td>Carl Hermanns</td>
</tr>
<tr>
<td>Educational Policy</td>
<td>MA, Tempe</td>
<td>Jeanne Powers</td>
</tr>
<tr>
<td>Educational Policy and Evaluation</td>
<td>PhD, Tempe</td>
<td>Eugene Judson</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>MEd Tempe</td>
<td>Leanna Archambault</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>MA track, online</td>
<td>Margarita Jimenez-Silva</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Graduate certificate, online</td>
<td>Margarita Jimenez-Silva</td>
</tr>
<tr>
<td>Gifted Education</td>
<td>MEd track, online</td>
<td>Dina Brulles</td>
</tr>
<tr>
<td>Gifted Education</td>
<td>Graduate certificate, online</td>
<td>Dina Brulles</td>
</tr>
<tr>
<td>Higher and Postsecondary Education</td>
<td>MEd, Tempe/Downtown</td>
<td>Molly Ott</td>
</tr>
<tr>
<td>Institutional Research and Policy Analysis</td>
<td>Graduate certificate, Tempe</td>
<td>Jeanne Powers</td>
</tr>
<tr>
<td>Leadership and Innovation</td>
<td>EdD, West/Downtown/online</td>
<td>Craig Mertler</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Learning Science in Education</td>
<td>MA, Tempe</td>
<td>Steven Zuiker</td>
</tr>
<tr>
<td>Learning, Literacies and Technologies</td>
<td>PhD, Tempe</td>
<td>Elisabeth Gee</td>
</tr>
<tr>
<td>Literacy Education</td>
<td>MA track, Tempe</td>
<td>Lindsey Moses</td>
</tr>
<tr>
<td>Overview of Autism Spectrum Disorders</td>
<td>Graduate certificate, online</td>
<td>Erin Rotheram-Fuller</td>
</tr>
</tbody>
</table>

**Division of Educational Leadership and Innovation programs**

MLFTC graduate programs include PhD programs for those who wish to become full-time faculty at research institutions, EdD for those becoming leaders of practice, master’s degrees for those dedicated to the improvement of professional practice in pre-K–20 settings (including those that lead to certification as principals or teachers) and advanced teacher preparation (including both degree programs and non-degree program opportunities that lead to state endorsements). Degrees and certificates include:

**Doctoral degrees**
- Leadership and Innovation, EdD (offered online or campus-based)
- Educational Policy and Evaluation, PhD
- Learning, Literacies and Technologies, PhD

**Graduate certificates**
- Advanced Analytics in Higher Education
- * Applied Behavior Analysis
- * English as a Second Language
- * Gifted Education
- * Institutional Research and Policy Analysis
- * Overview Autism Spectrum Disorders

**Master’s degrees**
- * Curriculum and Instruction (English as a second language), MA
- Curriculum and Instruction (literacy education), MA
- Educational Policy, MA
- * Curriculum and Instruction (applied behavioral analysis), MEd
- * Curriculum and Instruction (autism spectrum disorders), MEd
- * Curriculum and Instruction (early childhood education), MEd
  - Master’s only or master’s with Arizona teaching certification endorsement
- * Curriculum and Instruction (gifted education), MEd
- Educational Leadership, MEd: Principalship (offered either online or campus-based)
- Educational Technology, MEd
- Higher and Postsecondary Education, MEd
- Learning Sciences, MEd
For additional information, contact the Office of Student Services:

- Undergraduate Advising — 480-965-5555
- Graduate Advising — 480-965-5555

**Office of Academic Affairs**
The Office of Academic Affairs has two primary functions: oversight of programs — primarily assurance of horizontal and vertical alignment of programs underscoring rigor of content; and compliance with state and professional organization standards. The second involves faculty development through focused mentoring and assistance through the promotion, tenure and annual review processes, faculty recognition through national professional achievement award nominations, and faculty advancement through opportunities to formally present their work to communities of scholars. Additionally, visiting scholars and postdoctoral fellows will be reviewed and coupled with host faculty through this office.

**Office of Online Learning**
The Office of Online Learning advances online educational initiatives and research to enhance learning through the innovative use of technologies in digital and online learning environments. The office collaborates with many units in the college to develop online learning that creates an immersive experience and provides access to academic, research-oriented knowledge and faculty. Areas of focus include online academic programs, continuing education, grants that focus on online learning and initiatives, and research contributions to the professional and scholarly literature on online learning. A team of instructional designers collaborate with faculty in the design, development and delivery of online course materials, and additional staff manage and advance online programs, projects and initiatives.

**Office of Scholarship and Innovation**
The Office of Scholarship and Innovation supports research capacity development among faculty (facilitating the organization and identification of resources for new and existing research teams, including access to MLFTC data), promote the scholarship of faculty broadly to academic and nonacademic audiences, and provide opportunities for faculty to engage in meaningful interactions of scholarship (workshops, debates and discussions with invited speakers, brainstorming and feedback sessions). The office is also responsible for professional program data and indicators of our undergraduate and graduate programs, which includes online programs. A team of data staff coordinate, organize, analyze and report MLFTC data to support grant, state and federal reporting, and for use in program development.

**Office of Research Advancement**
The Office of Research Advancement provides strategic guidance and administrative support for the research endeavors of MLFTC faculty and staff. This includes the entire research life cycle — from proposal searches, preparation and submission to award setup, execution and close-out. The office provides all information necessary to submit a proposal to federal, state or local government agencies; educational institutions, school districts, nonprofit organizations, industry partners, private entities or foundations, or any other sponsor.

Support available from the research advancement includes:

* Programs offered online only
• Locating funding opportunities
• Interpreting ASU and sponsor policies and guidelines
• Developing project budgets and budget justification narratives
• Reviewing proposals for compliance with ASU policies and sponsor requirements
• Editing grant proposal narratives and providing feedback
• Securing institutional approvals and authorized signatures
• Completing all documentation and forms
• Assisting with Institutional Review Board procedures
• Facilitating school and community partnerships for grants and other scholarly activities

To pursue external funding for research and public service projects, contact Nancy Perry, senior assistant dean, grants and partnerships.

Research Centers

The Center for Advanced Studies in Global Education
The Center for Advanced Studies in Global Education, directed by Iveta Silova, facilitates global engagement and co-creation of knowledge through education partnerships and collaborative research. It collaborates with partners around the world to develop context-appropriate education innovations, conduct evaluation and research, and design effective academic and professional development programs.

CASGE engages ASU faculty and students within a global community of scholars and practitioners to:
1. Advance teaching, research and service initiatives to address global challenges.
2. Foster context-appropriate education solutions for sustainable development.
3. Build partnerships and exchanges for mutual learning and co-creation of knowledge.

The Center for Art and Science of Teaching
The Center for Art and Science of Teaching seeks to end the politicization of teaching; foreground teaching as the subject of a rich body of scientific evidence, grow what is known about the art and science of teaching, and scale these understandings to reprofessionalize teachers and teacher education across the country as designers of technologically-enhanced and interactionally rich learning experiences.

Teaching in and out of school, and at all levels of education, is more and more becoming seen as the act of designing and resourcing rich, well-mentored experiences for learning. CAST’s major themes are teachers as designers, and teaching as distributed across people, smart tools and interest-driven communities of practice.

CAST is devoted to impact-based research on, and interventions in, teaching; to sustainable improvements in teaching and teacher education at ASU; and to new models of teaching and teachers in the context of 21st-century skills and sociotechnological changes.

CAST provides support to staff and faculty involved in these efforts to develop the type of grounded and
principled accounts, such that the work contributes to our evolving database of what constitutes best practices. Here, the goal is to illuminate the relationship among theory and practice, encouraging faculty, staff and teachers to reflect on the value of what is known for realizing their local goals in their schools and classrooms.

Beyond a commitment to working at the intersection of academic knowledge, best practices and local impact, CAST will empower teachers with this knowledge so that they can more effectively engage their practice. The goals of CAST include:

- Engage in impact-centered research on the science of teaching with due deference to the already ample, but often ignored, scientific research on teaching.

- Aggregate the scientific research on teaching and the rich data on, and models of, good teaching available, but often ignored or not systematically used in schools of education.

- Implement best practices in a “skunk works”-level of teacher training in MLFTC with the long-term goals to spread best practices throughout MLFTC and to collaborate with other schools of education to spread them nationally.

- Reconceptualize the whole field of teacher education, which today too often focuses on the politics of teaching and teacher reflection, but not on the science of teaching or well-founded models of best practice.

- Get teacher training out of college classrooms as its sole source and into labs, smart technological tools (that can mentor and teach) and interactional collaborative practices that can ensure skills and mastery based not on time, but on performance.

- Aid teachers at ASU outside MLFTC in understanding effective teaching practices and how they relate to the modern science of learning and new digital tools and social formations for learning in and out of classrooms.

The Center for Equity Alliance

The Equity Alliance at ASU, directed by Alfredo Artiles and Elizabeth Kozleski (University of Kansas), is devoted to research and school reform efforts that promote equity, access, participation and outcomes for all students. We take pride in supporting state and local school systems and educational professionals in and across the United States with research based assistance to:

Given that well-educated and supported educators are at the heart of educational equity, the Equity Alliance at ASU works to build capacity at all levels of the educational system to bring about systemic and sustainable change that delivers positive outcomes for all students.

The Equity Alliance at ASU also houses a variety of research based equity related initiatives:

- Scaling up its research and teaching initiatives for global impact
- Fostering international experiences
- Building diverse partnerships worldwide
  - Eliminate achievement disparities
  - Develop inclusive learning environments
  - Uphold the civil rights of students
  - Harness the power of family and community involvement in schools
  - International Comparative Research on Educational Equity
  - The MLFTC press book series entitled Disability, Culture and Equity (co-edited by Dr. Artiles and Dr. Kozleski)
  - Special education leadership grant for school-wide equity and access
  - International Multilingual Research Journal (published by Taylor and Francis and co-edited by Dr. Artiles and Dr. MacSwan)

For more information visit equityallianceasu.org.

The Center for Games and Impact
Building upon the vision of ASU President Michael Crow for a New American University, the Center for Games and Impact at ASU is committed to excellence, access, impact and research that contribute to the public good. Directed by Sasha Barab, the Center has as its mission to investigate, innovate and cultivate game-infused solutions to society’s biggest challenges.

This mission is realized through partnerships among learning scientists, game developers and socially responsible entrepreneurs to rigorously study and innovate around the full life cycle of impact games. By examining the full lifecycle of impact games — from research, design and development to publishing, assessment and optimization — we seek to pioneer, implement and share best practices for harnessing the unique power of games for achieving sustainable and scalable outcomes.

We have secured support from the Gates Foundation, the National Science Foundation, Educational Testing Services, Public Broadcasting Services, US-AID, the Intel Foundation and private donors. At the core of all these efforts is the underlying assumption that the power of games lies not in the bits and bytes of the game world, but in the ways that the designed components are integrated into a larger infrastructure and local ecosystem.

Our commitment is to grow our understanding of game-enabled innovations for impact through use-inspired initiatives, scaling out the impact of these products at the same time building capacity of others to leverage lessons learned. These ideas are being tested and iterated as part of an innovation lab, through externally funded grants and with students as part of a certification program.

Learn more at gamesandimpact.org.

Community of Science Pivot
The Community of Science is your tool for searching the web for funding opportunities and for connecting with colleagues here at ASU and across the country. It is the most comprehensive source of funding information available on the web, with more than 24,000 records, representing over 400,000 funding opportunities, worth over $33 billion. Sources include federal and regional governments, foundations,
professional societies, associations and corporations. The COS Funding Opportunities editing team acquires the information directly from the sponsor to ensure the most accurate database possible.

New faculty

New faculty orientation
All new faculty are required to attend an orientation. You will receive an email about the orientation. If you are unable to attend, contact your division director before the orientation.

New faculty orientation for tenured and tenure-track faculty
Each year, ASU hosts a new faculty orientation for newly hired tenure and tenure-track professors, who will receive invitations in late July from the provost’s office. This orientation will provide an introduction to the university at large and will complement college orientations held separately.

Electronic resources
Once you complete your employment paperwork and have an ASURITE ID, you can access many university resources at webapp4.asu.edu/myasu including class rosters, payroll information and university policies.

Mailbox location and mail code
Contact your campus administrative assistant for your mailbox location and mail code. Be sure to check your mailbox often. For other mail codes check the ASU web directory. To access the web directory, go to webapp4.asu.edu/directory. See your campus administrative assistant for more information or assistance.

Parking permit
All students, staff, faculty and faculty associates of ASU who park vehicles on campus are required to have a current parking permit. It should be hung from the rear view mirror or displayed on the inside lower driver’s side of the windshield of the vehicle. For more information visit cfo.asu.edu/parking.

Parking validations for invited guests who are here on university business and who park in the visitor lot may be obtained from the support staff listed above.

Phone service
Office phone service for new faculty members will be requested by your campus administrative assistant. Your division should have a manual that describes the operation of your phone, including how to access voice mail. To dial off-campus, you must first dial “8” or “9”. Cell phones are not provided to faculty.
Faculty resources

Audio visual
If your classroom doesn’t have the audio-visual equipment you need, you may reserve it through Media Services at your campus. Contact your campus administrative assistant to help coordinate.

Business cards
Full-time faculty may complete a Purchasing/Professional Development Request form located at education.asu.edu/faculty-staff-resources to order business cards. Return the completed to your campus administrative assistant for ordering.

Copy services
Copy machines are available for use. See your campus administrative assistant for copier locations to get an overview of the copier functions, capabilities and limitations. These machines cannot handle large volumes of copying (100+ total pages), so limit your copies. Be sure to clear your code when you’re done.

Plan ahead when you have large copy jobs. More than 100 total copies must be taken or sent electronically to an outside copy source, and you should check with your campus administrative assistant to help with the process. Large copy jobs (100-plus total pages) and material for packets may require securing of copyrights. Copyright laws must be observed when you are making copies. If your order estimate is over $50, check first with your division administrator. Avoid ordering color copies as they drain our budgets.

Discretionary and professional development funds
Each August, division directors may distribute discretionary funds on a formula basis by faculty status. This money may be spent during the academic year on travel to professional conferences, dues for professional organizations, professional resources and related items.

The Purchasing/Professional Development Request form may be found on our college’s website at education.asu.edu/faculty-staff-resources. Travel requests are managed through My ASU.

Electronic access and classroom keys
Office keys: To request keys and electronic card access, contact your campus administrative assistant. Keys are typically delivered within 3-5 working days. You can also request after-hours electronic card access to buildings. Access is typically granted 5 working days after the request is submitted.

Classroom keys: Check your teaching schedule to see whether any of your classrooms require a key. Most classrooms will be open for you, with the exception of CLCC classrooms at West. See Kathi Novak (FAB, S301) to request CLCC classroom keys and classroom cabinet keys. You will need to fill out a New Key Request card(s) before the semester begins and then you can expect to receive your key(s) within 3-5 working days. Classroom keys must be returned to your campus key issuer at the end of each semester.

Electronic access: If your classroom or office department has electronic access and is not unlocked when you
arrive, contact the help desk at 480-965-6500 for assistance at Tempe or West; Call UTO at 480-965-3342 at Polytechnic; and Downtown contact security at 602-757-3515. These classrooms are scheduled to unlock ten minutes before the start of class.

For classrooms access assistance, call Facilities Management at:

- Downtown: 602-496-2500
- Polytechnic: 480-727-1110
- Tempe: 480-965-3633
- West: 602-543-3200

**Event scheduling**

Event scheduling is defined as any activity not related to a credit course. MLFTC has dedicated staff support to help with the planning, organization and implementation of major college events. Our college averages four or more events a month. As a result of the workload, we are unable to support events proposed by faculty and staff.

Approved events are organized by Sue Chretien (sue.chretien@asu.edu), senior events coordinator. When coordinating, be sure to specify any technology or food needs you may have.

**Facilities**

If you would like to mount items on walls, have excess furniture in your office or have any other facility questions or issues, contact your campus administrative assistant.

**Meeting room scheduling and video/phone conferencing**

As a faculty member, you may want to convene a meeting of other faculty or a small group of students and need to reserve a room. You may also have a need to arrange video conferencing or phone conferencing. If so, contact one of the following for assistance with scheduling:

- Polytechnic contact: Cynthia Stehr, 480-727-1335
- Tempe contact: Lori Holmen, 480-965-6053
- West contact: Sue Ann Reinfried, 602-543-6445 and Yolanda Baca, 602-543-6380

**Posting information on campus**

If you are a sponsor of a student organization, or if you need to post information on campus, refer to the Campus Posting Guidelines section on the Student Life webpage.

**Professional learning library**

The Professional Learning Library is the place to find professional resources by standard, topic, type and other attributes; participate in informal and formal professional learning (pedagogical and content-area); and connect with educators locally and across the globe in interest-based communities. Visit the PLL at pll.asu.edu/p.
Property control

University-owned property may be used only for university purposes. Arrangements for temporary removal of university-owned property and equipment from the campus may be made only with authorization of the dean according to the following procedures:

1. Complete a Temporary Off-Campus Loan of Equipment form, which can be found at [asu.edu/purchasing/forms/temp_off_campus_loan.pdf](http://asu.edu/purchasing/forms/temp_off_campus_loan.pdf).
2. Check the equipment to be loaned to ensure that an ASU property control tag (white with bar code) is affixed to items valued over $2,000, and a departmental inventory tag (silver in color) is affixed to items valued over $100. The equipment must be tagged before leaving the campus.
3. After completing the form, return it to your division director for submission to the dean for approval. Upon approval, you will be notified and can then take the equipment off campus.
4. The department retains the original form and forwards a photocopy to Property Control.

Safety

If you encounter any circumstance which prompts a concern about safety for yourself, a student or involving anyone else on campus, call the ASU Police department at 480-965-3456. Such circumstances might include the need for an escort to your car after a night class or getting help with a disruptive or noncompliant student. It’s important to note that when you call this number, you will talk to police department personnel on Tempe campus, who will route your request to the appropriate officer on your campus. If it’s an emergency, call 911 and identify your campus.

Whenever possible (i.e., early and often), outline and discuss what is acceptable and what is not. You are empowered to: ask students not to interrupt in class; designate the instructor as leading the discussion (deciding who can speak and when); limit the topic of discussion to matters you deem relevant to the class; include notice on the syllabus that identifies ABOR policies. Describe all expectations in behavioral terms. Don’t forget to address electronic conduct, especially if your class relies on chat rooms or other electronic forms of communication.

Consider what rules make sense in the environment and give students notice of rules, such as asking students to sit, rather than stand or lean over you; make an appointment to see you, rather than dropping in; leave the door open or make the appointment at a time when another person is close by. You can contact ASU Counseling Services or Dean of Students office for additional assistance. Don’t forget that an instructor has the ability to withdraw a student from class if the student’s behavior disrupts the educational process.

For additional crime prevention information, visit [cfo.asu.edu/crime-prevention](http://cfo.asu.edu/crime-prevention).

Shuttle services

Parking and Transit Services offers free, intercampus shuttle service between the four ASU campuses. View maps and schedules at [cfo.asu.edu/transit](http://cfo.asu.edu/transit). Shuttle lines circumnavigate Tempe campus free of charge to students, faculty and staff. For additional information visit [cfo.asu.edu/transit](http://cfo.asu.edu/transit). Information about all of these services is located at [cfo.asu.edu/transportation](http://cfo.asu.edu/transportation).
Supplies
Office supplies are available on each campus from your campus administrative assistant. If you need something that is not available, complete the Purchasing/Professional Development Request form located at education.asu.edu/mymlftc/faculty-staff-resources. Submit the forms to your campus administrative assistant.

Technology help
Teachers College utilizes ASU’s University Technology Office (UTO) helpdesk to provide routine technology services of every kind. Routine technology services include things like: help with computer, phone, printer or software problems. Urgent classroom support issues include: help with Blackboard questions, video conferencing set-ups or equipment checkout, consulting on the provisioning of new or replacement computers or mobile computing needs — in other words, almost any computer or network issue which might arise. To get the technology-related help you need, visit IT Services by clicking on, webapp4.asu.edu/myasu/staff/service and select New Ticket.

Email, server space, server access, Blackboard, Tk20 and other services are requested using the methods listed above. Most services are online and can be accessed from any campus. A great method for finding out about MLFTC technology and support is to log into MLFTC Blackboard Organization located online at my.asu.edu. Faculty will get access to this Blackboard organization as soon as their ASURITE ID becomes active. ASU students can also obtain help with technology from UTO by calling 1-855-278-5080.

Travel (full-time faculty only)
All ASU-related professional travel must be approved in advance in order to be eligible for reimbursement and also for insurance liability purposes. Requests for travel, whether in-state, out-of-state or international, must be submitted online through My ASU TRIP, found at cfo.asu.edu/myasutrip. In this system you will:

- Create your travel profile
- Apply for an ASU Travel Card
- Create trip requests
- Book your travel (airfare, rental car, hotel)
- Create an expense report for a completed trip
- Attach receipts
- Submit your expense report

For instructions on using My ASU TRIP, see cfo.asu.edu/travel-training. If you have additional questions, contact Sarah Miller, business operations specialist, at sarah.miller@asu.edu or at 602-543-6372.

Service assignments and expectations
Ranked faculty (assistant, associate and full professors, and related NTE titles with prefaces such as clinical or research) provide service to Mary Lou Fulton Teachers College and Arizona State University as part of their general obligations as faculty. All ranked faculty contribute to undergraduate and master’s-level program and curriculum oversight and development where they have significant long-term teaching obligations, and
all tenured and tenure-eligible faculty and many non-tenure-eligible faculty should contribute to doctoral programs through ways such as reviewing applicant files, supervising PhD students in research, serving on doctoral students’ committees and serving on program committees.

Ranked faculty cannot excuse themselves from general service obligations. Some events do change service obligations, and these are guided by policy. For example, FMLA continuous leave affects all duties and responsibilities. Service expectations at the university are also generally suspended during approved sabbaticals, with the exception of serving on doctoral student committees. Having time assigned to externally-funded grants does not eliminate or reduce general service obligations.

Appointed and elected positions: Each year, the dean, provost and president appoint ranked faculty from the college to standing or ad-hoc committees based on the needs of the university and the skills and accomplishments of individual faculty. If you receive an appointment, please acknowledge and accept promptly. Elected committee positions are also essential to the work of the college and university. Tenured faculty who are not currently serving on a college- or university-level committee should self-nominate or expect to be nominated to vacant elected positions on a regular basis as they come open and are announced by the dean’s office.

Tenured faculty have the expectation of consistent substantive service with observable impact in multiple areas. Tenured faculty should expect to serve on (self-nominate or be nominated) for at least one college- or university-level committee each year, and they should be reviewing manuscripts for publications in their field, proposals for learned society meetings and proposals for funding agencies as appropriate.

Tenure-eligible faculty have the expectation of developing substantive service with observable impact over their probationary period in Mary Lou Fulton Teachers College. They should volunteer to review manuscripts for publications in their field, proposals for learned-society meetings and proposals for funding agencies as appropriate. They should find avenues for service that maximizes their impact for the time involved. They should also expect to serve on college-level committees during their probationary period, if not in the first year or every year.

Clinical faculty have the expectation of consistent substantive service with observable impact in their areas of significant teaching responsibility. They serve as program coordinators and course coordinators for courses with multiple sections. They are active in professional communities of practice, whether at a local or national level, and engage in and contribute to professional development inside and outside the college.

Regular and reassigned faculty teaching workloads

Introductory comments

Faculty members are essential to fulfilling the comprehensive mission of MLFTC, which includes the breadth of its teaching, scholarship and service. One of the primary obligations of division directors is to assign faculty teaching workloads to serve that broader mission. Directors are obliged to assess the capacity of individual faculty members to serve the needs of students and MLFTC in a way that takes into account the complexity of programs that operate across divisions.
To maintain equity within the flexible and changing needs of MLFTC, directors make assignments collaboratively with each other. This document provides a framework for teaching workloads of full-time faculty members consistent with the mission of MLFTC and to promote equity across divisions. In general, effective tenured and tenure-track faculty members should be assigned between four and six 3-hour sections per academic year, or their equivalent, commensurate with scholarship productivity as judged by annual evaluations. In general, non-tenure-track full-time faculty members should have a teaching workload of ten sections per year, or their equivalent.

Adjustments to these general expectations are based on the ability of faculty members to contribute to the broader mission and specific needs of MLFTC. These adjustments are generally made on an annual basis.

**General assumptions of faculty assignments**

Full-time ranked faculty members (tenured, tenure-track and clinical/lecture) are expected to be full participants in the life of MLFTC. This includes explicit assignments such as classroom and clinical teaching, student advising; assigned time for funded projects; and service on MLFTC and ASU committees. This expectation also includes broader participation in convocation, university commencements, orientations, division and college meetings, independent professional service within fields and being an active member of the intellectual life of and faculty governance within a research-intensive university.

Full-time unranked faculty (instructors) generally carry full-time teaching loads. They are expected to attend and participate in general all-faculty and all-college meetings, and any professional development required by their assignments.

Faculty members are given teaching assignments based on their qualifications and the need of MLFTC. Faculty members are encouraged to view their content expertise and instructional skills as in continuous development over their careers. Experienced faculty members can be expected to teach in newly-assigned courses within their areas of expertise, and they should have no expectations that they “own” a particular course or have a right to teach any individual course.

**Tenured and tenure-track faculty teaching norms**

Tenured and tenure-track faculty members are the core of curriculum planning for MLFTC at all levels. They should be competent and prepared to contribute to academic programs at multiple levels, and are essential to the specialized education in doctoral programs. These guidelines assume the teaching effectiveness of full-time faculty members and assume that they are highly motivated to serve in a variety of teaching roles. The ordinary load in an academic year for tenure-track faculty comprises full instructional responsibilities for between four and six three-hour courses or the equivalent. This may be adjusted for the first year of employment by an individual faculty member’s signed offer letter. MLFTC is committed to providing an appropriate opportunity for tenure-track faculty members to demonstrate scholarly productivity and the significance of the faculty member’s research agenda. Directors will manage teaching assignments to limit the number of course preparations for tenure-track faculty members before the third-year probationary review.

**Highly research-active tenured faculty members**

The ordinary load in an academic year for highly-research-active tenured faculty members comprises full
instructional responsibilities for four 3-hour courses or their equivalent. These courses may be in any area of the faculty member’s expertise or in general courses where the faculty member is expected to be competent. For consistently productive and self-directed researchers, the mission of MLFTC is served best by adequate time assigned for the maintenance and further development of the researcher’s line of scholarship.

**Effective, research-active tenured faculty members**

The ordinary load in an academic year for effective tenured faculty members without a highly-active research agenda, comprises full instructional responsibilities for five or six, three-hour courses or the equivalent. These courses may be in any area of the faculty member’s expertise or in general courses where the faculty member is expected to be competent. For active researchers who are not consistently highly productive, the mission of MLFTC is served best by adequate time assigned to the maintenance and further development of the researchers’ line of scholarship, balanced by the need to use faculty time where it may be better served.

Judgments of the appropriate teaching load for tenured faculty members should be made on an annual basis after each annual evaluation cycle for all MLFTC faculty members. A tenured faculty member may request a reassignment of time towards a greater teaching load if that person feels their talents are needed more in the area of instruction. The division director will consider this request and provide a prompt final decision. A change in the time assigned for teaching is also a judgment that a division director may deem appropriate if that faculty member’s talents are needed more in the area of instruction than in scholarship. Additional teaching time is a confirmation of the effectiveness of the faculty member in teaching and contributions to the mission and goals of MLFTC.

A tenured faculty member who does not meet expectations in research or teaching will not be assigned more time for teaching and less assigned time for scholarship, but will be placed in post-tenure review.

**Non-tenure eligible faculty**

Non-tenure eligible faculty members are essential to the professional programs in MLFTC. They should have significant professional experience at multiple levels, be excellent teachers for all students and prepared to contribute to academic programs at various levels. These guidelines assume the teaching effectiveness of non-tenure eligible, full-time faculty members and assume that faculty members are highly motivated to serve in a variety of teaching and supervisory roles. The ordinary teaching load in an academic year for non-tenure-eligible faculty members comprises full instructional responsibilities for ten 3-hour courses or the equivalent.

**Reassignment of regular teaching load**

Division directors may reassign regular, expected teaching loads to other obligations based on the needs of the division and college, and the capacity of individual faculty to meet those needs. A reassignment of a regular teaching load is not a release from faculty duties. The in-load assignment of a full-time faculty member will always equal 1.0 FTE across all areas of assignment. The following is a list of the most common reasons a division director would reassign part of a faculty member’s regular teaching load to other duties:

1. Offer letters may provide lower teaching at the beginning of a tenured or tenure-track faculty member’s employment, to be reassigned to scholarship. Reassigned teaching loads described in the
offer letter do not extend beyond the end of the period prescribed by the letter without the approval of the dean.

2. Funded research projects may require reassignment of teaching to the activities of the project. Division directors must approve all such reassignments. Directors have the authority to approve reassignment of one course in an academic year for an external contract or contracts committed to fund 10% or more of a faculty member’s academic-year base salary and benefits. Reassignment of two courses in an academic year requires an external contract or contracts committed to fund 20% or more of a faculty member’s academic-year base salary and benefits. Reassignment of three courses in an academic year requires an external contract or contracts committed to fund 40% or more of a tenured or tenure-track faculty member’s academic-year base salary and benefits. Reassignment of more than three courses for a tenured or tenure-track faculty member in an academic year, requires approval of the dean as well as the relevant director.

3. Other instructional duties: Ranked faculty may be reassigned from a course to programmatic or other instructional duties as required by the needs of a division.

Course preparation

Academic class scheduling
Each division handles scheduling of classes to meet the needs of students. With the exception of independent study classes where faculty meet individually with students, faculty do not schedule their own courses.

Division and college staff try to avoid schedule conflicts for faculty, either simultaneous classes or classes that are different campuses and logistically impossible. If you are assigned classes with a schedule conflict, please let your division director know immediately, so that the conflict can be resolved.

Course syllabi
Students use a course syllabus to understand the basic expectations for a class, both in terms of content and policies, in a whole host of areas. Thus, the syllabus needs to convey those expectations, because both students and ASU see the syllabus as a social contract between faculty and students.

To help with syllabi for individual classes, MLFTC provides templates, which are generally updated every summer and located at education.asu.edu/faculty-staff-resources. The templates include headings and prompts for content that course coordinators and individual instructors determine, and also standard language that addresses a number of policies. The following topics should be addressed in every syllabus:

- Instructor information (including contact and office hours)
- Catalog course description
- Detailed course description, as appropriate
- Prerequisite courses (in catalog)
- Course format
- Course texts, materials and resources (including Tk20 or other tools as appropriate)
- Student learning outcomes
Each instructor brings unique knowledge, teaching skills and creative talents to a class. We expect these attributes to be evident. At the same time, most programs have been planned holistically to insure that students meet the outcomes expected without experiencing significant overlaps and gaps in their studies. Therefore, courses in certification or endorsement programs generally have pre-developed syllabi available from a course or program coordinator, and the college expects instructors in those classes to use the learning objectives and major assignments as designed, using their unique talents as faculty to help students accomplish the course and program objectives. The coordinator can provide with the syllabus any accompanying course shells in the learning management system (Blackboard). Our online courses are designed with expert Instructional Designers who can assist you as well.

We ask that faculty use the developed course templates in order to provide a professional and consistent format for students, as well as inform them about policies. The course coordinator or division staff should
provide you with this syllabus.

Course syllabi must contain certain criteria. Look in the Appendix for a complete copy of what is to be included.

Course and program fees
Many of our college courses and programs have course or program fees attached for the purpose of providing a variety of services or materials for students registered in those specific classes and programs. Division directors or the Office of Online Learning will manage the spending of all course and program fees.

Course packets
The college strongly discourages the production of hard-copy course packets; most materials should be available to students in ASU’s learning management system (currently Blackboard) or electronically (for journal articles) through ASU Libraries. For journal articles and other electronic materials held by ASU libraries, you can link directly to the article through the learning management system.

The creation of separate course packets requires that faculty work independently with an outside copy shop that will appropriately conduct copyright clearance. Course packets usually involve two main costs for students: paying for the permission to print copyrighted articles, and the actual costs of copying and binding. If your packet contains copyrighted materials, significant lead time is needed in order to secure permission to copy. Allow at least four weeks between the time you submit articles and the time you want them to be available to students.

Course rosters
You can view your class rosters and post grades at the Faculty Center. It is available through webapp4.asu.edu/myasu under Teaching and Student Support Tools.

Textbooks
Selecting textbooks for MLFTC classes is critical to the development of a rigorous and appropriate curriculum. If you are teaching one section of a multiple-section class, the textbook has been selected by a group of instructors and you will be expected to use that text(s) for your first semester. A change in the text should usually be accomplished as a group decision of the other instructors. If you are teaching the only section of a class, check with the assistant or associate division directors about the textbook selection. Most courses are part of a planned program and choice of textbooks may need to be coordinated with instructors of other classes to insure that there are no duplications. Textbooks for courses with multiple sections are ordered by the course coordinator. Every effort should be made to comply with the university established dates for requesting texts for the following semester as this reduces costs for students. The dates are:

- Fall semester texts need to be ordered by April 1
- Spring semester texts need to be ordered by October 1
- Summer semester texts need to be ordered by March 1

Textbook orders for all campuses:
Sue Ann Reinfried, 602-543-6445, sue.reinfried@asu.edu
Reserves and linking to electronic library resources
Items for your courses can be placed on reserve through ASU libraries. See lib.asu.edu/access/reserves/faculty for more information.

Learning management systems

Blackboard
Blackboard is the course management system used for MLFTC classes. If you are teaching a class with multiple sections or otherwise has a course coordinator, your course coordinators may have a Blackboard shell for the course already prepared and ready to be duplicated for you as the foundational structure for your section. This will provide you with the electronic resources from other course instructors. Check with your course coordinator before requesting the shell if you would like to request a duplicate shell. To request a copy of your own shell from a previous semester, use the link on webapp4.asu.edu/myasu. More generally, faculty and staff can request course shells via my.asu.edu/courserequest (there are some help articles on helpdesk@asu.edu in addition to a tutorial attached to the page).

ASU Help Desk 480-965-6500 (or helpdesk@asu.edu) and the Blackboard dedicated team will process all Course Enrollment Manager (CEM) course requests. CEM is the computer system used by the University Technology Office to approve, deny and move class start dates when the instructor deviates from the published academic calendar class start and end dates. The Help Desk will assist faculty with their instructional design needs, support course administration and questions concerning Blackboard. There is an online chat function at webapp4.asu.edu/myasu/staff/service where you can chat with a help desk agent, just click on the “Live Chat” button at the top of the page.

Online courses for fully-online, managed programs are delivered through Blackboard. An instructional designer will contact you to coordinate the setup and support for the online course you will be teaching. Usually, the course shell request will be submitted for you so that the course materials are copied and configured correctly.

Tk20
Mary Lou Fulton Teachers College uses Tk20 CampusTools™ as a comprehensive online data management system for all student activities related to teacher or administrator certification. Students enrolled in certification programs must subscribe to Tk20 to complete course assignments and facilitate course evaluations, clinical experiences, student teaching and administrative internships. The total cost to students is a one-time fee of $103, if purchased directly from Tk20. Tk20 subscriptions can be purchased at any ASU bookstore. However, they charge a 25% markup. All Tk20 subscriptions are valid for seven years.

The system enables students to participate and manage their academic activities throughout their experience at MLFTC. Tk20 allows students to submit signature assignments online. Also, the system facilitates online collaborative evaluations between instructors, mentor teachers and students while keeping assignment, clinical experience, student teaching, clinical practice and internship records. Students can also create electronic portfolios documenting course work and scholarship information in Tk20. Assignments and rubrics are sent to
the Tk20 support team by course coordinators. These forms are then created in Tk20 and are made available to the faculty. Faculty members are responsible to make the assignment available to students in Tk20 by sending it out through Tk20. The Tk20 support team will make updated assignments available to students for instructors before they are due. Students are not to receive a course grade until their signature assignment is submitted in Tk20.

User guides are available for students, faculty and mentor teachers at education.asu.edu/search/site/tk20. Phone (602-543-5358) and email (Tk20support@asu.edu) support are available from 8:00 am-5:00pm Monday-Friday. Course coordinators can request Tk20 instructor training sessions.

Early in the semester

General background and resources
Arizona constitution and statutes invest power over the three state universities in the Arizona Board of Regents, whose policies are available here azregents.edu/board-committees/policy-manual. Most policies and procedures for ASU are found in the university-specific documents found at asu.edu/aad manuals or through My ASU. Among the most relevant policies for faculty- student relationships are those that address academic progress, privacy of information, student conduct, grading and grade appeals, and harassment.

Once the semester is underway, you may be confronted with many questions from students regarding aspects of the class or college that have standard answers. Some examples are below:

Q: Your class is full. Will you give me an override so I can register for it anyway?
A: Please talk with your academic advisor. Advisors are the only college employees who may give overrides.

Q: What is the grade of “E”?
A: It is a failing grade. ASU uses this letter in place of the traditional ‘F’.

Q: Does this class use plus/minus grading or pass/fail grading?
A: Instructors have the option of using plus/minus grading. For some classes, faculty have jointly decided one way or the other, but in the end the decision belongs to the course instructor. Pass/fail is an option only if it is so noted in the university catalog.

Faculty and academic professional responsibilities
Mary Lou Fulton Teachers College Bylaws and Standards of Academe are available through your division director and online at education.asu.edu/mymlftc/faculty-staff-resources. This document provides an overview of the standards, criteria and procedures to be used in faculty members' personnel reviews relative to annual performance evaluations as well as decisions on reappointment, promotion and tenure at Arizona State University’s (ASU) Mary Lou Fulton Teachers College (MLFTC).
Canceled courses
The administration may cancel courses before or at the beginning of the semester due to low enrollment. Notification will be given as soon as possible for classes that are at risk, however, it may be necessary to make on-the-spot decisions in some cases. In any event, you should know by the first class session. Full-time faculty will be informed by the director of any reassignment of teaching responsibilities due to class cancellation.

Cancelling individual days of a class
It is important to ensure that courses being offered always have the rigor and content expected, and this requires that faculty members fully meet their teaching obligations conscientiously. In addition, our accreditor and the Arizona Board of Regents requires that classes meet a certain amount of contact time that is clearly documented. For example, a three-hour course has 45 contact hours and 2-3 hours of assigned work outside of class per contact hour. When you are teaching an entirely face-to-face or hybrid class, the face-to-face contact time is determined by the meeting schedule.

Should you need to miss teaching a class, you are obligated to: Advise your director with an explanation as to why, and then receive approval to cancel the class (see asu.edu/aad/manuals/acd/acd204-02.html), but first try to find someone to cover the class rather than cancel it. Please report expected teaching absences for classes in each division as follows:

- Classes in the Division of Teacher Preparation: docs.google.com/a/asu.edu/forms/d/1hGvXoBL0sklaFiAZoerzyC19GAjZMAyhHBBZrqX-xM/viewform
- Classes in the Division of Educational Leadership and Innovation: goo.gl/forms/6w7DCejVLjHxuXx93

No face-to-face class in the first or last week of a session may be canceled or rescheduled without the explicit written permission of the relevant division director.

If you must cancel a class meeting due to an unforeseen emergency, the cancellation must be reported as soon as you are aware, to the course’s division director in the manner directed for the division in which the class is taught. Contact your campus administrative assistant, so that the students can be notified and a sign posted on the classroom door. If possible, send an email notice to your students as well.

Absence reporting
Absences that affect teaching schedules are addressed in the section above. For all other absences that affect scheduled obligation such as committee or college meetings, please follow the procedures described by your division. For additional instructions on how to report absences for your division, contact Sue Reinfried, 602-543-6445 or Yolanda Baca, 602-543-6380.

Grading
Only the instructor of record for a course (or a department roster contact) is authorized to enter grades for students in that course, and any grade changes must follow the procedure described in SSM 203-01 (asu.edu/aad/manuals/ssm/ssm203-01.html)
**Student withdrawals**

The Registrar’s office has comprehensive information located on the website ([students.asu.edu/drop-add](students.asu.edu/drop-add)) about adding, dropping and withdrawing from classes. The most frequent actions are:

- **Drop/add**
  Students registering for courses for a semester or summer session may drop or add courses through the first week of classes in a semester, or the first two days of a summer session. During this period, a student may drop one or more classes but not all scheduled courses without penalty. Courses that are dropped do not appear on the student’s transcript and fees paid are refunded according to the institutional refund schedule printed in the Registration and Tuition Payment Guide, depending on the student’s remaining hours. A student who wishes to withdraw from all courses during the drop/add period must completely withdrawal from the University. Refer these students to an Academic Advisor.

- **Course withdrawal**
  After the drop/add deadline through the 10th week of the fall or spring semester, a student may withdraw from any course with a mark of “W.”
  - Note that a student may not avoid any penalty for academic dishonesty by withdrawing from a course. ([provost.asu.edu/academic-integrity/policy](provost.asu.edu/academic-integrity/policy))

- **Instructor-initiated withdrawal**
  An instructor may withdraw a student from a course if the student’s continued presence in the course is disruptive to the instructor’s ability to conduct the course. Under these conditions, an instructor may award a “W” or “E.” A student may appeal an instructor-initiated withdrawal within 10 days of being withdrawn to the standards committee of the college in which the course is offered. The committee’s decision is final. If you have a student in this situation, it is presumed that you are working through academic advising to address the issue. Contact an academic advisor in the Office of Student Services as soon as you sense trouble so you can be assisted in working through the problem.

- **Complete withdrawal from the University**
  If you become aware of a student who plans to withdraw from all courses, refer them to an Academic Advisor so they may be counseled about available alternatives. For example, students facing medical or personal emergencies may be provided with a compassionate withdrawal that preserves their standing in the program.

**Faculty availability**

ASU policy requires full time faculty to hold office hours. Put the office hours in your syllabus and post outside your door. ([asu.edu/aad/manuals/acd/acd305-05.html](asu.edu/aad/manuals/acd/acd305-05.html)).

All part-time faculty, faculty associates and graduate teaching assistants must make provisions for students to be able to contact them outside of class hours. Many faculty associates who do not have office space on campus find that arriving early for class or staying afterward is the most student friendly option for holding office hours. For face-to-face classes, notify your campus administrative assistant and the receptionist in Mary Lou Fulton Teachers College of your office hours so we can pass along accurate information to students who may inquire. Instructors of online classes should be available to students outside of class on a reasonable and regular basis and respond to student inquiries within 24-48 hours.
Academic status reports
Midway through each class session, you will receive a request from the provost’s office to complete an Academic Status Report. This is an early warning system for undergraduate students who are having difficulties in a class. Academic Status Reports are submitted via an online system and are only submitted for those students who are attaining “D” and “E” grades up to that point in the semester. Academic Status Report grades are NOT reported on the student’s official transcript. They offer the student an opportunity to realize there is a problem and make the necessary corrections. Therefore, it is very important that students who are doing unsatisfactory work be notified. For Academic Status reporting dates, go to the Academic Calendar at students.asu.edu/academic-calendar.

Mid-term student surveys
For full-time and part-time faculty in their first semesters, students may be asked to provide feedback at the midpoint of a Session C Class, using the standard college electronic course evaluation. The feedback from these evaluations is valuable in making any necessary adjustments in a class.

Summer teaching assignments
Division directors will solicit information from academic-year faculty about their interests in summer teaching through an online survey in the spring when summer schedules are due to the scheduling office. The college’s general practice is to find at least one course in their area of expertise for full-time faculty who complete the summer-teaching survey on time, but summer teaching is not guaranteed. Payment for summer teaching is determined on a formulaic basis set partly by the university and partly by the college. Please note the following:

- Summer teaching and overall annual compensation is capped by formula at the university level.
- The base rate of academic-year salary used to calculate summer teaching pay will be capped at $80,000 for summer 2018.
- Classes with low enrollment (generally under 15 students) will be compensated in the summer on a prorated basis, except that under no circumstances will a prorated, scheduled course pay less than $750 (regardless of the calculation of proration).

Student Success Center
The Student Success Center offers tutoring in mathematics, science, writing and Spanish, and also offers writing workshops and 30-minute writing tutorials. Students are encouraged to take advantage of this valuable resource. For campus locations, visit tutoring.asu.edu. For general information, visit tutoring.asu.edu.

It is not unusual for instructors to become aware that one or more students are having difficulties. These can include:
- Defiant, impolite or other behaviors that may be considered unprofessional for educators
- Academic difficulties including missing classes, late or missing assignments, frequent tardiness
- Personal difficulties (financial, marital)
- Illness

36
Disabilities that impact learning or participation

The division administrators and academic advisors have experience in helping instructors and students in these situations. If you have any concerns about students, do not hesitate to seek advice.

ASU Counseling

ASU Counseling is always accessible to any student regardless of ethnicity, gender, sexual orientation, age, country of origin, religion, ability, financial situation, or whether they have had counseling before. We know that counseling is effective for many different personal concerns. If you know of a student who would benefit from counseling, please refer them to ASU Counseling. They can call or just stop-in and speak to a counselor right away. If you would like to speak to a counselor about student of concern, call 480-965-6146 or just stop-in to any campus counseling center.

- First appointments are free.
- Appointments after the first session to discuss service options or gather more information will be free of charge.
- All ongoing services cost a flat fee of $15 per session.
- Any student with financial need can receive a fee-waiver for all services.

For more information, visit eoss.asu.edu/counseling.

End of the semester

Final student surveys (course evaluations)

Course evaluations will be conducted during the 14 days prior to the last official day of classes of each session (A, B or C). Course evaluations are a critical piece for self-reflection and growth as a contract, tenure-track or tenured faculty member, teaching assistant or faculty associate. These evaluations offer students’ perspectives that should, when viewed with your reflections, give you an opportunity to adjust your teaching strategies and perhaps make other revisions to the class.

A final summative course evaluation, administered online by the college at the end of the semester, is required for all faculty. Surveys will be distributed to students online by the college and you will receive periodic emails during the online evaluation process as to how many students have completed the evaluations in each of the courses for which you are instructor of record. All student responses will be anonymous.

Do the following to prepare for the final course evaluation process and ensure high response rates from our students:

1. Talk to your students in class and let them know that course evaluations will be conducted online and stress the following points:
   - Students should make sure ASU has their current email address on file. They can ensure it’s accurate at: asu.edu/emailssignup.
   - Students should regularly check their ASU email account for an email with a subject line of
“ASU Online Course Evaluation” that contains their login ID and password to complete the evaluation(s).

- Student participation is essential and appreciated. You use what students say in the evaluations to assess and improve your own teaching; evaluations are also used to shape departmental curriculum and in decisions about tenure and promotion for faculty.

2. You may encourage your students to complete the online course and instructor evaluation by:
   - Encouraging students who have laptops in class to complete the course evaluation during class. If you do this, you are NOT to be in the room while the students are completing the evaluations.
   - Releasing students 10 minutes early to go to your campus library to complete the course evaluation.
   - Reminding students in class, by email or through Blackboard announcements to complete the course evaluation.

3. Do not:
   - Provide points or extra credit for students who complete their evaluations.
   - Promote participation through student incentives, rewards or sanctions.
   - Make any statements that might influence students and answers to specific questions on the survey.

Once the evaluation period is closed and results returned (after grades are due), your division director will be happy to review them with you. Evaluation results will be returned online via the automated system to your ASU email address within 4–6 weeks of the end of the semester. Final grades must be submitted before results will be released to contract, tenure-track or tenured faculty member, teaching assistant or faculty associate.

**Final examinations and study day**

If you are requiring a final examination in your course, it must be administered during the time period specified during the Final Exam Schedule established by the university. Examinations that are “not comprehensive” may be administered during the last class period or during the final examination week session. *ABOR policy requires your class meet during their final exam session.* The schedule for final exams is found at [students.asu.edu/final-exam-schedule](students.asu.edu/final-exam-schedule).

Note that the starting times and locations for finals will sometimes be different than the regular class meetings. If you would like to meet in your regularly scheduled classroom during finals week, you will need to make special arrangements through your campus administrative support staff. Keep in mind that there may not be classrooms available for this purpose.

The following final examination policy will be used:

1. Course instructors will decide whether or not to require a comprehensive final examination.

2. If a comprehensive final examination is required, it will be given during the regularly scheduled finals period. Final exams for one day per week classes that start on or after 4:30 p.m. or on Saturdays will be held for 1 hour and 50 minutes beginning at their regularly scheduled time on the day the class is normally held. [students.asu.edu/final-exam-schedule](students.asu.edu/final-exam-schedule)
Final grades
Grades are posted on My ASU my.asu.edu under My Classes. Select the Class Tools icon and then Grade Roster. If you need assistance, your campus administrative assistant will be happy to help.

Often, there are short lead times (one week or less) for submission of grades; however, due to university requirements, it is imperative that you make every effort to comply. Students who are graduating can be delayed if instructors do not submit grades on time. Students expecting to be in field placements for the upcoming semester must meet GPA requirements, and placements cannot be finalized until grades are posted.

Early examination requests
Student requests for early final examinations may not be granted by instructors. Requests which seem to have merit should be referred to the dean (or designee) of the college. If the dean finds that a student must leave early because of circumstances beyond his or her control, the dean may authorize arrangements whereby the student can complete the course work and take the final examination before leaving. In most instances, the dean will advise students to request an incomplete from their instructors. Under the policy covering "Incompletes,” the student must arrange to complete the course work and take the final examination by an instructor-approved date (but no more than one calendar year). If the student is unable to return to the university to take a final examination for the removal of the "Incomplete,” the dean may make arrangements for the student to take the final elsewhere under reliable supervision.

Incomplete grade request
To be considered for an incomplete (I) grade in a Mary Lou Fulton Teachers College course, a student must have completed approximately 80% or more of the coursework, be in good standing and unable to complete the course because of illness or other serious conditions beyond the student’s control.

To request an incomplete in a course a student will first obtain approval from his instructor and submit an incomplete request form including a deadline for coursework to be completed. The incomplete request is then routed to the Division Director for final approval. Follow your division’s communications flow for forwarding an Incomplete Grade Request if you approve one. Approval of the request is at the discretion of the Division Director, who may modify the deadline or request additional details be on the Incomplete Request Form students.asu.edu/forms/incomplete-grade-request. Students who fail to complete the course by the agreed upon deadline will receive the grade specified in the contract. Incomplete deadlines may never exceed one year from the date the incomplete grade was issued.

Legal compliance and rules

Equal opportunity/affirmative action
Arizona State University is an equal opportunity/affirmative action institution. Read the full policy at cfo.asu.edu/hr-diversitypolicy.

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 sexualviolenceprevention.asu.edu/faqs/students.

**Family Education Rights and Privacy Act**

FERPA, the Family Education Rights and Privacy Act, permits communication about a student of concern under the appropriate circumstances. When assisting students with behavioral concern, ASU school officials with legitimate educational interest can share student information with each other. Also, information can be shared with appropriate parties in a health or safety emergency. The totality of the circumstances will be considered in determining whether personally identifiable information should be disclosed, including but limited to:

- The seriousness of the threat to the health or safety of the student or other individuals
- The necessity of gaining the information to deal with the emergency
- The ability of the parties to whom the information is disclosed to deal with the emergency
- The extent to which time is of the essence in dealing with the emergency

Mary Lou Fulton Teachers College will inform all faculty, TAs, FAs and staff about FERPA and its components during new faculty orientation and faculty meetings. Information will be included in faculty and staff handbook along with the recommendation that individuals further their knowledge by viewing University information at students.asu.edu/policies/ferpa. Additionally, electronic reminders about adhering to FERPA will be sent to all throughout the academic school year.

- Do not leave graded papers in public view or allow students to sort through them in order to retrieve their own work. If students want work returned that was handed in on the last day of class, there are multiple options. Students may give you a self-addressed stamped envelope so you can mail it to them, you may arrange office hours when students can pick up their work, or you may leave their work in the pick-up file at the front desk. *You should never leave papers or projects for pick up in the hall by your office or by the faculty mailboxes.*
- Do not use a class sign-in sheet that contains identifiable information other than the student’s name.
- Do not send notification of grades via email or post card. Students can access grades on Blackboard, Learning Studio or other course management system.
- Do not give a grade over the phone unless you have verified that you are actually talking to the student.
- Do not discuss the progress of an individual student with anyone other than the student (including the student’s parents, spouses or relatives). Under FERPA, parents have no right to student information once the student is 18 years of age.
- IMPORTANT: If you store student information on your desktop or laptop computer, or other electronic device, you run the risk of losing the device through theft and exposing student data. The best practice is to store student data in the electronic gradebook of the course management system or in a hard copy in a secure location in your office.
- Training on FERPA is available online and can be scheduled through the ASU OASIS Training Curriculum asu.edu/oasis/support/Curriculum080207.html. It is highly recommended that all
Students with disabilities
Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center (eoss.asu.edu/drc). MLFTC encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

Our legal and ethical obligations in this area is one of the reasons why each course’s syllabus contains standard language on policies, including accommodations for students with disabilities.

Social gatherings
Do not host or allow a social gathering or party to be held as part of your class activities. ABOR and ACD polices require “meeting class in accordance with college policy at all regularly scheduled times and places.” The potential liability and public relations difficulties that might follow if something unforeseen occurred at any off campus gathering are substantial.

The University general counsel has noted for all faculty that it is illegal to serve alcohol to anyone under the age of 21. Moreover, it is inappropriate to serve alcohol to anyone at any activity occurring during officially scheduled class session time.

Eating and drinking in classrooms
Per the Academic Class Scheduling procedures, “No food or drink is allowed in University classrooms. Bringing food or drink into university classrooms in an organized manner will result in a fine and possibly additional fees for cleanup. These fees could include, but are not limited to, carpet cleaning, floor scrubbing, painting and excess trash removal.”

Read the full Academic Class Scheduling procedure in the Appendix.

Classroom furniture rearrangement
Rearranging classroom furniture to facilitate your learning environment is allowed during your class; however, you must return the classroom to its original layout by the end of your class.

Annual goals/annual review process

Annual evaluations of faculty
asu.edu/aad/manuals/acd/acd506-10.html
Promotion and tenure process (tenure and tenure-track faculty only)

Faculty promotion
asu.edu/aad/manuals/acd/acd506-05.html

Annual feedback on progress toward tenure
asu.edu/aad/manuals/acd/acd506-03.html

Probationary review
asu.edu/aad/manuals/acd/acd506-03.html

For more information about the University promotion and tenure process, see the University provost’s webpage about promotion and tenure (provost.asu.edu/promotiontenure). You may also contact Ida Malian, associate dean of academic affairs, at 480-965-6582 with questions regarding the tenure process.

Leaving employment

Upon leaving MLFTC, all ASU-issued property must be returned. Charges will be incurred if these items are not turned in.

- **Computer**: Turn in all electronic equipment to your campus administrative assistant
- **Sun Card**: Turn in your ASU Sun Card to the key issuer contact on your campus
- **Keys**: Turn in all ASU keys to the key issuer contact on your campus

Retiring or resigning

If you are planning to retire or resign from the University, you must send written notification to the division director and dean stating the effective date of resignation or retirement. If retiring, it’s highly recommended you contact HR Faculty Services to review steps that are required 6 months prior to your retirement. If you are retiring or resigning and will not be returning the fall of the next academic year your retirement or resignation date will be effective May 15.

Requests for termination dates for tenure-track, tenured and multi-year faculty, and continuing-track, continuing-status and multi-year academic professionals after May 15 require that your summer salary be paid from grant funds or some other funding source using appropriate employee-related expense rates, AND that you have received approval from your division director, dean and provost. Requests to extend your retirement or resignation past May 15 must be submitted no later than April 15 to the college HR office. You must detail the reason for the need to extend this date and the funding source, and will need to have received division director approval. You will be notified if this is approved by the dean and provost no later than May 1.

Resignations or retirements received after May 15 will require you to reimburse ASU any employer-paid contributions to salary or benefits paid on your behalf. Failure to make reimbursements in a timely manner are subject to collections.
Appendix 1 — Course syllabi
A course syllabus is required for all undergraduate, graduate and online courses. Templates can be found on the faculty-staff-resource website, education.asu.edu/mymlftc/faculty-staff-resources. Syllabi must contain the following information per ABOR policy, ACD 304-10:

- Instructor’s name, office and room number, telephone number and email address
- Office hours and a statement indicating how to contact the faculty member for an appointment outside office hours
- Overall course objectives and expected learning outcomes
- Grade policies
- Absence policies and the conditions under which assigned work and tests can be made up, which should include:
  a. the instructor’s general policy
  b. excused absences related to religious observances and practices that are in accord with ACD 304-04, “Accommodation for Religious Practices”
  c. excused absences related to university sanctioned events/activities that are in accord with ACD 304-02, “Missed Classes Due to University-Sanctioned Activities”
- Lists of any required readings, assignments, examinations, special materials and extracurricular activities
- Policy regarding expected classroom behavior (e.g., use of pagers, cell phones, recording devices)
- Policy requiring academic integrity and against plagiarism
- Policy against threatening behavior, per the Student Services Manual, SSM-104-02, “Handling Disruptive, Threatening, or Violent Individuals on Campus”
- Title IX Statement
- Notification, if appropriate, warning students that some course content may be deemed offensive by some students and how to bring this to the attention of the instructor or, alternatively, to the unit chair or director
- A reminder to students when requesting accommodation for a disability that they must be registered with the Disability Resource Center and submit appropriate documentation from the DRC.

Appendix 2 — Academic class scheduling
Each division handles scheduling of classes to meet the needs of students. With the exception of independent study classes where faculty meet individually with students, faculty do not schedule their own courses.

Division and college staff try to avoid schedule conflicts for faculty, either simultaneous classes or classes that are different campuses and logistically impossible. If you are assigned classes with a schedule conflict, please let your division director know immediately, so that the conflict can be resolved.
University rules for the use of classroom space:
No food or drink is allowed in university classrooms. Bringing food or drink into university classrooms in an organized manner will result in a fine and possibly additional fees for cleanup. These fees could include, but are not limited to, carpet cleaning, floor scrubbing, painting and excess trash removal.

Any department leaving an excessive amount of garbage will be assessed a minimum fee for cleanup. If damage occurs to the classroom or equipment in the classroom during a class the department that is offering the class will be assessed a fee reflective of the cost for replacement or repair.

The use of glitter, confetti, glue, tape, candles and other incendiary devices is prohibited in classrooms. Decorations may be used on sign holders, cork boards or tables as long as they are removed at the close of the class. Any department rearranging the furniture in a room and not putting it back the way they found it may be fined.