



**Mary Lou Fulton
Teachers College
Arizona State
University**

*Master of Education in Secondary Education
(Teacher Certification)*
**Student Handbook
2021–22 Academic Year**

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Introduction

Master of Education degree in Secondary Education

The MEd in Secondary Education program is for those who already have a bachelor's degree in any field and are seeking teacher certification while also earning a master's degree in education. The program offers flexibility for meeting certification requirements through professional experiences, either through an alternative teaching route, a traditional route or a combination of professional experiences that meet certification requirements. The distinction between the traditional and alternative teaching routes are explained in more detail in the next section.

The program will be offered in two modalities, immersion and online, both leading to a master's degree in education in one of three tracks:

- EED: Elementary Education (K–8)
- SED: Secondary Education (6–12)
- SPE: Special Education (K–12) for in-service teachers of record; or Dual Certification: Special Education (K–12) and Elementary Education (K–8) for students who participate in student teaching

Routes to certification — Mary Lou Fulton Teachers College offers options for students to earn a master's degree and Arizona teacher certification through a traditional or alternative teaching route. The coursework is the same for either route and includes clinically embedded assignments to connect theory and practice in the classroom through professional experiences. Students take classes via ASU Sync one or two nights per week or via ASU Online, a fully online modality.

The program builds connections between educational design and decision-making; professional growth and leadership; and scholarly, integrative knowledge through quality classroom instruction paired with extensive field experiences. Students gain a strong foundation in teaching and content knowledge from experts in the field of education with years of K–12 experience. MLFTC faculty members actively engage students in the research process throughout the program to facilitate students' examining problems of practice and engaging in iterative cycles of inquiry in collaborative educational contexts, culminating in their own applied research project.

A series of professional experiences assists students in developing a thorough understanding of teaching and learning as they apply knowledge from their coursework to the classroom. Individualized guidance through the clinical framework provides students with the support they need to become effective educators.

Program learning outcomes

Graduates demonstrate the capacity to apply advanced knowledge and possibility thinking to practical challenges by imagining new solutions and creating positive change for all learners, families or communities. Throughout the program, students will participate in educator scholar communities to enhance their engagement through learning communities. Educator scholars will expand their specialized knowledge and intellectual skills throughout the program. Essential areas of learning include broad, integrative knowledge and concepts from fields of study that bridge this knowledge and skills. Further, graduates are able to apply advanced knowledge and possibility thinking to practical challenges to create positive change in education.

The EED, SED and SPE tracks each have a series of core courses which include shared content and collaboration as well as content and assignments differentiated by track.

The program culminates with an action research applied project in EED 593 in which students research, implement and measure the effectiveness of an intervention to solve a problem of practice in K–12 classrooms.

Through the program learning outcomes, graduates will be able to:

- DDM 1 — Execute an instructional cycle using methods, strategies, high leverage practices, technologies and interventions appropriate for a range of learner abilities, differences, cultural and linguistic assets and needs supported by research-based pedagogical practices and theories.
- DDM2 — Create learning experiences that address the central concepts, tools of inquiry and structure of content disciplines to engage learners in accessible, relevant and meaningful content to ensure critical thinking and mastery of the content.
- DDM3 — Create and maintain inclusive, equitable learning environments that support individual and collaborative learning experiences, utilize high leverage practices, and foster critical thinking, active engagement and well-being for all learners.
- DDM4 — Use multiple methods of assessment and data to evaluate learner strengths and needs, determine eligibility for services, monitor progress, guide educator decision making and actively engage with learners and stakeholders.
- DDM5 — Apply strategies for instructional co-planning, co-analyzing of data and cogenerative dialogue in service of meeting student needs.
- DDM6 — Apply appropriate strategies to promote resiliency, empathy and inter/intrapersonal awareness in support of collaborative decision-making.
- GLAE1 — Build and implement a professional growth plan using evidence and reflective practices in the areas of professional responsibility, educator identity, leadership, ethical conduct and advocacy for equitable and inclusive practices.
- GLAE2 — Advocate for students, families and communities with an understanding of the social, local, cultural or global context.
- GLAE3 — Self-reflect and assess personal contributions for shaping and supporting the mission of their school or organization's goals, positive school climate and environment of trust.
- GLAE4 — Apply expectations of the profession including applicable codes of ethics, professional standards of practice and relevant law and policy.
- ESK1 — Examine previous understandings and assumptions and articulate the impact of the local/cultural context, personal histories and relevant experiences on problem(s) of practice.
- ESK2 — Engage in iterative cycles of inquiry in collaborative educational contexts and systems to imagine new concepts, catalyze ideas and form new solutions, guided by principles and research that create positive change for learners.
- ESK3 — Elucidate a relevant problem of practice in their own educational context and system informed by major theories, theorists and/or frameworks.
- ESK4 — Implement an applied research project, synthesizing the findings and defending the significance and implications of the study as relevant to social and global context.
- ESK5 — Integrate interdisciplinary perspectives and methods to synthesize past and current experiences and other fields of study.

Purpose of the handbook

This handbook provides guidance and information related to admission, program requirements, and general policies and procedures. Please note that in some cases you will find differences between program policies and requirements and the Graduate College policies and procedures. In these cases, Mary Lou Fulton Teachers College has established higher standards. Policies and procedures are subject to change. Changes will be communicated to students through email. Any updates to this handbook can be found on the [program website](#).

Admission

Admission to the MEd in Secondary Education program is offered for the fall, spring and summer semesters for ASU Online, and one time per year at the Tempe campus for ASU Sync. Completed admission files are reviewed and admission decisions are made on a rolling basis. Space may be limited; therefore, applicants are strongly encouraged to apply and have all application materials on file with ASU on or before any posted deadlines.

Application deadlines: education.asu.edu/application-deadlines (See [Academic Calendar](#) for session dates)

Quick facts

- Location:
 - Tempe campus via ASU Sync
 - ASU Online
- Number of credit hours: 38
- Online start terms: Fall, Spring and Summer
- Tempe campus start term: Fall
- Immersion program fee: \$1,000 (\$500 each for first and second semesters)
- Online program fee: \$2,200
- Time to completion: Three semesters, including fall, spring and summer. Students may opt to accelerate or decelerate their program sequence in consultation with their academic advisor and the program.
- Course format and delivery:
 - ASU Sync (affiliated with Tempe campus): ASU Sync provides students with technology-enhanced, fully interactive remote learning using live lectures via Zoom. It offers the benefits of face-to-face instruction in an interactive group learning environment. Courses meet synchronously via Zoom 1-2 times per week, generally in the evenings. Although no physical classroom is assigned, MLFTC provides drop-in space for students who want or need to attend their courses remotely from an ASU campus (Tempe, Polytechnic or West). *Some courses required for the program taught outside MLFTC may require physical travel to an ASU campus (methods coursework).*
 - ASI Online: Asynchronous course meetings entirely online.
- Professional Pathways experiences (internships, student teaching/residency, apprentice teaching) will be completed at an approved setting. Experiences vary based on the selected certification route.

Content areas: ASU Online, or ASU Sync affiliated with Tempe campus

English	History	Mathematics	Science	
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Not all content areas are available for all Professional Pathways experiences. Discuss your desired content area with your academic advisor to ensure the appropriate selection

Content areas: ASU Sync affiliated with Tempe campus only

Biological Science	Chemistry	Earth and Space Science	Economics	English
French	General Science	History	Mathematics	Physics
Political Science	Spanish	Art	Theater	

Not all content areas are available for all Professional Pathways options. Discuss your desired content area with your academic advisor to ensure the appropriate Professional Pathways selection.

Contacts

For admission information, contact:

- ASU Sync affiliated with Tempe campus: GradEducation@asu.edu
- ASU Online: GradEnrollment@asuonline.asu.edu

Current students, please contact your academic advising team, Team Educator Preparation, at 602-543-6358 or GradEdPrep@asu.edu.

Graduate admission requirements

ASU maintains *minimum* standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- Maintain a B (3.00 on a 4.00 scale) grade point average in the last 60 semester hours or 90 quarter hours of undergraduate coursework. If you do not meet the minimum GPA requirements, your application may still be considered.
- International applicants must provide proof of English proficiency. The following are accepted to meet this requirement for the Master's in Secondary Education program:
 - Test of English as a Foreign Language (TOEFL): score of at least 90 on the internet-based test (iBT), with scores on the Speaking and Writing portions in the high "fair" - "Good" range (22-30). ASU's institutional code is 4007. Only electronic copies of scores are accepted.
 - International English Language Testing System (IELTS): overall band score of at least 6.5 with Speaking and Writing portions needing to be at least 6.5 (6 = Competent User, 7 = Good User). No institutional code is needed.

Academic program admission requirements (all program tracks)

In addition to the graduate admission requirements, the program requires the following as part of the application:

Personal statement — Describe the personal and professional goals that motivate you to apply for the MEd in Secondary Education. Explain what has led you to this career path and how you will excel as a secondary education teacher in the classroom. The admission committee pays particular attention to the quality of writing and ideas expressed in the personal statement. The statement should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

Three professional references — Provide the names, email addresses and institution or company of individuals who will submit electronic letters of recommendation. They should be individuals who have worked with you in professional or academic capacities, and who can attest to your aptitude in this field and your ability to succeed at graduate-level coursework.

Resume that includes relevant personal, professional, educational and community activities (one to two pages). The resume should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

Traditional certification route requirements

Students planning to enroll in the traditional certification route must meet the following additional requirements prior to beginning their first term of professional experience:

- Submit all ASU and degree program admission materials by the posted deadlines.
- Include a copy of the IVP fingerprint clearance card (front and back), or a copy of the Arizona DPS fingerprint card application if the card is not available at the time of application. [Visit the DPS site](#) for information on applying for and receiving an IVP fingerprint clearance card.

Alternative teaching route requirements

Students planning to enroll in the alternative teaching route require an **Arizona Alternative Teaching Certificate** (or equivalent if completing the program outside Arizona) and must meet these additional requirements:

- Submit all ASU and degree program admission materials by the posted deadlines.
- Provide documentation required for the enrollment letter issued by MLFTC for the Arizona Department of Education:
 - **Fingerprint clearance** — Include a copy of your IVP fingerprint clearance card (front and back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. [Visit the DPS site](#) for information on applying for and receiving your IVP fingerprint clearance card.
 - **Confirmation of Employment** - Complete the Confirmation of Employment form to verify your full-time teaching position, signed by your principal and the district HR department

Verification of a full-time teaching position (through a Confirmation of Employment form) in an appropriate 6–12 setting aligned with your desired subject is required after admission to the program and prior to enrolling in the first term.

- Position must be in a school setting, Public, private, charter placements, etc. are acceptable. Alternative, nonschool settings such as correctional facilities are not permitted for this program.
- The principal, school and district of your position must acknowledge and permit the use of videotaping technology in the classroom for the purpose of teacher candidate evaluation.
- The mentor teacher (supervising practitioner) must be a standard certified educator, currently employed by a local education agency, private agency, or other 7–12 setting who supervises the candidate during the Professional Pathways experience. Supervising practitioners must have:
 - A minimum of three full years of experience relevant to the license the candidate is seeking
 - A current classification of effective or highly effective or effective pursuant to §15-203(A)(38) when applicable
 - Adequate training from a professional preparation institution

ASU does not provide job placement assistance. Any potential teaching position is subject to approval from the MLFTC academic program. If a teaching position does not meet the criteria of the program, students will be asked to secure a different position compliant with program requirements, or to begin the program under a route that does not require an Arizona Alternative Teaching Certificate.

Arizona-based students: *If you have not secured an Arizona Alternative Teaching Certificate by July 15 prior to the first fall semester, you will no longer be eligible for the Apprentice Teaching course. You may still enter the MEd program through other routes not requiring the Arizona Alternative Teaching Certificate. Contact your academic advisor for more information. Arizona students who hold an emergency or long-term substitute certificate should consult with their academic advising team to determine which route works best for them.*

Non-Arizona students: Not all states accept out-of-state alternative programs for teacher certification. The alternative teaching route is designed for teacher candidates who complete their professional experience as teachers of record, not as interns or student teachers. Students interested in using any MLFTC alternative route for certification outside of Arizona can contact the state they are working or interested in for specific qualification information or contact the MLFTC compliance staff at MLFTCCompliance@asu.edu for assistance.

Residency information for alternative teaching route and full-time school employees

Students located in Arizona who are teaching or working full time in a school setting are eligible for in-state tuition prices for any courses needed for initial teacher certification through the teacher waiver exception. However, the students will still be classified as nonresident.

Nonresident students located in Arizona who meet eligibility criteria must complete the teacher waiver and receive appropriate documentation in order to receive in-state tuition by the deadlines set by the [Residency Classification Office](#). Contact the Educator Preparation Advising Team to obtain the authorized signature required on the coursework verification page.

Students intending to become Arizona Residents should contact the [Residency Classification Office](#).

Provisional acceptance guidelines

Applicants who do not meet the GPA criteria for admission but have otherwise strong applications may be considered for provisional admission by the committee. This status provides the academic unit with an opportunity to better evaluate the student's academic potential. Students are notified of the provisional requirements in the admission notice from the college.

Most provisions must be completed within the first semester of enrollment. When students have satisfied the provisional requirements, they should confirm with their academic advisor that a change of status has been recommended. Students with provisional admission are not eligible to submit an interactive Plan of Study — the iPOS — until the conditions of admission have been satisfied.

Graduate Admission Services will withdraw students who have not met the provisions of their admission within the required time frame from the degree program.

Preadmission credit policy

With the approval of the degree program and the ASU Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of B or better that were not used toward a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree program to be accepted. The complete preadmission credit policy can be found on the [Graduate College website](#).

Tuition cost and financial aid

Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. [View the general tuition and fees schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Most online courses carry mandatory fees in addition to the tuition and other university fees.

Online tuition for resident students is capped at 11 credits for graduate students. Online tuition for non-resident students is billed per credit hour with no cap.

Financial assistance

Financial aid is available through a variety of sources.

Mary Lou Fulton Teachers College scholarships and fellowships

MLFTC offers a number of fellowship and scholarship opportunities for students. Information about these opportunities can be found on the [MLFTC website](#).

Opportunities available include:

- Arizona Teachers Academy
- Mary Ann Graham Johnston Memorial Scholarship
- Robert Noyce Teacher Scholarship

Graduate college fellowships

The Graduate College offers a number of fellowships to graduate students at ASU. Information about fellowship opportunities can be found on the [Graduate College website](#).

Opportunities available include:

- Coverdell Fellowship for Returned Peace Corps Volunteers
- Graduate College Fellowship
- Completion Fellowship

Financial aid

Traditional financial aid (loans and grants) are available. Visit the [Financial Aid website](#).

ASU payment plan

If tuition is not paid by the applicable tuition due date, or financial aid is not awarded and accepted by the due date, you will be automatically enrolled in the [ASU payment plan](#) and charged a nonrefundable enrollment fee.

AmeriCorps

Students in a program which receives AmeriCorps assistance will receive the monies in their second year only. The student will need to pay for their courses (through personal payment or financial aid) for that year and will be refunded the monies by ASU after the semester begins.

Curriculum and graduation requirements

Program requirements

Students in the MEd Secondary Education program complete 38 credits of graduate coursework, including a culminating experience. Coursework (6 credits) required for teacher certification is included as part of the degree. Students must select between the alternative certification route and the traditional certification route.

Courses in this program are offered in a predetermined sequence that may include summer terms. Summer enrollment may be necessary to complete program requirements. The course sequence is based on your program track. Your academic advisor will provide you with the appropriate course sequence upon admission to the program. *If you take a course out of sequence, your time to degree completion or financial aid eligibility may be affected as not all courses are offered every session.*

Applicants must select an available content area. Not all content areas are available for all entry terms or for all Professional Pathways options. Course sequences detailing specific course offerings are found on the [MLFTEC Graduate Student Success Site](#).

Program of study

The course sequence is based on your program track. Your academic advisor will provide you with the appropriate course sequence upon admission to the program. *If you take a course out of sequence, your time to degree completion or financial aid eligibility may be affected as not all courses are offered every session.*

Required core (8 credits)

TEL 510 Instructional Design, Planning and Assessment (2)
 TEL 511 Research and Evaluation in Education (2)
 TEL 517 Instructional Thought and Action Environment and Management (3)
 TEL 572 Educator Scholar Community III (1)

Concentration requirements (14 credits)

TEL 502 Exploration of Education: Child/Adolescent Development and Foundations of Special Education (3)
 TEL 532 Literacy Across the Disciplines (3)
 SED 510 General Methods and Assessment (4)
 TEL 540 Families, Comm & Cultures: Cultivating Networks of Culturally Responsive Relationships (2)
 TEL 570 Educator Scholar Community I (1)
 TEL 571 Educator Scholar Community II (1)

Other requirements (10 credits)

Choose **one** of the following additional methods courses based on content area (4 credits):

SED 511 ELA Methods and Assessment (4)
 SED 512 Secondary Mathematics Methods and Assessment (4)
 SED 513 Science Teaching Methods for Secondary School (4)
 SED 514 Methods for Teaching Secondary Social Studies (4)

Choose one of the following routes (6 credits):

Alternative certification

SED 571 Apprentice Teaching I (2)
 SED 572 Apprentice Teaching II (2)

SED 579 Apprentice Teaching III (2)

SED 576 Internship III (2)

At least 4 credits must be Apprentice Teaching. Students switching from the traditional certification route may substitute Student Teaching for 2 credits of Apprentice Teaching with permission of the program.

Traditional certification

SED 557 Internship I (2)

SED 567 Internship II (2)

SED 576 Internship III (2)

SED 578 Student Teaching in Secondary Education (2)

At least 2 credits must be Internship and at least 2 credits must be Student Teaching. Students switching from the alternative certification route may substitute Apprentice Teaching for Student Teaching with permission from the program.

Electives (3 credits)

Students select three credits (one course) from the following list, or may select another course in consultation with their academic advisor and program.

ELL 515 Structured English Immersion

HED 607 Visualization and Presentation for Higher Education

RDG 510 Literacies, Digital Technologies, & Learning

RDG 515 Multimodal Literature for Children and Adolescents

RDG 518 Supporting Language and Literacy for Diverse Learners

RDG 519 Teaching Writing

BLE 534 Language, Policy, and Power: Past and Present

BLE 535 Sociolinguistic Issues in Bilingual Education

BLE 536 Education for Social Transformation

BLE 537 Linguistics for Educators

SPE 564 Controversial Therapies: Science, Fad, and Pseudo-Science

SPE 598 Advanced Applications of Applied Behavior Analysis

GLE 502 Inquiry in Global Education

SPE 521 Foundations of Autism Spectrum Disorders

SPE 566 Applied Behavior Analysis in Inclusive Settings

SPE 541 Consultation Frameworks and Issues

SPE 525 Measurement, Data Display, Interpretation and Experimental Design

SPE 520 Verbal Behavior

Culminating experience (3 credits)

SED 593 Applied Project (3)

Total credits required for degree: 38

Culminating experience

Students are required to complete an applied project, working with their instructor to engage in an action research cycle, critically evaluate educational research related to an action research problem, apply educational concepts to professional experience, and reflect on their practice to modify and/or improve instruction. The successfully

completed applied project constitutes the culminating experience for the master's degree. Students must earn a grade of B or higher in the culminating experience course.

Professional certification routes

Mary Lou Fulton Teachers College offers options for students to earn a master's degree and Arizona teacher certification through a traditional or alternative teaching route. Either of these determines a series of professional experiences required to meet Arizona Department of Education requirements for Arizona Teacher Certification. The degree coursework is the same for either route to certification and includes clinically embedded coursework assignments to connect theory and practice in the classroom through professional experiences. Students take classes via ASU Sync one or two nights per week or in a fully online modality.

Master's students take six credits of professional experience, at minimum, throughout the program. To meet certification requirements, students must successfully complete either one semester of student teaching (traditional route) or two semesters of apprentice teaching (alternative teaching route). The additional professional experiences beyond the certification requirement can be through internships, apprentice teaching, or an additional student teaching/residency experience.

Master's in Secondary Education - Traditional Route

For students in a traditional route, they must complete:

- One semester of internship prior to applying to student teaching;
- Student Teaching (1 semester);
- For the third professional experience course, students can take either an additional student teaching, apprentice teaching, or an additional internship course.

Master's in Secondary Education - Alternative Teaching Route

For students seeking an alternative route toward certification, they are required to complete a minimum of two semesters of apprentice teaching. Apprentice teaching courses are offered as an alternative route to teacher certification for students who are full-time teachers of record in an approved content area on the Alternative Teaching Certificate from the Arizona Department of Education (or out-of-state comparable certificate) while completing classes for the M.Ed. and certification. For their third professional experience course, students can take either an internship, an additional apprentice teaching course, or student teaching if desired.

Interactive Plan of Study

All ASU graduate students are required to complete and submit a plan of study online through the [My ASU interactive Plan of Study](#). The iPOS must be submitted and approved prior to completing 50% of the coursework required for your program.

Students are encouraged to schedule an appointment with their academic advisor to discuss their plan of study and how to complete the iPOS. After submitting the iPOS, your academic advisor will approve it. The Graduate College has final approval over all iPOS submissions.

When evaluating your iPOS, your academic advisor will check to ensure all required coursework is included as part of your plan and that you are planning to take courses in the appropriate sequence/order. Your academic advisor will send your iPOS back to you for revision if it is incorrect.

Teacher certification information

Arizona and U.S. Constitution requirements

Students have three years under a valid teaching certificate to fulfill the Arizona Department of Education requirements for Arizona and U.S. Constitution exams, unless they are teaching an academic course on history,

government, social studies, citizenship, law, or civics, in which case they have one year to fulfill the requirements. Students may take courses through ASU or a community college, or take the Constitutions of the United States and Arizona (33) Arizona Educator Proficiency Assessment exam to fulfill the requirements.

Certification examinations

For applicants to the MEd Secondary Education program, the appropriate AEPA/NES exam may be required prior to enrollment in the program, depending on state requirements for certification. Any additional state required exams (professional knowledge, etc.) must be taken prior to program completion. State-required exam information can be found on the [ADE website](#). Required exams must be passed in order to obtain teacher certification from the ADE upon program completion.

Structured English Immersion

Teachers and students teaching on an intern certificate are required to complete an ADE-approved, three credit hour-course on structured English immersion. This SEI course is a part of the curriculum of the MEd Secondary Education program. For those who are teaching in an ELD classroom on an Alternative Teaching certificate, ADE requires the SEI course to be completed prior to issuance of the intern certificate. The SEI endorsement workshop or course may be taken through any other [ADE approved SEI Endorsement Training](#).

If you are teaching in an ELD classroom, ADE requires that you have either the SEI, English as a second language, or bilingual endorsement. Confirm with your school district or charter school if your teaching placement is considered an SEI classroom.

Pursuing initial teacher certification outside Arizona

The Arizona Department of Education approves and recognizes teacher and administrator preparation programs offered by ASU as providing the academic knowledge and experiential expertise required of graduates to apply for Arizona certification. **Graduates of both traditional and alternative teaching routes in our teacher programs qualify, either directly or through reciprocity, to apply for certification or licensure in many, but not all, other states and territories.** Arizona State University provides information from state websites on the [professional licensure](#) page. Even so, students are encouraged to confirm the regulatory requirements needed to apply for certification or licensure in the states in which they are interested in working, including additional subject testing, background checks, or professional experience requirements. For answers to specific questions, please contact the MLFTC compliance staff at MLFTCCompliance@asu.edu.

Satisfactory Academic Progress and Professional Conduct Policy

Students are expected to familiarize themselves with the policies and procedures listed in the MLFTC Satisfactory Academic Progress and Professional Conduct (SAPPC) policies, and understand Graduate College policies related to academic progress found on the [Graduate College Policy and Procedure website](#). This is not a complete representation of the [current SAPPC policy](#), which includes policies and procedures regarding academic progress, professional experiences, and appeals and grievances. Students are expected to read and understand the policy in its entirety.

To remain in good standing in Mary Lou Fulton Teachers College, students must maintain satisfactory academic progress consisting of both academic performance and adherence to MLFTC's Professionalism Standards. This document sets forth the standards and expectations for "satisfactory academic progress" and "good standing" for undergraduate and graduate students and explains the consequences of failure to meet these standards.

In addition to the policies stated herein, students are expected to abide by applicable ASU and Arizona Board of Regents policies, including the [Student Code of Conduct](#), the ASU Academic Integrity Policy, ASU Graduate College Policies and Procedures (for graduate students), as well as all policies, procedures, rules, regulations and requirements established by the local education agency, school district and/or school in which they are engaged in field experience or residency. Failure to do so may lead to consequences that include dismissal from the program and expulsion from the university. Graduate students should also refer to the [ASU Graduate College website](#) for further information about ASU Graduate College policies.

Title IX

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

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

Student responsibility

All students are expected to be familiar with and abide by university and program policies and procedures. Visit the following websites for policy and procedure information:

- [ASU Graduate College](#)
- [Graduate College Policies and Procedures](#)
- [Mary Lou Fulton Teachers College](#)

Student email

Email is a primary form of communication between MLFTC and students in the program. Students are expected to check their ASU student email account regularly to ensure timely receipt of information from faculty and staff.

Harassment

ASU is committed to providing an environment free of discrimination, harassment or retaliation for the entire university community. ASU expressly prohibits discrimination, harassment and retaliation by employees, students, contractors or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity and genetic information. [More information on ASU's policy on discrimination, harassment, and retaliation](#)

Academic integrity

Integrity is a character-driven commitment to honesty, doing what is right and guiding others to do what is right. ASU students and faculty are expected to act with integrity in their educational pursuits.

The ASU student [Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignment
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding academic integrity policy violations and inappropriately collaborating
- Falsifying academic records

Student Code of Conduct

The [ASU Student Code of Conduct](#) sets forth the standards expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community and to maintain order and stability on campus. All students are likewise expected to adhere to the [Arizona Board of Regents Student Code of Conduct](#).

[Complete resources regarding policies related to the ASU Student Code of Conduct](#)

Graduate College and graduate student responsibilities

Graduate students are responsible for familiarizing themselves with all university and graduate policies and procedures. Each student should also communicate directly with their academic unit to be clear on its expectations for program completion.

Information is provided to students via My ASU. Students should frequently check their My ASU page for the most up-to-date information regarding their status, holds, items to attend to and other important information.

The Graduate College establishes policies that are consistent for all graduate students throughout the university. These policies include, but are not limited to:

- Maintaining continuous enrollment
- Completion of the interactive Plan of Study
- Maximum time limit for completing degrees
- Preadmission credit
- Academic progress
- Graduate degree requirements

Students are responsible for understanding the policies set by the Graduate College. Complete policies and procedures for graduate students can be found on the [Graduate College website](#).

Policies and procedures

Registration and drop/add Policies

All students are required to have proof of measles immunizations on file with [Student Health](#) prior to registration. Graduate students register through My ASU according to your enrollment appointment.

Complete details regarding registration and course drop/add procedures are provided in the [Registration and Tuition Payment Guide](#).

Enrollment verification guidelines

The University Registrar's Office will verify student enrollment each semester. Full-time and half-time credit requirements can be found at [Enrollment and degree verification](#).

Note for students in online programs: Typical enrollment in MLFTC online master's degree programs is six credits per semester. This is generally considered half time for enrollment verification purposes. Students beginning online programs in B sessions typically register for three credits in the first term, which is considered less than half time. Typical enrollment in graduate certificate programs is 3–6 credits per semester.

Maximum course load

MLFTC provides recommended course sequences for all graduate programs to guide students in their registration each term. Students are encouraged to follow the course sequence for their program, or to discuss any alterations with an academic advisor. Course sequences are developed with program progression and student success in mind. The Graduate College does not mandate a maximum course load for graduate students. Anything in excess of 18 semester credit hours requires override approval.

Some MLFTC programs restrict the number of credit hours students may take within the academic program. Please consult your academic advisor if you have questions about your course sequence or the number of credits you may take in any given term.

Continuous enrollment

Once admitted to a graduate degree or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way utilizing university resources, facilities or faculty time.

Registration every fall and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program.

To maintain continuous enrollment the credit hour(s) must:

- Appear on the student's iPOS, or
- Be research (592, 792), thesis (599), dissertation (799) or continuing registration (595, 695, 795) or
- Be a graduate-level course.

Grades of W or X are not considered valid registration for continuous enrollment purposes. W grades are received when students officially withdraw from a course after the drop/add period. X grades are received for audit credit.

Students completing work for a course in which they received an I grade must maintain continuous enrollment as defined previously.

Request to maintain continuous enrollment (leave of absence)

Graduate students planning to discontinue registration for a semester or more must submit a [Request to Maintain Continuous Enrollment form](#). This request must be submitted and approved before the anticipated semester of nonregistration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program.

Having a Graduate College-approved Request to Maintain Continuous Enrollment will enable students to re-enter their program without reapplying to the university. Failure to maintain continuous enrollment results in withdrawal from the academic program. Students removed for this reason may reapply for admission to resume their program. The application will be considered along with all other new applications to the program.

A student with a Graduate College-approved Request to Maintain Continuous Enrollment is not required to pay tuition and/or fees, but is not permitted to place any demands on university resources. These resources include university libraries, laboratories, recreation facilities or faculty time.

Voluntary withdrawal

To withdraw from a graduate program and the university, students must complete the [Voluntary Withdrawal form](#). Submitting a voluntary withdrawal form does not remove a student from courses. Students must file separately with the University Registrar's Office to drop any courses.

Medical/compassionate withdrawal

A student may be eligible for a medical/compassionate withdrawal if the withdrawal is due to extenuating circumstances such as a previous serious physical or mental illness (medical withdrawal) or the death or serious illness of a family member (compassionate withdrawal). To request a medical or compassionate withdrawal, students must submit a [Request for a Documented Medical/Compassionate Withdrawal](#).

Maximum time limit to complete degree

Master's degree — All work toward a master's degree must be completed within six consecutive years. The six years begin with the semester and year of admission to the program. Graduate courses taken prior to admission that are included on the plan of study must have been completed within three years of the semester and year of admission to the program.

Doctoral degree — Doctoral students must complete all program requirements within a 10-year period. The 10-year period begins with the semester and year of admission to the doctoral program. Graduate courses taken prior to admission that are included on the iPOS must have been completed within three years of the semester and year of admission to the program. (Previously awarded master's degrees used on the plan of study are exempt.)

Any exception to the time limit policy must be approved by the supervisory committee, the head of the academic unit and the dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

Student support resources

MLFTC Office of Student Services

Academic advising

All graduate students are assigned an academic advisor when admitted to a degree or certificate program. Academic advising contact information can be found on My ASU under “Academic Advising.”

Academic advisors work with students from admission to program completion and are a main point of contact with the college. They can help students navigate program and degree requirements, registration, college and university policy, and connect students to other resources as needed.

Students are encouraged to use the [MLFTC Student Success Site](#) for general information about programs, processes and policies that may be specific to the academic program or college.

- Phone: 602-543-6358
- Email: GraduateEducation@asu.edu

Students can expect a response from an academic advisor within 24–48 business hours. During times of peak volume, please allow up to 72 hours for a response. For urgent needs, contact 602-543-6358 to be connected with any available academic advisor.

Academic and professional development resources

ASU Libraries

The ASU library system gives you access to more than 32,000 electronic journals, 281,000 electronic books and 300 research databases online. Library support in person, through email, phone and chat is also available. You are encouraged to explore the resources offered by the ASU libraries including:

- [Library tutoring and workshops](#)
- [Education subject course guide](#)
- [Research databases](#)
- [Resources for online students library guide](#)

ASU Writing Center

MLFTC expects that all submitted contributions in graduate level courses will be of professional quality. Unless specifically stated, all assignments should conform to APA style. [Graduate Academic Support Center](#)

Career services

Students are encouraged to explore resources available through the [ASU Career and Professional Development Services Office](#). Services and events offered:

- Resume workshops and critique
- Career mixers
- Job search strategies
- Interviewing skills and mock interviews

Student support services

ASU Online student support and services

Students in online programs have access to dedicated support through success coaches and student services staff. Success coaches and contact information are listed on the student's My ASU page. [ASU Online](#)

International Student and Scholars Center

The ASU International Student and Scholars Center provides a number of services and resources to international students. [ASU International Student and Scholars Center](#)

Health Services

ASU Health Services is dedicated to the well-being and educational success of each student by providing high-quality health care that is accessible, affordable and compassionate. Students can access health services by appointment online or in person, or by walk-in for immediate concerns. [ASU Health Services](#)

Counseling services

Counseling and mental health services are provided at ASU's Downtown, Polytechnic, Tempe and West campuses. ASU students may seek services at any campus counseling center regardless of their college affiliation. Visit [ASU Counseling Services](#) for complete information regarding these services, including after-hours and weekend support. Support is available 24/7. For life threatening emergencies, call 911.

Disability Resource Center

MLFTC 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. MLFTC encourages admitted students who believe they may need an accommodation to register with the DRC prior to enrolling in the program. [Disability Resource Center website](#)

Veterans and Military Affairs Office

MLFTC values the exceptional contributions of our veterans, and welcomes current and former members of the military and their dependents as students preparing for careers in the education field. [Veterans in Education](#)

The Pat Tillman Veterans Center is available to student veterans and their dependents with locations on four campuses and online. [Pat Tillman Veterans Center website](#)

Graduate and Professional Student Association

[Graduate and Professional Student Association](#)

Business and Finance Services

Parking and transit

The [ASU Transportation website](#) has complete information about policies and procedures related to parking and transit, including parking passes, public transit and campus shuttle information.

Student Business Services

Student Business Services offers a variety of student account services including tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past-due accounts, third-party sponsorship assistance and Perkins Loan repayment. [Student Business Services](#)

Sun Devil Card Services

ASU students may choose between the Pitchfork ID and the basic Sun Card to use as an official university ID card. [ASU Sun Devil Card Services](#)

Campus amenities

Housing

Living at ASU promotes creative connections and innovation inside and outside the classroom, providing a supportive, close-knit environment designed to set you up for success. [University Housing](#)

Dining services

Sun Devil Dining offers quality, value, variety and convenience with more than 50 dining locations, including dining halls, fast-casual restaurants, cafes and on-campus markets. [Sun Devil Dining](#)

Other departments and services

Provost's office

The Office of the University Provost provides leadership to all of the university's campuses and academic programs, fostering excellence in teaching, research and service to the community. [Office of the University Provost](#)

IT help office

The University Technology Office embraces its roles as an enabler and a catalyst for advancing the vision and work of the New American University. Students can access the service center from their My ASU page. [University Technology Office](#)

ASU Safety and Security

ASU provides a safe, healthy and secure environment. Maintaining a healthy and secure campus community for students, staff and faculty means knowing what to do in the event of an emergency and having the right tools to respond. For information related to ASU safety practices and policies, visit [ASU Safety](#). For information related to the ASU police department, visit [ASU Police Department](#).