



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

Master of Physical Education
Student Handbook
2021–22 Academic Year

Revised September 2021

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Introduction

Master of Physical Education

The [Master of Physical Education](#) degree program is for students interested in gaining knowledge of current curriculum and instructional and administrative practices and procedures in physical education and sport. There are three program options:

- MPE, Pedagogy Research specialization
- MPE with a physical education endorsement (grades K–12)
- MPE through MAC — Master’s and Arizona Certification program

Through instruction, practice and coursework, students will improve their instructional effectiveness and develop quality sport and physical education programs for school settings. The MPE gives students the flexibility to design a program of study that enhances their interests and professional specialization.

The MPE Pedagogy Research is appropriate for students who wish to learning more about research on teaching in physical education settings. This track may be of interest to students who already have a teaching certificate in physical education and are interested in future doctoral studies.

The MPE with a K–12 physical education endorsement familiarizes students with the most current trends and issues in school physical education. Students can focus on numerous topics in elementary- and secondary-level physical education and adapted physical education. This track may be of interest to students with a teaching certificate in a different subject who desire a K–12 physical education endorsement.

The MAC track MPE provides students with the coursework and practical experiences to become certified to teach physical education in public schools. Participants receive the MPE degree and an institutional recommendation from Mary Lou Fulton Teachers College for an Arizona secondary education (grades 6–12) certification with a physical education endorsement (grades K–12).

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. Please note that 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 MPE program is offered for the fall, spring and summer semesters. 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

MPE degree only, or with endorsement track

- Location: ASU Polytechnic campus
- Number of credit hours: 33
- Start term: Fall
- Program fee: None
- Time to completion: Five to six semesters
- Format: Day and evening classes
- Delivery: Courses take place on campus
- Professional Pathways experiences will be completed at an approved setting within 45 miles of the campus

MPE with certification (MAC track)

- Location: ASU Polytechnic campus
- Number of credit hours: 58, including coursework required for certification
- Start term: Fall
- Program fee: None
- Time to completion: Five to six semesters
- Format: Day and evening classes
- Delivery: Courses take place on campus
- Professional Pathways experiences will be completed at an approved setting within 45 miles of the campus

Contacts

For admission information, contact GradEnrollment@asuonline.asu.edu. Current students, please contact your assigned academic success specialist, listed on your My ASU page. If you do not know who your specialist is, contact the [MLFTC Office of Student Services](#) at 602-543-6358 or GraduateEducation@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 his requirement
- Applicants to Master’s and Arizona Certification (MAC or InMAC) programs:
 - 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 to the MPE program. Your statement should be an overview of:

- Your reasons for pursuing this degree (and teaching certification, if applicable)
- Your professional aspirations
- Your philosophy of teaching and learning in physical education (i.e., your values and beliefs)
- Why you believe you are a strong candidate for the program

The admission committee pays particular attention to the quality of writing and ideas expressed in the personal statement. The statement should consist of approximately 500 words (two pages, double spaced), 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. You must choose former professors who can attest to your preparedness to do graduate-level work, and education professionals who can attest to your experience as an educator.

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.

Fingerprint clearance — Include a copy of your IVP fingerprint clearance card (front and back) or a complete copy of your IVP fingerprint clearance card application if you have not received the card by the time you apply to the MPE program. [Visit the DPS site](#) for information on applying for your IVP fingerprint clearance card.

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 success specialist 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 nonresident 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.

Curriculum and graduation requirements

Program requirements

Students in the MPE program complete 33 credits of graduate coursework, including a culminating experience. Coursework required for teacher certification is in addition to coursework required for the master's degree and varies by program track. 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 success specialist 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.* Course sequences detailing specific course offerings are found on the [Teachers College Graduate Student Success Site](#).

To review course descriptions, visit the [ASU Catalog](#). Curriculum for all programs is subject to change based on Arizona Board of Regents and Arizona Department of Education updates.

Program of study, physical education K–12 teaching track (endorsement)

Required core courses (24 credit hours)

| | | |
|---------|--|---|
| PPE 501 | Introduction to Research | 3 |
| PPE 551 | Innovative Programming in Elementary Physical Education | 3 |
| PPE 560 | Adaptive and Inclusive Physical Education | 3 |
| PPE 565 | Teaching Physical Activity Concepts | 3 |
| PPE 598 | Analysis of Skill and Game Performance | 3 |
| PPE 598 | Health Methods | 3 |
| PPE 598 | Curriculum and Instruction in Secondary Physical Education | 3 |
| PPE 598 | Physical Activity Leadership in Schools | 3 |

Electives (6 credit hours)

Consult your academic advisor or a program faculty member for elective course options 6

Culminating Experience (3 credit hours)

| | | |
|---------|-----------------|---|
| PPE 593 | Applied Project | 3 |
|---------|-----------------|---|

Total credits required for degree 33

Program of study, physical education Pedagogy research track

Required core courses (24 credit hours)

| | | |
|---------|--|---|
| PPE 501 | Introduction to Research | 3 |
| EXW 501 | Research Statistics | 3 |
| PPE 585 | Research on Teaching in Physical Education | 3 |
| PPE 565 | Teaching Physical Activity Concepts | 3 |
| PPE 598 | Analysis of Skill and Game Performance | 3 |
| PPE 598 | Physical Activity Leadership in Schools | 3 |
| PPE 584 | Internship | 3 |
| PPE 599 | Thesis | 3 |

Electives (6 credit hours)

Consult your academic advisor or a program faculty member for elective course options 6

Culminating Experience (3 credit hours)

| | | |
|---------|-----------------|---|
| PPE 593 | Applied Project | 3 |
|---------|-----------------|---|

Total credits required for degree 33

Program of study, physical education initial teacher certification track

Required core courses (24 credit hours)

| | | |
|---------|---|---|
| PPE 501 | Introduction to Research | 3 |
| PPE 550 | Physical Education – Elementary School | 3 |
| PPE 560 | Adaptive and Inclusive Physical Education | 3 |
| PPE 565 | Teaching Physical Activity Concepts | 3 |
| PPE 598 | Analysis of Skill and Game Performance | 3 |
| PPE 598 | Health Methods | 3 |
| PPE 555 | Physical Education – Secondary School | 3 |
| RDG 507 | Content Area Literacy | 3 |

Electives (6 credit hours) PPE 535 plus 3 credits of certification coursework from the list of courses below noted as “Additional coursework required for certification”

| | | |
|---------|---------------------------------|---|
| PPE 535 | Introduction to Sport Education | 3 |
|---------|---------------------------------|---|

Culminating Experience (3 credit hours)

| | | |
|---------|-----------------|---|
| PPE 593 | Applied Project | 3 |
|---------|-----------------|---|

Total credits required for degree 33

Additional coursework required for certification (28 credit hours)

| | | |
|---------|--|---|
| ELL 551 | SEI Methods | 3 |
| PPE 567 | Clinical Experience: PPE Elementary | 2 |
| PPE 568 | Clinical Experience: PPE Secondary | 2 |
| PPE 480 | Professional Seminar in Physical Education | 3 |
| PPE 477 | PPE Elementary Education Student Teaching | 6 |
| PPE 478 | PPE Secondary Education Student Teaching | 6 |
| PPE 598 | Sports Coaching Methods | 3 |
| TEL 504 | Learning and Instruction | 3 |

Total credits required for degree with initial certification 58

Program of study, MPE only or with endorsement track

| | | |
|-------------|---|---|
| PPE 598/530 | Analysis of Skill And Game Performance | 3 |
| PPE 565 | Teaching Physical Activity Concepts | 3 |
| PPE 560 | Adapted and Inclusive Physical Education | 3 |
| TEL 501 | Intro to Research (taken with SPE MAC) | 3 |
| PPE 598 | Curriculum and Instruction Secondary Physical Education | 3 |
| TEL 504 | Learning and Instruction (Taken with SED MAC) | 3 |
| PPE 598 | Physical Activity Promotion in the Classroom | 3 |
| PPE 598 | Health Methods | 3 |
| PPE 535 | Introduction to Sport Education | 3 |
| PPE 593 | Applied Project (offered spring only) | 3 |
| PPE 551 | Innovative Programming in Elementary Phys Ed | 3 |

Total credits required for degree 33

Program of study, MPE with secondary certification and PE endorsement

| | | |
|--|---|-----------|
| PPE 550 | Physical Education in the Elementary School | 3 |
| PPE 555 | Physical Education in the Secondary School | 3 |
| PPE 565 | Teaching Physical Activity Concepts | 3 |
| RDG 507 | Content Area Literacy | 3 |
| PPE 567* | Clinical Experience: Physical Education Elementary (grades 1–8) | 2 |
| PPE 560 | Adapted and Inclusive Physical Education | 3 |
| ELL 515* | SEI Methods for ELLs (taken with SPE MAC) | 3 |
| TEL 501 | Intro to Research (taken with SPE MAC) | 3 |
| PPE 568* | Clinical Experience: Physical Education Secondary (grades 6–12) | 2 |
| PPE 598 | Elective/Teaching Activity | 3 |
| TEL 504* | Learning and Instruction (taken with SED MAC) | 3 |
| PPE 530 | Analysis of Skill And Game Performance | 3 |
| PPE 480 | Professional Seminar for Physical Education (concurrently with PPE 477) | 3 |
| PPE 477* | Student Teaching in Elementary Physical Education | 6 |
| PPE 535 | Introduction to Sport Education | 3 |
| PPE 593 | Applied Project (offered spring only) | 3 |
| PPE 478* | Student Teaching in Secondary Physical Education | 6 |
| Total credits required for degree | | 33 |
| Total credits required for degree with PE endorsement | | 55 |

Program of study, MPE with sports pedagogy research

| | | |
|--|---|-----------|
| EXW 501 | Research Statistics | 3 |
| PPE 585 | Research on Teaching in Physical Education | 3 |
| PPE 584 | Internship | 3 |
| PPE XXX | Elective | 3 |
| PPE 551 | Innovative Programming in Elementary Physical Education | 2 |
| PPE XXX | Elective | 3 |
| PPE 599 | Thesis | 3 |
| PPE 530 | Analysis of Skill And Game Performance | 3 |
| PPE 535 | Introduction to Sport Education | 3 |
| PPE 593 | Applied Project (offered spring only) | 3 |
| PPE 551 | Innovative Programming in Elementary Physical Education | 3 |
| Total credits required for degree | | 33 |

Culminating experience

The culminating experience for the MPE is an applied project (PPE 593) and written comprehensive exam for master's-only or master's with endorsement students. Master's with certification students will complete an applied project (PPE 593) and the AEPA(NES) Physical Education NT506 exam.

Students must earn a grade of B or higher in the culminating experience course.

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 success specialist to discuss their plan of study and how to complete the iPOS. After submitting the iPOS, your academic success specialist will approve it. The Graduate College has final approval over all iPOS submissions.

When evaluating your iPOS, your academic success specialist 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 success specialist will send your iPOS back to you for revision if it is incorrect.

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 policies, and understand Graduate College policies related to academic progress found on the [Graduate College Policy and Procedure website](#).

In order 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 Education policies.

Below are academic standards for graduate students in MLFTC programs as of September 2019. This is not a complete representation of the [current SAPPC policy](#).

To meet satisfactory academic requirements, graduate students must:

1. Maintain at least a 3.00 in the following GPAs every semester:
 - a. **Plan of Study GPA** — Calculated on all courses that appear on the student's approved iPOS.
 - b. **Overall graduate GPA** — Calculated on all courses numbered 500 or higher that appear on the transcript, except courses that counted toward an undergraduate degree at ASU (unless shared with a master's degree in an approved bachelor's/master's degree program) and courses identified as outstanding in the original letter of admission.
 - c. **Cumulative GPA** — Represents all courses completed at ASU as part of the graduate career.
2. Achieve a C grade or higher in all courses listed on the iPOS, including secondary education content area courses. Earning a W or I grade in more than one course will be considered a lack of academic progress. Doctoral students carrying more than three credits of I grades will be considered to not be making satisfactory academic progress.
3. Pass all required clinical experiences, including internships, apprentice teaching and student teaching, with a grade of C, Y or better.

4. Maintain good standing as outlined in the professional responsibilities standards section. Students who violate professional responsibilities may be placed on academic probation or suspension, or may be recommended for dismissal.
5. Doctoral students must:
 - a. Pass comprehensive exams by the end of the sixth academic-year semester of enrollment.
 - b. Pass a proposal defense by the end of the seventh academic-year semester of enrollment.
 - c. Pass a dissertation final defense by the end of the 11th academic-year semester of enrollment.

GPA/grade deficiencies

Academic probation may be imposed if a student has one of the deficiencies listed below. A student placed on probation will be permitted to progress into the next term — unless the next term includes student teaching, an applied project or culminating experience — while addressing the deficiency. Students placed on probation in which the next term requires student teaching will need to meet with their academic success specialist to discuss options for the semester. A graduate student with a single semester GPA at or below 2.0 may be recommended for dismissal without the benefit of a semester of probation.

Students should carefully review [ASU Graduate Education policies](#), as these are in addition to MLFTC policies. Pay special attention to the policies regarding GPA, time limit for program completion and continuous enrollment.

Deficiencies for graduate students:

- iPOS GPA below 3.00
- Overall graduate GPA below 3.00
- Cumulative GPA below 3.00
- Earning a grade below C in any required course. Students must repeat a course with a grade below C the following semester it is offered and earn a C grade or better. Failure to achieve a C or better on the second attempt may result in recommendation for dismissal from the program.
- Earning a grade of I or W in a required course, or carrying more than three credits of I for students in doctoral programs.

Graduate students in certification programs will not be approved for internships or residencies through MLFTC Professional Pathways if they are on academic probation. A student can be approved after they return to good standing.

Graduate students on academic probation may not be permitted to complete culminating experiences (applied project, etc.) until they return to good standing. Doctoral students must be in good academic standing to complete comprehensive exams or to schedule oral defenses.

A student on probation for lack of satisfactory progress in one area (e.g., academic progress or professional responsibilities) who subsequently fails to maintain good standing in the other area will be recommended for dismissal. Return to good standing requires satisfactory progress in both areas during the time on probation. Sequential semesters of probation for repeated failures to maintain satisfactory progress will not be considered.

Graduate students in the MEd Curriculum and Instruction (Applied Behavior Analysis), MA Special Education (Applied Behavior Analysis) or the Graduate Certificate in Applied Behavior Analysis programs who plan to complete SPE 580 Practicum must meet the academic progress terms found in the [Applied Behavior Analysis Practicum Handbook](#) to qualify.

Policies specific to clinical experiences (internships and residencies), accelerated programs, and other professional experiences and responsibilities can be found in the [complete SAPPC policy guide](#).

Notice of Concern

The Notice of Concern is a referral process designed to support all undergraduate and graduate students who may be at risk of not progressing in their academic plan and/or may need additional support from the college. Failure to comply with requests related to NOCs may result in probation due to unsatisfactory progress.

Here are the steps taken in the NOC referral process:

1. The instructor, site coordinator or other university representative discusses concerns with the student and informs the student that a Notice of Concern will be submitted to college leadership. Depending on the nature of the referral, the student may be required to attend a meeting with college leadership.
2. If the referral is made for a violation of the academic or professional code of conduct or unprofessionalism, a student will be required to attend a mandatory meeting to discuss the alleged violations. This meeting provides students an opportunity to share their side of the situation. At the meeting, a Professional Improvement Plan agreement is developed with input from the student and college administration. Students on a PIP are placed on probationary status in the college until requirements of the PIP are met. *Note: Some violations of professionalism or academic integrity may result in immediate dismissal from the program or placement.*
3. If the referral is not for a violation of academic or professional conduct, a student support consultation meeting is conducted. This meeting provides students with resources and additional universitywide support. At the meeting, student needs are identified and a plan for success is created along with follow-up recommendations.
4. Students are required to attend a follow-up meeting to discuss their status in meeting requirements outlined in their plan. Failure to attend a required meeting and/or fulfill expectations outlined in a PIP agreement may result in program dismissal.

Pregnancy leave

In accordance with Title IX, students requiring leave are entitled to leave for as long as it is deemed medically necessary by their physician. For absences of less than two weeks for Session C courses or one week of leave for Session A/B or summer courses, students should be able to make up the missed work without affecting field placement. Longer leaves will be accommodated. However, students are still required to complete all assignments and other requirements that accumulate during their leave prior to the last day of classes. Students who are unable to make up requirements prior to the end of the semester will receive a grade of incomplete or have the option of applying for a medical withdrawal without loss of any tuition paid that semester. During the leave, absences will be excused and will not negatively impact final grades. Students who need to request leave should submit their medical documentation to the MLFTC executive director of student services.

Accommodations

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](#). MLFTC encourages admitted students with disabilities or disabling health conditions who believe they may need an accommodation to register with the DRC prior to enrolling in the program so all reasonable accommodations can be in place at the beginning of the program. Students registered with the DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

Incomplete grade requests

To be considered for an incomplete grade in an MLFTC 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/her instructor and submit an [incomplete request form](#) that includes a deadline for coursework to be completed. The incomplete request is then routed to the division director for final approval. Approval of the request is at the discretion of the division director or designee, who may modify the deadline or request additional details be on the incomplete request form. Students who fail to complete the course by the agreed upon deadline will receive the grade specified in the incomplete request. Incomplete deadlines may never exceed one year from the date the incomplete grade was issued.

Dismissal from Professional Pathways experiences (internship or residency)

These policies apply to students enrolled in initial teacher certification or administrator certification programs.

If a school district requests that a student be dismissed from an internship or residency placement for unprofessional or inappropriate behavior, the student will be required to attend a meeting with college leadership to discuss the reasons for the request for dismissal. If it is determined that the allegations of unprofessional or inappropriate behavior are warranted, one or all of the following actions may result:

- The student will be dismissed from the internship or residency.
- The student will receive a failing grade (E) for the Professional Pathways course.
- The student will not be assigned another internship or residency during the semester in which they were assigned a failing grade.
- The student may not withdraw from the Professional Pathways course. If a withdrawal is processed by the Office of the Registrar, the grade will be administratively changed to E.
- The student must withdraw from all courses that require concurrent enrollment with internship or residency, including applied project courses.

If a student wishes to appeal the E grade, they may follow the grade appeal process described later in this handbook. If the student wishes to repeat the residency and concurrent coursework in the semester following the dismissal, they must show evidence of their plan to resolve the situation or circumstances which resulted in the dismissal. The student will be required to meet with college leadership to develop a professional improvement plan outlining expectations for continued professional growth and academic development.

If, during their internship or residency, a student violates the rules, policies or procedures for conduct established by the school, district, local education agency, ASU, MLFTC or the law while on a PIP for unprofessional behavior, the student will be dismissed from the degree program. That student may not petition to continue in their current academic plan, but may be eligible to pursue other MLFTC noncertification degree options, such as Educational Studies or a master's degree without certification, or programs within other colleges at ASU.

Students enrolled in the MAC program who are dismissed from a Professional Pathways placement or fail that placement, who would like to complete the program without obtaining teacher certification (master's degree only) must submit a petition for review. Petitions are reviewed case-by-case; not all students will be approved to enroll or continue to be enrolled in MAC coursework. Students approved to remain in the MAC noncertification option will be required to adhere to the same professionalism standards as students enrolled in certification programs. Failure to adhere to these standards will result in dismissal from the college.

Professional Pathways residency requirements

These policies apply to students enrolled in initial teacher certification or administrator certification programs.

Academic requirements

To be eligible for a Professional Pathways residency, a student must be in good academic standing with MLFTC and all outstanding courses. Students with academic deficiencies as outlined above will not be approved for residency until deficiencies are rectified. For undergraduates, this includes general studies, foundational course requirements, and elective major or minor requirements. For graduate students, this includes all requirements that appear on the program and iPOS.

Students who wish to take a course concurrently with their residency in addition to the courses required during residency must submit a petition for review by the advising coordinator. The course must be offered in the evening or online and not conflict with the resident's contracted hours.

Essential functions of teacher or administrator internships and residencies

As a credentialing institution of the state of Arizona, MLFTC prepares teachers for service in P–12 school settings. Students complete MLFTC Professional Pathways experiences — internships and residencies — in which they must be able to perform the essential functions of teaching in the areas of physical capacity, cognitive flexibility and communication. The ability to perform these essential functions is a requirement for successful completion of the teacher preparation program. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Teaching is a demanding profession, requiring physical, mental and emotional stamina. The safety and well-being of children and youth is paramount. Interns and residents spend most of the day standing while interacting with P–12 students in the classroom and other school areas. Escorting students from one classroom to another and maneuvering through tight spaces between desks or other classroom furniture is common. In early childhood and elementary settings, circulating around and moving quickly on uneven surfaces on the playground is necessary. Interns and residents may also be required to monitor and assist students when they arrive and depart from school at bus or parent pick-up locations. Playground and bus duties can require teachers to spend time outdoors in extreme heat during Arizona summers or extreme cold during winters elsewhere. Working with P–12 students also entails kneeling or squatting, stooping and frequently bending at the waist from 50-70 degrees throughout the day. Reaching at, below or above shoulder height to write on chalk- or whiteboards and using technology and audio visual equipment requires significant manual dexterity. Occasionally, interns and residents will be required to lift or move up to 30 pounds. These physical requirements allow the effective teacher candidate to engage students in activities that challenge and sustain their attention during instructional time.

The cognitive demands of internships and residencies include mastery of relevant content in all subjects taught in the assigned classroom; the use of personal modeling to demonstrate performance expectations with precise and correct command of the English language; providing oral and written feedback that is academically focused, frequent and of high quality; and the use of content-specific instructional strategies that enhance student content knowledge. Interns and residents must also be able to provide differentiated instruction to ensure all children have the opportunity to master what is being taught. In addition, interns and residents must maintain emotional control under stress and establish rules for learning and behavior both inside the classroom and throughout the school by monitoring student safety and behavior. Interns and residents will be evaluated for these essential functions using the [TAP rubric](#). Information on TAP will be available in the materials provided at MLFTC student orientation.

The physical, cognitive and communicative demands described here are representative of those that must be met by interns and residents to successfully perform the essential functions of Professional Pathways experiences.

Special situations for MAC and InMAC students

Intern certificate (InMAC only)

Students in the InMAC program are in multiple interdependent roles:

- Employees of a school or school district
- Holders of a teaching intern certificate from the Arizona Department of Education
- Graduate students at ASU

The intern certificate requires MLFTC to certify to ADE that the student is in good academic standing in a teacher preparation program. At the completion of the first year, renewing the intern certificate requires a letter from the college certifying that the student has met ADE requirements. InMAC students who are on academic probation at the end of the first year will be evaluated to determine if a renewal or extension letter can be issued. At the completion of the second year, only students in good academic standing will be eligible for an institutional recommendation for a provisional teaching certificate.

An InMAC student who is ineligible to renew their intern certificate is no longer eligible to continue in the alternative pathway to teacher certification program. The student may be allowed to complete the degree and certification requirements by enrolling in the MAC track of the program. More information is available from the Office of Student Services.

Due to the intensity of program coursework and residency, InMAC students 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.

Completion of residency and applied project

All MAC and InMAC students must complete the appropriate applied project course: secondary education, SED 593; special education, SPE 593; elementary education, EED 593. The applied project is the culmination of the student's work throughout the program and enhances the student teaching experience. Students will begin the project by formulating a topic they will research with a group of students throughout the semester; typically, in their residency (or second internship for SPE MAC) and with their placement school's permission. A grade of B or higher is required to pass the course and graduate from the program.

If a student enrolled in an applied project course must leave their placement, they will be required to withdraw from the applied project course as they will no longer have pre-approved access to the students needed to complete the research for the project. Students dropping both courses will need to maintain continuous enrollment according to ASU Graduate College policy, either by completing at least one credit of graduate-level coursework or by obtaining an approved medical or compassionate withdrawal for the semester.

Applied project retake

- Students approved for a new residency experience will retake the applied project concurrently with the new placement.
- Students who successfully complete their residency but do not pass the applied project course (B or better), or students who must complete the program without certification, are required to complete the next available corresponding applied project course. They must identify and have access to a group of children in the relevant age group, pre-approved by any organization they might belong to. Students must also contact the instructor of the applied project course before the end of the first week of class to discuss their situation, including that they will not be completing their project in an ASU placement.

Appeal and grievance processes

Academic probation

There is no appeal from the action of being placed on probation. Probation provides a warning to the student of the potential for suspension and/or dismissal.

Grade appeal procedure

Final, official course grades are listed on My ASU via the student's transcript. Students should check their transcripts regularly following the grade posting date for each term. In the event there is a discrepancy between the final grade in the transcript and the grade the student expected to receive based on the Canvas gradebook, students must submit an appeal the instructor within 10 business days of the last date for posting final grades, as noted in the [Academic Calendar](#), and according to the appeal process outlined below:

Reasons for grade appeal — A student may appeal a grade only when they can document that one or a combination of the following has occurred:

- The instructor erred in calculating points or acknowledging timely submission of assignments.
- The instructor did not apply grading standards equitably (that is, there is evidence of bias due to race, age, sex, religion or national origin).
- The instructor did not assign grades consistently with the standards and procedures for evaluation announced at the beginning of the course in the course syllabus. Instructors may amend or supplement the standards and procedures during the course by providing written or oral notice to the entire class.

Step 1: Informal meeting with instructor — This step is mandatory and applies to appeal of course grades only.

1. The student must contact the instructor of the course and submit the grade appeal. The student must provide any additional relevant documentation to support the appeal and reasons for disputing the grade to the instructor. The narrative accompanying the grade appeal form may not exceed five double-spaced pages.
2. The student must meet with the instructor either face to face or (in the case of online classes only) virtually. If this meeting does not resolve the grievance, the student may move to step two and submit the grade appeal form to the appropriate Office of Student Services Contact.
3. **Note:** If the required meeting with the instructor has not taken place, the appeal will be accepted only if the student supplies evidence that the student contacted the instructor and,
 - a. Has received no reply for five business days, or
 - b. Has been unable to schedule a meeting within 10 business days of the date of contact. If the student does not receive a response from the course instructor within five business days, the student should move the appeal to Step 2. Appeals received after 10 business days will not be accepted.

Step 2: Submit grievance to the Office of Student Services — If the grievance is not resolved in Step 1, the student may forward the appeal to Executive Director of Student Services [Erica Mitchell](#), who will review the grade appeal and may request additional information, if needed.

Step 3: Division director reviews grade appeal — The appeal will be forwarded to the division director for review. The division director will notify the student of the outcome.

Step 4: Appeal decision to the dean (Student Issues Committee)

- If not satisfied with the outcome, the student may appeal the division director's decision to the dean. The student must appeal within five business days of receiving the division director's decision.

- To submit an appeal to the Student Issues Committee, the student must forward the original appeal and the division director's response to [Shandra Daniels](#), who will begin the appeal process with the committee.
- Only the issue appealed to the division director may be appealed; no new issues or complaints may be added.
- The student has the option to request to appeal before the committee.
- The Student Issues Committee makes a recommendation to the dean. The dean's decision is final.
- The student will be notified by mail of the outcome.

It is ASU policy that students filing grievances and those who are witnesses are protected from retaliation. Students who believe they are victims of retaliation should immediately contact the dean of the college in which the course is offered.

[More information on ASU grading policies.](#)

During the time of the appeal, a student may register for courses; however, if the appeal is denied and the student is withdrawn, ASU's policies on tuition refunds will be applied. Any concerns about tuition charges should be addressed to the Registrar's Office.

Appealing a recommendation for dismissal from program

The Graduate College admits students to graduate study at ASU. Students who fail to make satisfactory academic progress may be involuntarily withdrawn (dismissed) from their academic programs by the Graduate College upon the recommendation of MLFTC. The student has the right to appeal a recommendation for dismissal.

Steps in the appeal process:

1. The student receives notice from the executive director of student services that a recommendation for dismissal from the program is being made to the ASU Graduate Education office.
2. Within 10 business days of receiving this notice, the student may appeal in writing to the appropriate division director on the MLFTC Student Issues Committee (dean's designee). Petition for review forms are available in the MLFTC Office of Student Services on each campus. Failure to file the appeal within 10 business days of the date of notification will result in an automatic denial of the appeal.

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 success specialist. 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 success specialist 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 success specialist when admitted to a degree or certificate program. Academic advising contact information can be found on My ASU under “Academic Advising.”

Academic success specialists 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 success specialist 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 success specialist.

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](#).