



Mary Lou Fulton  
Teachers College

Arizona State  
University

*Doctor of Philosophy in  
Educational Policy and Evaluation*  
Student Handbook  
2022–23 Academic Year

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## Introduction

### Doctor of Philosophy degree in Educational Policy and Evaluation

#### *Mission statement*

The PhD program in Educational Policy and Evaluation prepares scholars who teach and conduct rigorous and high-impact research on education policy. Students in the EPE program engage in systematic evaluations of education policies in a variety of settings, including schools, universities, research centers, government agencies and nongovernmental organizations. They receive intensive preparation in the theory, methods and practice of educational policy research and evaluation, and the opportunity to specialize in an area of interest. EPE students work closely with nationally and internationally recognized faculty members on collaborative and independent research projects that result in policy briefs, reports, scholarly articles and engagement in education policy. The EPE program also provides opportunities for internships in applied settings and varied experiences in scholarly publishing.

Mary Lou Fulton Teachers College graduates educational researchers who serve as scholars, leaders and teacher educators engaged in the design, development and use of literacies and technologies that promote learning. Graduates are stewards of the education field, working across disciplinary boundaries to address the learning challenges of the new millennium.

#### *Doctoral program organizational structure*

The MLFTC dean and the director of doctoral programs oversee all doctoral programs. In addition, there is an executive committee for doctoral programs, or DEC; an EPE program committee, or PC; and an EPE admission committee.

The DEC oversees the doctoral programs and assists in developing policies and procedures. The mission of the DEC includes oversight and policy development for PhD programs and student and program evaluation; creation of a unified intellectual agenda across the PhD programs; admission policies and procedures; general degree requirements; website development; public relations; and space. As one example, the DEC does not make personnel decisions, including decisions regarding course teaching. However, the DEC has set the policy that courses are not “owned” by individual faculty members. The EPE PC oversees the EPE program including curriculum planning and informal evaluation activities related to programmatic components. For example, the EPE PC maintains an up-to-date understanding of coursework needs within and across student cohorts.

The admission committee oversees the review of applications and recommendations of applicants, sharing detailed information regarding the applicant review process with the EPE faculty and administration. Details are provided in the Admission section below. For current membership of these committees, contact Robin Boyle at [robin.boyle@asu.edu](mailto:robin.boyle@asu.edu).

#### *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 ASU’s 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 decisions are made after a holistic review of all required materials. The EPE admission committee is responsible for recommending a set of students for admission who will make up a varied and diverse cohort. The application window is Sept. 1 through Dec. 1 annually. Applicants who submit a complete application during this window will be considered for admission to the program for the following academic year. For example, if you apply for admission in the fall of 2021, your application will be considered for admission to the Fall 2022 cohort. We do not offer spring or summer starts to the program.

MLFTC offers three types of funding:

### **Full funding**

- Fully funded students are considered full time students and are employed by ASU as graduate assistants(research and/or teaching).
- Fully funded package includes a 20-hours per week research assistantship, \$20,000 USD annually, paid out in bi-weekly installments over 20 pay cycles via ASU payroll calendar, assuming continued satisfactory program progress.
- Students completing the four-year track will enroll in a minimum of 9 credits per fall and spring semester. Students completing the six-year track will enroll in a minimum of 6 credits per fall and spring semester. (International students must follow the ISSC guidelines for their visa status.)
- Fully funded package includes student health insurance, for a period of 4 academic years, assuming .50 FTE assignment and continued satisfactory program progress.
- Fully funded package includes tuition remission for 4 years of study, fall and spring only, assuming continued satisfactory program progress.
- Students will be responsible for the program fees.

### **Partial funding**

- Partially funded package includes an annual University Graduate Fellowship of \$15,000 USD. \$7,500 will be issued at the beginning of the fall semester, and the other \$7,500 will be issued at the beginning of the spring semester.
- This award requires that the student enroll in a minimum of 6 credits per fall and spring semester and the award will go toward the balance of the student account with any remainder being issued directly to the student.
- This stipend is renewable for four years of study, fall and spring only, assuming continued satisfactory program progress.
- This financial package does not provide a separate tuition remission, RAship position or student health insurance.
- Students will be responsible for the program fees.
- They may supplement their partial funding using an employee tuition waiver if available from their employer. This option is ideal for a local school district employee or a state university employee.

### **Self-funded**

- Students deemed eligible for admission to the program by the admission committee and plan to remain employed during their doctoral studies may fund their own studies.
- They may complete the program at their own pace according to the university and college requirements.
- Self-funded students may apply for financial aid and scholarships within the college and university as well as from external sources.

They may fund their program using an employee tuition waiver if available from their employer. This option is ideal for a local school district employee or a state university employee. Appointments are renewed annually for a period of four years, assuming they are available and students are making satisfactory program progress each year.

The following qualifications are used in the review of applications:

### Required qualifications

**Update Sept. 1, 2022: In response to the COVID-19 pandemic, MLFTC is providing a temporary waiver of the GRE admission requirement for all applications for Fall 2023 admission.**

- GRE general test scores, taken within four years of applying to the EPE program
- Earned master's degree from an accredited institution
- Evidence of commitment to begin an innovative program of research that fits within the broad areas of scholarly inquiry in educational policy and evaluation
- Evidence of strong ability to write in English for an academic audience

### Desired qualifications

- Experience as a researcher in education or a related field, and/or experience working in interdisciplinary projects or programs linked to learning, literacies and/or technologies
- An emerging record of scholarly work (e.g., conference presentations, publications)
- At least three years of classroom teaching experience is strongly preferred if the student's personal statement indicates an interest in teacher education faculty positions; students lacking this background may find it difficult to secure a tenure-line faculty position in teacher education upon degree completion

The above qualifications are assessed based on the committee's review of the following materials:

### Required materials: ASU graduate admission

- Official [ASU Graduate Admission Services Application](#) and fee
- Official transcripts from each institution where a degree was or will be earned; this includes transcripts from the current institution, if you are enrolled in a master's degree program at the time of application
- All international [transcripts](#) must be submitted in the original language accompanied by an official English translation. Translations must be literal, complete versions of the originals and must be translated by a university, government official or official translation service. You may not complete your own translation. Photocopies and notarized transcripts are not acceptable.
- [Proof of English proficiency](#) for international applicants

### Supplemental required materials: MLFTC

- Graduate Record Examination general test scores: verbal, quantitative and analytical reasoning
- Recommendation to the program from three individuals; recommendations must include an assessment of your research, analytical and leadership skills, and are completed electronically through the Graduate Admission Services Application system after receipt of your application and fee
- Statement of purpose (1,000 words) describing the fit between your professional aspirations and the program's focus and expectations; details about this statement of purpose are provided in the application instructions
- Writing sample written for an academic audience, including a references section (e.g., reprints of articles or papers written for a class)
- Curriculum vitae or resume

## Application timeline

- **Dec. 1** — The deadline to apply for admission is Dec. 1 in the year prior to the desired start date. All application materials must be received by this date
- **December–January** — Faculty members review all timely, complete applications
- **February** — Top candidates are invited to visit campus or otherwise participate in a series of interviews
- **March** — Notifications sent regarding status (admit, wait list, deny).
- **Fall** — Applicants offered admission in the spring will begin their program in the fall of that same year

Incomplete applications will not be reviewed by the admission committee. Complete applications include all materials required by ASU Graduate Admissions and all supplemental materials required by MLFTC as described above.

U.S. military personnel have the option of completing the degree in fewer than four years, if needed; however, please note that the program is structured as a four-year program. Tips on applying to graduate programs, and current application information including forms can be found on the [ASU Graduate Admission webpage](#). Additional information on application requirements and deadlines are on the [MLFTC graduate admission webpage](#).

## Campus visits

Top applicants for the EPE program are invited to visit the ASU Tempe campus to gain knowledge of the cutting-edge research underway, meet with staff and potential faculty advisors, and to experience a snapshot of the Tempe campus and academic life in general. The campus visit is conducted over two to three days in mid-to-late February, and includes:

- Interacting with the PhD committee members
- Engaging with a panel of interdisciplinary researchers conducting research on educational policy and evaluation
- Interacting with current doctoral students
- Opportunities to meet individually with EPE faculty

## Contact

For additional admission information, email [DoctoralEducation@asu.edu](mailto:DoctoralEducation@asu.edu)



## Tuition cost and financial aid

Graduate assistantships in the EPE program come with a competitive stipend, tuition remission, student health insurance and support for participation in professional conferences.

Students receiving the partial funding through a fellowship will receive funding to apply toward their tuition. This financial package does not provide a separate tuition remission, or student health insurance.

Assistantships and fellowships may be renewed each year for up to four years, assuming satisfactory progress and availability of funds. Students are responsible for any and all fees assessed by MLFTC and by ASU. Please budget \$500 per semester for student fees.

### 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 tuition and other university fees. MLFTC does not pay for or reimburse students for fees.

### 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](#).

#### *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
- Interdisciplinary Enrichment Fellowship

#### *Financial aid*

Traditional financial aid (loans and grants) is 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.

#### *Travel awards*

Each semester, the Graduate College funds a number of [travel awards](#) for doctoral students participating in or presenting their work at refereed national or international conferences. Doctoral students are generally eligible for

one or two refereed conferences per fiscal year, according to the guidelines established below. Applications are accepted quarterly. Check your ASU email regularly to ensure you are aware of application deadlines and requirements.

The following guidelines will apply for fiscal year 2022–23:

Travel guidelines for doctoral students in the LLT and EPE programs			
First-year students	Second-year students	Third-year students	Fourth/fifth-year students
<p><i>First funded trip</i></p> <ul style="list-style-type: none"> <li>No presentation required, but must establish clear goals; must plan with advisor</li> </ul> <p><i>Second funded trip</i></p> <ul style="list-style-type: none"> <li>Presentation required</li> </ul>	<p><i>First funded trip</i></p> <ul style="list-style-type: none"> <li>Presentation required</li> </ul> <p><i>Second funded trip</i></p> <ul style="list-style-type: none"> <li>Presentation required <b>and</b> must have submitted one of the following: chapter, journal article, grant, extended book review (no author order specified)</li> </ul>	<p><i>First funded trip</i></p> <ul style="list-style-type: none"> <li>Presentation required</li> </ul> <p><i>Second funded trip</i></p> <ul style="list-style-type: none"> <li>Presentation required <b>and</b> must have one of the following <b>accepted</b> for publication: chapter, journal article, grant, extended book review (no author order specified)</li> </ul>	<p><i>First funded trip</i></p> <ul style="list-style-type: none"> <li>Presentation required</li> </ul> <p><i>Second funded trip</i></p> <ul style="list-style-type: none"> <li>Presentation required <b>and</b> must have <b>submitted one of the following as first or second author:</b> chapter, journal article, grant, extended book review</li> </ul>

## Curriculum and graduation requirements

Requirements for the PhD in EPE degree consist of:

- Coursework specified in the student's plan of study
- Successful completion of a comprehensive exam
- Successful defense of a dissertation

There is a 10-year time limit, starting at the time of admission. All work must be completed within this 10-year period. In addition, there is a five-year limit between admission to candidacy (see below) and completion of the dissertation defense.

Students begin participating in research during their first semester and continue throughout the four-year program. Students are assigned to work 10 hours per week with their mentor and 10 hours per week with a second faculty member (other equivalent options may be determined) during their first year and thereafter, as appropriate. Assistantships are determined by matching the interests and expertise of the student as closely as possible with appropriate faculty members. Through assistantships, coursework and specialization activities, doctoral students have opportunities to be involved in design and implementation of impactful studies; collection and analysis of data; and writing, presenting and publishing research reports.

Students begin participating in research during their first year and continue throughout the four-year to six-year program. Starting in fall 2022, fully funded students with research assistantships are assigned to work 10 hours per week with their faculty advisor and attend onboarding events 10 hours per week for the first semester. Then in their second semester in the program, students will work 10 hours per week with their faculty advisor and 10 hours per week with a second faculty member from the research pool. This process will continue in their second year in the program (other equivalent options may be determined.), as appropriate. Assistantships are determined by matching the interests and expertise of the student with appropriate faculty members as closely as possible. Through assistantships, coursework and specialization activities, doctoral students have opportunities to be involved in the design and implementation of impactful studies; collection and analysis of data; and writing, presenting and publishing research reports.

As part of the EPE program, students may choose to serve in an internship for a maximum of two semesters or a teaching assistantship for 10 hours (.25 FTE) in their second or third year in the program, for a maximum of three semesters. Both the internship option or the teaching assistantship option must meet with their primary faculty advisor's approval. The remaining 10 hours of their graduate assistantship are spent in a research assistantship (.25 FTE) with their primary faculty advisor. In order to secure a teaching assistantship, students will work with their primary faculty advisor and their academic advisor the semester prior to their assistantship placement (September for a spring placement and February for a fall placement).

In lieu of funded research assistantships, students on partial and self-funded pathways are encouraged to gain research experiences through the following options as well as other research experiences negotiated and/or designed with their primary faculty advisor:

- research internships during all semesters
- independent studies including research projects and focusing on research process
- course-based research projects
- volunteer-based involvement in faculty's and peer students' research projects
- participation in externally funded research projects
- participation in peer research groups and research support groups
- participation in faculty-led mini research projects

- utilization of micro credentials related to research methods
- research workshops

The academic advisor will work with the students on partial and self-funded pathways to determine appropriate TAship experiences to meet the program requirements. International students desiring to complete a teaching assistantship must meet the Graduate College Teaching Assistantship requirements for [English Proficiency](#) and are responsible for any associated fees.

See the [ASU Academic Calendar](#) for general information on academic sessions and university holidays.

### Advisement and the doctoral committee

All students are assigned a faculty advisor when they enter the PhD program. Students are matched with faculty members based on mutual research interests. In most cases, the faculty advisor will remain the student's advisor as the student progresses through the PhD program, although students have an option to change advisors if their research interests evolve. The student's doctoral committee, consisting of at least three members and chaired by the faculty advisor, oversees the preparation and evaluation of the comprehensive examination. Students who wish to change their dissertation committees after their interactive Program of Study is approved must do so through the iPOS. Students who wish to change advisors should first discuss their plans with their faculty advisor. For detailed guidance, consult your program's academic advisor.

## Curriculum

The EPE PhD consists of a minimum of 84 credit hours earned beyond the bachelor's degree. Students can use a block of 30 credits from a previously awarded master's degree toward the 84 credit hours. Of the 84 hours required to earn the PhD, 54 must be earned at ASU. Of the 54 hours earned at ASU, 18 must be earned in dissertation and research, 15 hours will be earned through policy studies core courses, 12 hours through research methods and 9 hours through specialty studies. In addition, with approval of the program committee chair, students can also receive credit for a maximum of 12 credits not a part of any previous degree program as part of the PhD required credits.

Note that graduate research assistants must carry a minimum of six credits per semester to maintain their assistantship; thus, most students will earn more than the minimum number of credits required to complete the degree, which is 54 credits beyond the master's degree.

*EPE program flow (color key on following page)*

YEAR 1					
FALL SEMESTER			SPRING SEMESTER		
Experience	Description	Credits	Experience	Description	Credits
Core Course required	EPA 691 Proseminar in Educational Policy I	3	Core Course required	EPA 691 Proseminar in Educational Policy II	3
Core Course required	COE 503 Introduction to Qualitative Research	3	Core Course required	COE 502 Introduction to Data Analysis (statistics)	3
Flex Course <sup>1</sup> choose one	Specialization course or an advanced research methods course	3	Core Course required	Research Design	3
Scholarship	Research Assistantship (20 hrs)	n/a	Scholarship	Research Assistantship (20 hrs)	n/a
<i>Minimum suggested* credits in fall year 1</i>		<b>9</b>	<i>Minimum suggested* credits in spring year 1</i>		<b>9</b>
YEAR 2					
FALL SEMESTER			SPRING SEMESTER		
Experience	Description	Credits	Experience	Description	Credits
Core Course required	EPA 691 Proseminar in Program Evaluation I	3	Core Course required	EPA 691 Proseminar in Program Evaluation II	3
Flex Course <sup>1</sup> choose one	Specialization course or an advanced research methods course	3	Flex Course <sup>1</sup> choose one	Specialization course or an advanced research methods course	3
Flex Course <sup>1</sup> choose one	Specialization course or an advanced research methods course	3	Flex Course <sup>1</sup> choose one	Specialization course or an advanced research methods course	3
Scholarship choose one	Field-based Internship and/or Research Assistantship (20 hrs total)	n/a	Scholarship choose one	Field-based Internship and/or Research Assistantship (20 hrs total)	n/a
			Complete the Interactive Program of Study (iPOS) via MyASU and select a Dissertation Committee		n/a
<i>Minimum suggested* credits in fall year 2</i>		<b>9</b>	<i>Minimum suggested* credits in spring year 2</i>		<b>9</b>

\*Students on assistantship must enroll in 6 credits minimum in each semester during which they are on assistantship per Graduate College. Some ASU/MLFTC scholarships may require students to enroll in higher minimums. It is incumbent on the student to enroll in additional units of credit, or to reject the scholarship in such a case.

Key:

- Required core content course (15 credits total)
- Required core methods course (6 credits total)
- Dissertation preparation component (18 credits total)
- Helps satisfy specialization requirement (9 credits total) or advanced research methods requirement (6 credits total)
- Helps satisfy supervised research requirement (1500 clock hours in program)

*Continued ...*

YEAR 3					
FALL SEMESTER			SPRING SEMESTER		
Experience	Description	Credits	Experience	Description	Credits
Research <i>required</i>	EPA 792 Research or an advanced research methods course	3	Research <i>required</i>	EPA 792 Research or an advanced research methods course	3
Elective <i>optional</i>	Optional elective, independent study, or research hours as needed to fulfil Graduate Assistantship (TA/RA) requirement of 6 credits	3	Elective <i>optional</i>	Optional elective, independent study, or research hours as needed to fulfil Graduate Assistantship (TA/RA) requirement of 6 credits	3
Scholarship or Practice <sup>2</sup>	Teaching Assistantship/ Research Assistantship (20 hrs)	n/a	Scholarship or Practice <sup>2</sup>	Teaching Assistantship/ Research Assistantship (20 hrs)	n/a
Comprehensive Examinations	Oral and written components	n/a	Dissertation Proposal	Format varies, see program handbook for details	n/a
<i>Minimum suggested* credits in fall year 3</i>		<b>3</b>	<i>Minimum suggested* credits in spring year 3</i>		<b>3</b>
YEAR 4					
FALL SEMESTER			SPRING SEMESTER		
EXPERIENCE	TITLE	CREDITS	EXPERIENCE	TITLE	CREDITS
Dissertation	EPA 799 Dissertation	6	Dissertation	EPA 799 Dissertation	6
Scholarship	Research Assistantship (20 hrs)	n/a	Scholarship	Research Assistantship (20 hrs)	n/a
Job Search Activities	Workshops, brown bags, interviews, etc.	n/a	Job Search Activities	Workshops, brown bags, interviews, etc.	n/a
			Culminating Experience	Dissertation Defense	n/a
<i>Minimum suggested* credits in fall year 4</i>		<b>6</b>	<i>Minimum suggested* credits in spring year 4</i>		<b>6</b>
<b>Total required program credits (9+9+9+9+3+3+6+6)</b>					<b>54</b>

<sup>1</sup>Minimum of 9 specialization credits and 6 advanced research credits required; students are not limited to didactic coursework, but rather are encouraged to seek out alternative experiences (study abroad, independent study, research, etc.). <sup>2</sup>Students may serve as a Teaching Assistant for 10 hours (.25 FTE) during one or two semesters. The remaining 10 hours of the Graduate Assistantship (.5 FTE total) during the semester are spent in a Research Assistantship (.25 FTE).

Key:

- Required core content course (15 credits total)
- Required core methods course (6 credits total)
- Dissertation preparation component (18 credits total)
- Helps satisfy specialization requirement (9 credits total) or advanced research methods requirement (6 credits total)
- Helps satisfy supervised research requirement (1500 clock hours in program)

See the [ASU Academic Calendar](#) for general information on academic sessions and university holidays.

### *Proseminar in Educational Policy (6 hours)*

#### **Proseminar in Education Policy I**

This is the first half of a year-long proseminar introducing PhD students to education policy analysis. In this semester, students begin to learn about the types of policy analysis, ideal forms of policy study and some essential skills in policy analysis. At the end of the first semester, students should be poised to further explore both their interests and policy analysis in general.

#### **Proseminar in Education Policy II**

In the second half of the year-long proseminar, students will continue to learn about different approaches to policy analysis and its relationship to policymaking, with a strong focus on public policy.



### *Specialty studies (9 hours)*

Students will complete at least nine semester hours in an area of specialization. Students will work with their advisors to select courses and other experiences appropriate for their areas of specialization. Possible areas include but are not limited to:

- American Indian education
- Comparative international and global education
- Economics and finance of education
- Higher and postsecondary education
- Language policy and linguistic diversity
- Latinx education
- Research, evaluation and assessment methods
- Science, technology, engineering and mathematics (STEM)
- Sociocultural foundations of education

### *Internship*

During Year 2 of the program, students have the opportunity to participate in an active internship experience (10 hours per week during the academic year). This is a unique feature of ASU's EPE program allowing students to gain experience conducting applied policy research in organizations or settings that are beyond typical doctoral research experiences. If the student selects this option and their plan is approved, this 10-hour internship is considered part of the student's 20-hour research assistantship responsibilities. The student also engages in another 10-hour traditional research assistantship experience with their faculty advisor.

### *Teaching*

While not required, successful teaching — face-to-face, online or hybrid — in the area of specialization will allow students to establish knowledge and abilities related to the specialization. The EPE program committee will provide guidelines for teaching assignments and the support systems available to doctoral students during these assignments. Doctoral students who choose to teach typically serve as teaching assistants for face-to-face or hybrid courses, or as academic associates for online courses. In all cases, students are mentored by MLFTC faculty members throughout the experience.

Students may gain these experiences through any of the following additional opportunities.

- Paid instructor positions — Students may apply for paid teaching positions for undergraduate courses in the summer terms.
  - Students may be eligible for positions as a teacher of record unless they are receiving doctoral students' college funding.
- Other paid teaching experiences — Students may also participate in curriculum or course development in the summer terms. This work will be done in collaboration with a faculty mentor.
- Additional TA experience, credit — Students may engage in additional unpaid TA experiences, in consultation with their advisor, for credit and not as the instructor of record.
  - Students should enroll in an independent study course to ensure that the additional TA experience is formalized in their academic transcript.
  - These experiences are in addition to the official TA experience and cannot fulfill the requirement for the official assistantship.
  - Additional TA experiences with credit may take place with a student's advisor.
  - Additional TA experiences (at any time) may take place in or out of MLFTC, with approval by the home college and the student's faculty advisor for independent study credit hours.
- An Independent Study Form is required for all non-official TA experiences with credit.

- Additional TA experience, informal — This may be a range of informal experiences to gain specific experiences beyond a formal teaching assistantship. These experiences are arranged by the TA and faculty, with approval by the student's faculty advisor.

International students must meet the Graduate College Teaching Assistantship requirements for [English Proficiency](#) and are responsible for any associated fees.

## Comprehensive examination

The faculty advisor will work with the student to determine the appropriate format for the comprehensive examination. Comprehensive examinations are aligned with the student's dissertation project and are designed to help prepare the student for the dissertation proposal and the dissertation.

### *EPE doctoral comprehensive exam procedures*

The comprehensive exam for the EPE PhD is designed to assess a student's mastery of a particular field of study or specialization, and the theoretical, methodological, historical and pedagogical domains included within the interdisciplinary EPE focus.

In addition, the comprehensive exam is viewed as a primary milestone in the student's program of study that evaluates their knowledge of their discipline as well as their potential for conducting high-quality, doctoral-level research. The comprehensive exam experience is designed to highlight both the breadth of knowledge necessary for being successful across the EPE domains and the depth of knowledge necessary to develop a rigorous research and teaching agenda in a particular field of study.

The responsibility for initiating the comprehensive examination process lies with the student. Students must inform their committee chair of their intent to complete the culminating experiences outlined below. Students must have completed all core coursework and have the consent of their chair(s) to be eligible to complete the comprehensive exam experience.

While maintaining high standards for performance in alignment with the established rigors of doctoral study presented in this handbook, the procedures set forth for the comprehensive exam in EPE provide flexibility in experiences to support the range of fields of study and epistemological orientations in the program. The procedures established for the comprehensive exam provide committee chairs and members the requisite flexibility to formulate evaluation experiences that support the range of interests and perspectives of EPE students.

The primary goal of the comprehensive exam is to make visible the skills and knowledge of the doctoral student through selected written artifacts and oral defenses. The exam should focus on both a specialization within a field of study in education and the transdisciplinary nature of the EPE program. To this end, the program committee recommends the following:

The comprehensive exam will be created and approved in consultation with the committee chair, committee members and the doctoral student. The exam should be a set of three-to-four questions for the purpose of demonstrating a doctoral student's breadth of knowledge in their specialization field. One of these questions should be an in-depth review of the literature relating to their dissertation topic. Other questions should address topics such as the history of the field, current areas of research and their importance to the field, current and past theoretical frameworks and the contribution of these frameworks to the development of knowledge in the field, major curriculum movements, and methodological approaches used currently and in the past. The questions should require both synthesis and analysis.

The chair of the committee will solicit suggestions from committee members for possible questions. Completed answers should be focused and succinct with each response typically in the range of 10–25 pages. The student



may negotiate with his or her committee to answer all or a portion of the comprehensive exam in one or more examination sessions at ASU or take them home to be answered. A set period of time (approximately six to eight weeks) will be established for take-home questions to be completed, then a date will be set for any sit-down experiences. Per guidelines in ASU's [Graduate College Policies and Procedures Handbook](#), all work submitted must be the original work of the student with no outside help.

Upon successful submission of the comprehensive examination written responses, an oral defense will be held that explores what the student learned throughout their coursework and comprehensive examination, and how their acquired knowledge will support dissertation research in their selected areas of expertise. The oral defense will be closed to the public and only members of the doctoral committee will participate in the review. The committee will make its final decision and communicate it to the student immediately following the oral defense. The committee's decision must be unanimous. If it is not, the procedures outlined in the [Graduate College handbook](#) will be followed.

### *Comprehensive exam requirements*

(from the Graduate College Policies and Procedures Handbook)

Students must be in good academic standing regarding GPA requirements (see [Satisfactory Academic Progress](#)) prior to taking doctoral comprehensive examinations. When students have essentially completed the coursework on an approved iPOS, they must request permission to take the doctoral comprehensive examination. This exam must have a written component; however, individual doctoral programs may require an additional, subsequent oral component of the exam for all of their students based on the academic progress policy of the program.

These examinations are designed to assess a student's mastery of the field of specialization. Doctoral comprehensive examinations are administered by a committee consisting of a minimum of three members.

During the fall, spring or summer session that the student takes a comprehensive examination, they are required to register for:

- At least one semester hour of credit that appears on the plan of study, **or**
- At least one semester hour of appropriate graduate-level credit, for example: Research (792) or Continuing Registration (795), **or**
- At least one hour of a graduate-level course.

All comprehensive examination results must be reported to the office of graduate education immediately upon completion. Academic units are not required to allow students a second opportunity; when a student fails the comprehensive examinations, academic units may submit a recommendation to the office for graduate education requesting dismissal of the student from the degree program.

Failing the comprehensive examination(s) is considered final unless the supervisory committee and the head of the academic unit recommend and the vice provost for graduate education approves a re-examination. Only one re-examination is permitted. A petition with substantial justification for re-examination, endorsed by the members of the student's supervisory committee and the head of the academic unit, must be approved by the vice provost for graduate education before a student can take the examination a second time. Re-examination may be administered no sooner than three months and no later than one year from the date of the original examination. Graduate Education may withdraw a student from the degree program if the student's petition for re-examination is not approved, or if the student fails to successfully pass the retake of the comprehensive examination(s). Students choosing to appeal the results of their comprehensive examinations must follow the grade appeals process outlined by their academic unit.

## Dissertation

### *Dissertation committee*

The student initiates the formation of a dissertation committee. The committee is formally appointed jointly by the Graduate College upon recommendation of the MLFTC director of doctoral programs. The student's program committee often continues to serve as the dissertation committee. The chair of the student's dissertation committee must be a faculty member approved by the Graduate College to serve in this capacity. One other member of the committee must also be approved by the Graduate College to serve on EPE dissertation committees. The dissertation committee chair is the student's advisor who guides the student in proposing and writing the dissertation. The dissertation committee is composed of at least three members. Faculty members outside MLFTC may serve on a student's dissertation committee. Qualified individuals outside of ASU may also serve on a student's committee with Graduate College approval.

### *Dissertation credits policy*

Students must take 12 dissertation hours to graduate. Students may not enroll in dissertation hours until they pass the proposal defense. Ideally the student will defend their proposal in the semester they complete their research hours (792). The student will then enroll in dissertation hours for the subsequent term. However, if the student does not defend their prospectus during the term in which they take their original research credits, they must continue to enroll in research credits until they pass the prospectus defense. If the student passes the prospectus defense within the first 30 calendar days of the semester, the student will be allowed to take dissertation credits that semester. If the student does not pass within the first 30 days of the semester, the student must wait until the following semester to take dissertation credits. There will be no exceptions or additional extensions to the 30-day policy.

### *Dissertation proposal and defense*

Most dissertation proposals include a statement of the research problem, a review of the relevant research literature, an overview of the conceptual framework(s) guiding the study and a description of the proposed research methods. Students must submit their completed dissertation proposals to their full committee approximately three weeks before the proposal defense. After the hearing, the student should submit the results to the Graduate College.

### *Admission to candidacy*

After passing the comprehensive examination and successfully defending the dissertation proposal, the student is notified by the university registrar that they have been admitted to candidacy. PhD students who advance to candidacy are required to maintain continuous enrollment (at least one credit hour per semester) until all degree requirements have been completed.

### *The dissertation*

The dissertation is a written study through which the PhD candidate demonstrates expertise in research and scholarship in the area of education policy and evaluation. The dissertation should make an original contribution to knowledge and be publishable as a book or monograph, or as article(s) in scholarly journals. Copies of the dissertation must be distributed to members of the dissertation committee at least three weeks before the final oral examination. The dissertation must be approved for defense by the dissertation committee before a recommendation is made to the Graduate College to authorize an oral examination in defense of the dissertation.

Students who wish to graduate in a specific semester must be enrolled for at least one semester hour of credit that appears on the iPOS or one hour of appropriate graduate-level credit (such as Continuing Registration)

during the semester, including summer session, in which they defend the dissertation. Students must also meet all [Graduate College deadlines for graduation](#).

### *Oral examination in defense of the dissertation*

The PhD candidate must take the final oral examination in defense of the dissertation within five years of passing the comprehensive examination. Students are not eligible to defend their dissertations until all other milestone events (e.g., comprehensive exam, successful proposal defense) are completed and reported to the Graduate College via the iPOS. Faculty advisors are to email the academic advisor when a milestone has been reached, and the academic advisor enters this information into the iPOS.

The defense draft of the dissertation must be approved by the student's committee and formatted according to Graduate College guidelines. The Graduate College provides a tool that assists students in formatting the preliminary pages of their documents, fixing the margins and setting pagination. Guidelines for the dissertation format can be obtained by downloading a copy of the [Graduate College Format Manual](#). The student must schedule the defense using the interactive form on My ASU and submit the defense draft of the dissertation to [GradFormat@asu.edu](mailto:GradFormat@asu.edu) within 10 working days prior to the oral defense. A dissertation defense may be canceled if the student does not submit their formatted documents to the Graduate College by the deadline indicated on the online form. Dissertation defenses cannot be conducted during the week immediately prior to graduation. Once the dissertation defense is scheduled, the Graduate College will email the pass/fail form to the committee.

Most dissertation committees require revisions to the dissertation after the defense, which must be completed in a timely manner. If the student is unable to complete revisions to the dissertation for the semester in which the defense is held, the student must complete the revisions, remain registered, and submit the dissertation to UMI/ProQuest within one year of the defense.

A student is ready to graduate once the oral examination in defense of the dissertation has been passed and the dissertation is approved in writing on the pass/fail form by the student's dissertation committee.

### PhD annual review process

All doctoral students funded by Mary Lou Fulton Teachers College will complete a **Research Assistantship Expectations and Term Form** with their primary advisor each fall and spring semester. If a student has co-chairs, both faculty advisors will be required to complete the form. The purpose of this form is to establish healthy communication and a successful mentoring relationship between students and their faculty advisor. The goals determined in the document will be the goals evaluated and reported in the student **PhD Annual Review** in the spring semester.

### PhD annual review form

The **PhD Annual Review Form** will be completed by the primary faculty advisor, or in the case of co-chairs, by both co-chairs in early April each year. Secondary research advisors do not need to complete the annual review. The purpose of the review process is to provide an annual evaluation of the PhD students' program progress and growth, and to assess the research assistantship experience as required by the [Graduate College TA/RA Policies and Procedures Handbook](#), p. 8. The review form is required from all PhD student advisors and mentors and is an essential part of the RA mentoring process. The review benefits students by providing opportunities to:

- Reflect upon and evaluate the successes of the academic year and record those achievements and professional growth on an annual basis, helping to preserve data that might otherwise be forgotten.
- Develop and improve the student's CV annually through faculty input.
- Ensure that the student's current course of study, as defined by the unofficial transcript, is in alignment with the student's future goals and with program requirements.
- Ensure that students are meeting program milestones in a timely manner

## Student evaluation

If the student is off track in their degree progress or fails to make satisfactory academic progress on their annual review they will meet with their academic advisor and their primary faculty advisor to determine a course of action to ensure successful completion of their degree. The student may be placed on probation and/or recommended for dismissal (see [Satisfactory Academic Progress](#)).

## Second year review

The second year review is held between the faculty advisor/chair and the student in spring of the student's second year in the program. Faculty should submit this form to the academic advisor during the annual review process. The review should include discussion about:

- Permanent dissertation chair selected
- Doctoral committee members selected
- iPOS submitted by end of Year 2
- Plan developed for Year 3 that leads to advancement to candidacy by the end of the third year. The discussion should include:
  - Setting a date for the first meeting with committee to plan comprehensive exams (see [Comprehensive Examination Guidelines](#))
  - Exploring possible dissertation topics and the proposal development and approval process
  - Developing a timeline for completing the dissertation in Year 4

## 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 Policies and Procedures](#)
- [Mary Lou Fulton Teachers College student forms and policies](#)

## 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

## Plagiarism policy

All PhD students need to understand what plagiarism is, its consequences, and appropriate citation methods to avoid intentional and unintentional plagiarism. EPE students need to apply this understanding to their own scholarship and in their teaching. In the EPE program, students are expected to complete an online module on plagiarism during their first semester and review the [ASU Graduate Education policy on academic integrity](#). Plagiarism will be discussed in the Academic Writing course during students' second semester and students will use plagiarism detection software (i.e., SafeAssign) to analyze their own writing. Instructors in other PhD-level courses may use plagiarism detection software at their discretion. Students will be expected to use a plagiarism detection tool to verify that their dissertation proposal and dissertation do not violate academic integrity standards. A faculty chair's final approval of a dissertation manuscript implies that the faculty chair has conducted a mechanical check of the manuscript for plagiarism.

## 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 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](#).

## 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 policies related to academic progress found in the [Graduate College Policy and Procedures](#).

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 Policies and Procedures](#) for further information about ASU Graduate Education policies.

Below are academic standards for graduate students in MLFTC programs. This is not a complete representation of the current [Satisfactory Academic Progress and Professional Conduct Policy](#).

To meet satisfactory academic requirements, graduate students must:

- Maintain at least a 3.00 in the following GPAs every semester:
  - **Plan of Study GPA** — Calculated on all courses that appear on the student's approved iPOS.



- **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.
- **Cumulative GPA** — Represents all courses completed at ASU as part of the graduate career.
- 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.
- Pass all required clinical experiences, including internships, apprentice teaching and student teaching, with a grade of C, Y or better.
- 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.
- Doctoral students must:
  - Pass comprehensive exams by the end of the sixth academic-year semester of enrollment.
  - Pass a proposal defense by the end of the seventh academic-year semester of enrollment.
  - Pass a dissertation final defense by the end of the 11th academic-year semester of enrollment.

### *Title IX*

ASU prohibits all forms of discrimination, harassment and retaliation. [Read ASU's Title IX policy](#). 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 operated by the university, 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](mailto:TitleIXcoordinator@asu.edu) or 480-965-0696 for more information. The Title IX office is located at 1120 S. Cady Mall, INTDSB 284. For information on making a report, visit ASU's [Report It! page](#).

### *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 advisor 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 College Policies and Procedures](#), 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 a 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.

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](#).

## MLFTC doctoral programs processes for student support

MLFTC doctoral programs support students with both college- and university-level support processes. Each of these processes are designed to support students to be successful in their doctoral programs and to develop professional skills and aptitudes.



Our previous avenues for supporting students (Notice of Concern and Personal Improvement Plan — NOC and PIP and the Student-initiated support requests — Student Concern Form) have now been consolidated into one process; Supporting Our Students (SOS) that encompasses all aspects of student support.

## Supporting Our Students (SOS): MLFTC SOS form

What: . [MLFTC SOS form](#)

Who initiates: Faculty, staff, peers, family members or student

SOS forms are completed by faculty, administrators or staff members, peers or family members when concerns are present in any dimension of a student's well-being.

Concerns may include , but are not limited to:

- Mental Health
- Medical: Injury, accident, illness (including pregnancy)
- Relationships - Family issues, roommate conflict
- Financial Emergency
- Time Management
- Student is unresponsive to faculty and/or staff emails
- Academic issues and professionalism
- Lack or loss of transportation
- Unexplained change in behavior, quality of work, or communication
- Grief - Death in the family, break up
- Difficulty transitioning to ASU/college/graduate school
- Victim of a crime
- Needs accommodations

## Coordinated Care Strategists are the Student Issues HUB:

All referrals come to a Coordinated Care Strategist for triage and follow-up based on the nature of the concern. The next step is determined by the Coordinated Care Specialists. The support plan will be executed by the Coordinated Care Specialists or other specialized staff, academic stakeholders or in collaboration with assistance from other ASU departments.

## Grades

Please refer students to the advising team for options.

*Options:*

- Course withdrawal
  - Deadline <https://students.asu.edu/academic-calendar>
- Medical/Compassionate Withdrawal
  - Can be applied for after the final grade has been issued

## University processes for student support

The Office of Student Rights and Responsibilities and the office of the dean of students handle student issues independently and in lieu of college practices and academic advising.

The [Office of Student Rights and Responsibilities](#) is responsible for reviewing and handling incidents involving students. The staff works closely with other department and program staffs to ensure all students can live, work and learn in a mutually satisfying and secure environment. Incident reports are accepted from students, faculty or staff members, or other persons who believe a student or a student organization may have violated the Arizona Board of Regents [Student Code of Conduct and Student Disciplinary Procedures](#).

### *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.

### *ASU parental leave policy*

Eligible postdoctoral scholars and graduate students with a .50 FTE research or teaching assistantship (RA/TA) appointment are covered under item 6 of the [Parental Leave Policy](#). Students who would like to use the parental leave policy may reach out to Kim Rowe, [krowe3@asu.edu](mailto:krowe3@asu.edu), to discuss the necessary steps to request this leave.

### *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 [Student Accessibility and Inclusive Learning Services](#). MLFTC encourages admitted students with disabilities or disabling health conditions who believe they may need an accommodation to register with SAILS prior to enrolling in the program so all reasonable accommodations can be in place at the beginning of the program. Students registered with SAILS 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 their instructor and submit an incomplete request form through AdobeSign that includes a deadline for coursework to be completed. Contact the academic success coordinator for the link to the AdobeSign Incomplete Form. The student will start the AdobeSign process, the incomplete request is then routed first to the instructor and then 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 added to 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.

## 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 to the instructor within 10 business days of the last date for posting final grades, as listed 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; for example, due to race, age, sex, religion or national origin).
- The instructor did not assign grades consistent with the standards and procedures for evaluation announced at the beginning of the course in the course syllabus. The instructor 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 only to appeal of course grades.

1. The student must contact the instructor of the course and complete and submit the [Grade Appeal Form](#). 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 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 2 and submit the Grade Appeal Form to the Office of Student Services.

*Note: If the required meeting with the instructor has not taken place, the appeal will be accepted only if the student supplies evidence that they contacted the instructor and, A) received no reply for five business days, or B) have been unable to schedule a meeting within 10 business days of the date of contact.*

**Step 2: Submit grievance to Office of Student Services** — If the grievance is not resolved in step 1, the student may forward the grade appeal to Erica Mitchell, executive director of student services, at [erica.mitchell@asu.edu](mailto:erica.mitchell@asu.edu).

**Step 3: Division director reviews grade appeal** — The executive director of student services will review the grade appeal and may request additional information. The grade appeal will be forwarded to the division director for review, if the appeal meets the criteria for a grade appeal. The division director will review all information and notify the student of the outcome.

**Step 4: Appeal decision to the dean**

- Per ASU policy, the student may appeal the division director's decision to the dean, whose decision is final. *The student must appeal within five business days of receiving the division director's decision.*

- To submit an appeal to the dean, the student must forward the original appeal and the division director's response to the Director of Academic Operations Alana Lackore at [Alana.Lackore@asu.edu](mailto:Alana.Lackore@asu.edu) , who will begin the appeal process at the dean's level.
- Only the issue appealed to the division director may be appealed; no new issues or complaints may be added. The dean or her designee has full discretion as to whether to refer the appeal to the Student Issues Committee (also known as the College Academic Grievance Committee). See [University Policy for Student Appeal Procedures on Grades](#).
- The student will be notified by mail of the outcome. The decision of the Student Issues Committee (dean's designee) is final.

**Deadline:** To receive consideration, the appeal form and supporting documentation must be submitted to the instructor within 10 business days of the last date for "Final grades due" as listed in the [Academic Calendar](#).

**Submit Form:** Submit a [Grade Appeal Form](#) to your instructor when requesting a meeting. Both undergraduate and graduate students should also submit a copy to [erica.mitchell@asu.edu](mailto:erica.mitchell@asu.edu). Your email will count as an electronic signature.

*It is ASU's 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). Petitions 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.

## 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 their 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 their 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 for a Leave of Absence (LOA) through their plan of study. This request must be submitted and approved before the first day of the anticipated semester of nonregistration. Students may request a Leave of Absence (LOA) for a maximum of two semesters during their entire program.

Having a Graduate College-approved Leave of Absence (LOA) 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 Leave of Absence (LOA) 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. Contact the academic advisor for submitting the Leave of Absence (LOA) Request.

### 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. Contact the academic advisor for the Voluntary Withdrawal process

### 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](#). Contact the academic advisor for instructions on the Medical/Compassionate Withdrawal process.

### Maximum time limit to complete 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.) MLFTC requires that PhD students — LLT and EPE — must:

- Pass comprehensive exams by the end of the sixth academic- year semester of enrollment
- Pass a proposal defense by the end of the seventh academic-year semester of enrollment
- Pass a dissertation final defense by the end of the eleventh academic year semester of enrollment.

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

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

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

- Phone: 602-543-6358
- Email: [DoctoralEducation@asu.edu](mailto:DoctoralEducation@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:

- [ASU Online Library Guide](#)
- [Education subject course guide](#)
- [Research Databases](#)

#### *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

### *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.

### *Student Accessibility and Inclusive Learning Services*

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 SAILS. MLFTC encourages admitted students who believe they may need an accommodation to register with SAILS prior to enrolling in the program. [Student Accessibility and Inclusive Learning Services](#)

### *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 for 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](#).

## Appendix — Menu of methods courses throughout the university

Course offerings change regularly. Students should consult with their advisor and [ASU Class Search](#) for specific courses in a given semester.

### College of Liberal Arts and Sciences

#### *School of Social and Family Dynamics*

- CDE 591: Exploratory and Confirmatory Factor Analysis
- CDE 591: Bayesian Analyses in the Social Sciences
- CDE: 591: Structural Equation Modeling for the Social Sciences
- CDE 591: Advanced Bayesian Statistical Analysis
- CDE 598: ANOVA for Behavioral Scientists
- CDE 598: Longitudinal Methods
- CDE 591: Test and Scale Construction in the Social Sciences
- CDE 591: Structural Equation Modeling for the Social Sciences
- CDE 576: Appl Res Methods for IFP

#### *Hugh Downs School of Human Communication*

- COM 692: Dyadic Data Analysis
- COM 608: Multivar Stat Analysis Data Comm
- COM 508: Quant Research Methods in Communication
- COM 598: Conducting Visual Ethnography
- COM 607: Contemporary Rhetorical Methods
- COM 692: Postcolonial Autoethnographic Methods
- COM 692: Focus Groups: Design, Delivery and Data Analysis
- COM 609: DV Qual Research Methods Comm

#### *School of Politics and Global Studies*

- POS 604: Polimetrics II
- POS 603: Polimetrics

### College of Public Programs

#### *School of Criminology and Criminal Justice*

- CRJ 604: Advanced Statistical Analysis
- CRJ: 605: Quantitative Methods
- CRJ 503: Research Methods CRJ 503: Research Methods

#### *School of Public Affairs*

- PAF 573: Advanced Regression
- PAF 501: Public Service Research I
- PAF 502: Public Service Research II
- PAF 505: Public Policy Analysis
- PAF 540: Advanced Policy Analysis
- PAF 541: Program Evaluation

- PAF 610: Advanced Qualitative Methods
- PAF 541: Program Evaluation

### New College of Interdisciplinary Arts and Sciences

- PSY 515: Quantitative Research I
- PSY 530: Intermed Statistics
- PSY 532: Analysis of Multivariate
- Data PSY 534: Psychometric Methods
- PSY 531: Multilevel Modeling
- PSY 555: Exper/Quasi-Experiment Designs
- PSY 591: Regression Graphics
- PSY 591: Appl Research Industr/Org Psych