

Doctor of Education in Leadership and Innovation

Program Guide, 2024–25 Academic Year



Mary Lou Fulton
Teachers College
Arizona State
University

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Program overview

The [Doctor of Education degree in Leadership and Innovation](#) at Arizona State University's Mary Lou Fulton Teachers College is designed for practicing educator-leaders working in a range of settings who want to transform and improve their practice and create better learning opportunities for students of all ages.

The Leadership & Innovation Education Doctorate Program supports professionals in becoming scholarly and influential practitioner leaders. The program faculty prioritize the doctoral student experience through:

- Ethical, just, and inclusive instructional and research practices
- Multiple cycles of action research to transform local Problems of Practice (PoP)
- Rigorous theory-driven instruction, innovative research, and personalized mentoring
- Leader Scholar Communities (LSCs) that facilitate small-group interaction to advance dissertation completion

The program endeavors to support student growth in three specific areas:

- Transforming & improving practice
- Leading change & implementing innovations
- Becoming scholarly & influential practitioners

Students in the program begin as accomplished teachers, teacher leaders, principals, superintendents, higher education professionals or leaders in other educational contexts working to implement change in their local place of practice. Through coursework, students deepen their abilities to lead change and implement innovation in their campus local educational organizations.

The three-year program is offered in hybrid (“campus”) and online formats. Both offerings share similar coursework and structure. The campus program admits students once per year in the summer semester, and the online program admits students two times per year in the spring and fall semesters. Both options are developed and taught by the same program faculty.

The program focuses on research in action and includes 54 hours of required coursework and several options for an additional six required hours of Advanced Professional Studies for a total of 60 hours. The cohort-based course trajectory begins with an introduction to action research in doctoral studies and a course in systems change and leadership. Coursework then proceeds to a combined professional and research core that deepens students' abilities to reflectively and critically think about problems of practice in one of the following contexts:

- Pre-Kindergarten–Grade 12 Change Leadership
- Higher Education Change Leadership
- Systems, Professional and Reimagined Change Leadership (SPARC)

Differentiation between these contexts and students' interests occurs within each required course and program-related activities.

Students conduct multiple cycles of inquiry throughout the program and learn research by doing it within their own workplaces. Students share their research in a variety of formats, including yearly symposia in the public Doctoral Research Conference. The culminating requirement is an action research dissertation.

Leader Scholar Communities, formed with the fifth term in the program and consisting of five to seven students and one faculty member, meet regularly for the second and third years of the program to supply academic and personal support. Through LSCs, students support each other, under faculty guidance, in the conceptualization, implementation and study of change initiatives. Students register for required research and dissertation hours as part of the LSC requirement. Each student's LSC faculty Instructor-Chair serves as the chair for a dissertation committee which includes two other faculty members.

Successful graduates commit to continued systematic study of their professional practice and to sustaining innovation and leadership by making a positive difference in their local settings. The program aims to enable more thoughtful, intentional and informed leaders, willing and able to implement and study continuous improvement.

The EdD in Leadership and Innovation will make a difference in the way students think and work as leaders in education, for the immediate and local benefit of school children, adult learners, schools or organizations, and local communities.

Non-Arizona residents, please refer to the [ASU Online State Accreditation and Authorization](#) page for additional information.

Contact information

	Online	Campus/hybrid
Prospective students	EnrollmentOnline@asu.edu	DoctoralEducation@asu.edu or 480-965-5555
Current students	EdDEducation@asu.edu	EdDEducation@asu.edu

Quick facts

- **Campus/hybrid** (ASU's West campus — summer start) or **Online** (fall and spring start)
 - Campus/hybrid: The hybrid program is a blend of online and in-person learning experiences. Students commit to attend core classes in a hybrid format for approximately half of the program (through semester 5). Typically, students will meet on the ASU West campus all day on the third Saturday of each month during fall and spring semesters, and for one-hour synchronous online meetings on Thursday evenings. Each summer, students will participate in in-person classes on the first Saturday of the summer semesters, and depending on the course they will meet online during Thursday evenings 1–2 hours for synchronous meetings.
- **Course format:** Hybrid or online
- **Number of course credits:** 90 credit hours
 - 60 credit hours of coursework throughout program plus 30 credit hours included from previous master's degree:
 - 30 credits will be transferred from a master's degree in any field from a regionally-accredited college or university in the U.S. or international equivalent
- **Course duration:** 15 weeks and 7.5 weeks (varies on semester)
- **Start terms:**
 - Campus/hybrid: Summer C
 - Online: Fall C and Spring C
- **Time to completion:** Students following the course sequences should be able to complete program requirements within nine or 10 semesters. Students must complete all program requirements within 10 years.

Typical applicants

Applicants to the program include working professionals who want to transform and improve their practice and create better learning opportunities for students of all ages. Students in the program apply their learning and new skills in one of three professional settings:

- **Pre-Kindergarten–Grade 12 Change Leadership** — Individuals working in pre-K–12 school settings (e.g., administrators, teacher leaders, instructional technologists, curriculum specialists, counselors)
- **Higher Education Change Leadership** — Individuals working in higher education settings (e.g., Instructors, managers or directors of units, student services personnel, instructional technologists, instructional designers,)
- **SPARC Leadership** — Individuals working in educational environments in alternative settings (e.g., professional schools, continuing education, corporate training, museums, nonprofit educational support services, afterschool programs, education divisions at places such as zoos, centers, social services)

Differentiation among these contexts and students' interests occurs within each required course and program-related activities.

Students must hold an active professional position — classroom teacher, counselor, administrator or other position — that allows them to implement small-scale change.

This doctoral program is *not* designed for individuals seeking academic tenure-line positions at research-intensive universities. It might be appropriate for those already in non-tenure line positions (e.g., lecturer, clinical instructor) or working in the community college system. The program does not meet superintendent certification requirements. The program is designed for educational leaders who intend to improve their current place of practice or advance in their profession, but is not necessarily the instrument by which someone would change careers.

EdD versus PhD

The Leadership and Innovation EdD contrasts with a typical PhD in the following ways:

EdD in Leadership and Innovation	Typical PhD studies
Develops scholarly practitioners for applied positions	Develop practical scholars for tenured university positions
Goal of research is local impact and understanding	Goal of research is generalizable knowledge and theory development
Incremental cycles of action research using applied, field-based action research	Mostly elective curriculum
Support within cohort and Leader Scholar Community	Rigorous
Mostly core curriculum	Mostly elective curriculum
Rigorous	Rigorous

Application requirements

Application deadlines are listed below ([Graduate Program Application Deadlines](#)). All materials, including letters of recommendation, **must be** received by the deadline in order to be reviewed. Incomplete applications will not be considered.

Semester	Deadline
Spring start (online)	October 15
Summer start (campus/hybrid)	March 15
Fall start (online)	May 15

Applicants must submit a graduate education application online. Students apply for admission to ASU Graduate Education and to a degree program such as the doctorate in education. Visit [Apply to graduate school](#) for a link to the application and the most up-to-date information on application fees.

The application will include:

- **Personal Statement** - In order for the committee to gain a better understanding of your fit with the program, submit a 3-page double-spaced (1" margins and 12-point font) personal statement in which you respond to the following three prompts.
 - In approximately 250 words, explain why you are interested in pursuing an EdD in MLFTC's Leadership and Innovation program. Describe how your professional goals intersect with the values and action research methodologies of the program.
 - In approximately 200 words, describe a problem of practice in your current professional context. Focus on why this problem is significant to you and others, and the change you hope to see. This is explored more deeply in your writing sample -- here you should focus on how this problem captured your attention and what motivates your interest or passion for addressing this problem.
 - In approximately 300 words, describe how your background and experiences demonstrate your commitment and ability to exemplify the ASU Charter: *ASU is a comprehensive public research university, measured not by who it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming the fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.* Discuss how those commitments might be reflected in your research should you join our program.
- **Resume or curriculum vitae** — Applicants should provide the following information in a resume or CV (1-inch margins, 12-point font):
 - Educational background
 - Work and other professional experiences (including your current employer's name, location, dates worked, your job title and job responsibilities)
 - Other information that might be relevant (e.g., organizational affiliations, community service)
 - *Please note: This program is designed for working professionals, and you must have a position that will allow you to implement change in your workplace.*
- **Three letters of recommendation (electronic form)** — When you fill out the online application you will enter the name, email address and organizational affiliation for each of your recommenders. Recommenders will receive a form via email that asks them to explain your qualities and fit within the program with respect to the following desired professional attributes:
 - Professionalism
 - Potential for leadership

- Collaboration with others
- Receiving and using feedback
- Perseverance
- Writing ability
- Initiative
- Dedication to equity, access, and inclusiveness
- Research aptitude
- Overall potential for graduate studies.

It is strongly recommended that one letter come from each of:

- A current supervisor or someone in a supervisory position with whom you have worked
 - Someone in an academic position with whom you have studied or worked; for example, a professor in one of your courses or someone who can write about your ability to undertake graduate work
 - A person of your choice, someone who you know professionally and who can write about your qualities that will contribute to your success in a practice-focused doctoral program
- **Official transcripts** — Applicants must provide to ASU's Graduate Admissions office transcripts from every institution where you completed undergraduate and graduate work. You do not need to submit transcripts for work completed at ASU. Send transcripts to [Graduate Admission Services](#). Applicants' offer of admission and ability to register for classes will be contingent upon the receipt and verification of these official documents (which must show the award of degrees where appropriate).
 - **Proof of English Proficiency** — An applicant whose native language is not English must provide proof of [English proficiency](#) regardless of their current residency.

Program-specific application requirements

- **Guided writing sample** — To help the Admission Committee better evaluate your qualifications for entrance into the EdD program, we offer this writing prompt and ask that you submit a 3-5 page essay addressing the following:
 - What is action research and how can it be used to address a problem of practice you identify in your local educational/learning context (i.e. the problem noted in your personal statement)? Discuss what action research is and how it could be specifically applied to address this problem. Utilize the provided articles and any additional literature to support your analysis, ensuring you engage deeply with the concepts of action research and its practical applications in your specific context.

We have made available several articles that you should read and consider in formulating your response to this prompt (see below). You are encouraged to refer to these resources (and others) in your essay.

The essay should be between 800 - 1200 words (not including references). The writing sample must be double-spaced, use 1" margins, and be written in 12-point font. While essays should reference the three provided pieces below, they may also include additional literature. Please ensure all literature is appropriately cited and referenced following APA 7th edition style guidelines. Feel free to reach out to the Doctoraleducation@asu.edu for further advice and instructions. Please note: previously written papers are no longer accepted as a writing sample.

Provided Research Literature:

- Rasmussen, H. T. (2018). Getting to maybe: Improving the education doctorate in an era of uncertainty. *Impacting Education: Journal on Transforming Professional Practice*, 3(2), 24-29. Use this link: [Rasmussen, H. T. \(2018\)](#)

- Hammond, M. (2013). The contribution of pragmatism to understanding educational action research: value and consequences. *Educational Action Research*, 21(4), 603-618. Use this link: Hammond, M. (2013)
- Buss, R. R. (2018). Using Action Research as a Signature Pedagogy to Develop EdD Students' Inquiry as Practice Abilities. *Impacting Education: Journal on Transforming Professional Practice*, 3(1). Use this link: Buss, R. R. (2018)
- **Master's degree** — You must have a master's degree from a regionally accredited institution. This is to be verified per the official transcripts submitted to ASU's Graduate Admissions.
- **Grade point average** — You must have a 3.0 or higher GPA in your master's degree coursework.

Student interest paths

The EdD program facilitates the application of change leadership to three possible settings:

- **Pre-Kindergarten–Grade 12 Change Leadership** — This path is for experienced pre-K–12 educators who wish to lead change in pre-K–12 education.
- **Higher Education Change Leadership** — This path is for experienced higher education professionals who wish to lead change in higher education.
- **Systems, Professional and Reimagined Change Leadership** — The SPARC path is for experienced professionals in a range of formal and informal educational institutions who wish to lead change in educational systems defined more broadly, to lead change in professional education outside pre-K–20 systems, and to lead the reimagination of formal and/or informal education.

Differentiation among these contexts and students' interests occurs within each required course and within program-related activities.

Course requirements and program of study

The EdD program consists of 60 semester hours of coursework beyond a master's degree, for a total of 90 semester hours of graduate credit from accredited university programs. The course sequence is based on the session in which students start the program. Upon admission, each student will receive a list of the courses and the sequence in which they will take them to meet the program requirements. Many courses are designed to be taken concurrently and should not be taken out of order. If students take courses out of sequence, their success in the course, time to degree completion or financial aid eligibility may be impacted.

Program coursework

Course descriptions are found in the [ASU Catalog](#)

Professional core (24 hours) — *Courses promote knowledge and facilitate informed practice and innovation in classrooms, schools, educational agencies and allied organizations. Advanced practice of leadership and innovation requires in-depth understanding of a common core of concepts within the profession.*

TEL 706	Action Research in Doctoral Studies	3
TEL 705	Systems Change and Leadership	3
TEL 704	Leadership for Organizational Change	3
TEL 703	Innovation in Teaching and Learning	3
TEL 707	Reading the Research	3
TEL 702	Dynamic Contexts of Education	3

TEL 708	Collaborative Approaches to Data-Informed Decision Making	3
TEL 701	Quantitative Methods in Action Research	3

Research core (9 hours) — *Courses develop knowledge, competencies and skills applicable to disciplined inquiry, including qualitative and quantitative research methods, action research, program evaluation and the development and synthesis of information. These resources are applied to analyzing problems, suggesting solutions and investigating and assessing the impact of innovations in teaching, learning and leadership on individuals, organizations and society.*

TEL 711	Strategies for Inquiry	3
TEL 712	Mixed Methods in Action Research	3
TEL 713	Qualitative Methods in Action Research	3

Advanced professional studies (6 hours):

- **TEL 710: Innovations in Disseminating Research** (2 credits, required for all students) — Exposes students to a range of strategies for leveraging communities and technologies for broader impact for both action research and other change practices. The foundation hour will be a survey of innovations for impact, and additional optional hours will explore those innovations in depth. The course will include the drafting or revising of the student's Post-Degree Impact Plan.
- **TEL 780: Doctoral Methods Practicum** (2 hours) — Students must take a minimum of four credit hours of Doctoral Methods Practicum. Each section of this selected-topics course will be an ungraded module allowing students to become more practiced in methodological specialties required for their dissertation projects. Learning objectives for each section will be aligned with a rubric to be used on a formative basis by the LSC Instructor-Chair at the time of the practicum and on a summative basis with the dissertation defense. *Co- or prerequisite* — Enrollment in an LSC section of TEL 792.
 - Topics:
 - Research in the Postsecondary Context
 - Using Qual Analysis Software in Qual Coding
 - Survey Development
 - Case Study Research

TEL 709: Directed field study (3 hours) — Allows students to develop expertise in a particular area of leadership through the study of relevant professional and research literature and through interaction with educational, corporate, political, legal, health and social leaders.

TEL 792: Leader Scholar Community (6 hours; 2 semesters, 3 credits each) — LSCs meet during years 2 and 3 to serve as thematic seminars and advisement support communities as students advance toward the dissertation. The dissertation committee chair (LSC Instructor-Chair) is an MLFTC faculty member assigned by the college. LSC Instructor-Chairs are assigned to the LSC, students do not select them. In rare and unusual cases, students may request a change of their LSC Instructor-Chair. Their requests are approved on an individual basis and may be reviewed by the program committee. The second member will have content expertise and be a faculty member at ASU who holds a terminal (e.g., doctoral) degree. The third member will be a professional of practice local to the student's educational context who holds a terminal degree, is known to the student and is not in a supervisory position with power or authority over the student. Year 2 LSC culminates in an oral comprehensive exam and oral defense of the dissertation proposal. Year 3 culminates in an oral defense of the dissertation.

TEL 799: Doctoral dissertation/research (12 hours; 2 semesters, 6 credits each) — Dissertation/research hours are taken during the third, final year of the program. While LSCs do not often work together formally for course credit during year 3, they continue operating as support structures. The

courses consist of supervised research focused on the preparation of the dissertation, including literature review, research, data collection and analysis, and writing. Students work closely with their dissertation/LSC Instructor-Chair, as well as the second member and external member of the committee. Dissertation/research culminates in an online oral dissertation defense.

Sample program of study

Program of study varies by the semester students begin and is subject to change.

Education Doctorate: Leadership and Innovation				
Sample Schedule for Fall Start Semester				
Course sequence subject to change				
Semester	Course	Length	Credits	Session
<i>Year 1</i>				
Fall	TEL 706: Introduction to Doctoral Studies	7.5 wks	3	A
	TEL 705: Systems Change and Leadership	7.5 wks	3	B
	TEL 707: Reading the Research	15 wks	3	C
Spring	TEL 703: Innovation in Teaching and Learning	15 wks	3	C
	TEL 711: Strategies for Inquiry	15 wks	3	C
Summer	TEL 704: Leadership for Organizational Change	8 wks	3	C
	TEL 709: Research (Directed Field Study)	8 wks	3	C
<i>Year 2</i>				
Fall	TEL 702: Dynamic Contexts of Education	15 wks	3	C
	TEL 712: Mixed Methods in Action Research	15 wks	3	C
Spring	TEL 701: Quantitative Methods in Action Research	15 wks	3	C
	TEL 713: Qualitative Methods in Action Research	15 wks	3	C
	TEL 792: Research (Leader Scholar Community)	15 wks	3	C
Summer	TEL 708: Collaborative Approaches to Data Informed Decision Making	8 wks	3	C
	TEL 710: Innovations in Research Dissemination	8 wks	2*	C
	TEL 780: Doctoral Methods Practicum	8 wks	2*	C
<i>Year 3</i>				
Fall	TEL 792: Research (Leader Scholar Community)	15 wks	3	C
	TEL 710: Innovations in Research Dissemination	15 wks	2*	C
	TEL 780: Doctoral Methods Practicum	15 wks	2*	C
MILESTONE: Proposal Defense				
Spring	TEL 799: Dissertation	15 wks	6	C
	TEL 710: Innovations in Disseminating Research	15 wks	2*	C
	TEL 780: Doctoral Methods Practicum	15 wks	2*	C
Summer	TEL 710: Innovations in Disseminating Research	8 wks	2*	C
	TEL 780: Doctoral Methods Practicum	8 wks	2*	C
<i>Year 4</i>				
Fall	TEL 710: Innovations in Disseminating Research	15 wks	2*	C
	TEL 780: Doctoral Methods Practicum	15 wks	2*	C
	TEL 799: Dissertation	15 wks	6	C
MILESTONE: Dissertation Defense				
Important note for all classes highlighted in BLUE: A total of 4 credit hours of Doctoral Methods Practicum and 2 credit hours of Innovations in Disseminating Research are needed prior to graduation. Please choose semester and session to complete; Practicum and Innovations are not completed in every term listed.				

Arizona State University

Mary Lou Fulton Teachers College

Culminating Experience

Students in the EdD program complete action research dissertations. The dissertation research is the second (or third or fourth) in a series of studies conducted over the course of the program. Through successive research projects, students practice and refine research skills in applied settings while making a difference in their local educational communities. The dissertation represents a more sophisticated and complete iteration of a process that is a career-long quest to discover local knowledge, create local change, study the effects and implement more informed change.

The completed dissertation includes:

- A targeted review and synthesis of relevant literature
- An action or initiative, selected on the basis of published research, to address the identified problem
- A research design that includes the collection of data, scheme of analysis and framework for assessing the effects of the proposed action project
- An analysis of data collected
- A presentation of results and conclusions
- A discussion of the implications of findings for policy, practice and research, as well as a discussion of the leadership lessons learned

The public defense of the dissertation consists of an oral presentation followed by questions from the candidate's dissertation committee.

Resources and frequently asked questions

- [Mary Lou Fulton Teachers College faculty](#)
- [ASU Graduate College Policies](#)
- [Graduate College Policies, Forms, and Deadlines](#)
- [ADE Certification Requirements](#)

Do I need to have a master's degree before applying for the EdD program?

Yes. Upon admission, you will be able to transfer up to 30 credit hours from your master's degree to count toward the 90 total credits for the program.

Can I transfer course(s) from another program to the EdD program?

No courses will transfer into the program.

Can I take classes outside Mary Lou Fulton Teachers College?

No, the faculty has designed coursework so that all classes will be taken within MLFTC.

Does the program accommodate distance-learning students?

Students interested in the campus/hybrid program commit to attending in-person class meetings every third Saturday during fall and spring sessions and the first Saturday of summer sessions. They will also attend one-hour synchronous online class meetings on Thursday evenings in fall and spring, and commit to participating in online asynchronous instruction between in-person meetings.

Students in the online program take all courses 100% online, asynchronously. Same-time meetings may be required for some online assignments and the Leader Scholar Community meetings, but times will be arranged by the small group to accommodate student schedules.

How much does the EdD program cost?

Tuition and fees (resident and nonresident) depend on the number of credits in which a student enrolls and are subject to change (see [tuition and fees](#)). This doctoral program requires either 6 or 9 credit hours during the fall and spring semesters. During summer semesters credits hours range between 2–9 hours.

General Information on financial aid for graduate students is available on the [ASU Financial Aid website](#) through University Student Initiatives.

ABOR employees: Program fees are not included in the employee tuition benefit.

Can students work full-time while enrolled?

Yes. The program is designed for working professionals, and students must have a position — whether classroom teacher, counselor, administrator or other position — that allows them to implement small-scale change.

How are admission decisions made?

Doctoral program admissions are highly competitive at ASU and across the country. Applications are reviewed by a faculty committee, and each applicant is reviewed from a holistic perspective including all information requested as part of the application (transcripts, writing sample, personal statement, letters of recommendation, etc.).

When are admission decisions made?

Applications for the campus/hybrid program open in September for the following summer. Applications for the online program open in September for the following fall and open in February for the following spring.

Applicants who submit complete applications and materials by the application deadline will be reviewed and notified of admissions decisions within four to six weeks of the application deadline.

Does the EdD program lead to principal certification or superintendent certification in Arizona?

No. The ASU [Master of Education in Educational Leadership](#) contains the 30 credit hours of education administration coursework required for principal certification. Applicants interested in certification should review the [Arizona Department of Education requirements](#) and complete any coursework or additional requirements for principal certification prior to applying for the EdD program.

Is the EdD program funded?

The Leadership and Innovation, EdD program is designed for working professionals, and students must have a position that allows them to implement small-scale change. Therefore, we do not offer any graduate teaching or research assistantships. ASU does have a [cost estimator](#) that would help you approximate the funds needed to cover educational expenses, and [MLFTC scholarships are available](#).

If I was previously denied admission to the program, is it possible to receive feedback before reapplying?

Due to the large number of applications we receive, we are unable to provide individualized feedback. We understand that feedback would be helpful in strengthening your application; however we do not want to unfairly coach one applicant when we cannot provide the same service to all applicants. We encourage you to attend the application workshops we offer throughout the year to learn more about the application process.

What is the difference between the online and hybrid program?

Beyond the physical format there are no major differences between them. They are taught by the same instructors.

My master's degree is set to be conferred after the application deadline. Can I still apply to be considered?

No. We require that all supporting documents must be submitted before the application deadline. We begin to make admissions decisions shortly after the deadline. Any applications with pending documents are considered as incomplete and are not reviewed by our committee.

Are admissions offered on a rolling basis?

No. All admissions decisions are made after the application deadlines. Applicants will receive an admissions decision four to six weeks after the application deadline.

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 have a maximum credit hour enrollment policy. 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 **Leave of Absence request via their Interactive Plan of Study (iPOS)**. This request must be submitted and approved before the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their

entire program. Having an approved Leave of Absence by the Graduate College will enable students to re-enter their program without reapplying to the university.

Students who do not register for a fall or spring semester without an approved Leave of Absence are considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason may re-apply for admission to resume their degree program; the application will be considered along with all other new applications to the degree program.

Students with a Graduate College approved Leave of Absence are not required to pay tuition and/or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. For more information see [Graduate College Policies](#).

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

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.

Satisfactory Academic Progress and Professional Conduct Policy

In order to remain in good standing in the Mary Lou Fulton Teachers College ("MLFTC"), students must maintain satisfactory academic progress consisting of both Standards of Academic Performance and adherence to the Teachers College Professional Disposition Standards, as described in this 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](#).

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 Academic and Career Success.

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.

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 , 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. 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.

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 Site](#) for general information about programs, processes and policies that may be specific to the academic program or college.

- Phone: 480-965-5555
- Email: 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 480-965-5555 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. 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. [ASU Enterprise Technology](#)

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](#).