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Introduction

Master of Arts degree in Special Education (Applied Behavior Analysis)

The Master of Arts in Special Education: Applied Behavior Analysis pairs research and experience to prepare professionals to work with individuals with special learning and behavior needs using the principles of applied behavior analysis.

Program courses are designed to prepare students to focus on the population with whom they plan to work as well as to gain knowledge and skills to use ABA across a variety of individuals and settings. All courses are online, combining a range of resources and technologies to provide students the opportunity to interact directly with program faculty and classmates. Our graduates will be well prepared to provide evidence-based practices in ABA and consultative services and support to clients, community members and family members across a variety of settings.

ASU’s Teachers College offers university coursework verified by the Behavior Analyst Certification Board® for students interested in sitting for the Board Certified Behavior Analyst examination. BCBA certificants are prepared to meet and address diverse behavior needs and make a lasting difference in the community. The ASU course sequence meets the BACB® required 315 classroom hours of graduate-level instruction aligned with the Fifth Edition Task List. BCBA supervised fieldwork hours, required for certification, are arranged and completed by the student separately from ASU coursework. An optional ABA Practicum is available for students who would like to complete their concentrated supervised fieldwork under the direction of an ASU BCBA supervisor. For more information about the Practicum please contact your Academic Advisor. Students who have attained a graduate degree in ABA or a related field and are seeking only the verified university coursework to qualify to sit for the BCBA exam should apply to the graduate certificate in Applied Behavior Analysis.

For more information on becoming a Board Certified Behavior Analyst, please see the Behavior Analyst Certification Board website: http://www.bacb.com/

Non-Arizona residents, please refer to the ASU Online State Authorization Information page for additional information.

Purpose of the handbook

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

Admission to the MA in Special Education (ABA) program is offered for the fall, spring and summer semesters. Completed admission files are reviewed and admission decisions are made on a rolling basis. Space may be limited; therefore, applicants are strongly encouraged to apply and have all application materials on file with ASU on or before any posted deadlines.

Quick facts

- Campus location: Online
- Start terms: Fall Session A and B, Spring Session A and B, Summer Session A
- Time to completion: This program can be completed in five semesters (fall, spring, summer), which equates to approximately 1.5 calendar year, provided you follow the prescribed course sequence
- Application deadlines: education.asu.edu/application-deadlines (See Academic Calendar for session dates)

Contacts

For admission information, contact GradEnrollment@asuonline.asu.edu. Current students, please contact your assigned academic success specialist, listed on your My ASU page. If you do not know who your specialist is, contact the MLFTC Office of Student Services at 602-543-6358 or GraduateEducation@asu.edu.

Graduate admission requirements

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

- An earned bachelor’s degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- Maintain a B (3.00 on a 4.00 scale) grade point average in the last 60 semester hours or 90 quarter hours of undergraduate coursework. If you do not meet the minimum GPA requirements, your application may still be considered.
- International applicants must provide proof of English proficiency. The following are accepted to meet his requirement
  - Test of English as a Foreign Language (TOEFL): score of at least 550 (PBT) or 80 (iBT). ASU’s institutional code is 4007. Only electronic copies of scores are accepted.
  - International English Language Testing System (IELTS): overall band score of at least 6.5. No institutional code is needed.
  - Pearson Test of English (PTE): score of at least 60.
  - Individual academic units or programs may have higher requirements for English proficiency.

education.asu.edu | 602-543-6358
Academic program admission requirements

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

**Personal statement** — Responses to short-answer questions provide the admission committee with information regarding your personal or professional goals and how they align with the MA in Special Education (ABA). The admission committee pays particular attention to the quality of writing and ideas expressed in these responses, as well as evaluating the relevance of goals to the aims of the program. Please respond to three of the four questions below. Responses should be limited to 150–200 words per question. The statement should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

- Describe one or more personal or professional goals that motivate you to apply for this program. How will completion of the MA in Special Education (ABA) program help you fulfill this/these goals?
- Describe a quality you believe is critical to working with an individual with special needs and at least one situation in which you have demonstrated this quality.
- Describe an individual with special needs and how you supported him or her.
- Briefly discuss why you are interested in pursuing a graduate degree at this time. What steps have you taken (or will you take) to ensure that you will be successful in the program?

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

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

**Provisional acceptance guidelines**

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

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

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

**Preadmission credit policy**

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

This program does not permit preadmission credit towards the BACB-verified course sequence.
Tuition cost and financial aid

Tuition and fees

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

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

Financial assistance

Financial aid is available through a variety of sources.

Mary Lou Fulton Teachers College scholarships and fellowships

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

Opportunities available include:

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

Graduate college fellowships

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

Opportunities available include:

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

Financial aid

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

ASU payment plan

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

Program requirements

Students in the MA in Special Education (ABA) program complete 30 credits of graduate coursework, including a culminating experience. Courses in this program are offered in a predetermined sequence that includes summer terms. Summer enrollment may be necessary to complete program requirements.

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

Students complete one course per session, with six sessions offered each year. Course sequences are found on the Teachers College Graduate Student Success Site.

Program of study

BACB-verified coursework meeting the TaskList 5th edition requirements

Required core (3 credits)

SPE 525* Measurement, Data Display, Interpretation and Experimental Design 3

Required concentration (18 credits)

SPE 526* Concepts and Principles of ABA 3
SPE 527* Behavior Assessment in ABA 3
SPE 560* Behavior Change Procedures: Implementing Interventions in Behavior Analysis 3
SPE 562* Personnel Supervision and Organizational Behavior Management in Educational Settings 3
SPE 563* Philosophical Foundations of ABA in Educational Settings 3
SPE 567* Ethics of ABA 3

Elective (6 credits) Choose two courses or 6 credits

SPE 520 Verbal Behavior 3
SPE 521 Foundations of Autism Spectrum Disorders 3
SPE 564 Controversial Therapies, Science, Fad and Pseudoscience in Educational Settings 3
SPE 598 Special Topics 3
SPE 580** Practicum in ABA 1-3

Culminating experience (3 credits) Choose one

SPE 597/593 Capstone or Applied Project 3

Total credits 30

* Denotes courses that are part of the BACB-verified course sequence
** Up to three semester credit hours of SPE 580 Practicum may be applied to the degree program as an elective
In accordance with the Behavior Analyst Certification Board Fifth Edition Task List guidelines, ASU offers seven courses verified by the BACB. Courses in Block A (Foundational) must be completed prior to Block B (Advanced). Courses within either block can be taken in any order.

<table>
<thead>
<tr>
<th>Block A (Foundational)</th>
<th>Block B (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 525: Measurement, Data Display, Interpretation and Experimental Design</td>
<td>SPE 560: Behavior Change Procedures: Implementing Interventions in Behavior Analysis</td>
</tr>
<tr>
<td>SPE 527: Behavior Analytic Assessment</td>
<td>SPE 563: Philosophical Foundations of Applied Behavior Analysis in Educational Settings</td>
</tr>
<tr>
<td>SPE 567: Ethics of Applied Behavior Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Practicum experience in applied behavior analysis**

Students may take up to three credits of SPE 580 Practicum toward elective requirements for the degree. This course provides students an opportunity to gain remote supervision meeting the BACB Supervised Fieldwork requirements. Through the practicum, students may attain the presently required 1,500 hours of supervised field work toward qualification to sit for the BCBA exam (TaskList 4th edition). For those who intend to sit for the TaskList 5th edition exam, this practicum meets the requirements of concentrated supervised fieldwork (1,500 hours). [More information on BACB fieldwork requirements](#)

Students interested in the practicum experience must read the [ABA Practicum Handbook](#). **SPE 580 Practicum in Applied Behavior Analysis carries an additional $1,500 course fee.**

**Interactive Plan of Study**

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

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

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

**Culminating experience**

Students will select either SPE 597 Capstone or SPE 593 Applied Project as a culminating experience for the program. The culminating experience is required of all students seeking the MA in Special Education (ABA). The culminating experience course is taken as the final course in the program and may be taken concurrently with one other course. Students are encouraged to discuss their culminating experience course selection with their academic success specialist, as these courses are not offered every session.
The capstone option is based on all coursework taken over the 30 hours of the program. Through examination of each assignment/project, preparation of a professional digital archive and a written paper, students demonstrate analysis and synthesis of material learned in the degree program. Students align experiences and artifacts with program objectives and BACB content areas, with a focus on application of theoretical and practical information gained throughout their program to real-world settings.

The applied project option provides students pursuing professional careers in the field of applied behavior analysis an opportunity to prepare a supervised applied project. As part of the applied project, students:

- Collect data on one or more individuals’ target behavior
- Identify research-based strategies to address the target behavior
- Design and implement a behavior intervention plan to systematically address the target behavior
- Collect data on the target behavior as the intervention is being implemented
- Analyze and draw conclusions from the data collected
- Communicate findings using evidence of best practice from current research

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

Satisfactory Academic Progress and Professional Conduct Policy

Students are expected to familiarize themselves with the policies and procedures listed in the MLFTC Satisfactory Academic Progress and Professional Conduct policies, and understand Graduate College policies related to academic progress found on the Graduate College Policy and Procedure website.

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

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

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

To meet satisfactory academic requirements, graduate students must:

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

3. Pass all required clinical experiences, including internships, apprentice teaching and student teaching, with a grade of C, Y or better.

4. Maintain good standing as outlined in the professional responsibilities standards section. Students who violate professional responsibilities may be placed on academic probation or suspension, or may be recommended for dismissal.

5. Doctoral students must:
   a. Pass comprehensive exams by the end of the sixth academic-year semester of enrollment.
   b. Pass a proposal defense by the end of the seventh academic-year semester of enrollment.
   c. Pass a dissertation final defense by the end of the 11th academic-year semester of enrollment.

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

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

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

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

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

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

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

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

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

Here are the steps taken in the NOC referral process:

1. The instructor, site coordinator or other university representative discusses concerns with the student and informs the student that a Notice of Concern will be submitted to college leadership. Depending on the nature of the referral, the student may be required to attend a meeting with college leadership.

2. If the referral is made for a violation of the academic or professional code of conduct or unprofessionalism, a student will be required to attend a mandatory meeting to discuss the alleged violations. This meeting provides students an opportunity to share their side of the situation. At the meeting, a Professional Improvement Plan agreement is developed with input from the student and college administration. Students on a PIP are placed on probationary status in the college until requirements of the PIP are met. Note: Some violations of professionalism or academic integrity may result in immediate dismissal from the program or placement.

3. If the referral is not for a violation of academic or professional conduct, a student support consultation meeting is conducted. This meeting provides students with resources and additional universitywide support. At the meeting, student needs are identified and a plan for success is created along with follow-up recommendations.

4. Students are required to attend a follow-up meeting to discuss their status in meeting requirements outlined in their plan. Failure to attend a required meeting and/or fulfill expectations outlined in a PIP agreement may result in program dismissal.

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

Accommodations
Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center. MLFTC encourages admitted students with disabilities or disabling health conditions who believe they may need an accommodation to register with the DRC prior to enrolling in the program so all reasonable accommodations can be in place at the beginning.
of the program. Students registered with the DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

**Incomplete grade requests**
To be considered for an incomplete grade in an MLFTC course, a student must have completed approximately 80% or more of the coursework, be in good standing, and unable to complete the course because of illness or other serious conditions beyond the student's control.

To request an incomplete in a course a student will first obtain approval from his/her instructor and submit an **incomplete request form** that includes a deadline for coursework to be completed. The incomplete request is then routed to the division director for final approval. Approval of the request is at the discretion of the division director or designee, who may modify the deadline or request additional details be on the incomplete request form.

Students who fail to complete the course by the agreed upon deadline will receive the grade specified in the incomplete request. Incomplete deadlines may never exceed one year from the date the incomplete grade was issued.

**Appeal and grievance processes**

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

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

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

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

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

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

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

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

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

- If not satisfied with the outcome, the student may appeal the division director’s decision to the dean. The student must appeal within five business days of receiving the division director’s decision.
- To submit an appeal to the Student Issues Committee, the student must forward the original appeal and the division director’s response to Shandra Daniels, who will begin the appeal process with the committee.
- Only the issue appealed to the division director may be appealed; no new issues or complaints may be added.
- The student has the option to request to appeal before the committee.
- The Student Issues Committee makes a recommendation to the dean. The dean’s decision is final.
- The student will be notified by mail of the outcome.

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

More information on ASU grading policies.

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

*Appealing a recommendation for dismissal from program*

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

Steps in the appeal process:

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

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

- ASU Graduate College
- Graduate College Policies and Procedures
- Mary Lou Fulton Teachers College

Student email

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

Harassment

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

Academic integrity

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

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

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

Student Code of Conduct

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

Complete resources regarding policies related to the ASU Student Code of Conduct

Graduate College and graduate student responsibilities

Graduate students are responsible for familiarizing themselves with all university and graduate policies and procedures. Each student should also communicate directly with their academic unit to be clear on its expectations for program completion.
Information is provided to students via My ASU. Students should frequently check their My ASU page for the most up-to-date information regarding their status, holds, items to attend to and other important information.

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

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

Students are responsible for understanding the policies set by the Graduate College. Complete policies and procedures for graduate students can be found on the [Graduate College website](http://education.asu.edu/602-543-6358).
Policies and procedures

Registration and drop/add Policies

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

Complete details regarding registration and course drop/add procedures are provided in the Registration and Tuition Payment Guide.

Enrollment verification guidelines

The University Registrar’s Office will verify student enrollment each semester. Full-time and half-time credit requirements can be found at Enrollment and degree verification.

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

Maximum course load

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

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

Continuous enrollment

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

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

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

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

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

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

Request to maintain continuous enrollment (leave of absence)

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

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

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

Voluntary withdrawal

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

Medical/compassionate withdrawal

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

Maximum time limit to complete degree

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

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

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

MLFTC Office of Student Services

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

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

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

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

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

Academic and professional development resources

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

- Library tutoring and workshops
- Education subject course guide
- Research databases
- Resources for online students library guide

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

Career services
Students are encouraged to explore resources available through the ASU Career and Professional Development Services Office. Services and events offered:

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

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

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

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

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

**Disability Resource Center**
MLFTC is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center. MLFTC encourages admitted students who believe they may need an accommodation to register with the DRC prior to enrolling in the program. [Disability Resource Center website](#)

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

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

**Graduate and Professional Student Association**
[Graduate and Professional Student Association](#)

**Business and Finance Services**

**Parking and transit**
The [ASU Transportation website](#) has complete information about policies and procedures related to parking and transit, including parking passes, public transit and campus shuttle information.
Student Business Services
Student Business Services offers a variety of student account services including tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past-due accounts, third-party sponsorship assistance and Perkins Loan repayment. Student Business Services

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

Campus amenities

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

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

Other departments and services

Provost’s office
The Office of the University Provost provides leadership to all of the university’s campuses and academic programs, fostering excellence in teaching, research and service to the community. Office of the University Provost

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

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