



Mary Lou Fulton
Teachers College
Arizona State
University

*Master of Education in
Elementary Education
(Teacher Certification)*
Student Handbook
Fall 2018

Created July 2, 2018

Table of Contents

Introduction

Purpose of the Handbook

Student Responsibility

- ASU Email
- Student Code of Conduct
- Sexual Harassment
- Academic Integrity
- Graduate Student Responsibilities

Admission

- Application Requirements
- Provisional Acceptance Policy
- Preadmission Credit Policy

Tuition Cost and Financial Aid

- Tuition and Fees
- Federal Financial Aid
- Fellowships and Scholarships

Program Requirements

- Program Requirements
- Culminating Experience
- Satisfactory Academic Progress & Professional Conduct
 - Academic Standards
 - Appeal Policies and Procedures
 - Grievance Policy and Procedure

Policies and Procedures

- Registration and Drop/Add
- Enrollment Verification Guidelines
- Maximum Course Load
- Continuous Enrollment
- Withdrawal Policies and Procedures
- Maximum Time to Complete Degree

Student Support Resources

- MLFTC Office of Student Services
- Academic and Professional Development Resources
- Student Support Services
- Business and Finance Services
- Campus Amenities
- Other Departments and Services

Introduction

MEd in Elementary Education (Teacher Certification)

The Master of Education in Elementary Education program offers the opportunity for students to earn a master's degree and Arizona teacher certification. This program is for those who already have a bachelor's degree in any field and want to become certified to teach grades K-8.

Our Elementary Education program builds strong connections between theory and practice through quality classroom instruction paired with extensive clinical experiences.

Students gain a strong foundation in teaching and content knowledge from experts in the field of education. Mary Lou Fulton Teachers College faculty members actively engage in the educational research community and embed this vital knowledge throughout the program. This connection further empowers our students to engage in their own research through the culminating action research applied project.

A series of clinical experiences or internship placements are designed to assist our students in developing a thorough understanding of teaching and learning as they apply knowledge from their coursework in varied school settings. Individualized guidance through our clinical framework provides our students with the support they need to become effective educators.

The Master of Education in Elementary Education program offers three options for students to earn a master's degree and Arizona teacher certification. In the Masters and Arizona Certification (MAC) on-campus program, students take classes at an ASU campus two nights a week (three nights a week in summer) and are required to do a clinical experience internship one day per week for at least two semesters. During the last semester of the program, students complete a full-time student teaching experience.

The Induction, Master of Education and Arizona Certification (InMAC) program provides an alternative pathway to teacher certification for full-time teachers on a Teaching Intern Certificate.

In the iTeachAZ program (site-based MAC), students take classes and complete all clinical work in a partner school district. This is a daytime program in which students take classes 2 to 3 days per week and complete 3 days of clinical experience internships. In the next-to-last or last semester (depending on start date and program location), students complete a full-time student teaching experience.

Purpose of the Handbook

The objective of this handbook is to provide guidance and information related to admission, degree 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 e-mail. Any updates to this handbook can be found on the program website [by clicking here](#).

Student Responsibility

All students are expected to become familiar with and abide by university and program policies and procedures. This information is available online. Most importantly, you should visit the following websites for policy and procedure information:

- The Graduate College: <https://graduate.asu.edu/>
- Graduate College Policies and Procedures: <https://graduate.asu.edu/policies-procedures>
- Mary Lou Fulton Teachers College: <https://education.asu.edu/>

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

Arizona State University 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.

For further information on ASU's policy on discrimination, harassment, and retaliation, visit <http://www.asu.edu/aad/manuals/acd/acd401.html>.

Academic Integrity

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Arizona State University 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:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Student Code of Conduct

The Student Code of Conduct sets forth the standards of conduct 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 expected to adhere to the [Arizona Board of Regents \(ABOR\) Student Code of Conduct](#)

More information on the Student Code of Conduct can be found by [clicking here](#). In particular, complete resources regarding policies related to Student Code of Conduct are found by [clicking here](#).

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 his/her academic unit to be clear on its expectations for degree completion.

Information is provided to students via MyASU. Students should frequently check their MYASU account 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 across the university. These policies include, but are not limited to:

- Maintaining continuous enrollment
- Completion of the Plan of Study (iPOS)
- 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](#).

Admission

Admission to the MEd in Elementary Education (Teacher Certification) program is offered for the Fall, Spring and Summer semester(s). 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

Masters and Arizona Certification (MAC) Track

Campus Location: Tempe Campus

Number of Credits: 50 Credit Hours – Includes coursework required for Teacher Certification

Start Terms: Fall

Program Fee: \$1000 (\$500 1st and 2nd semester)

Time to Completion: 4 semesters total – includes Fall, Spring, and Summer semesters

Format: Evening Classes, 1 full day Clinical Experience, 1 full semester Student Teaching

Delivery: Courses will take place on campus, and all clinical experience internships (including student teaching) will be conducted at an approved setting within 45 miles of the campus.

Site Based (iTeachAZ) Masters and Arizona Certification (MAC) Track

Locations: Osborn School District – Longview Elementary or

Tolleson Elementary School District – Arizona Desert Elementary

Number of Credits: Osborn (45 Credit Hours); Tolleson (47 Credit Hours) – includes coursework required for Teacher Certification

Start Terms: Osborn (Spring); Tolleson (Summer)

Program Fee: \$1000 (\$500 1st and 2nd semester)

Time to Completion: Osborn (3 semesters total); Tolleson (4 semesters total) – includes Fall, Spring, and Summer semesters

Format: Daytime classes, 3 full days Clinical Experience, 1 full semester of Student Teaching

Delivery: Courses will take place at a designated site within the school district, and all clinical experience internships (including student teaching) will be completed at an approved setting within the school district.

Induction, Masters and Arizona Certification (InMAC) Track

Campus Location: Downtown Phoenix

Number of Credits: 45 Credit Hours – Includes coursework required for Teacher Certification

Start Terms: Fall, or Summer for Teach for America (TFA)

Program Fee: \$1000 (\$500 1st and 2nd semester)

Time to Completion: 4 Semesters (Fall, Spring). Students affiliated with TFA complete the program in 5 semesters.

Format: Evening classes 1 night a week, 4 semesters Apprentice Teaching (full-time teaching position)

Application Deadlines: <http://education.asu.edu/application-deadlines>

(see [Academic Calendar](#) for Session dates)

Contacts

For admission information, please contact gradededucation@asu.edu

Current students, please contact your assigned Academic Success Specialist, listed on your MyASU. If you do not know who your assigned Academic Success Specialist is, please contact the MLFTC Office of Student Services at 602.543.6358 or graduateeducation@asu.edu.

Graduate Admission Requirements

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

- Earned bachelor's degree or higher from a regionally accredited institution in the U.S of the equivalent of a U.S. bachelor's degree from an international institution that is officially recognized by that country.
- Maintain a "B" (3.00 on a 4.00 scale) grade point average (GPA) 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:**
 - Proof of English Proficiency: the following are accepted to meet his requirement
 - Applicants to Master's and Arizona certification (MAC or InMAC) program:
 - TOEFL score of 90 + (Internet Based Test) with scores on the Speaking and Writing portions be in the high "Fair" – "Good" range (22-30)
 - IELTS overall band score of at least 6.5 with Speaking and Writing portions needing to be at least 6.5 (6 = Competent User, 7 = Good User)

Academic Program Admission Requirements – All Program Tracks

In addition to the Graduate Admission requirements, the **MEd in Elementary Education (Teacher Certification)** program requires the following as part of the application:

Personal Statement: that describes the personal and professional goals that motivate you to apply for the MEd in Elementary Education (Teacher Certification) explaining what has led you to this career path and how you will excel as an elementary education teacher in the classroom. The admissions committee pays particular attention to the quality of writing and ideas expressed in the personal statement. Statements should be approximately 500 words (2 pages, double spaced). The statement should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

Three (3) professional references (names, emails, and institution/company) who will submit electronic letters of recommendation. Recommendations should come from 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 – two pages). The resume should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

Copy of the IVP Fingerprint Clearance Card (front & back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. Please visit the DPS site for information on applying for and receiving your IVP fingerprint clearance card: <http://www.azdps.gov/Services/Fingerprint/>

Additional Requirements for InMAC Track Applicants

Program Specific Application Requirements (needed before applying to the program) – the following are requirements specific to the InMAC program:

- A passing score on the [Arizona Educator Exam](#) (AEPA or NES) that corresponds to the applicant's chosen content area (see list of available content areas)
 - **Elementary Education:** NES Elementary Education Subtests I and II (102 and 103)
- Apply for and receive a valid IVP Fingerprint Clearance Card
- Complete an ADE approved SEI endorsement course (please see note on page 2 regarding this requirement)
 - This may be taken through any [ADE approved SEI Endorsement Training](#)
- [Order your official transcripts with your Bachelor's degree conferred.](#) Official transcripts will need to be sent to [Graduate Admissions Services](#) when applying.

Verification of a full-time teaching position in an appropriate K-12 setting aligned with your desired subject area is required after admission to the program and prior to enrolling in the first term.

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

ASU does not provide job placement assistance. **Any potential teaching position is subject to approval from the MLFTC academic program. If a teaching position does not meet the criteria of the program, students will be asked to secure a different position compliant to the program requirements.**

Once the full-time teaching position is secured:

- Complete the InMAC Confirmation of Employment (ICE) Form to serve as proof and to verify your full-time teaching position, signed by your principal and HR department
- A letter of intent to hire can be used for this step; however, the ICE Form must be submitted to start the program

If a teaching position is not verified by July 15th prior to the first fall semester, the student will no longer be eligible for the InMAC program but can still join the Master's and Arizona Certification (MAC) program. Please contact an academic advisor for more information.

Provisional Acceptance Guidelines

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

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

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

Preadmission Credit Policy

With the approval of the degree program and the Graduate College, students may include a maximum of 12 graduate-level credit hours with grades of "B" or better that were not used towards 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](#).

Residency Information for InMAC Track

Students who are teaching full-time and taking courses towards certification are eligible for in-state tuition through the Teacher Waiver, however the students will be deemed a non-resident.

Non-Resident students must complete the Teacher Waiver and receive appropriate documentation in order to receive in-state tuition by the deadlines set by the [Residency Classification office](#). Please see the InMAC advisor in order to obtain the Authorized Signature required on the coursework verification page.

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

Tuition Cost and Financial Aid

Tuition and Fees

Tuition is set by ASU and the Arizona Board of Regents each year. You can see the general tuition and fees schedule by [clicking here](#), 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.

Effective fall 2018, online tuition for resident students will be 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 [Teachers College website](#).

Examples of opportunities available to students include (not exhaustive):

- 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 [by clicking here](#).

Examples of opportunities available to students include (not exhaustive):

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

Financial Aid

Traditional financial aid (loans and grants) are available. For more information on options that may be available to you, please visit [ASU's Financial Aid Office \(https://students.asu.edu/financialaid\)](https://students.asu.edu/financialaid)

ASU Payment Plan

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

AmeriCorps

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

Curriculum and Graduation Requirements

Program Requirements

Students in the **MEd Elementary Education** program complete 33 credits of graduate coursework, including a culminating experience. Coursework required for Teacher Certification is completed in addition to the coursework required for the master's degree, and varies by program track.

Courses in this program are offered in a pre-determined sequence that may include summer terms. Summer enrollment may be necessary to complete program requirements.

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

Course sequences are found on the [Teachers College Graduate Student Success Site](#).

Program of Study (General MAC – Tempe)

1st Semester

EED 511	Curriculum Theory and Instructional Planning	3
EDP 510	Psychology in Education	3
RDG 531	Language and Literacy 1	3
ELL 515*	Structured English Immersion (SEI) Methods	3
EED 567*	Clinical Experience I	<u>1</u>
	Total	13

2nd Semester

EED 524	Social Studies Methods and Assessment	3
EED 537	Mathematics Methods and Assessment	3
RDG 532	Language and Literacy 2	3
EED 529	Science Methods and Assessment	3
EED 576*	Clinical Experience II	<u>1</u>
	Total	13

Summer

ELL 504	Instructional Design for Culturally & Linguistically Diverse Students	3
SPE 524	Effective Classroom Behavior Management	3
EED 521	Instructional Planning for the Diverse Classroom	<u>3</u>
	Total	9

3rd Semester

EED 593	Applied Project	3
EED 578*	Student Teaching in the Elementary School	<u>12</u>
	Total	15

Total for Master's degree 33

Additional required for state certification 17

Total for Program 50

“**” denotes courses outside of the degree program required for certification

Program of Study (Site Based MAC)

Osborn School District (Spring Start)

Spring Semester

EED 521	Instructional Planning for the Diverse Classroom	3
SPE 524	Effective Classroom Behavior Management	3
RDG 531	Language and Literacy 1	3
EED 537	Mathematics Methods and Assessment	3
ELL 504	Instructional Design for Culturally & Linguistically Diverse Students	3
EED 567*	Clinical Experience I	1
EED 576*	Clinical Experience II	<u>1</u>

Total 17

Summer Semester

EED 529	Science Methods and Assessment	3
RDG 532	Language and Literacy 2	3
EED 524	Social Studies Methods and Assessment	3
ELL 515	Structured English Immersion (SEI) Methods	<u>3</u>

Total 12

Fall Semester

EDP 510	Psychology in Education	3
EED 593	Applied Project	3
EED 578*	Student Teaching in the Elementary School	<u>10</u>

Total 16

Total for Master's degree 33

Additional required for state certification 12

Total for Program 45

“*” denotes courses outside of the degree program required for certification

Tolleson School District (Summer Start)

Summer

ELL 515	Structured English Immersion (SEI) Methods	3
ELL 504	Instructional Design for Culturally & Linguistically Diverse	3
EED 521	Instructional Planning for the Diverse Classroom	3
RDG 531	Language and Literacy 1	<u>3</u>
	Total	12

Fall Semester

EED 529	Science Methods and Assessment	3
EED 524	Social Studies Methods and Assessment	3
RDG 532	Language and Literacy 2	3
EED 537	Mathematics Methods and Assessment	3
EED 567*	Clinical Experience I	1
EED 576*	Clinical Experience II	<u>1</u>
	Total	14

Spring Semester

EED 593	Applied Project	3
EED 578*	Student Teaching in the Elementary School	<u>12</u>
	Total	15

Summer Semester

EDP 510	Psychology in Education	3
SPE 524	Effective Classroom Behavior Management	<u>3</u>
	Total	6

Total for Master's degree	33
Additional required for state certification	<u>14</u>
Total for Program	47

“*” denotes courses outside of the degree program required for certification

Program of Study (InMAC Track)

The MEd degree requires students to complete 33 hours including an Applied Project. In order to meet certification requirements students will be required to take additional courses for a total of 45 credit hours.

Courses are held one night per week at the Downtown Phoenix campus. Two consecutive 7.5 week courses are taken the first part of the night. A 15-week course is taken the second part of the night. These courses are hybrid format meaning part in-person and part online; the times listed in the schedule are the times the student will be in the class. The Apprentice Teaching course is fulfilled by the student's full-time teaching position and involves working with an assigned Clinical Instructor who provides observations, feedback, and classroom support.

General InMAC Track

1st Fall

EED 511	Curriculum Theory and Instructional Planning	3
EED 521	Instructional Planning for the Diverse Classroom	3
SPE 524	Effective Classroom Behavior Management	3
EED 579*	Apprentice Teaching	<u>3</u>
	Total	12

1st Spring

EDP 510	Psychology in Education	3
EED 524	Social Studies Methods and Assessment	3
RDG 531	Language and Literacy 1	3
EED 579*	Apprentice Teaching	<u>3</u>
	Total	12

2nd Fall

EED 537	Mathematics Methods and Assessment	3
EED 529	Science Methods and Assessment	3
RDG 532	Language and Literacy 2	3
EED 579*	Apprentice Teaching	<u>3</u>
	Total	12

2nd Spring

ELL 504	Instructional Design for Culturally & Linguistically Diverse Students	3
EED 593	Applied Project	3
EED 579*	Apprentice Teaching	<u>3</u>
	Total	9

PROGRAM TOTAL 45

“*” denotes courses outside of the degree program required for certification

TFA Affiliated InMAC Track

<u>Summer</u>		
EED 521	Instructional Planning for the Diverse Classroom	3
SPE 524	Effective Classroom Behavior Management	<u>3</u>
	Total	6
<u>1st Fall</u>		
EED 511	Curriculum Theory and Instructional Planning	3
EED 579*	Apprentice Teaching	<u>3</u>
	Total	6
<u>1st Spring</u>		
EDP 510	Psychology in Education	3
EED 524	Social Studies Methods and Assessment	3
RDG 531	Language and Literacy 1	3
EED 579*	Apprentice Teaching	<u>3</u>
	Total	12
<u>2nd Fall</u>		
EED 537	Mathematics Methods and Assessment	3
EED 529	Science Methods and Assessment	3
RDG 532	Language and Literacy 2	3
EED 579*	Apprentice Teaching	<u>3</u>
	Total	12
<u>2nd Spring</u>		
ELL 504	Instructional Design for Culturally & Linguistically Diverse Students	3
EED 593	Applied Project	3
EED 579*	Apprentice Teaching	<u>3</u>
	Total	9
	PROGRAM TOTAL	45

“*” denotes courses outside of the degree program required for certification

Culminating Experience

Each student is required to complete an Applied Project. The student will work with his/her instructor to engage in an action research cycle, critically evaluate educational research related to an action research problem, apply educational concepts to professional experience, and reflect on his/her practice to modify and/or improve instruction. The successfully completed Applied Project constitutes the culminating experience for the Master’s Degree.

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

The Interactive Plan of Study (iPOS)

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

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

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

Teacher Certification Information

AZ/US Constitution Requirement

Students have 3 years under a valid teaching certificate to fulfill the Arizona Department of Education requirements for Arizona and U.S. Constitution, except if they are teaching an academic course on History, Government, Social Studies, Citizenship, Law, or Civics then they have 1 year to fulfill the requirement(s). Students may take courses through ASU or a community college or take the Constitutions of the United States and Arizona (33) Arizona Educator Proficiency Assessment (AEPA) exam to fulfill the requirement(s).

Certification Examinations

No exams are required for admission to the program. [Any state required exams must be taken prior to program completion.](#) State required exam information can be found on the [ADE Website](#).

Please note: The NES Assessment of Professional Knowledge test is taken in the second year of the InMAC program since the test is required for provisional certification upon program completion.

Structured English Immersion (SEI)

Students on an intern certificate are required to complete an Arizona Department of Education (ADE) approved 3 semester hour course or a 45 clock hour workshop on Structured English Immersion (SEI). Completion of the SEI requirement must be met before the end of the 1st year of the program unless teaching in an ELD classroom which requires the SEI course to be completed prior to issuance of the intern certificate. **It is highly recommended that students take the required SEI course or workshop prior to beginning the program.**

If you are teaching in a SEI classroom, ADE requires that you have either the SEI, English as a Second Language, or Bilingual endorsement. Therefore, make sure to check with your school district or charter school to determine if your teaching placement is considered a SEI classroom.

ASU offers a SEI endorsement course through the Learning Forever program that will allow the students to meet this requirement. It is offered a couple of times in the Spring semester so students will have in time to apply for the intern certificate or renew their intern certificate. Please visit their website for upcoming dates and more information: <https://sites.google.com/site/bestlearningforever/special-topic-workshops>. The SEI endorsement workshop or course may be taken through any other [ADE approved SEI Endorsement Training](#).

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 Policy. Additionally, students must 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 the Mary Lou Fulton Teachers College (“MLFTC”), students must maintain satisfactory academic progress consisting of both **academic performance** and adherence to the Teachers College **Professionalism Standards**. This policy sets forth the standards and expectations for “satisfactory academic progress” and “good standing” and explains the consequences of failure to meet these standards.

In addition to the policies stated here, students are expected to abide by applicable University and Arizona Board of Regents policies, including the **Student Code of Conduct** (<http://students.asu.edu/srr/code>), 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 student teaching (for certification students). 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** (<http://graduate.asu.edu>) for further information about the ASU Graduate College policies.

The complete, current MLFTC Satisfactory Academic Progress and Professional Conduct (SAPPC) Policy can be found here: <https://education.asu.edu/mymlftc/student-forms-policies>

The below is specific to academic standards for graduate students in MLFTC programs as of **August 2017**, and is not a complete representation of the SAPPC policy found online.

To meet satisfactory academic requirements, graduate students must:

1. Maintain at least a 3.00 in the following GPAs every semester:
 - a. **Plan/Program of Study (iPOS) GPA**. The iPOS GPA is calculated on all courses that appear on the student’s approved iPOS.
 - b. **Overall Graduate GPA**. The overall graduate GPA is calculated on all courses numbered 500 or higher that appear on the transcript, except courses that counted towards 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**. The 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 plan or program of study, including secondary education content area courses. Earning a “W” or “I” grade in more than one course will be considered lack of academic progress. Doctoral students carrying more than three (3) 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” or “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: pass comprehensive exams by the end of the sixth academic-year semester of enrollment; pass a proposal defense by the end of the seventh academic-year semester of enrollment; pass a dissertation final defense by the end of the eleventh academic-year semester of enrollment.

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 who are placed on probation in which the next term requires student teaching will need to meet with his/her advisor to discuss options for the semester. **Please note that 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 (found at <https://graduate.asu.edu/policies-procedures>), as the ASU Graduate Education policies are in addition to the college policies. Pay special attention to the policies regarding GPA, time limit for degree completion, and continuous enrollment.

Deficiencies for graduate students:

1. Plan of Study (iPOS) GPA below 3.00
2. Overall Graduate GPA below 3.00
3. Cumulative GPA below 3.00
4. Earning a grade below a "C" in any required course. Students must repeat a course with a grade below a "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.
5. Earning a grade of "I" or "W" in a required course, or carrying more than three (3) credits of "I" for students in doctoral programs.

Graduate students in certification programs will not be approved for student teaching if they are on Academic Probation. Once a student returns to good standing, s/he can be approved to student teach.

Graduate students who are placed on academic probation may not be permitted to complete culminating experiences (applied project, etc.) until s/he returns to good standing. Doctoral students must be in good academic standing to complete comprehensive exams, or to schedule oral defenses.

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

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

Notice of Concern

The Notice of Concern (NOC) 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.

The following outlines the steps taken in the referral process.

1. The instructor, site coordinator or other university representative discusses concerns with 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 to offer additional support.

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 his/her side of the situation. At the meeting, a Professional Improvement Plan agreement (PIP) is developed with input from the student and college administration. Students on a PIP are placed on a 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 university wide 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 PIP agreement may result in program dismissal.

Pregnancy Leave Policy

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 Executive Director of Student Services in the Mary Lou Fulton Teachers College.

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 (DRC). The Mary Lou Fulton Teachers College 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. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

Incomplete Grade Requests

To be considered for an incomplete (I) grade in a Mary Lou Fulton Teachers College 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 <https://students.asu.edu/forms/incomplete-grade-request> including a deadline for coursework to be completed. The incomplete request is then routed to the Division Director for final approval. Approval of the request is at the discretion of the Division Director or designee, who may modify the deadline or request additional details be on the incomplete request form. Students who fail to complete the course by the agreed upon deadline will receive the grade specified in the incomplete request. Incomplete deadlines may never exceed one year from the date the incomplete grade was issued.

Dismissal from Clinical Experiences (Internship or Student Teaching)

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

In the event a school district requests that a student be dismissed from an internship or student teaching placement for unprofessional or inappropriate behavior, the intern or teacher candidate will be required to attend a meeting with college leadership to discuss the reasons for request for dismissal from the internship or student teaching placement.

If it is determined that the allegations of a violation of unprofessional behavior resulting in the request for dismissal from the school/district are warranted, one or all of the following actions may result. The intern or teacher candidate:

- will be dismissed from the internship or student teaching placement.
- will receive a failing grade (E) for the internship or student teaching course*.
- will not be assigned another internship or student teaching placement during the same semester in which the teacher candidate was assigned a failing grade
- may not withdraw from the internship/clinical experience course or student teaching course. If a withdrawal is processed by the Office of the Registrar, the grade will be administratively changed to an (E).
- must withdraw from all courses that require concurrent enrollment with internship or student teaching, including any applied project courses taken concurrently with student teaching.

If an intern or teacher candidate wishes to appeal the (E) grade, s/he can follow the grade appeal process as outlined on the Teachers College website <http://education.asu.edu> . The first step in the grade appeal process is to meet with the course instructor. Students have 10 business days to appeal a grade. If a teacher candidate wishes to repeat the internship or student teaching and concurrent coursework during the semester following the dismissal, the teacher candidate must show evidence of how s/he plans to resolve the situation or circumstances which resulted in the removal from the internship or student teaching. The teacher or administrator candidate will be required to meet with college leadership to develop a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development.

In the event that the teacher or administrator candidate violates the rules, policies, or procedures for conduct established by the school, district, local education agency, ASU, Teachers College, and/or the law while on a PIP for unprofessional behavior, the intern, teacher/administrator candidate will be **dismissed** from the teacher/administrator program. Teacher or administrator candidates who are dismissed may not petition to continue in their current academic plan, but may be eligible to pursue other non-certification degree options within Teachers College (i.e., Educational Studies, Master's degree without certification) or within other colleges at ASU.

Students enrolled in the Masters with Arizona Teacher Certification (MAC) program who are dismissed from a clinical experience or fail a clinical experience and would like to complete the program without obtaining teacher certification (Master's degree only) must submit a petition to for review. Petitions are reviewed on a case by case basis and not all students will be approved to enroll or continue to be enrolled in MAC coursework. Students approved to remain in the MAC non-certification option will be required to adhere to the same professionalism standards as students enrolled in certification programs. Failure to adhere to these standards will result in dismissal from the Teachers College.

Student Teaching Requirements

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

Academic Requirements:

To be eligible to progress into student teaching, a student must be in good academic standing with the Teachers College and all outstanding courses. Students who have academic deficiencies as outlined above will not be approved to student teach until the deficiencies are completed. For undergraduates this includes: general studies, foundational course requirements, electives major and or minor requirements. For graduate students this includes all requirements that appear on the program and plan of study.

Students who wish to take a course concurrently with student teaching in addition to the courses required during student teaching must submit a petition for review by the Advising Coordinator. The course must be offered in the evening or online and not conflict with student teaching contracted hours.

Essential Functions of Student Teaching or Administrator Internship:

As a credentialing institution of the State of Arizona, our mission is to prepare teachers for service in P-12 school settings. Teachers College students are required to complete multiple clinical experiences (internships and student teaching) in which they must be able to perform the essential functions of teaching. The essential functions required by Teachers College are in the areas of physical capacity, cognitive flexibility, and communication. The ability to perform these essential functions is a requirement for successful completion of the teacher preparation program. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

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

The cognitive demands of internships and student teaching require that teacher candidates master relevant content in all subjects taught in the assigned classroom, use personal modeling to demonstrate performance expectations with precise and correct command of the English language, provide oral and written feedback that is academically focused, frequent, and of high quality, and use content specific instructional strategies that enhance student content knowledge. Student teachers must also be able to provide differentiated instruction to ensure that all children have the opportunity to master what is being taught. In addition, student teachers must maintain emotional control under stress and establish rules for learning and behavior both inside the classroom and on all other areas of the school grounds by monitoring for student safety and behavior. Student Teachers will be evaluated using the TAP Rubric across these essential functions of student teaching. The Tap Rubric can be accessed in the Clinical Experiences Handbook provided at orientation.

The physical, cognitive, and communicative demands described here are representative of those that must be met by interns and student teachers to successfully perform the essential functions of their

assigned clinical experiences. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Special Situations for MAC and InMAC Students:

Intern Certificate (InMAC only):

Students in the InMAC Program are in multiple inter-dependent roles as

- Employees of a school or school district,
- Holders of a Teaching Intern Certificate from the Arizona Department of Education, and
- Graduate students at Arizona State University.

The teaching position requires that the student hold the intern certificate. The intern certificate requires the College certify to the Arizona Department of Education (ADE) that the student is enrolled in a teacher preparation program and in good academic standing. At the completion of the first year, the intern certificate renewal requires a letter from the College certifying that the student has met the requirements set forth by the ADE. InMAC students that are on Academic Probation at the end of the first year will be evaluated on a case-by-case basis to determine if a renewal/extension letter can be issued. At the completion of the second year, only students in good academic standing will be eligible for an Institutional Recommendation (IR) to obtain a provisional teaching certificate.

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

Note: Due to the intensity of program coursework and apprentice teaching, students participating in InMAC are not permitted to enroll in courses outside of the prescribed program of study. Students who are enrolled in courses outside of the InMAC program will not be able to participate in InMAC and will be administratively withdrawn from program courses.

Completion of Student Teaching and Applied Project (MAC and InMAC)

As a part of a MAC or InMAC student's degree requirements, all students must complete an Applied Project course (Secondary: SED 593, Special Education: SPE 593, Elementary Education: EED 593). The purpose of the Applied Project is to act as a culmination of student work throughout the program and to enhance the student teaching experience. As a part of this course, students will begin by formulating a topic that they will be researching with a group of students throughout the entire semester, typically those in their student teaching placement (second internship for SPE MAC) and with their placement school's permission. A grade of a B or better is required to pass the course and graduate from the Master's program.

In those cases in which a student enrolled in an Applied Project course must leave his/her placement, he/she will be required to also withdraw from the Applied Project course. This is necessary as students will no longer have pre-approved access to the students needed to complete the necessary research for the project. Students dropping both courses will still need to maintain the ASU Graduate College Policy of Continuous enrollment, either by completing at least 1 credit of Graduate Level coursework or with an approved Medical/Compassionate Withdrawal for the semester.

Applied Project Retake:

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

Appeal and Grievance Processes

The below policies and procedures are related to various appeal and grievance procedures.

Academic Probation

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

Grade Appeal Procedure

To receive consideration, grade appeals must be submitted to the Course Instructor within **10 business days** of the last date for posting final grades, as noted in the Academic Calendar. The academic calendar is available at <https://students.asu.edu/academic-calendar>.

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 noted in the transcript and the grade the student expected to receive based on the Blackboard gradebook, students must contact the instructor within **10 business days** of the last date for posting final grades and may then follow the appeal process outlined below.

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

1. The instructor erred in calculating points or acknowledging timely submission of assignments;
2. 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);
3. 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. The instructor may amend or supplement the standards and procedures during the course by providing written or oral notice to the entire class.

Step One: 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 attached 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 (5) pages double-spaced.
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.

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 two. Appeals received after 10 business days will not be accepted.

Step Two: Submit grievance to Office of Student Services – If the grievance is not resolved in step one, the student may forward the grade appeal to the Executive Director of Student Services, Erica Mitchell at Erica.Mitchell@asu.edu.

Step Three: Division Director Reviews Grade Appeal – The Executive Director of Student Services (will review the grade appeal and may request additional information if needed. The grade appeal will be forwarded to the Division Director for review. The Division Director will review all information and will notify the student of the outcome.

Step Four: Appeal Decision to the Dean (Student Issues Committee)

- Per University policy, if not satisfied with the outcome, 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 Student Issues Committee, the student must forward the original appeal and the Division Director's response to Shandra.Daniels@asu.edu, 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.
- Student has the option to request to appeal before the committee.
- The Student Issues Committee make a recommendation to the Dean. The Dean's decision is final.
- The student will be notified by mail of the outcome.

It is university 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.

For more information on University grading policies, see <http://catalog.asu.edu/appeal>.

During the time of the appeal, a student may register for courses; however, if the appeal is denied and the student is withdrawn, University 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 ASU Graduate College admits students to graduate study at Arizona State University. Students who fail to make satisfactory academic progress may be involuntarily withdrawn (dismissed) from their academic programs by the ASU Graduate College upon the recommendation of MLFTC. The student has the right to appeal a recommendation for dismissal.

Steps in 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 in Mary Lou Fulton Teachers College Student Issues Committee (Dean's Designee). Petition for Review forms are available in the Mary Lou Fulton Teachers College Office of Student Services on each campus and online at <http://mytc.asu.edu>. Failure to file the appeal within 10 business days of the date of notification will result in an automatic denial of the appeal.

Please refer to the complete MLFTC [complete SAPPC policy guide](#) for the Professional Responsibilities Standards and the Professionalism Rubric.

Policies and Procedures

The below is representative of the most common policies and procedures encountered by students.

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 MyASU 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 for enrollment verification can be found by [clicking here](#).

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

Maximum Course Load

MLFTC provided recommended course sequences for all graduate programs to guide students in their registration each term. Students are encouraged to follow the course sequence for their program, or to discuss any alterations with an academic advisor. Course sequences are developed with program progression and student success in mind.

The Graduate College does not mandate a maximum course load for graduate students. Anything in excess of 18 semester credit hours requires override approval.

Some MLFTC programs restrict the number of credit hours students may take within the academic program. Please see 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 semester 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 Plan of Study, OR
- Be research (592, 792), thesis (599), dissertation (799) or continuing registration (595, 695, 795)
OR
- Be a graduate-level course.

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

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

Request to Maintain Continuous Enrollment (Leave of Absence)

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

Having an approved *Request to Maintain Continuous Enrollment* by Graduate College 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 degree program; the application will be considered alone with all other new applications to the degree program.

A student with a Graduate College approved *Request to Maintain Continuous Enrollment* is not required to pay tuition and/or fees, but in turn 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 degree 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/serious illness of a family member (compassionate withdrawal). To request a medical/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 begins 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 ten-year period. The ten-year period begins with the semester and year of admission to the doctoral program. Graduate courses taken prior to admission that are included on the iPOS must have been completed within three years of the semester and year of admission to the program (previously awarded master’s degrees used on the Plan of Study are exempt).

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

Student Support Resources

MLFTC Office of Student Services

Academic Advising

All graduate students are assigned an academic advisor when admitted to the degree program. Academic advising contact information can be found on MyASU, under “Academic Advising”.

Academic advisors work with students from admission to degree completion and are a main point of contact with the college. Advisors 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 [Teachers College Student Success Site](#) managed by the advising team for general information about programs, processes, and policies that may be specific to the academic program or college.

Contact Information:

Phone: 602-543-6358

Email: graduateeducation@asu.edu

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

Academic and Professional Development Resources

ASU Libraries

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

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

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.

Please visit the [Graduate Academic Support Center website](#) for more details on these services.

Career Services

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

- 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 at ASU have access to dedicated support through success coaches and student services staff. Success Coaches are listed on the student's MyASU along with contact information.

Please visit [the ASU Online website](#) for complete information about these services.

International Student and Scholars Center

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

Please visit the [ASU International Student and Scholars Center website](#) for complete information about these services.

Health Services

ASU Health Services is dedicated to the well-being and educational success of each individual 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.

Please visit the [ASU Health Services](#) for complete information about these 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 of the campus counseling centers, regardless of their college affiliation.

Support is available 24/7. For life threatening emergencies, call 911.

Please visit the [ASU Counseling Services website](#) for complete information regarding these services, including after-hours and weekend support.

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 (DRC). The 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.

Please visit the [Disability Resource Center website](#) for complete information regarding these services.

Veterans and Military Affairs Office

MLFTC values the exceptional contributions of our veterans, and welcomes current and formers of the military and their dependents as students preparing for careers in the education field. You can learn more by [clicking here](#).

The ASU Pat Tillman Veterans Center is available to student veterans and their dependents. Locations are on four campuses and online. Please visit the [Pat Tillman Veterans Center website](#) for complete information about these services.

Graduate and Professional Student Association

Explore the Graduate and Professional Student Association (GPSA) by [clicking here](#).

Business and Finance Services

Parking and Transit

The [ASU Transportation website](#) has complete information about policies and procedures related to parking and transit. This includes 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.

Please visit the [Student Business Services website](#) for complete information on these services and contact information.

ASU Sun Devil Card Services

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

Please visit the [ASU Sun Devil Card Services website](#) for complete information about these services.

Campus Amenities

Housing

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

Please visit the [University Housing website](#) for complete information on these services.

Dining Services

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

Please visit the [Sun Devil Dining website](#) for complete information on these services.

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.

Please visit the [Office of the University Provost website](#) for more information.

IT Help Office

The University Technology Office (UTO) embraces its role as both an enabler and catalyst for advancing the vision and work of the New American University. Students can access the Service Center from the MyASU student portal.

Please visit the [University Technology Office website](#) for more information on these services.

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, please visit [the ASU Safety website](#).
For information related to the ASU police department, please visit the [ASU Police Department website](#).