Educational Policy and Evaluation
PhD Program
Student Handbook
Fall 2018
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Introduction

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

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

Doctoral Program Organizational Structure
The MLTFC Dean, Associate Deans, and Director of the Division of Educational Leadership and Innovation oversee all doctoral programs. In addition, there is an Executive Committee for Ph.D. programs (EC), an EPE Program Committee and an EPE Admissions Committee.

The MLTFC Doctoral Programs EC oversees the doctoral programs and assists in developing policies and procedures. The mission of the EC includes: oversight and policy development for Ph.D. programs and student and program evaluation; creation of a unified intellectual agenda across the Ph.D. programs; admissions policies and procedures; general degree requirements; website development; PR; and space. As one example, the EC does not make personnel decisions, including decisions regarding course teaching. However, the EC has set the policy that courses are not "owned" by individual faculty. The Educational Policy and Evaluation Program Committee (EPE PC) oversees the EPE program including curriculum planning and informal evaluation activities related to programmatic components. For example, the EPE PC maintains an up-to-date understanding of coursework needs within and across student cohorts.

The Educational Policy and Evaluation Admissions Committee (EPE AC) oversees the review of applications and recommendations of applicants. The EPE AC shares detailed information regarding the applicant review process with the EPE faculty and administration. Further details are provided in the Review of Applications and Admissions section below. For current membership of these committees, please contact Tara.Burke@asu.edu.

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. Students will be alerted by email to any changes that occur after the handbook has been published.

Admission Information
Admissions decisions are made after holistic review of all required materials. The EPE Admissions Committee is responsible for recommending a set of students for admission who comprise a qualified and diverse cohort. The application window is September 1 through December 1 annually. Applicants who submit a complete application during this window will be considered for admission to the program for the following academic year. For example, if you apply for admission on October 31, 2018, your application
will be considered for admission to the fall 2019 cohort. Applications are reviewed en masse, typically in December-January. We do not offer a spring nor a summer start to the program. All students are full-time and are employed by ASU as graduate assistants (research and/or teaching) for up to four years. Appointments are renewed annually assuming 1) funds are available and 2) students are making satisfactory program progress each year.

The following qualifications are used in the review of applications:

**Required Qualifications**
- GRE general test scores, taken within 4 years of applying to the EPE program;
- Earned bachelor’s degree from an accredited institution; an earned master’s degree from an accredited institution is strongly preferred;
- Evidence of commitment to begin an innovative program of research that fits within the broad areas of scholarly inquiry in educational policy and evaluation.

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

**Materials Required by ASU Graduate Admission**
- An official ASU Graduate Admission Services Application and fee ([http://www.asu.edu/gradapp](http://www.asu.edu/gradapp))
- Official transcript(s) from each institution where a degree was/will be earned; this includes transcripts from the current institution, if the student is enrolled in a master’s degree program at the time of application.
- English proficiency for international applicants.

**Supplemental Materials Required by MLFTC**
- Graduate Record Examination (GRE) General Test scores: verbal reasoning, quantitative reasoning, and analytical reasoning.
- **Recommendation to the program from three individuals** that include an assessment of your research, analytical, and leadership skills. Recommendations are completed electronically through the Graduate Admission Services Application system after receipt of your Graduate Admission Services Application and fee.
- A statement of purpose (1000 words) in which you describe the fit between your professional aspirations, the program’s focus and expectations, and ASU’s mission. Details about this letter are provided in the application instructions.
- A writing sample written for an academic audience, including a references section (e.g., reprints of articles or papers written for a class).
- A curriculum vitae or resume.

**Application Deadline**
The deadline to apply for admission is December 1 in the year prior to the desired start date. Faculty review all timely, complete applications in December and January; in February, top candidates are invited to visit campus or to otherwise participate in a series of interviews; in March we send notifications regarding status (admit, wait list, deny). Applicants who are offered admission in the spring will begin their program in the fall of that same year. Incomplete applications will not be reviewed by the EPE admissions committee. Complete applications include all materials required by ASU Graduate Admission and all supplemental materials required by MLFTC as described above. This is a full-time program that requires daily involvement in research, teaching, and service for four years. Applications for part-time study and/or incomplete applications will not be reviewed by the admissions committee. US Military personnel have the option of completing the degree in fewer than four years if needed; however please note that the program is structured as a four-year program.

Tips on applying to graduate programs and current application information including forms can be found at the [ASU Graduate Admission](http://www.asu.edu/gradapp) web page.
Campus Visits
The top applicants for the Educational Policy and Evaluation program are invited to visit the ASU-Tempe campus to experience a snapshot of campus life, gain more knowledge on the cutting-edge research underway, meet with staff and potential faculty advisors, and get a glimpse of the Tempe campus and academic life in general. Students who are out of state receive room and board and their airfare within the USA is booked and paid for through ASU’s travel partner. International applicants who reside outside of the US generally are interviewed by a few faculty and by current students via videoconference technology. Please note that MLFTC does not provide nor recommend facilities for videoconferencing to students who reside abroad.

The campus visit is conducted over two to three days in mid-late February each year. Students interact with the PhD committee members, engage with a panel of interdisciplinary researchers conducting research on Educational Policy and Evaluation, attend a luncheon with current doctoral students, tour the campus, and have opportunities to meet individually with EPE faculty (selected in advance by applicants and faculty).

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

Contact
For additional admission information, please email phdeducation@asu.edu.

Tuition Cost and Financial Aid
Graduate Assistantships in the PhD Program in Educational, Policy and Evaluation come with a competitive stipend, tuition remission, student health insurance, and support for participation in professional conferences. A few additional awards will be available for outstanding candidates. Assistantships may be renewed each year, assuming satisfactory progress and availability of funds for up to four years. Students are responsible for any and all fees assessed by MLFTC and by ASU. Please budget $500 per semester to pay for your student fees.

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. MLFTC does not pay for or reimburse students for fees.

Financial Assistance
Financial aid is available through a variety of sources.

Mary Lou Fulton Teachers College Scholarships and Fellowships
MLFTC offers a number of fellowship and scholarship opportunities for students. Information about these opportunities can be found on the Teachers College website.

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 an exhaustive list):

- 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)

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

Travel Awards
Each semester, Mary Lou Fulton Teachers College funds a number of travel grants for doctoral students who are participating in and/or presenting their work at refereed national or international conferences. Doctoral students in general are eligible for one or two refereed conferences per fiscal year, according to the guidelines established below. Applications are accepted quarterly. Please check your email regularly to ensure you are aware of application deadlines and requirements.

The following guidelines apply to fiscal year 2018-19:

<table>
<thead>
<tr>
<th>Travel Guidelines for Doctoral Students in the EPE and EPE Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year Students</strong></td>
</tr>
<tr>
<td><strong>1st Funded Trip</strong></td>
</tr>
<tr>
<td>No presentation required but must establish clear goals; must plan with advisor.</td>
</tr>
<tr>
<td><strong>2nd Funded Trip:</strong> Must be giving a presentation.</td>
</tr>
</tbody>
</table>

Curriculum and Graduation Requirements
Requirements for the PhD degree consist of: 1) the coursework specified in a student's plan of study; 2) successful completion of a comprehensive exam; and 3) successful defense of a dissertation. There is a 10-year time limit for PhD students, starting at the time of admission. All work must be completed within this 10-year period. In addition, there is a 5-year limit between admission to candidacy (see below) and completion of the dissertation defense.

Students begin participating in research during their first semester and continue throughout the four-year program. Students are assigned to work 10 hours a week with their mentor and 10 hours a week with a second faculty member (other equivalent options may be determined) during their first year and thereafter (as appropriate). Assistantships are determined by matching the interests and expertise of the student as closely as possible with appropriate faculty member(s). Through assistantships, coursework, and specialization activities, doctoral students have opportunities to be involved in design and implementation of impactful studies; collection and analysis of data; and writing, presenting, and publishing research reports. See Academic Calendar for general information on academic sessions and university holidays.
Advisement & The Doctoral Committee

All students are assigned a faculty advisor when they enter the PhD program; we aim to match incoming students and faculty based on mutual research interests. In most cases, the faculty advisor will remain the student’s advisor as the student progresses through the PhD program, although students have an option to change advisors if their research interests evolve. The student’s doctoral committee, consisting of at least three members and chaired by the student’s faculty advisor, oversees the preparation and evaluation of the comprehensive examination. Students who wish to change their dissertation committees after their interactive Program of Study (iPOS) is approved must do so through iPOS.

Students who wish to change advisors should first discuss their plans with their faculty advisor. For detailed directions regarding changing one’s advisor, please reach out to your program’s professional academic advisor.

Curriculum

The EPE PhD consists of a minimum 84 credit hours earned beyond the bachelor’s degree. Students can use a block of 30 credits from a previously awarded master’s degree toward the 84 credit hours. Of the 84 hours required to earn the PhD, 54 must be earned at ASU. Of the 54 hours earned at ASU, 18 must be earned in dissertation and research, 15 hours will be earned by policy studies core courses, 12 hours through research methods, and 9 hours through specialty studies. With approval of the Program Committee Chair, students can also receive credit for a maximum of 12 credits not used in any previous degree program as part of the PhD required credits, if they can prove by a plan of study (POS) that the 12 additional credits were not required for their master’s degree. Students who withdraw from a master’s degree in order to enter the PhD program will only be allowed to transfer 12 credits. The program of study for a student who enters the PhD program with a master’s degree is outlined below.

Program Flow

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Description</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Proseminar in Educational Policy I</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Introduction to Qualitative Research</td>
</tr>
<tr>
<td>Flex Course\ choose one</td>
<td>Specialization course or an advanced research methods course</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Research Assistantship (20 hrs)</td>
</tr>
<tr>
<td>Minimum suggested credits in fall year 1</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Description</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Proseminar in Educational Policy II</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Introduction to Data Analysis (statistics)</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Research Design</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Research Assistantship (20 hrs)</td>
</tr>
<tr>
<td>Minimum suggested credits in spring year 1</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Description</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Proseminar in Program Evaluation I</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Specialization course or an advanced research methods course</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Specialization course or an advanced research methods course</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Field-based Internship and/or Research Assistantship (20 hrs total)</td>
</tr>
<tr>
<td>Minimum suggested credits in fall year 2</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>FALL SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>Description</td>
</tr>
<tr>
<td>Core Course required</td>
<td>Proseminar in Program Evaluation II</td>
</tr>
<tr>
<td>Flex Course\ choose one</td>
<td>Specialization course or an advanced research methods course</td>
</tr>
<tr>
<td>Flex Course\ choose one</td>
<td>Specialization course or an advanced research methods course</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Field-based Internship and/or Research Assistantship (20 hrs total)</td>
</tr>
<tr>
<td>Complete the Interactive Program of Study (iPOS) via MyASU and select a Dissertation Committee</td>
<td>n/a</td>
</tr>
<tr>
<td>Minimum suggested credits in spring year 2</td>
<td>9</td>
</tr>
</tbody>
</table>

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

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

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

**Pro-Seminar in Education Policy II**
This is the second half of a year-long pro-seminar introducing PhD students to education policy analysis. Students will continue to learn about different approaches to policy analysis and its relationship to policy making with a strong focus on public policy.

### Specialty Studies (9 hours)
Students will complete at least 9 semester hours in an area of specialization. Possible areas of specialization include but are not limited to: a) American Indian education; b) comparative international and global education; c) economics and finance of education; d) higher and postsecondary education; e) language policy and linguistic diversity; f) Latinx education; g) research, evaluation, and assessment methods; h) science, technology, engineering, and mathematics (STEM); i) sociocultural foundations of education. Students will work with their advisors to select courses and other experiences that are appropriate for their areas of specialization.

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

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**YEAR 3**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Research required</td>
<td>792 Research or an advanced research methods course</td>
</tr>
<tr>
<td>Elective optional</td>
<td>Optional elective, independent study, or research hours as needed to fulfill Graduate Assistantship (TA/RA) requirement of 6 credits</td>
</tr>
<tr>
<td>Scholarship or Practice</td>
<td>Teaching Assistantship/Research Assistantship (20 hrs)</td>
</tr>
<tr>
<td>Comprehensive Examinations</td>
<td>Oral and written components</td>
</tr>
<tr>
<td>Minimum suggested* credits in fall year 3</td>
<td>3</td>
</tr>
</tbody>
</table>

**YEAR 4**

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPERIENCE</strong></td>
<td><strong>TITLE</strong></td>
</tr>
<tr>
<td>Dissertation</td>
<td>799 Dissertation</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Research Assistantship (20 hrs)</td>
</tr>
<tr>
<td>Job Search Activities</td>
<td>Workshops, brown bags, interviews, etc.</td>
</tr>
<tr>
<td>Culminating Experience</td>
<td>Dissertation Defense</td>
</tr>
</tbody>
</table>

| Total required program credits (9x+9x+5+3+3x+6+6) | 54 |

*Minimum of 9 specialization credits and 6 advanced research credits required; students are not limited to didactic coursework, but rather are encouraged to seek out a mix of educational experiences (study abroad, independent study, research, etc.) Students may serve as a Teaching Assistant for 10 hours (15 FTE) during one or two semesters. The remaining 10 hours of the Graduate Assistantship (5 FTE total) during the semester are spent in a Research Assistantship (15 FTE).

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

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experience with their Faculty Advisor. A student and Faculty Advisor may negotiate to allow the student to commit 20 hours per week to just traditional RA research experiences in lieu of the internship.

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

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

**EPE Doctoral Comprehensive Exam Procedures**
The comprehensive exam for the PhD in Educational Policy and Evaluation (EPE) is designed to assess a doctoral student’s mastery of a particular field of study or specialization, and the theoretical, methodological, historical, and pedagogical domains included within the interdisciplinary EPE focus.

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

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

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

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

The comprehensive exam in EPE will be created and approved in consultation with the committee Chair, committee members, and doctoral student. The comprehensive exam should be a set of questions (3 to 4 questions) for the purpose of demonstrating a doctoral student’s breadth of knowledge in their specialization field. One of these questions should be an in-depth review of the literature relating to their dissertation topic. Other questions should address topics such as the history of the field, current areas of research and their importance to the field, current and past theoretical frameworks and the contribution of these frameworks to the development of knowledge in the field, major curriculum movements, and methodological approaches used currently and in the past. The questions should require both synthesis and analysis.

The Chair of the committee will solicit suggestions from the committee members for possible questions. Completed answers should be focused and succinct with each response typically in the range of 10-25 pages. The student may negotiate with his or her committee to answer all or a portion of the
comprehensive exam in one or more examination sessions at ASU or take them home to be answered. A set period of time (approximately 6-8 weeks) will be established for take-home questions to be completed and a date to be set for any sit-down experiences. As per Graduate College Policies, all work submitted must be the original work of the student with no outside help (see guidelines in Graduate Handbook).

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

**Comprehensive Exam Requirements (From the Graduate Catalog)**

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

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

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

- At least one semester hour of credit that appears on the *Plan of Study*; OR
- At least one semester hour of appropriate graduate-level credit, for example: Research (792), Dissertation (799), or Continuing Registration (795); OR
- At least one hour of a graduate-level course.

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

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

**Dissertation**

**Dissertation Committee**

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

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

Dissertation Proposal and Defense
Most dissertation proposals include a statement of the research problem, a review of the relevant
research literature, an overview of the conceptual framework(s) guiding the study, and a description of the
proposed research methods. Students must submit their completed dissertation proposals to their full
committee approximately three (3) weeks before the proposal defense. After the hearing, the student
should submit the results to Graduate College.

Admission to Candidacy
After passing the comprehensive examination and successfully defending the dissertation proposal, the
student is notified by the University Registrar that she/he has been admitted to candidacy. PhD students
who have advanced to candidacy are required to maintain continuous enrollment (at least one credit hour
per semester) until all degree requirements have been completed.

The Dissertation
The dissertation is a written study through which the PhD candidate demonstrates expertise in research
and scholarship in the area of education policy and evaluation. The dissertation should make an original
contribution to knowledge and be publishable as a book or monograph or article(s) in scholarly journals.
Copies of the dissertation must be distributed to members of the dissertation committee at least three (3)
weeks before the final oral examination. The dissertation must be approved for defense by the
dissertation committee before a recommendation is made to Graduate College to authorize an oral
examination in defense of the dissertation.

Students who wish to graduate in a specific semester must be enrolled for at least one semester hour of
credit that appears on the Plan of Study or one hour of appropriate graduate-level credit (such as
Continuing Registration) during the semester (including summer session) in which they defend the
dissertation. Students must also meet all Graduate College deadlines for graduation.

Oral Examination in Defense of the Dissertation
The PhD candidate must take the final oral examination in defense of the dissertation within five years of
passing the comprehensive examination. Students are not eligible to defend their dissertations until all
other milestone events (e.g., comprehensive exam, successful proposal defense) are completed and
reported to Graduate College via the iPOS. Faculty advisors are to email the academic advisor when a
milestone has been reached, and the academic advisor enters this information into the iPOS.
The defense draft of the dissertation must be approved by the student’s committee and formatted
according to Graduate College guidelines. Graduate College provides a tool that assists students in
formatting the preliminary pages of their documents, fixing the margins, and setting pagination.
Guidelines for the dissertation format can be obtained by downloading a copy of the Format Manual. The
student must schedule the defense using the interactive form on My ASU and submit the defense draft of
the dissertation to gradformat@asu.edu within ten (10) working days before the oral defense.
Dissertation defenses may be cancelled if students do not submit their formatted documents to Graduate College by the deadline indicated on the online form. Dissertation defenses cannot be conducted during the week immediately prior to graduation. Once the dissertation defense is scheduled, Graduate College will email the Pass/Fail form to the committee.

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

A student is ready to graduate once the oral examination in defense of the dissertation has been passed, and the dissertation is approved in writing on the Pass/Fail form by the student’s dissertation committee.

**Student Evaluation**
If the student fails to make satisfactory academic progress, they may be placed on probation and/or recommended for dismissal (see Satisfactory Progress section).

**PhD Annual Review Process**
The Doctoral Executive Committee initiated a simplified annual review process beginning in 2016, in which students are to submit to their faculty advisor their updated curriculum vitae and their unofficial ASU transcript.

**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/](https://graduate.asu.edu/)
- Graduate College Policies and Procedures: [https://graduate.asu.edu/policies-procedures](https://graduate.asu.edu/policies-procedures)
- Mary Lou Fulton Teachers College: [https://education.asu.edu/](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](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 (see EPE Plagiarism Policy below).
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

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

**Student Code of Conduct**
The 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.

**MLFTC 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 (click, then scroll down to bottom of web page):
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.
   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. 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 to 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 faculty advisor/chair, course 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 with 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. 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](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.

**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](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.

Policies and Procedures

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

Registration, Drop/Add, Continuous Enrollment

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.

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 (program flow) 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 when students officially withdraw from a course after the drop/add period. “X” grades are received for audit credit.

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

**Request to Maintain Continuous Enrollment (Leave of Absence)**

Graduate students planning to discontinue registration for a semester or more must submit a Request to Maintain Continuous Enrollment form. This request must be submitted and approved before the anticipated semester of 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:** Graduate College requires that 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).

MLFTC requires that PhD students (EPE and LLT) must: pass comprehensive exams by the end of the sixth academic-year semester of enrollment; pass a proposal defense by the end of the seventh academic-year semester of enrollment; pass a dissertation final defense by the end of the eleventh academic year semester of enrollment.

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

**Student Support Resources**

**MLFTC Office of Student Services**

**Academic Advising**

All graduate students are assigned an academic 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.

**Contact Information:**

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

Students can expect a response from a professional, staff 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 and ask to be connected with any available graduate professional, staff 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**

**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. In addition ASU's [Counselor Training Center](#) in nearby Payne Hall offers low-cost, weekly counseling for staff, students, faculty, and community members.

**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 former members 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 causal 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.
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](#).

**Appendix I– Menu of Methods Courses Across the University**

**College of Liberal Arts and Sciences**

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

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

**College of Public Programs**

**School of Criminology and Criminal Justice**
- CRJ 604: Advanced Statistical Analysis
- CRJ: 605: Quantitative Methods
- CRJ 503: Research Methods
- CRJ 503: Research Methods

**School of Public Affairs**
- PAF 573: Advanced Regression
- PAF 501: Public Service Research I
- PAF 502: Public Service Research II
- PAF 505: Public Policy Analysis
- PAF 540: Advanced Policy Analysis
- PAF 541: Program Evaluation
- PAF 610: Advanced Qualitative Methods
- PAF 541: Program Evaluation
College of Liberal Arts and Sciences
School of Politics and Global Studies
POS 604: Polimetrics II
POS 603: Polimetrics

New College of Interdisciplinary Arts and Sciences – Dean, New Interdisciplinary Arts and Sciences
PSY 515: Quantitative Research I
PSY 530: Intermed Statistics
PSY 532: Analysis of Multivariate Data
PSY 534: Psychometric Methods
PSY 531: Multilevel Modeling
PSY 555: Exper/Quasi-Experiment Designs
PSY 591: Regression Graphics
PSY 591: Appl Research Industr/Org Psych