Learning, Literacies and Technologies PhD Program
Student Handbook
Fall 2018
Table of Contents

- **Introduction**
  - Mission Statement
  - Doctoral Program Organizational Structure
  - Purpose of the Handbook

- **Admission Information**
  - Required Qualifications
  - Desired Qualifications
  - Materials Required by ASU Graduate Admission
  - Supplemental Materials Required by MLFTC LLT
  - Application Deadline
  - Review of Applications and Admissions
  - Campus Visits

- **Tuition Cost and Financial Aid**
  - Tuition and Fees
  - Financial Assistance
  - Travel Awards

- **Curriculum and Graduation Requirements**
  - Advisement and The Program Committee
  - Curriculum
  - Comprehensive Examination Guidelines
  - Dissertation Proposal (Prospectus) Procedures
  - Candidacy
  - Dissertation

- **Student Evaluation**
  - PhD Annual Review Process
  - LLT Second-Year Review

- **Student Responsibility**
  - Graduate College and Graduate Student Responsibilities
  - MLFTC Satisfactory Academic Progress and Professional Conduct Policy
  - Appeal and Grievance Process

- **Policies and Procedures**
  - Registration, Drop/Add, & Continuous Enrollment

- **Student Support Resources**
  - MLFTC Office of Student Services
  - Academic and Professional Development Resources
  - Student Support Services

- **Business and Finance Services**
  - Parking and Transit
  - Campus Amenities
  - Other Departments and Services

- **Appendix I: Student Outcome Goals and Expectations for Faculty**
- **Appendix II– Menu of Methods Courses Across the University**
Introduction

Mission Statement
The PhD Program in Learning, Literacies and Technologies (LLT) is designed in accordance with the principles of the New American University to prepare scholars who will address socially significant educational programs and transform pre-K-20 educational programs through rigorous research and educational interventions. Graduates rely on interdisciplinary theoretical and methodological perspectives to engage, influence, and transform educational institutions and their practices.

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 MLFTC Dean and the Director of the Division of Educational Leadership and Innovation oversee all doctoral programs. In addition, there is an Executive Committee for Doctoral Programs (EC), an LLT Program Committee and an LLT Admissions Committee.

The Learning, Literacies and Technologies Program Committee (LLT PC) oversees the LLT program including overall curriculum planning and informal evaluation activities related to programmatic components. The LLT PC includes three student members from cohorts in their second, third and fourth program years, and all students are encouraged to share suggestions with any of the PC members.

The Learning, Literacies and Technologies Admissions Committee (LLT AC) oversees the review and admissions recommendations of applicants. The LLT AC will share detailed information regarding the applicant review process with the LLT faculty and administration. Potential faculty advisors are also involved in reviewing student applications and interviewing candidates.

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 LLT Admissions Committee is responsible for recommending a set of students for admission who comprise a varied 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. 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 LLT program;
- Earned Master’s degree from an accredited institution;
- Evidence of commitment to begin an innovative program of research that fits within the broad areas of scholarly inquiry in learning, literacies and technologies;
- Evidence of strong ability to write in English for an academic audience.
Desired Qualifications

- Experience as a researcher in education or related field, and/or experience working in interdisciplinary projects or programs linked to learning, literacies and/or technologies;
- An emerging record of scholarly work (e.g., conference presentations, publications);
- At least 3 years of classroom teaching experience is strongly preferred if the student’s personal statement indicates an interest in teacher education faculty positions; students lacking this background may find it difficult to secure a tenure-line faculty position in teacher education upon degree completion.

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

Materials Required by ASU Graduate Admission

- An official ASU Graduate Admission Services Application and fee (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 and the program’s focus and expectations. 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 LLT 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 web page.

Campus Visits

The top applicants for the Learning, Literacies and Technologies 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 Learning, Literacies and Technologies, attend a luncheon with current doctoral students, tour the campus, and have opportunities to meet individually with LLT faculty (selected in advance by applicants and faculty).

**Application Deadlines:** See [http://education.asu.edu/application-deadlines](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 Learning, Literacies & Technologies come with a competitive stipend, tuition remission, student health insurance, and support for participation in professional conferences. A few additional awards are 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](https://students.asu.edu/financialaid).

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](https://education.asu.edu/).

**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 will apply for fiscal year 2018-19:

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

Curriculum and Graduation Requirements
Academic study and research in the LLT program focuses on the nature of human learning and literacies across diverse learners and contexts, the use of technologies to support learning, the design of learning environments, and the conditions under which learning occurs.

As future researchers, leaders, and teacher educators, students develop general areas of emphasis and a specific and formal specialization(s) together with their major professor and doctoral committee members. The goal of coupling broad interdisciplinary understanding and mastery within a specialized area is to enable LLT graduates to work at the cutting edges of high impact educational research, leading the way to innovation and exploration of the new technologies and literacies for learning.

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 faculty advisor, please reach out to your program’s professional academic advisor.

Curriculum
The LLT PhD requires a minimum of 55 credits earned beyond the master’s degree. Program curriculum includes four required components: the inquiry strand (research methods courses), the specialization strand (courses relevant to the specialization, professional activities, and other elements), scholarly practices seminars, and interdisciplinary seminars. The inquiry and specialization strands mutually reinforce a programmatic commitment to productive interdisciplinary scholarship. LLT doctoral students must develop expertise in specialized sub-areas of education, while at the same time acquiring expertise in the production of interdisciplinary scholarship. Strong disciplinary knowledge is a critical component of interdisciplinary collaborations, and will lead to productive interdisciplinary partnerships both during and after the LLT program.

Program Flow
The LLT program flow was designed to maximize student apprenticeship opportunities and minimize core coursework. An overview of the program flow is represented below. It should be noted, however, that the LLT program requirements remain open to further discussion and revision over time. Students should work with their faculty advisor to select appropriate inquiry and specialization courses. Note that graduate assistants must carry a minimum of six credits per semester to maintain their assistantship. Therefore, most students will earn more than the minimum number of credits required to complete the degree, which is 55 credits beyond the master’s degree.
### Learning, Literacies and Technologies PhD Program Flow

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td><strong>Description</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Core Course required</td>
<td>Transdisciplinary Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>Inquiry Course required</td>
<td>Introduction to Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>Inquiry Course required</td>
<td>Introduction to Quantitative Research Design and Method</td>
<td>3</td>
</tr>
<tr>
<td>Specialization Strand recommended</td>
<td>Didactic course, seminar, internship, independent study, or research</td>
<td>3</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Research Assistantship (10 hrs minimum) and/or Fellowship</td>
<td>n/a</td>
</tr>
<tr>
<td>Minimum suggested credits in fall year 1</td>
<td>9</td>
<td>Minimum suggested credits in spring year 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td><strong>Description</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>SPS Course required</td>
<td>Proposal Writing</td>
<td>2</td>
</tr>
<tr>
<td>Specialization Strand(^3)</td>
<td>Didactic course, seminar, internship, independent study, or research</td>
<td>6-9</td>
</tr>
<tr>
<td>Inquiry Course recommended(^2)</td>
<td>An advanced research methods course</td>
<td>3</td>
</tr>
<tr>
<td>Scholarship/Practice(^3)</td>
<td>Research/Teaching Assistantship (20 hrs (\text{full}))</td>
<td>n/a</td>
</tr>
<tr>
<td>Minimum suggested credits in fall year 2</td>
<td>11</td>
<td>Complete the interactive Program of Study (IPoS) via MyASU, select a Dissertation Committee, Second Year Review</td>
</tr>
</tbody>
</table>

\(^1\)Minimum of 15 specialization credits required, students are not limited to didactic coursework, but rather are encouraged to seek out alternative experiences (study abroad, independent study, research, etc.)\(^2\)Minimum of 12 research inquiry credits required. Students serve as a teaching assistant for 30 hours (\(\frac{2}{3}\) FTE) during one or more semesters. The remaining 10 hours of the graduate assistantship (\(\frac{2}{3}\) FTE total) during the semester are spent in a research assistantship (\(\frac{2}{3}\) FTE). Graduate assistants are required to carry a minimum of 6 credits per semester per Graduate College. Some ASU/MUP/FTC scholarships may require students to enroll in higher minimums. It is incumbent on the student to enroll in additional units of credits or to reject the scholarship in this case.

### 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>SPS Course required</td>
<td>College Teaching Internship</td>
</tr>
<tr>
<td>Specialization Strand(^3) as needed</td>
<td>Didactic course, seminar, internship, independent study, or research</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/Practice(^3)</td>
<td>Research/Teaching Assistantship (20 hrs (\text{full}))</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>1</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>Description</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>Minimum suggested credits in fall year 4</td>
<td>6</td>
</tr>
</tbody>
</table>

\(^3\)Minimum of 15 specialization credits required, students are not limited to didactic coursework, but rather are encouraged to seek out alternative experiences (study abroad, independent study, research, etc.)\(^4\)Minimum of 12 research inquiry credits required. Students serve as a teaching assistant for 30 hours (\(\frac{2}{3}\) FTE) during one or more semesters. The remaining 10 hours of the graduate assistantship (\(\frac{2}{3}\) FTE total) during the semester are spent in a research assistantship (\(\frac{2}{3}\) FTE). Graduate assistants are required to carry a minimum of 6 credits per semester per Graduate College. Some ASU/MUP/FTC scholarships may require students to enroll in higher minimums. It is incumbent on the student to enroll in additional units of credits or to reject the scholarship in this case.

Key:
- Required core content coursework (6 credits total)
- Scholarly Practices Seminars (SPS) (5-8 credits total)
- Required inquiry coursework (12 credits total)
- Helps satisfy specialization requirement (15 credits total)
- Dissertation preparation component (14 credits total)
- Helps satisfy supervised research requirement (1500 clock hours in program)
Transdisciplinary Seminars
All students are required to enroll in the Transdisciplinary seminars in the fall and spring of their first year in the program. The overall goal of the Transdisciplinary seminars is to study, understand, and learn the skills needed to investigate complex problems in a transdisciplinary fashion, simultaneously approaching the problem from multiple theoretical perspectives, methodological practices, and disciplines.

Transdisciplinary seminar 1
Given the complex problems that exist in the today’s modern society scholars are required to have transdisciplinary skills and knowledge to investigate these challenges from multiple perspectives. This is the first of the two-course sequence designed to guide PhD students to study, understand, and solve multiple aspects of “grand challenges” in education and other fields that require views and expertise from multiple theoretical perspectives, methodological practices, and disciplines. This course provides students with needed knowledge, direction, models, methodologies, and the inclination to conduct their own transdisciplinary research and work through grand challenges. The course deals with the nature of academics as a profession in which there have been major changes over the last couple of decades, with much more change to come. This course will address how knowledge is constructed, contested, and assessed in our contemporary high-tech, high-risk, fluid, and ideologically divided world. A variety of instructional methods are used in this course including reading and discussion, cooperative class activities, and student presentations.

Transdisciplinary seminar 2
This is the second of the two-course sequence designed to guide PhD students to study, understand, and solve multiple aspects of the problem area in a transdisciplinary fashion, approaching the problem from multiple theoretical perspectives, methodological practices, and disciplines. The intent of this courses is to provide students with needed knowledge, direction, models, and the inclination to conduct their own transdisciplinary research. Students are asked to design a transdisciplinary study within the context of their community of practice (e.g., special education, reading, or technology) or primary discipline (e.g., anthropology, education, psychology). Students are expected to describe theories (at all levels) guiding their study and its methods and results. This course introduces students to the practice of conducting transdisciplinary research as a means for addressing complex inquiry spaces and solving grand problems involving learning and education.

Scholarly Practices Seminars (SPS)
This Scholarly Practices Seminar (SPS) series focuses on technical aspects in the education of researchers, including many aspects not formally addressed in traditional doctoral coursework. The series includes three seminars that vary from 1 to 3 credits. Each develops a distinctive use-oriented emphasis in which students engage in learning and using key tools for researchers. The seminars cover the following topics: Academic Writing, Proposal Writing, and College Teaching.

Inquiry Strand
The Inquiry Strand offers foundational knowledge of and skills in research methods, primarily through coursework. Students are required to enroll in at least four inquiry courses. However, students may take more inquiry courses, depending on their interests and specialization plans. The decision about advanced coursework will be made on an individual basis, taking into account students’ background and expertise. A list of potential courses from around the university is available to help with this choice (see Appendix II– Menu of Methods Courses Across the University). Analysis of Variance, Regression, Discourse Analysis, Meta-analysis, and Narrative Inquiry are examples of advanced research methods courses that can be taken to develop further expertise through the Specialization strand.

Specialization Strand
The Specialization Strand in the LLT doctoral program is essential to meeting program commitments for preparing students to engage in productive interdisciplinary scholarship. Among the multiple outcome goals for students in the LLT program are deep specialization knowledge and a solid interdisciplinary base in content and theory; understanding of what a discipline is, including its discourse, communities, visions, and how it operates; understanding of how disciplines contribute to interdisciplinary work; and a graduation profile that makes them competitive for “Research 1” positions in their specialization/discipline and for interdisciplinary work (see Appendix I: Student Outcome Goals and Expectations for Faculty).

The Specialization Strand aims to support students’ identification and development of their research agendas. Students are expected to specialize in 1-2 areas linked to learning, literacies and technologies or any combination of these
domains. The specialization strand should build on the other components of the program curriculum (seminars, inquiry courses) so that students deepen their expertise in their chosen areas of specialization. As described in the next section, each LLT student must complete a Specialization plan in order to fulfill the Specialization Strand of the LLT doctoral program. The following principles provide general guidance for developing a doctoral student’s specialization plan:

1. Students may develop one or more specializations, but each must be separately planned and clearly earned.
2. A Specialization plan must include a minimum total of 15 hours of credit. Courses and other elements of the specialization may be counted toward more than one specialization as appropriate.
3. The LLT program committee reserves the right to review and approve Specialization plans in order to ensure continuity across advisors, students, and ultimately LLT program cohorts.
4. The doctoral student’s advisor and dissertation committee will determine when a specialization has been clearly earned.
5. Determining the elements of a doctoral student’s Specialization plan will be done collaboratively by the student and the faculty advisor; the Specialization is tailored to the student’s career goals and involves multiple pathways to becoming knowledgeable and capable in a specialization(s).
6. The Specialization is not to be anchored solely around coursework. Credit hours and additional elements of the Specialization can be attained from multiple activities as indicated (such as research assistantships, research groups, independent studies, service in relevant professional organizations, internships, and so on).
7. Course work and other elements of the Specialization can be taken or conducted both within and without MLFTC.
8. The LLT PC will evaluate the efficacy of the guidelines for Specializations annually, using feedback from both faculty and advisors, and revise as appropriate.

As these guidelines indicate, the LLT approach to developing specializations challenges the assumption that coursework are the only resources available to become a specialist. Faculty advise students to pursue various opportunities that lead to specialization that might include courses on particular topics, research groups focused on a specific theme/topic, independent studies with faculty that have specific skills/expertise, research assistantships with a faculty member, center, or research team, internships with a distinct focus, etc.

Specialization Plan
In order for students to earn the distinction of a specialization in the LLT program, clear and explicit criteria must be clearly evident and robust so that graduates can compete for interdisciplinary positions and/or positions related to this specialization. It is the responsibility of the student and the student’s doctoral advisor to design and enact a Specialization plan (another faculty may be consulted as appropriate). The initial Specialization plan will be developed during the second semester of the doctoral program and updated each spring semester the student is in the program. Each student’s Specialization plan will have unique components, including components that may not be covered here. Required and suggested components are described next.

A student’s Specialization plan must include development of knowledge and abilities in the Specialization beyond what is possible through coursework. Achieving the Specialization will be determined by an individualized combination of the components that follow; at the same time, additional components may be proposed to the LLT Program Committee by the student and advisor. The range and variation of specialization plans that advisors and other mentors will support, coupled with the broader scope of specialization activities (i.e., means that do not necessarily align with traditional measures such as SCHs), requires LLT program faculty to continuously explore how their varied contributions to specialization plans can be meaningfully and appropriately recognized.

Enactment of a Specialization

1. **Coursework**, Independent Studies, and Reading Seminars. Courses may be taken in and outside of MLFTC. Within MLFTC, faculty and administrators need to determine and facilitate doctoral seminars to be offered within the LLT program depending upon specialization needs of student cohorts, faculty recommendations for coursework, enrollment and other issues. Assessing and maintaining an up-to-date understanding of coursework needs within and across student cohorts will be the responsibility of the Program Committee and a Doctoral Curriculum Committee. The Curriculum Committee will develop a set of procedures and strategies to gather systematically the necessary input and make coursework recommendations to the Division Director. These procedures might include, among others, a call for seminars to the faculty; seminar/course proposals will have to be grounded in evidence of student needs and recruitment plans to meet requirements. In addition, doctoral students are responsible for investigating additional coursework options relevant to their specialty and sharing these options with their advisor. Independent studies and/or reading groups with faculty members who have specific skills/expertise may also...
contribute to the development of a Specialization. The Specialization will be created by the student in consultation with their advisor, determining specific outcomes/products to be achieved in the independent study, submitting a statement of expected outcomes as a part of the Specialization plan, and updating the annual Specialization plan as appropriate.

2. **Apprenticeship practices and experiences.** Meaningful development of knowledge and abilities related to the Specialization can occur through apprenticeships including, but not limited to, those listed below. Students are responsible, in consultation with their advisors, for determining specific outcomes/products to be achieved in apprenticeship experiences for submitting a statement of expected outcomes as a part of the Specialization plan, and for updating the annual Specialization plan report as necessary.

   a. **Internships.** Students may complete internships with distinct foci. Students and faculty advisors may propose specific internship experiences and sites. A list of potential sites for consideration is also available on Blackboard. Students will accrue appropriate credits for internships.

   b. **Research groups or other.** Students may participate in year-long research groups run by LLT faculty that allow them to develop skills and abilities related to their Specialization. The EC will generate parameters for these groups, including student and faculty assessments. Students will accrue no more than 3 credits for each research group.

   c. **Substantive involvement in research/professional organizations.** Membership in and attendance at meetings and workshops of research/professional organizations related to the student Specialization will serve as apprenticeship experiences that can deepen knowledge and abilities related to the Specialization. Other experiences include service in associations' committees, leadership positions, task forces, and initiatives. Organization meetings to be targeted will be determined by the student and the advisor.

   d. **Research, Presentations, and Publications.** Doctoral students will also be able to identify a developed Specialization by authoring or co-authoring: chapters, research papers for publication, conference presentations, or other appropriate scholarly documents. These may or may not be related to the apprenticeship described or to the credit hours for Research. Further the culminating activity of the program is a doctoral dissertation, a substantial work of scholarship that makes an original contribution in the student’s area of specialization.

3. **Teaching.** Successful teaching (face-to-face, online, or hybrid) in the area of Specialization will also allow students to establish knowledge and abilities related to the Specialization. The Division Director and the LLT PC will provide guidelines for teaching assignments and the support systems available to doctoral students during these assignments. See the online LLT information repository for related documents.

4. **Service.** Service to the field is also an important element in demonstrating a Specialization. Appropriate service that deepens development of a Specialization may include, but is not limited to: evaluation of manuscripts submitted to journals for publication or assisting a journal editor; review of conference and grant proposals; office, committee membership, or other active participation in a professional organization at the local state or national level.

**Comprehensive Examination Guidelines**

Before students can begin the dissertation process, including the dissertation proposal defense, they must pass a doctoral comprehensive examination. 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 LLT domains, and the depth of knowledge necessary to develop a rigorous research and teaching agenda in a particular field of study.

The Comprehensive Exam consists of a written component followed by an oral examination. 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 be in their last year of coursework and have the consent of their chair(s) to be eligible to complete the comprehensive exam experience. In the LLT program, students typically complete the exam in the first semester of their third year in the program. See the Graduate School exam guidelines below for more specific information about administrative requirements associated with the exam process.
GUIDING PRINCIPLES FOR THE EXAMINATION

The following is predicated on the notion that the LLT Comprehensive Exam consists of both a process and product(s). It is the philosophy of the LLT Program that students should play an active role in determining the process and product(s) of the exam. Students and their exam committees reserve the right to pursue exam processes of their choosing, insofar as those processes clearly demonstrate that the STUDENT has taken an ACTIVE ROLE in determining these processes, AND that these processes generate learning products that meet the following guidelines:

Significance
The student has clearly identified a specific area of academic inquiry that targets an educational problem that their committee deems a legitimate target for a PhD dissertation. The problem needs to be clearly explicated, and the area of academic inquiry needs to be justified as having the potential to address the practical, empirical, or theoretical aspects of the problem.

Historical Grounding
The student demonstrates a familiarity and understanding of how prior scholarship in their area of academic inquiry has previously conceptualized and investigated the role of technologies, literacies, and learning in addressing the problem the student has identified as significant. This includes historical developments regarding the nature of the specified problem itself. Student level of historical familiarity and understanding must be at a level the exam committee deems adequate for a student to begin to conceptualize a legitimate dissertation proposal.

Theoretical Grounding
The student, based on their understanding of what their area of academic inquiry has done previously to address the problem of significance, has made clear which theoretical perspectives they find most salient for addressing their particular issue of focus. Students must not only provide rationale for the theoretical perspectives they deem most useful for future study, but must also demonstrate an understanding of alternative perspectives and why they deem those perspectives as less useful for study of their identified problem of significance. This level of theoretical familiarity and understanding must be at a level the exam committee deems adequate for a student to begin to conceptualize a legitimate dissertation proposal.

Methodological Grounding
The student, based on their understanding of what their area of academic inquiry has done previously to address the problem of significance, has made clear which research methodologies they find most salient for addressing their particular issue of focus. Students must not only provide rationale for the research methodologies they deem most useful for future study, but must also demonstrate an understanding of alternative methodologies and why they deem those methodologies as less useful for study of their identified problem of significance. This level of methodological familiarity and understanding must be at a level the exam committee deems adequate for a student to begin to conceptualize a legitimate dissertation proposal.

Interdisciplinarity
The student, when demonstrating their historical, theoretical, and methodological grounding for academic inquiry into their stated problem of significance, demonstrates a familiarity and understanding of how disciplines outside their specific area of academic inquiry have previously conceptualized and investigated the role of technologies, literacies, and learning in addressing the problem the student has identified as significant. This level of familiarity and understanding of how approaches to the problem of significance span across disciplinary boundaries must be at a level the exam committee deems adequate for a student to begin to conceptualize a legitimate dissertation proposal.

Originality and Expression
The student demonstrates unique thoughts and ideas that move beyond repetition and toward creation. Furthermore, these thoughts and ideas need to be expressed with a prose and adherence to writing standards that are commensurate with published works in their most immediate field of inquiry.

A note on revisions
Just as the students and their committee have autonomy in determining what processes are appropriate to yield a comprehensive exam product(s) that meets the standards described above, it is the joint responsibility of both the student and their committee to determine how the guidelines are to be interpreted. Hence, prior to the start of the exam process, the exam committee and student should carefully discuss these guidelines and how they will be interpreted when evaluating the product(s) produced by the comprehensive exam. Upon student submission of the written portion of the exam, if a committee member(s) believes one or more of the responses does not meet expectations, they may provide
guidance to the student so the student can generate further evidence and/or revisions that satisfy the guidelines, before the student progresses to the oral examination. The oral examination is pass/fail only; pass with revisions is not allowed.

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

Students must be in good academic standing regarding GPA requirements (see previous section titled “Satisfactory Academic Progress”) prior to taking doctoral comprehensive examinations. When students have essentially completed the coursework on an approved iPOS, they must request permission to take the doctoral comprehensive examination. 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 Education 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 Education requesting dismissal of the student from the degree program.

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

**LLT Dissertation Proposal (Prospectus) Procedures**

Before students can be accepted into candidacy, they must submit and defend a proposal for their dissertation research project. This proposal is designed to assess a student's plans and abilities to carry out a doctoral-level research project.

The proposal is designed to ensure that committee members and Chair are made aware of the student's research plan and area of study for the dissertation project. The proposal should cover the following areas:

- Introduction to the study
- Rationale for the study – where it fits in the existing field or discipline
- Theoretical framework to contextualize the study
- Review of pertinent literature
- Detailed methodological and analytical procedures
- Setting and frame of the study
- Possible limitations
- Intentions and possible implications for the study

The proposal may take two forms, one being the traditional three-chapter (introduction, literature review, and methodology) format, or an abbreviated proposal that addresses the above mentioned areas.
The proposal will be submitted to the committee chair and an oral defense of the proposal will be set in consultation with the doctoral student and committee members. The oral defense of the proposal will be a closed event, open to only members of the doctoral student’s committee members.

Once the oral defense has been completed and approved by the committee in closed discussions, the student will be admitted to candidacy.

**From ASU Graduate College:**

*All doctoral degree programs that require students to complete a dissertation must require students to complete a dissertation proposal/prospectus and submit the results to the Graduate College. Failure of the doctoral dissertation prospectus oral defense is considered final unless the supervisory committee and the head of the academic unit recommend and the Dean of the Graduate College approve a second proposal defense. If a petition is approved, the student must submit the new prospectus by the end of six months (the six months begin from the date that the first doctoral dissertation proposal defense was held). If the academic unit does not grant the student permission to retake the proposal defense, or if the student fails to pass the retake of the proposal defense, Graduate College may withdraw the student from the degree program. Students are required to register for at least one semester hour of credit that appears on the iPOS or one hour of appropriate graduate-level credit during the fall, spring or summer session in which they conduct their doctoral prospectus.*

**Candidacy**

Students may not enroll in dissertation hours until they pass the proposal defense. Ideally the student will defend his/her proposal in the semester prior to registering for dissertation (799) credits. However, if the student does not defend successfully in the semester prior, e.g. spring of year 3, the student may be allowed to defend their proposal and to take dissertation credits in the subsequent semester, provided that the student defends the proposal successfully within the first 30 calendar days of the semester, e.g. fall of year 4. 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, e.g. spring of year 4. There will be no exceptions or additional extensions to the 30-day policy.

Doctoral students (with specific degree program exceptions approved by the Graduate College Dean) achieve candidacy status in a letter from Graduate College upon:

- Passing the comprehensive exams, and
- Successfully defending the dissertation prospectus

For the information in the complete candidacy policy, please see [https://graduate.asu.edu/policies-procedures](https://graduate.asu.edu/policies-procedures).

**Dissertation**

The written doctoral dissertation is based on an original and substantial scholarly work that constitutes a significant contribution to knowledge in the student's discipline. The dissertation research must be conducted during the time of the student’s doctoral studies at ASU, under the guidance of ASU Graduate Faculty, and in accordance with Graduate College policies and procedures. The composition of the dissertation is defined by the degree program with the approval of the Vice Provost for Graduate College. Students must meet all Graduate College deadlines for graduation.

The dissertation research experience culminates in a final oral exam, commonly known as the "dissertation defense". A final public dissertation defense is required. At least 50% of the committee must be physically present at the oral defense. Students must be physically present at the oral defense of their dissertation. During the semester that the student defends the dissertation 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.

Revisions to the dissertation are typical and must be completed in a timely manner. If the student is unable to complete revisions to the thesis and submit to UMI/ProQuest by the deadline for the semester in which the defense is held, the student must complete the revisions, remain continuously enrolled, and present the final document to UMI/ProQuest
within one year of the defense. Failure to do so will require the re-submission of the document for format review and may result in re-defense of the dissertation to ensure currency of the research.

**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 Executive Committee for Doctoral Programs (EC) 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. Students completing their second year of the LLT program are required to submit the “LLT Second-Year Review” form as well. It is the Committee’s expectation that this simplified process will benefit students by providing the opportunity to:

- reflect upon the successes of the academic year and record achievements annually
- develop and improve the vita annually through faculty input
- ensure that the student’s current course of study, as reflected by the unofficial transcript, is in alignment with the student’s future goals and with program requirements

**Deadline for submission:** Students ordinarily are to submit requested materials to advisors by the middle of the month of June each year. Subsequently advisors ordinarily are to complete an online survey and upload student materials within the context of the survey by the end of June each year.

**LLT Second-Year Review**
The Second-Year Review is held between the Faculty Advisor/Chair and the LLT Student in spring of the student’s second year in the program. Faculty should submit this form to the academic advisor during the annual review process. The review should include discussion about the following:

- Permanent Dissertation Chair Selected
- Doctoral Committee Members Selected
- iPOS submitted by end of Year 2
- Plan for Year 3 developed that leads to advancement to candidacy by the end of the third year. The discussion should include:
  - Set date for 1ST meeting with committee to plan comprehensive exams (see comprehensive exams description in handbook)
  - Explore possible dissertation topics and the proposal development and approval process
  - Develop a timeline for completing dissertation in Year 4

**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.

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 LLT 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. LLT students need to apply this understanding to their own scholarship and in their teaching. In the LLT 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 (chairs') 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.

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
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.

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 dissertation 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 they return to good standing. Doctoral students must be in good academic standing to complete comprehensive exams, or to schedule oral defenses.

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

Policies specific to clinical experiences (internships, 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 their 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 (LLT and EPE) must: pass comprehensive exams by the end of the sixth academic-year semester of enrollment; pass a proposal defense by the end of the seventh academic-year semester of enrollment; pass a dissertation final defense by the end of the eleventh academic year semester of enrollment.
Any exception to the time limit policy must be approved by the supervisory committee, the head of the academic unit and the Dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

**Student Support Resources**

**MLFTC Office of Student Services**

**Academic Advising**
All graduate students are assigned an academic 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](http://issc.asu.edu) 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](http://health.asu.edu) 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](http://counseling.asu.edu) for complete information regarding these services, including after-hours and weekend support. In addition ASU's [Counselor Training Center](http://training.asu.edu) 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](http://drc.asu.edu) 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](http://veterans.asu.edu).

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](http://veterans.asu.edu) for complete information about these services.

**Graduate and Professional Student Association**

Explore the Graduate and Professional Student Association (GPSA) by [clicking here](http://gpsa.asu.edu).

**Business and Finance Services**

**Parking and Transit**

The [ASU Transportation website](http://transport.asu.edu) 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](http://sbs.asu.edu) 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.

**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.

________________________________________________

**Appendix I: LLT Student Outcome Goals and Expectations for Faculty**

1. **Outcome goals for our students**
   a. Deep specialization knowledge and a solid interdisciplinary base in content and theory; not bound by us to a single theory or method. Knowledge of epistemological diversity; not bound by us to a single theory/paradigm/method.
   b. Students need to understand what a discipline is– how it operates, its discourse, communities, professional vision. Need to understand how disciplines contribute to interdisciplinary work.
   c. Knowledge of paradigms and ability to embrace/respect them, even if choose to work from a particular paradigm (awareness of negative effects of paradigm wars and history of such).
   d. Understanding of aspirations of a New American University; need to be stated and related to our goals for students.
   e. Honor and celebrate our diversity; work with students to be sure they understand and appreciate our diversity in this program, including linguistic, SES, cultural, and age differences.
   f. Help our students think deeply about knowledge in terms of contribution, impact, and innovation.
   g. Students need to be competitive for any “Research 1” type job. They need to leave with presentations, publications submitted and/or in progress, and a clear understanding of the expectations of Research 1 type jobs.
h. Able to engage in complex problems in an interdisciplinary manner while working on problem solving.

i. Able to produce high quality scholarship/research – rigorous, leading research published in appropriate journals.

j. Understand how to communicate to different and diverse audiences, including applied and problem-solving audiences.

k. Know how to listen to and communicate with school leadership, principals, teachers and students; same for community and family.

l. Understanding being part of a team and working collaboratively.

m. Knowledgeable of process for earning tenure and savvy about how universities work.

n. Understand not to dichotomize “research” vs. “application” – to see impact factors from both.

o. Able to present well to differing audiences.

p. Have a good beginning foundation for college teaching.

q. Understanding the foundations of our field(s); knowledge basis; early work; foundational pieces such as Nation at Risk (brown bags may help here).

r. Develop a common language and understandings of the foundations of our field (brown bags may help here as well).

s. Understanding the policies that have driven the field and decision-making.

t. Understand that EPE and LLT are both parts of the field of education and see how they are and can be integrated.

u. Develop students who know they need to know more and have the personal agency to keep learning.

2. Advisors

a. Work to build all competencies listed for their advisees.

b. Meet regularly with students, remind the students of expectations and milestones.

c. Monitor development of all milestones.

d. Honor and model program goals and characteristics.

e. Honor and nurture students' development of their own research agenda.

f. Integrate students into meaningful research experiences.

g. Allow students to change advisors as appropriate.

h. Nurture networking and mentoring across local and national faculty/organizations and others.

i. Flexibility.

j. Assist in opportunities to engage in the possibilities we are creating.

k. Consider research opportunities for students.

l. Consider research needs of faculty, themselves and others.

m. Consider goals for our students.

Appendix II– 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