



Mary Lou Fulton
Teachers College
Arizona State
University

Master of Education in Elementary Education
(Teacher Certification)
Student Handbook
2020–21 Academic Year

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Introduction

Master of Education degree in Elementary Education (teacher certification)

The [MEd in Elementary Education](#) offers the opportunity for students to earn a master's degree and Arizona teacher certification. This program is for those who already have a bachelor's degree in any field and want to become certified to teach grades K–8.

The elementary education program at Mary Lou Fulton Teachers College builds strong connections between theory and practice through quality classroom instruction paired with extensive clinical experiences. Students gain a strong foundation in teaching and content knowledge from experts in the field. MLFTC faculty members actively engage in the educational research community and embed this vital knowledge throughout the program. This connection further empowers our students to engage in their own research through a culminating action research applied project.

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

The MEd Elementary Education program offers three options for students to earn a master's degree and Arizona teacher certification.

- Master's and Arizona Certification — In the on-campus **MAC program**, students take classes at an ASU campus two-to-three nights per week and are required to undertake an internship one day per week for at least two semesters. During the last semester of the program, students complete a full-time residency.
- Induction, Master's and Arizona Certification (InMAC) — The **InMAC program** provides an alternative pathway to teacher certification for full-time teachers on a teaching intern certificate.
- Professional Pathway — This **site-based MAC program** allows students to take classes and complete all clinical work in a partner school district. This is a daytime program in which students take classes two to three days per week and complete three days of MLFTC Professional Pathways internships. In the next-to-last or last semester (depending on start date and program location), students complete a full-time residency.

Purpose of the handbook

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

Admission

Admission to the MEd in Elementary Education program varies by semester depending on the track selected. Completed admission files are reviewed and admission decisions are made on a rolling basis. Space may be limited; therefore, applicants are strongly encouraged to apply and have all application materials on file with ASU on or before any posted deadlines. Application deadlines: education.asu.edu/application-deadlines (See [Academic Calendar](#) for session dates)

Quick facts

Master's and Arizona Certification (MAC) track

- Location: ASU Tempe and West campuses
- Number of credit hours: 50, including coursework required for certification
- Start terms: Fall (Tempe) and Spring (West)
- Program fee: \$1,000 (\$500 each for first and second semesters)
- Time to completion: Four semesters, including fall, spring and summer
- Format:
 - Evening classes
 - Internship one day per week for at least two semesters
 - One semester full-time residency
- Delivery: Courses take place on campus
- Professional Pathways experiences (internships and residency) will be completed at an approved setting within 40 miles of the campus

Site-based Master's and Arizona Certification (MAC) track

- Location: Tolleson Elementary School District
- Number of credit hours: 47, including coursework required for certification
- Start term: Summer
- Program fee: \$1,000 (\$500 each for first and second semesters)
- Time to completion: Four semesters, including fall, spring and summer
- Format:
 - Daytime and afternoon/evening classes
 - Internship three days per week for at least two semesters
 - One semester full-time residency
- Delivery: Courses take place at a designated site within the school district
- Professional Pathways experiences (internships and residency) will be completed within the district

Induction, Master's and Arizona Certification (InMAC) track

- Location: ASU Downtown Phoenix campus
- Number of credit hours: 45, including coursework required for certification
- Start terms: Fall (or Summer for Teach for America program)
- Program fee: \$1,000 (\$500 each for first and second semesters)
- Time to completion:
 - Four semesters, including fall and spring
 - Students affiliated with TFA begin in the summer and complete the program in five semesters
- Format
 - Evening classes one night per week
 - Four semesters full-time residency

Contacts

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

Graduate admission requirements

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

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- Maintain a B (3.00 on a 4.00 scale) grade point average in the last 60 semester hours or 90 quarter hours of undergraduate coursework. If you do not meet the minimum GPA requirements, your application may still be considered.
- International applicants must provide proof of English proficiency. The following are accepted to meet this requirement of the Master's and Arizona Certification (MAC or InMAC) programs:
 - Test of English as a Foreign Language (TOEFL): score of at least 90 on the internet-based test (iBT), with scores on the Speaking and Writing portions in the high "fair" - "Good" range (22-30). ASU's institutional code is 4007. Only electronic copies of scores are accepted.
 - International English Language Testing System (IELTS): overall band score of at least 6.5 with Speaking and Writing portions needing to be at least 6.5 (6 = Competent User, 7 = Good User). No institutional code is needed.

Academic program admission requirements (all program tracks)

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

Personal statement — Describe the personal and professional goals that motivate you to apply for the MEd in Elementary Education. Explain what has led you to this career path and how you will excel as an elementary education teacher in the classroom. The admission committee pays particular attention to the quality of writing and ideas expressed in the personal statement. The statement should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

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

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

Fingerprint clearance — Include a copy of your IVP fingerprint clearance card (front and back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. [Visit the DPS site](#) for information on applying for and receiving your IVP fingerprint clearance card.

Additional Requirements for InMAC track applicants

The following requirements are specific to the InMAC program:

- Passing score on Arizona Educator Exam: Elementary Education: NES Elementary Education Subtests I and II (102 and 103)
- Official transcripts from your bachelor's degree — sent to Graduate Admissions Services when applying

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

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

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

After your full-time teaching position is secured:

- Complete the InMAC Confirmation of Employment form to verify your full-time teaching position, signed by your principal and the district HR department

- A letter of intent to hire can be used for this step; however, the ICE form must be submitted to begin the program

If a teaching position is not verified by July 15 prior to the first fall semester, you will no longer be eligible for the InMAC program. You may still enter the MEd program through the Master's and Arizona Certification (MAC) track. Contact your academic success specialist for more information.

Provisional acceptance guidelines

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

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

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

Preadmission credit policy

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

Residency Information for InMAC Track and full-time school employees

Students who are teaching or working full time in a school setting are eligible for in-state tuition prices for any courses needed for initial teacher certification through the teacher waiver exception. However, the students will still be classified as nonresident.

Nonresident students must complete the teacher waiver and receive appropriate documentation in order to receive in-state tuition by the deadlines set by the [Residency Classification Office](#). Contact the InMAC adviser to obtain the authorized signature required on the coursework verification page.

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

Tuition cost and financial aid

Tuition and fees

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

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

Financial assistance

Financial aid is available through a variety of sources.

Mary Lou Fulton Teachers College scholarships and fellowships

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

Opportunities available include:

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

Graduate college fellowships

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

Opportunities available include:

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

Financial aid

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

ASU payment plan

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

AmeriCorps

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

Curriculum and graduation requirements

Program requirements

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

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

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

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

Program of study

Required core courses (27 credit hours)

EDP 510	Psychology in Education	3
EED 521	Instructional Planning for the Diverse Classroom	3
EED 524	Social Studies Methods and Assessment	3
EED 529	Science Methods and Assessment	3
EED 537	Mathematics Methods and Assessment	3
ELL 504	Instructional Design for Culturally and Linguistically Diverse Students	3
RDG 531	Language and Literacy I	3
RDG 532	Language and Literacy II	3
SPE 524	Effective Classroom Behavior Management	3

Other requirements (3 credit hours — choose one based on track)

EED 511	Curriculum Theory and Instructional Planning (general MAC, InMAC)	3
ELL 515	Structured English Immersion (site-based tracks)	3

Culminating experience (3 credit hours)

EED 593	Applied Project	3
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Total credits required for degree 33

Additional coursework for teacher certification (12–17 credits)

General MAC

ELL 515	Structured English Immersion	3
EED 567	Clinical Experience I	1
EED 576	Clinical Experience II	1

EED 578	Student Teaching in the Elementary School	12
<i>Site-based track (Tolleson)</i>		
EED 567	Clinical Experience I	1
EED 576	Clinical Experience II	1
EED 578	Student Teaching in the Elementary School	12
<i>InMAC</i>		
EED 579	Apprentice Teaching (3 credits for each of four semesters)	12
Total credits required for degree with certification		45–50

Curriculum and tuition are subject to change based on ABOR and ADE updates and requirements

Culminating experience

Students are required to complete an applied project, working with their instructor to engage in an action research cycle, critically evaluate educational research related to an action research problem, apply educational concepts to professional experience, and reflect on their practice to modify and/or improve instruction. The successfully completed applied project constitutes the culminating experience for the master's degree. Students must earn a grade of B or higher in the culminating experience course.

Interactive Plan of Study

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

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

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

Teacher certification information

Arizona and U.S. Constitution requirements

Students have three years under a valid teaching certificate to fulfill the Arizona Department of Education requirements for Arizona and U.S. Constitution exams, unless they are teaching an academic course on history, government, social studies, citizenship, law, or civics, in which case they have one year to fulfill the requirements. Students may take courses through ASU or a community college, or take the Constitutions of the United States and Arizona (33) Arizona Educator Proficiency Assessment exam to fulfill the requirements.

Certification examinations

No exams are required for admission to the MAC program. Completion of state-required exams prior to program completion is recommended. State-required exam information can be found on the [ADE website](#).

Note: The NES Assessment of Professional Knowledge test is taken in the second year of the InMAC program, as the test is required for provisional certification upon program completion.

Structured English Immersion

Teachers and students teaching on an intern certificate are required to complete an ADE-approved, three credit hour-course on Structured English Immersion. This SEI course is a part of the curriculum of both the MAC and InMAC programs. For those who are teaching in an ELD classroom on a teacher intern certificate, ADE requires the SEI course to be completed prior to issuance of the intern certificate. If you are teaching in an ELD classroom, ADE requires that you have either the SEI, English as a Second Language, or Bilingual endorsement. Confirm with your school district or charter school if your teaching placement is considered a SEI classroom.

Satisfactory Academic Progress and Professional Conduct Policy

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

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

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

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

To meet satisfactory academic requirements, graduate students must:

1. Maintain at least a 3.00 in the following GPAs every semester:
 - a. **Plan of Study GPA** — Calculated on all courses that appear on the student's approved iPOS.
 - b. **Overall graduate GPA** — Calculated on all courses numbered 500 or higher that appear on the transcript, except courses that counted toward an undergraduate degree at ASU (unless shared with a master's degree in an approved bachelor's/master's degree program) and courses identified as outstanding in the original letter of admission.
 - c. **Cumulative GPA** — Represents all courses completed at ASU as part of the graduate career.
2. Achieve a C grade or higher in all courses listed on the iPOS, including secondary education content area courses. Earning a W or I grade in more than one course will be considered a lack of academic progress. Doctoral students carrying more than three credits of I grades will be considered to not be making satisfactory academic progress.
3. Pass all required clinical experiences, including internships, apprentice teaching and student teaching, with a grade of C, Y or better.
4. Maintain good standing as outlined in the professional responsibilities standards section. Students who violate professional responsibilities may be placed on academic probation or suspension, or may be recommended for dismissal.
5. Doctoral students must:
 - a. Pass comprehensive exams by the end of the sixth academic-year semester of enrollment.
 - b. Pass a proposal defense by the end of the seventh academic-year semester of enrollment.
 - c. Pass a dissertation final defense by the end of the 11th academic-year semester of enrollment.

GPA/grade deficiencies

Academic probation may be imposed if a student has one of the deficiencies listed below. A student placed on probation will be permitted to progress into the next term — unless the next term includes student teaching, an applied project or culminating experience — while addressing the deficiency. Students placed on probation in which the next term requires student teaching will need to meet with their academic success specialist to discuss

options for the semester. A graduate student with a single semester GPA at or below 2.0 may be recommended for dismissal without the benefit of a semester of probation.

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

Deficiencies for graduate students:

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

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

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

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

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

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

Notice of Concern

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

Here are the steps taken in the NOC referral process:

1. The instructor, site coordinator or other university representative discusses concerns with the student and informs the student that a Notice of Concern will be submitted to college leadership. Depending on the nature of the referral, the student may be required to attend a meeting with college leadership.
2. If the referral is made for a violation of the academic or professional code of conduct or unprofessionalism, a student will be required to attend a mandatory meeting to discuss the alleged violations. This meeting provides students an opportunity to share their side of the situation. At the meeting, a Professional Improvement Plan agreement is developed with input from the student and college administration. Students on a PIP are placed on probationary status in the college until

requirements of the PIP are met. *Note: Some violations of professionalism or academic integrity may result in immediate dismissal from the program or placement.*

3. If the referral is not for a violation of academic or professional conduct, a student support consultation meeting is conducted. This meeting provides students with resources and additional universitywide support. At the meeting, student needs are identified and a plan for success is created along with follow-up recommendations.
4. Students are required to attend a follow-up meeting to discuss their status in meeting requirements outlined in their plan. Failure to attend a required meeting and/or fulfill expectations outlined in a PIP agreement may result in program dismissal.

Pregnancy leave

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

Accommodations

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

Incomplete grade requests

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

To request an incomplete in a course a student will first obtain approval from his/her instructor and submit an [incomplete request form](#) that includes a deadline for coursework to be completed. The incomplete request is then routed to the division director for final approval. Approval of the request is at the discretion of the division director or designee, who may modify the deadline or request additional details be on the incomplete request form. Students who fail to complete the course by the agreed upon deadline will receive the grade specified in the incomplete request. Incomplete deadlines may never exceed one year from the date the incomplete grade was issued.

Appeal and grievance processes

Academic probation

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

Grade appeal procedure

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

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

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

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

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

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

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

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

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

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

[More information on ASU grading policies.](#)

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

Appealing a recommendation for dismissal from program

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

Steps in the appeal process:

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

Student responsibility

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

- [ASU Graduate College](#)
- [Graduate College Policies and Procedures](#)
- [Mary Lou Fulton Teachers College](#)

Student email

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

Harassment

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

Academic integrity

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

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

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

Student Code of Conduct

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

[Complete resources regarding policies related to the ASU Student Code of Conduct](#)

Graduate College and graduate student responsibilities

Graduate students are responsible for familiarizing themselves with all university and graduate policies and procedures. Each student should also communicate directly with their academic unit to be clear on its expectations for program completion.

Information is provided to students via My ASU. Students should frequently check their My ASU page for the most up-to-date information regarding their status, holds, items to attend to and other important information.

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

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

Students are responsible for understanding the policies set by the Graduate College. Complete policies and procedures for graduate students can be found on the [Graduate College website](#).

Policies and procedures

Registration and drop/add Policies

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

Complete details regarding registration and course drop/add procedures are provided in the [Registration and Tuition Payment Guide](#).

Enrollment verification guidelines

The University Registrar's Office will verify student enrollment each semester. Full-time and half-time credit requirements can be found at [Enrollment and degree verification](#).

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

Maximum course load

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

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

Continuous enrollment

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

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

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

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

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

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

Request to maintain continuous enrollment (leave of absence)

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

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

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

Voluntary withdrawal

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

Medical/compassionate withdrawal

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

Maximum time limit to complete degree

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

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

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

Student support resources

MLFTC Office of Student Services

Academic advising

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

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

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

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

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

Academic and professional development resources

ASU Libraries

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

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

ASU Writing Center

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

Career services

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

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

Student support services

ASU Online student support and services

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

International Student and Scholars Center

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

Health Services

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

Counseling services

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

Disability Resource Center

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

Veterans and Military Affairs Office

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

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

Graduate and Professional Student Association

[Graduate and Professional Student Association](#)

Business and Finance Services

Parking and transit

The [ASU Transportation website](#) has complete information about policies and procedures related to parking and transit, including parking passes, public transit and campus shuttle information.

Student Business Services

Student Business Services offers a variety of student account services including tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past-due accounts, third-party sponsorship assistance and Perkins Loan repayment. [Student Business Services](#)

Sun Devil Card Services

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

Campus amenities

Housing

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

Dining services

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

Other departments and services

Provost's office

The Office of the University Provost provides leadership to all of the university's campuses and academic programs, fostering excellence in teaching, research and service to the community. [Office of the University Provost](#)

IT help office

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

ASU Safety and Security

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