



**Mary Lou Fulton
Teachers College
Arizona State
University**

*Doctor of Philosophy in
Learning, Literacies and Technologies*
**Student Handbook
2021–22 Academic Year**

Revised September 2021

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Introduction

Doctor of Philosophy degree in Learning, Literacies and Technologies

Mission statement

The PhD program in Learning, Literacies and Technologies 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 graduates educational researchers who serve as scholars, leaders and teacher educators engaged in the design, development and use of literacies and technologies that promote learning. Graduates are stewards of the education 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 doctoral programs oversee all doctoral programs. In addition, there is an executive committee for doctoral programs, or DEC; an LLT program committee and an LLT admission committee.

The LLT program committee 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 LLT admission committee 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

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 decisions are made after a holistic review of all required materials. The LLT admission committee is responsible for recommending a set of students for admission who will make up a varied and diverse cohort. The application window is Sept. 1 through Dec. 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 in the fall of 2021, your application will be considered for admission to the Fall 2022 cohort. We do not offer a spring or 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 they are available and students are making satisfactory program progress each year.

The following qualifications are used in the review of applications:

Required qualifications

Update Sept. 1, 2021: In response to the COVID-19 pandemic, MLFTC is providing a temporary waiver of the GRE admission requirement for all applications for Fall 2022 admission.

- GRE general test scores, taken within four 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 a 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 three 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:

Required materials: ASU graduate admission

- Official [ASU Graduate Admission Services Application](#) and fee
- [Official transcripts](#) from each institution where a degree was or will be earned; this includes transcripts from the current institution, if you are enrolled in a master's degree program at the time of application.
- All international transcripts must be submitted in the original language accompanied by an official English translation. Translations must be literal, complete versions of the originals and must be translated by a university, government official or official translation service. You may not complete your own translation. Photocopies and notarized transcripts are not acceptable.
- [Proof of English proficiency](#) for international applicants

Supplemental required materials: MLFTC

- Graduate Record Examination general test scores: verbal, quantitative and analytical reasoning
- Recommendation to the program from three individuals; recommendations must include an assessment of your research, analytical and leadership skills, and are completed electronically through the Graduate Admission Services Application system after receipt of your application and fee
- Statement of purpose (1,000 words) describing the fit between your professional aspirations and the program's focus and expectations; details about this statement of purpose are provided in the application instructions
- Writing sample written for an academic audience, including a references section (e.g., reprints of articles or papers written for a class)
- Curriculum vitae or resume

Application timeline

- Dec. 1 — The deadline to apply for admission is Dec. 1 in the year prior to the desired start date. All application materials must be received by this date
- December–January — Faculty members review all timely, complete applications
- February — Top candidates are invited to visit campus or otherwise participate in a series of interviews
- March — Notifications sent regarding status (admit, wait list, deny).
- Fall — Applicants offered admission in the spring will begin their program in the fall of that same year

Incomplete applications will not be reviewed by the admission 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 and teaching, and service for four years. Applications for part-time study will not be reviewed by the admissions committee.*** U.S. 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 on the [ASU Graduate Admission webpage](#). Additional information on application requirements and deadlines are on the [MLFTC graduate admission webpage](#).

Campus visits

Top applicants for the LLT program are invited to visit the ASU Tempe campus to gain knowledge on the cutting-edge research underway, meet with staff and potential faculty advisors, and to experience a snapshot of the Tempe campus and academic life in general. The campus visit is conducted over two to three days in mid-to-late February, and includes:

- Interacting with the PhD committee members
- Engaging with a panel of interdisciplinary researchers conducting research on learning, literacies and technologies
- Interacting with current doctoral students
- Opportunities to meet individually with LLT faculty

Contact

For additional admission information, email PhDeducation@asu.edu.

Tuition cost and financial aid

Graduate assistantships in the LLT program come with a competitive stipend, tuition remission, student health insurance and support for participation in professional conferences.

Assistantships may be renewed each year for up to four years, assuming satisfactory progress and availability of funds. Students are responsible for any and all fees assessed by MLFTC and by ASU. Please budget \$500 per semester for student fees.

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 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 [MLFTC website](#).

Graduate College fellowships

ASU's Graduate College offers a number of fellowships to graduate students. 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
- Interdisciplinary Enrichment Fellowship

Financial aid

Traditional financial aid (loans and grants) is 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.

Travel awards

Each semester, the Graduate College funds a number of [travel awards](#) for doctoral students participating in or presenting their work at refereed national or international conferences. Doctoral students are generally eligible for one or two refereed conferences per fiscal year, according to the guidelines established below. Applications are accepted quarterly. Check your ASU email regularly to ensure you are aware of application deadlines and requirements.

The following guidelines will apply for fiscal year 2021–22:

Travel guidelines for doctoral students in the LLT and EPE programs			
First-year students	Second-year students	Third-year students	Fourth/fifth-year students
<p><i>First funded trip</i></p> <ul style="list-style-type: none"> No presentation required, but must establish clear goals; must plan with advisor <p><i>Second funded trip</i></p> <ul style="list-style-type: none"> Presentation required 	<p><i>First funded trip</i></p> <ul style="list-style-type: none"> Presentation required <p><i>Second funded trip</i></p> <ul style="list-style-type: none"> Presentation required and must have submitted one of the following: chapter, journal article, grant, extended book review (no author order specified) 	<p><i>First funded trip</i></p> <ul style="list-style-type: none"> Presentation required <p><i>Second funded trip</i></p> <ul style="list-style-type: none"> Presentation required and must have one of the following accepted for publication: chapter, journal article, grant, extended book review (no author order specified) 	<p><i>First funded trip</i></p> <ul style="list-style-type: none"> Presentation required <p><i>Second funded trip</i></p> <ul style="list-style-type: none"> Presentation required and must have submitted one of the following as first or second author: chapter, journal article, grant, extended book review

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 one or more specific and formal specializations, 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 edge of high-impact education research, leading the way to innovation and exploration of new technologies and literacies for learning.

Students begin participating in research during their first year and continue throughout the four-year program. Students are assigned to work 10 hours per week with their faculty advisor and attend onboarding events 10 hours per week for the first semester, and then 10 hours per week with their faculty advisor and 10 hours per week with a second faculty member in subsequent semesters (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 with appropriate faculty members as closely as possible. Through assistantships, coursework and specialization activities, doctoral students have opportunities to be involved in the design and implementation of impactful studies; collection and analysis of data; and writing, presenting and publishing research reports.

As part of the LLT program, students serve in a teaching assistantship for 10 hours (.25 FTE) in their second or third year in the program, for a minimum of one semester up to a maximum of three semesters with their primary faculty advisor's approval. The remaining 10 hours of their graduate assistantship are spent in a research assistantship (.25 FTE) with their primary faculty advisor. In order to secure a teaching assistantship, students will work with their primary faculty advisor and their academic advisor the semester prior to their assistantship placement (September for a spring placement and February for a fall placement).

International students must meet the [Graduate College Teaching Assistantship requirements for English Proficiency](#) and are responsible for any associated fees.

Advisement and the doctoral committee

All students are assigned a faculty advisor when they enter the PhD program; our aim is 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 the 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 is approved must do so through iPOS. Students who wish to change faculty advisors should first discuss their plans with their faculty advisor. For detailed guidance, consult your program's academic advisor.

Curriculum

The LLT PhD requires a minimum of 55 credits earned beyond the master's degree. The curriculum includes four required components:

- Inquiry strand — research methods courses
- Specialization strand — courses relevant to the specialization, professional activities and other elements
- Scholarly Practices Seminars
- 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 on the next page (with the color key on the page after), but LLT program requirements remain open to discussion and revision over time. Students should work with their faculty advisor to select appropriate inquiry and specialization courses. Note that graduate research assistants must carry a minimum of six credits per semester to maintain their assistantship; thus, 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.

YEAR 1					
FALL SEMESTER			SPRING SEMESTER		
Experience	Description	Credits	Experience	Description	Credits
Core Course required	DCI 791: Transdisciplinary Seminar I	3	Core Course required	DCI 791: Transdisciplinary Seminar II	3
Inquiry Course required	COE 503: Introduction to Qualitative Research	3	SPS Course required	DCI 791: Academic Writing	3
Inquiry Course required	EPA 691: Introduction to Quantitative Research Design and Method	3	Inquiry Course required	An advanced research methods course	3
Specialization Strand ¹ recommended	Didactic course, seminar, internship, independent study, or research	3	Inquiry Course or Specialization ¹² choose 1	An advanced research methods course or specialization experience	3
Scholarship	Research Assistantship (20 hours total with primary advisor)	n/a	Scholarship	Research Assistantship (20 hours total, 10 with primary and 10 with secondary research advisor)	n/a
Minimum suggested credits for fall year 1		9	Minimum suggested credits for spring year 1		12
YEAR 2					
FALL SEMESTER			SPRING SEMESTER		
Experience	Description	Credits	Experience	Description	Credits
SPS Course required	DCI 791: Proposal Writing	3	SPS Course recommended	University Teaching Seminar-optional Students are to discuss this option with their faculty advisor/chair during prior semester	2
Specialization Strand ¹	Didactic course, seminar, internship, independent study, or research	5-9	Specialization Strand ¹	Didactic course, seminar, internship, independent study, or research	3-6
Inquiry Course recommended ²	An advanced research methods course	3	Inquiry Course recommended ²	An advanced research methods course	3
Scholarship/ Practice ³	Research/Teaching Assistantship (20 hours total)	n/a	Scholarship/ Practice ³	Research/Teaching Assistantship (20 hours total)	n/a
			Complete the Interactive Program of Study (iPOS) via MyASU, select a Dissertation Committee, Second Year Review		n/a
Minimum suggested credits for fall year 2		11	Minimum suggested credits for spring year 2		8
YEAR 3					
FALL SEMESTER			SPRING SEMESTER		
Experience	Description	Credits	Experience	Description	Credits
SPS Course recommended	College Teaching Internship -optional	1	Research required	DCI 792: Research	2
Specialization Strand ¹ as needed	Didactic course, seminar, internship, independent study, or research	3-6	Specialization Strand ¹ as needed	Didactic course, seminar, internship, independent study, or research	0-3
Elective Optional	Optional elective, independent study, or research hours as needed to fulfill Graduate Assistantship (TA/RA) requirement of 6 credits	2-5	Elective Optional	Optional elective, independent study, or research hours as needed to fulfill Graduate Assistantship (TA/RA) requirement of 6 credits	2-5
Scholarship/ Practice ³	Research/Teaching Assistantship (20 hours total)	n/a	Scholarship/ Practice ³	Research/Teaching Assistantship (20 hours total)	n/a
Comprehensive Examinations	Oral and written components	n/a	Dissertation Proposal	Format varied, see program handbook for details	n/a
Minimum suggested credits for fall year 3		1	Minimum suggested credits for spring year 3		2
YEAR 4					
FALL SEMESTER			SPRING SEMESTER		
Experience	Description	Credits	Experience	Description	Credits
Dissertation	799 Dissertation	6	Dissertation	799 Dissertation	6
Scholarship/ Practice ³	Research/Teaching Assistantship (20 hours total)	n/a	Scholarship/ Practice ³	Research/Teaching Assistantship (20 hours total)	n/a
Job Search Activities	Workshops, brownbags, interviews, etc.	n/a	Job Search Activities	Workshops, brownbags, interviews, etc.	n/a
			Culminating Experience	Dissertation Defense	n/a
Minimum suggested credits for fall year 4		6	Minimum suggested credits for spring year 4		6
Total required program credits (9+11+12+8+1+2+6+6)		55			

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 are required to take an advanced inquiry course in either fall or spring of year 2. ³ Students serve as a teaching assistant for 10 hours (.25 FTE) during one semester. The remaining 10 hours of the graduate assistantship (.5 FTE total) during the semester are spent in a research assistantship (.25 FTE). Graduate assistants are required to carry a minimum of 6 credits per semester per Graduate College. Some ASU/MLFTC scholarships may require students to enroll in higher minimums. It is incumbent on the student to enroll in additional units of credit or to reject the scholarship in this case.

Key:

Required Core (Minimum 24 credits total)	
	Required core content coursework (6 credits total)
	Scholarly Practices Seminars (SPS) (minimum 6 credits)
	Required Inquiry coursework (12 credits)
Specialization and Inquiry Courses (minimum 17 credits total)	
	Specialization courses selected with student's faculty advisor
	Inquiry courses selected with student's faculty advisor
Research and Dissertation Component (minimum 14 credits total)	
	Research Credits (minimum 2 credits)
	Dissertation Credits (12 credits total)
Scholarship/Practice	
	Helps satisfy supervised research requirement (1500 clock hours in program)

See the [ASU Academic Calendar](#) for general information on academic sessions and university holidays.

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 today's society, scholars are required to have transdisciplinary skills and knowledge to investigate these challenges from multiple perspectives. This is the first of a two-course sequence designed to guide PhD students in studying, understanding and solving 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

The second in this two-course sequence asks students to design a transdisciplinary study within the context of their community of practice (e.g., special education, reading, 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

The SPS series focuses on technical aspects in the education of researchers, including many aspects not formally addressed in traditional doctoral coursework. The seminar topics include academic writing and proposal writing. Each develops a distinctive use-oriented emphasis in which students engage in learning and using key tools for researchers.

Inquiry Strand

This strand offers foundational knowledge of and skills in research methods, primarily through coursework. Students are required to enroll in at least four inquiry courses (12 credits). 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 throughout ASU 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 is essential to meeting program commitments for preparing students to engage in productive interdisciplinary scholarship. Among the 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 students 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 one or two areas linked to learning, literacies and technologies or any combination of these domains. This 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 to fulfill the Specialization Strand of the LLT doctoral program. The following principles provide general guidance for developing a doctoral student's specialization plan:

- Students may develop one or more specializations, but each must be separately planned and clearly earned.
- A specialization plan must include a minimum of 15 hours of credit. Courses and other elements of the specialization may be counted toward more than one specialization, as appropriate.
- The LLT program committee reserves the right to review and approve specialization plans to ensure continuity across advisors, students and ultimately LLT program cohorts.
- The doctoral student's advisor and dissertation committee will determine when a specialization has been clearly earned.
- 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.
- The specialization is not to be anchored solely in credit-bearing coursework. Additional elements of the specialization can be obtained from multiple activities, such as research assistantships, research groups, independent studies, service in relevant professional organizations, internships and so on.
- Coursework and other elements of the specialization can be taken or conducted both within and outside MLFTC.
- The LLT program committee will evaluate the efficacy of the guidelines for specializations annually, using feedback from faculty members and advisors, and will revise as appropriate.

As these guidelines indicate, **the LLT approach to developing specializations challenges the assumption that coursework is the only resource available to becoming a specialist.** Faculty members advise students to pursue various opportunities that lead to specialization that might include courses on particular topics, research

groups focused on a specific theme or topic, independent studies with faculty members who have specific skills and expertise, research assistantships with a faculty member, center or research team, internships with a distinct focus, etc.

Specialization plan

For students to earn the distinction of a specialization in the LLT program, clear and explicit criteria must be 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 member 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.

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), require LLT program faculty to continuously explore how their varied contributions to specialization plans can be meaningfully and appropriately recognized.

Enactment of a specialization

- **Coursework, independent studies, reading seminars** — Courses may be taken in and outside of MLFTC. Within MLFTC, faculty members and administrators need to determine and facilitate doctoral seminars to be offered within the LLT program depending on 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 systematically gather the necessary input and make coursework recommendations to the director of doctoral programs. These procedures might include 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 or 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 and 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.
- **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, in consultation with their advisors, are responsible for determining specific outcomes and 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.
 - **Internships** — Students may complete internships with distinct foci. Students and faculty advisors may propose specific internship experiences and sites. Students will accrue appropriate credits for internships.
 - **Research groups or other** — Students may participate in yearlong research groups run by LLT faculty members that allow them to develop skills and abilities related to their specialization. Students will accrue no more than three credits for each research group.

- **Substantive involvement in research and professional organizations** — Membership in and attendance at meetings and workshops of research and professional organizations related to the student's 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.
- **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.
- **Teaching** — In addition to the required official teaching assistantship supported as part of the student's graduate assistantship, students are encouraged to gain experience in online and face-to-face teaching environments. Other positions are in addition to the official TA experience and cannot also count as the official assistantship. Students may gain these experiences through any of the following additional opportunities.
 - **Paid instructor positions** — Students may apply for paid teaching positions for undergraduate courses in the summer terms.
 - Students may be eligible for positions as a teacher of record unless they are receiving doctoral students' college funding.
 - **Other paid teaching experiences** — Students may also participate in curriculum or course development in the summer terms. This work will be done in collaboration with a faculty mentor.
 - **Additional TA experience, credit** — Students may engage in additional unpaid TA experiences, in consultation with their advisor, for credit and not as the instructor of record.
 - Students should enroll in an independent study course to ensure that the additional TA experience is formalized in their academic transcript.
 - These experiences are in addition to the official TA experience, and cannot fulfill the requirement for the official assistantship.
 - Additional TA experiences with credit may take place with a student's advisor.
 - Additional TA experiences (at any time) may take place in or out of MLFTC, with approval by the home college and the student's faculty advisor for independent study credit hours.
 - An **LLT Teaching Assistantship Request Form** is required for all non-official TA experiences with credit.
 - **Additional TA experience, informal** — This may be a range of informal experiences to gain specific experiences beyond a formal teaching assistantship. These experiences are arranged by the TA and faculty, with approval by the student's faculty advisor.

Circumstances that fall outside those specified in these guiding documents will be evaluated on a case by case basis.

- **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; and 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 program

of study that evaluates a student's 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 "Comprehensive exam requirements" below for specific information about administrative requirements.

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. The student's historical familiarity and understanding must be at a level the exam committee deems adequate for them 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 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 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 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. Further, these thoughts and ideas need to be expressed with a prose and adherence to writing standards that are commensurate with published works in the student's most immediate field of inquiry.

Revisions

Just as 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; pass with revisions is not allowed.

Comprehensive exam requirements (from the Graduate College Policies and Procedures Handbook)

Students must be in good academic standing regarding GPA requirements (see [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. This exam must have a written component; however, individual doctoral programs may require an additional, subsequent oral component of the exam for all of their students based on the academic progress policy of the program.

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

During the fall, spring or summer session that the student takes a comprehensive examination, 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) or Continuing Registration (795), *or*
- At least one hour of a graduate-level course.

All comprehensive examination results must be reported to the office of graduate education immediately upon completion. Academic units are not required to allow students a second opportunity; when a student fails the 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 recommends and the vice provost for graduate education approves 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, and to ensure that the 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 these 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 format (introduction, literature review and methodology), or an abbreviated proposal that addresses the above-mentioned areas.

The proposal will be submitted to the committee chair and a date for the 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 only to members of the doctoral student's committee. 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 recommends and the dean of the Graduate College approves 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 on the date 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, the 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 their 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 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 the Graduate College upon:

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

View the complete candidacy policy at [Graduate College Policies and 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 the 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 resubmission 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 Academic Progress](#)).

PhD annual review process

All doctoral students funded by Mary Lou Fulton Teachers College will complete a **Research Assistantship Expectations and Term Form** with their primary advisor each fall. Unless advisors change or expectations need to be modified during the spring semester, discussing the expectations and filling in the form in the fall will be sufficient. If a student has co-chairs, both faculty advisors will be required to complete the form. The purpose of this form is to establish healthy communication and a successful mentoring relationship between students and their faculty advisor. The goals determined in the document will be the goals evaluated and reported in the student **PhD Annual Review** in the spring semester.

The **PhD Annual Review Form** will be completed by the primary faculty advisor, or in the case of co-chairs, by both co-chairs in early April each year. Secondary research advisors do not need to complete the annual review. The purpose of the review process is to provide an annual evaluation of the PhD students' program progress and growth, and to assess the research assistantship experience as required by the Graduate College TA/RA Policies

and Procedures Handbook, p. 8. The review form is required from all PhD student advisors and mentors and is an essential part of the RA mentoring process. The review benefits students by providing opportunities to:

- Reflect upon and evaluate the successes of the academic year and record those achievements and professional growth on an annual basis, helping to preserve data that might otherwise be forgotten.
- Develop and improve students' CV annually through faculty input.
- Ensure that the student's current course of study, as defined by the unofficial transcript, is in alignment with the student's future goals and with program requirements.
- Ensure that students are meeting program milestones in a timely manner

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:

- Permanent dissertation chair selected
- Doctoral committee members selected
- iPOS submitted by end of Year 2
- Plan developed for Year 3 that leads to advancement to candidacy by the end of the third year. The discussion should include:
 - Setting a date for the first meeting with committee to plan comprehensive exams (see [Comprehensive Examination Guidelines](#))
 - Exploring possible dissertation topics and the proposal development and approval process
 - Developing a timeline for completing the dissertation in Year 4

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:

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

Student email

Email is the 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 (see LLT plagiarism policy below)
- Academic deceit, such as fabricating data or information
- Aiding academic integrity policy violations and inappropriately collaborating
- 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 program, students are expected to complete an online module on plagiarism during their first semester 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. A faculty chair's final approval of a dissertation manuscript implies that the faculty chair has conducted a mechanical check of the manuscript for plagiarism.

Student Code of Conduct

The [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 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 Policies and Procedures](#).

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 policies related to academic progress found in the [Graduate College Policy and Procedures](#).

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 Policies and Procedures](#) for further information about ASU Graduate Education policies.

Below are academic standards for graduate students in MLFTC programs. This is not a complete representation of the current [Satisfactory Academic Progress and Professional Conduct Policy](#).

To meet satisfactory academic requirements, graduate students must:

- Maintain at least a 3.00 in the following GPAs every semester:
 - **Plan of Study GPA** — Calculated on all courses that appear on the student's approved iPOS.

- **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.
- **Cumulative GPA** — Represents all courses completed at ASU as part of the graduate career.
- 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.
- Pass all required clinical experiences, including internships, apprentice teaching and student teaching, with a grade of C, Y or better.
- 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.
- Doctoral students must:
 - Pass comprehensive exams by the end of the sixth academic-year semester of enrollment.
 - Pass a proposal defense by the end of the seventh academic-year semester of enrollment.
 - Pass a dissertation final defense by the end of the 11th academic-year semester of enrollment.

Title IX

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

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 advisor 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 College Policies and Procedures](#), 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 a 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.

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](#).

MLFTC doctoral programs student support processes

MLFTC doctoral programs support students with both college- and university-level support processes. Each of these processes are designed to support students to be successful in their doctoral programs and to develop professional skills and aptitudes.

College processes for student support

MLFTC offers the following three avenues for supporting students:

- Notice of Concern and Personal Improvement Plan — NOC and PIP
- Student-initiated support requests — Student Concern Form
- Support Our Student — SOS

Notice of Concern and Personal Improvement Plan

Notice of Concern

Who initiates: Faculty and staff

Purpose: Academic and professionalism concerns

Students who receive a Notice of Concern due to unsatisfactory academic or professional conduct will meet with the director of doctoral programs and academic success coordinator to discuss the NOC. NOCs may be initiated due to the following reasons:

- Poor academic standing (i.e., ongoing academic deficiencies across coursework)
- Issues regarding professionalism (classes, research and teaching assistantships, internships)
- Academic integrity violation (plagiarism, cheating, etc.)

Students are encouraged to contact their academic advisor to discuss the process and understand the context for the concern prior to the meeting. This meeting provides students an opportunity to share their side of the situation.

Some NOCs might result in a personal improvement plan to help students be successful in their academic and professional experiences. PIPs also involve periodic check-ins with the advising team and ongoing feedback to ensure the PIP is successfully completed at the end of the semester.

Professional Improvement Plan

Who initiates: Faculty and staff

Purpose: Academic and professionalism concerns

A PIP is a restorative process and tool designed to support students who may be at risk of not progressing in their academic plan. The PIP outlines specific action steps a student must complete in order to maintain or return to good standing within their major or academic plan. Student needs are identified, a plan for success is created, and students are provided with resources and additional university-wide support as well as follow-up recommendations. Failure to attend a required meeting or to fulfill expectations outlined in the PIP agreement may result in dismissal from the program.

Any ASU representative or district partner may submit a NOC to refer a student to college administration for placement on a PIP. Students who are referred will meet with the director of doctoral programs and academic success coordinators to develop a plan for success in their programs. Prior to this meeting, students are encouraged to contact their academic success coordinator to discuss the process and understand the context for the concern. Students are required to attend any follow-up meetings to discuss their status in meeting requirements outlined in their plan. Failure to attend required meetings and/or fulfill expectations outlined in a PIP agreement may result in program dismissal.

A student may be prevented from further enrollment for:

- Expulsion from Arizona State University
- Failure to meet Mary Lou Fulton Teachers College Professional Responsibilities Standards and the ASU Student Code of Conduct
- Failure to resolve academic deficiencies
- Noncompliance with a professional improvement plan
- Failure to meet ASU Graduate College policies

Student-initiated support requests

Who initiates: Student

Purpose: Any programmatic concerns

Students can complete the Student Concern Form to self-report any concerns about their program experience. Based on the nature of the concern, follow-up will be determined by the academic advisor with consultation from the director of doctoral programs and potentially from the director of student services.

Process

- Student initiates the process by contacting the individual (course Instructor, research advisor, dissertation chair) they have a concern with to discuss the issue
- If the concern cannot be resolved, the student may submit the [Student Concern Form](#)
- After the form is submitted an ASU representative will follow up with the student within 48 hours

- The student will meet with the academic advisor and the director of doctoral programs to discuss the issue
- Student concerns are documented with recommendations

Information requested on the form:

- If the request involves a particular instructor or course: instructor name and course number
- Description of the issue, including information about time, place, sequence of events and individuals involved. If there is more than one issue, the student may list multiple issues on the form.
- Documentation of steps you have taken to address the issue, including dates, times and the outcomes of those steps/attempts
- Your desired outcome.

Support Our Student form

Who initiates: Faculty, staff, peers, family members

Purpose: any concern

SOS forms are completed by faculty or staff members, peers or family members when student concerns are present. Once alerted about a potential student issue, the Student Success Team will identify the appropriate follow-up based on the nature of the concern. The Coordinated Care Team meets regularly to review issues with ASU partners from across campuses, as well as academic stakeholders. [MLFTC SOS form](#)

University process for student support

The Office of Student Rights and Responsibilities and the office of the dean of students handle student issues independently and in lieu of college practices and academic advising.

The [Office of Student Rights and Responsibilities](#) is responsible for reviewing and handling incidents involving students. The staff works closely with other department and program staffs to ensure all students can live, work and learn in a mutually satisfying and secure environment. Incident reports are accepted from students, faculty or staff members, or other persons who believe a student or a student organization may have violated the Arizona Board of Regents [Student Code of Conduct \(Chapter 5, Section C\)](#) and [Student Disciplinary Procedures \(Chapter 5, Section D\)](#).

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.

ASU parental leave policy

Eligible postdoctoral scholars and graduate students with a .50 FTE research or teaching assistantship (RA/TA) appointment are covered under item 6 of [ASU's Parental Leave Policy](#). Contact [Kim Rowe](#) to discuss the steps to requesting leave.

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 [Student Accessibility and Inclusive Learning Services](#). MLFTC encourages admitted students with disabilities or disabling health conditions who believe they may need an accommodation to register with SAILS prior to enrolling in the program so all reasonable accommodations can be in place at the beginning of the program. Students registered with SAILS 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 their instructor and submit an incomplete request form through DocuSign that includes a deadline for coursework to be completed. Contact the academic success coordinator for the link to the DocuSign Incomplete Form. The student will start the DocuSign process, the incomplete request is then routed first to the instructor and then 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 added to 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 to the instructor within 10 business days of the last date for posting final grades, as listed 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; for example, 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. The instructor 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 only to appeal of course grades.

1. The student must contact the instructor of the course and complete and submit the [Grade Appeal Form](#). 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 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 2 and submit the Grade Appeal Form to the Office of Student Services.

Note: If the required meeting with the instructor has not taken place, the appeal will be accepted only if the student supplies evidence that they contacted the instructor and, A) received no reply for five business days, or B) have been unable to schedule a meeting within 10 business days of the date of contact.

Step 2: Submit grievance to Office of Student Services — If the grievance is not resolved in step 1, the student may forward the grade appeal to Erica Mitchell, executive director of student services, at erica.mitchell@asu.edu.

Step 3: Division director reviews grade appeal — The executive director of student services will review the grade appeal and may request additional information. The grade appeal will be forwarded to the division director for review, if the appeal meets the criteria for a grade appeal. The division director will review all information and notify the student of the outcome.

Step 4: Appeal decision to the dean

- Per ASU policy, 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 dean, the student must forward the original appeal and the division director's response to Associate Dean Ida Malian at ida.malian@asu.edu, who will begin the appeal process at the dean's level.
- Only the issue appealed to the division director may be appealed; no new issues or complaints may be added. The dean or her designee has full discretion as to whether to refer the appeal to the Student Issues Committee (also known as the college academic grievance committee). See [University Policy for Student Appeal Procedures on Grades](#).
- The student will be notified by mail of the outcome. The decision of the Student Issues Committee (dean's designee) is final.

Deadline: To receive consideration, the appeal form and supporting documentation must be submitted to the instructor within 10 business days of the last date for "Final Grades Due" as listed in the [Academic Calendar](#).

Submit Form: Submit a [Grade Appeal Form](#) to your instructor when requesting a meeting. Both undergraduate and graduate students should also submit a copy to erica.mitchell@asu.edu. Your email will count as an electronic signature.

It is ASU's 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). Petitions 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.

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 [Registering for Classes](#). Complete details regarding registration and course drop/add procedures are provided in the [Drop/Add and Withdrawal](#).

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](#).

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 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. Consult 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 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 petition to request a leave of absence through their plan of study. 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 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

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.) 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 a degree or certificate program. Academic advising contact information can be found on My ASU under “Academic Advising.”

Academic advisors 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: DoctoralEducation@asu.edu

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

Academic and professional development resources

ASU Libraries

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

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

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

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.

Student Accessibility and Inclusive Learning Services (SAILS)

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 SAILS Center. MLFTC encourages admitted students who believe they may need an accommodation to register with the SAILS prior to enrolling in the program. [SAILS 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](#).

Appendix I — LLT student outcome goals and expectations for faculty

Outcome goals for our students

- 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.
- 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.
- Knowledge of paradigms and ability to embrace/respect them, even if they choose to work from a particular paradigm (awareness of negative effects of paradigm wars and history of such).
- Understanding of aspirations of a New American University; need to be stated and related to our goals for students.
- 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.
- Help our students think deeply about knowledge in terms of contribution, impact, and innovation.
- 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.
- Able to engage in complex problems in an interdisciplinary manner while working on problem solving.
- Able to produce high quality scholarship/research – rigorous, leading research published in appropriate journals.
- Understand how to communicate to different and diverse audiences, including applied and problem-solving audiences.
- Know how to listen to and communicate with school leadership, principals, teachers and students; same for community and family.
- Understand being part of a team and working collaboratively.
- Knowledgeable of processes for earning tenure and savvy about how universities work.
- Understand not to dichotomize “research” vs. “application” – to see impact factors from both.
- Able to present well to differing audiences.
- Have a good beginning foundation for college teaching.
- Understand the foundations of our field(s); knowledge basis; early work; foundational pieces such as Nation at Risk.
- Develop a common language and understandings of the foundations of our field.
- Understanding the policies that have driven the field and decision-making.
- Understand that EPE and LLT are both parts of the field of education and see how they are and can be integrated.
- Develop students who know they need to know more and have the personal agency to keep learning.

Expectations of advisors

- Work to build all competencies listed for their advisees.
- Meet regularly with students, remind the students of expectations and milestones.
- Monitor development of all milestones.
- Honor and model program goals and characteristics.
- Honor and nurture students’ development of their own research agenda.
- Integrate students into meaningful research experiences.
- Allow students to change advisors as appropriate.
- Nurture networking and mentoring across local and national faculty/organizations and others.

- Flexibility.
- Assist in opportunities to engage in the possibilities we are creating.
- Consider research opportunities for students.
- Consider the research needs of faculty, themselves and others.
- Consider goals for our students.

Appendix II — Menu of methods courses throughout the university

Course offerings change regularly. Students should consult with their advisor and [ASU Class Search](#) for specific courses in a given semester.

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 609: DV Qual Research Methods Comm

School of Politics and Global Studies

- POS 604: Polimetrics II
- POS 603: Polimetrics

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

New College of 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