Master of Education in Special Education (Teacher Certification)

Student Handbook
2022–23 Academic Year

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Introduction

Master of Education degree in Special Education (Teacher Certification)

The MEd in Special Education program is for students who already have a bachelor's degree in any field and are seeking teacher certification while also earning a master's degree in education. The program offers flexibility for meeting certification requirements through professional experiences, either through an alternative teaching route, a traditional route, or a combination of professional experiences that meet certification requirements.

The program will be offered in two modalities: immersion via ASU Sync and online. The master's program in teacher certification offers coursework leading to a master's degree in one of two routes:

- **SPE certification only** — Special Education Mild/Moderate (K–12) for the alternative teaching route or the traditional route, ***or***
- **Dual SPE/EED certification** — Special Education Mild/Moderate (K–12) and Elementary Education (K–8) for students who participate in the traditional route

Routes to certification

Mary Lou Fulton Teachers College offers options for students to earn a master's degree and Arizona teacher certification through a traditional or alternative teaching route. The coursework is the same for either route and includes clinically embedded assignments to connect theory and practice in the classroom through professional experiences. Students take classes via ASU Sync (virtual, synchronous modality) one or two nights per week, or in a fully online modality.

The program builds connections between educational design and decision-making; professional growth and leadership; and scholarly, integrative knowledge through quality classroom instruction paired with extensive field experiences. Students gain a strong foundation in teaching and content knowledge from experts in education with years of K–12 experience. MLFTC faculty members actively engage students in the research process throughout the program to facilitate students' examining problems of practice and engaging in iterative cycles of inquiry in collaborative educational contexts, culminating in their own applied research project.

A series of professional experiences assists students in developing a thorough understanding of teaching and learning as they apply knowledge from their coursework to the classroom. Individualized guidance through the clinical framework provides students with the support they need to become effective educators.

Program learning outcomes

Graduates demonstrate the capacity to apply advanced knowledge and possibility thinking to practical challenges by imagining new solutions and creating positive change for all learners, families or communities. Throughout the program, students will participate in educator scholar communities to enhance their engagement through learning communities. Educator scholars will expand their specialized knowledge and intellectual skills throughout the program. Essential areas of learning include broad, integrative knowledge and concepts from fields of study that bridge this knowledge and those skills.

The EED, SED and SPE pathways each have a series of core courses which include shared content and collaboration as well as content and assignments differentiated by selected certification. Students will need access to K–12 learners in a special education setting throughout the program.

The program culminates in an action research applied project in SPE 593 in which students research, implement and measure the effectiveness of an intervention to solve a problem of practice in K–12 classrooms.

Through the program learning outcomes, graduates will be able to:

- DDM 1 — Execute an instructional cycle using methods, strategies, high leverage practices, technologies and interventions appropriate for a range of learner abilities, differences, cultural and linguistic assets and needs supported by research-based pedagogical practices and theories.
- DDM2 — Create learning experiences that address the central concepts, tools of inquiry and structure of content disciplines to engage learners in accessible, relevant and meaningful content to ensure critical thinking and mastery of the content.
- DDM3 — Create and maintain inclusive, equitable learning environments that support individual and collaborative learning experiences, utilize high leverage practices, and foster critical thinking, active engagement and well-being for all learners.
- DDM4 — Use multiple methods of assessment and data to evaluate learner strengths and needs, determine eligibility for services, monitor progress, guide educator decision making and actively engage with learners and stakeholders.
- DDM5 — Apply strategies for instructional co-planning, co-analyzing of data and cogenerative dialogue in service of meeting student needs.
- DDM6 — Apply appropriate strategies to promote resiliency, empathy and inter/intrapersonal awareness in support of collaborative decision-making.
- GLAE1 — Build and implement a professional growth plan using evidence and reflective practices in the areas of professional responsibility, educator identity, leadership, ethical conduct and advocacy for equitable and inclusive practices.
- GLAE2 — Advocate for students, families and communities with an understanding of the social, local, cultural or global context.
- GLAE3 — Self-reflect and assess personal contributions for shaping and supporting the mission of their school or organization's goals, positive school climate and environment of trust.
- GLAE4 — Apply expectations of the profession including applicable codes of ethics, professional standards of practice and relevant law and policy.
- ESK1 — Examine previous understandings and assumptions and articulate the impact of the local/cultural context, personal histories and relevant experiences on problem(s) of practice.
- ESK2 — Engage in iterative cycles of inquiry in collaborative educational contexts and systems to imagine new concepts, catalyze ideas and form new solutions, guided by principles and research that create positive change for learners.
- ESK3 — Elucidate a relevant problem of practice in their own educational context and system informed by major theories, theorists and/or frameworks.
- ESK4 — Implement an applied research project, synthesizing the findings and defending the significance and implications of the study as relevant to social and global context.
- ESK5 — Integrate interdisciplinary perspectives and methods to synthesize past and current experiences and other fields of study.

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 ASU's Graduate College policies and procedures. In these cases, Mary Lou Fulton Teachers College has established higher standards. Policies and procedures are subject to change. Changes will be communicated to students through email. Any updates to this handbook can be found on the program website.

Admission

Admission to the MEd in Special Education program varies by semester depending on the professional track selected. Completed admission files are reviewed and admission decisions are made on a rolling basis. Space may be limited; therefore, applicants are strongly encouraged to apply and have all application materials on file with ASU on or before any posted deadlines.

Quick facts

- Location:
  - Tempe campus via ASU Sync
  - ASU Online
- Number of credit hours: 44–47 (depending on track), including the required professional experiences and applied project course, SPE 593
- **Online** start terms: Fall, Spring and Summer
- **ASU Sync** start term: Fall
- Immersion program fee: $1,000 ($500 each for semesters 1 and 2)
- Online program fee: $2,200
- Time to completion: Three to four semesters (depending on the track), including fall, spring and summer. Students may opt to accelerate or decelerate their program sequence in consultation with their academic advisor and the program.
- Application deadlines: education.asu.edu/application-deadlines (See Academic Calendar for session dates)
- Course format and delivery:
  - **ASU Sync** (affiliated with the Tempe campus) provides students with technology-enhanced, fully interactive remote learning using live lectures via Zoom. It offers the benefits of face-to-face instruction in an interactive group learning environment. Courses meet synchronously 1–2 times per week, generally in the evenings. Although no physical classroom is assigned, MLFTC provides drop-in space for students who want or need to attend their courses remotely from an ASU campus (Tempe, Polytechnic or West).
  - **ASU Online** offers synchronous course meetings entirely online.
- Professional Pathways experiences (internships, student teaching/residency, apprentice teaching) will be completed at an approved setting. Experiences vary based on the selected professional pathway and certification route.

Contacts

For admission information, contact:

- ASU Sync: GradEducation@asu.edu
- ASU Online: EnrollmentOnline@asu.edu

Current students, please contact your academic advising team, Team Educator Preparation, at 602-543-6358 or GradEdPrep@asu.edu.

Graduate admission requirements

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

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.

- Maintain a B (3.00 on a 4.00 scale) grade point average in the last 60 semester hours or 90 quarter hours of undergraduate coursework. If you do not meet the minimum GPA requirements, your application may still be considered.
- International applicants must provide proof of English proficiency. The following are accepted to meet this requirement:
    - Test of English as a Foreign Language (TOEFL): score of at least 90 on the internet-based test (iBT), with scores on the Speaking and Writing portions in the high "Fair"–"Good" range (22–30). ASU's institutional code is 4007. Only electronic copies of scores are accepted.
    - International English Language Testing System (IELTS): overall band score of at least 6.5 with Speaking and Writing portions needing to be at least 6.5 (6 = Competent User, 7 = Good User). No institutional code is needed.
    - *Individual academic units or programs may have higher requirements for English proficiency.*

Academic program admission requirements (all program pathways)

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

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

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

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

Fingerprint clearance —

- **Arizona Residents** - Include a copy of your IVP fingerprint clearance card (front and back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. Visit the DPS site for information on applying for and receiving your IVP fingerprint clearance card.
- **Non-Arizona Residents** - Applicants residing in another state are responsible for ensuring that they are aware of their individual state and local district's/school's unique fingerprint and background check requirements for any clinical placements in a PreK-12 school setting as well as anticipated applicable timelines for completion of those requirements so that the applicant can timely complete the requirements in advance of any placement. It is the applicant's responsibility to comply with all such requirements prior to placement.

Additional requirement for alternative teaching route applicants

Educator exam — For applicants to the MEd Special Education program, the appropriate exams may be required prior to enrollment in the program, depending on state requirements for certification.

- **Special Education (Mild/Moderate certification):** SPE certification only — AEPA/NES Special Education (NT 601) Exam
- **Dual SPE/EED certification:** AEPA/NES Special Education (NT 601) Exam, and APEA/NES Assessment of Professional Knowledge-Elementary Education (NT051)

State-required exam information can be found on the ADE website. Required exams must be passed in order to obtain teacher certification from the ADE upon program completion.

Provisional acceptance guidelines

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

Most provisions must be completed within the first semester of enrollment. When students have satisfied the provisional requirements, they should confirm with their academic advisor that a change of status has been recommended.

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

Preadmission credit policy

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

Traditional certification route requirements

Students planning to enroll in the traditional certification route must meet the following additional requirements prior to beginning their first term of professional experience:

- Submit all ASU and degree program admission materials by the posted deadline.
- **Fingerprint clearance** —
    - **Arizona Residents** - Include a copy of your IVP fingerprint clearance card (front and back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. Visit the DPS site for information on applying for and receiving your IVP fingerprint clearance card.
    - **Non-Arizona Residents** - Applicants residing in another state are responsible for ensuring that they are aware of their individual state and local district's/school's unique fingerprint and background check requirements for any clinical placements in a PreK-12 school setting as well as anticipated applicable timelines for completion of those requirements so that the applicant can timely complete the requirements in advance of any placement. It is the applicant's responsibility to comply with all such requirements prior to placement.

Alternative teaching route requirements

Students planning to enroll in the alternative teaching route often require an Arizona Alternative Teaching Certificate — or the equivalent, if completing the program outside Arizona — and must meet these additional requirements:

- Submit all ASU and degree program admission materials by the posted deadlines.

- **Fingerprint clearance**
    - **Arizona Residents** - Include a copy of your IVP fingerprint clearance card (front and back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. Visit the DPS site for information on applying for and receiving your IVP fingerprint clearance card.
    - **Non-Arizona Residents** - Applicants residing in another state are responsible for ensuring that they are aware of their individual state's and local district's/school's unique fingerprint and background check requirements for any clinical placements in a PreK-12 school setting as well as anticipated applicable timelines for completion of those requirements so that the applicant can timely complete the requirements in advance of any placement. It is the applicant's responsibility to comply with all such requirements prior to placement.
- **Confirmation of employment**
    - Complete the Confirmation of Employment form to verify a full-time teaching position, signed by the principal and the district HR department.
    - Confirmation is required after admission to the program and prior to enrolling in the first term.
    - Employment should be in a 6–12 setting aligned with the student's desired subject: public, private, charter placements, etc. are acceptable. Alternative or non-school settings such as correctional facilities are not permitted for this program.
- The principal, school and district must acknowledge and permit the use of videotaping technology in the classroom for the purpose of teacher candidate evaluation.
- A supervising practitioner oversees the candidate during the Professional Pathways experience. A supervising practitioner must be a standard certified educator currently employed by a local education agency, private agency or other 6–12 entity, and have:
    - A minimum of three full years of experience relevant to the license the candidate is seeking.
    - A current classification of effective or highly effective or effective pursuant to §15-203(A)(38), when applicable.
    - Adequate training from a professional preparation institution.

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

Arizona-based students who are required to have an Arizona Alternative Teaching Certificate but have not secured an alternative teaching certificate by July 15 prior to the first fall semester will not be eligible for the Apprentice Teaching course, but still may enter the program via a route that does not require an alternative teaching certificate. Contact your academic advising team for more information. Arizona students who hold an emergency or long-term substitute certificate should consult with their advising team to determine which route is best for them.

Non-Arizona students interested in completing the degree with the alternative teaching route, known in some states as alternative pathway to certification, must ensure this pathway is eligible for initial teacher certification in their state. *Not all states accept out-of-state alternative programs for teacher certification.* The alternative teaching route is designed for teacher candidates who complete their professional experience as teachers of record, not as interns or student teachers. Non-Arizona students who hold emergency or long-term substitute certification should consult with their state to determine which route is best for them.

Residency information for alternative teaching route and full-time school employees

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

Nonresident students located in Arizona who meet eligibility criteria must complete the teacher waiver and receive appropriate documentation in order to receive in-state tuition by the deadlines set by the Residency Classification Office. Contact your advising team to obtain the authorized signature required on the coursework verification page.

Students intending to become Arizona residents should contact the Residency Classification Office.

Access to K–12 students

Since this is a teacher preparation program, many of the courses have assignments that are field-based. Students enrolled in the degree-only option or those who are not enrolled in a professional experience course (internship, residency, apprentice teaching) will need to be prepared to have access to a minimum of 3–5 K–12 students who align with their pathway.

Tuition cost and financial aid

Tuition and fees

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

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

Financial assistance

Financial aid is available through a variety of sources. Please note that graduate certificate programs may not be eligible for fellowships, scholarships or other funding sources.

Mary Lou Fulton Teachers College scholarships and fellowships

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

Opportunities available include:

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

Graduate college fellowships

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

Opportunities available include:

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

Financial aid

For information about financial aid related to this program, visit the Financial Aid website.

ASU payment plan

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

AmeriCorps

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

Curriculum and graduation requirements

Program requirements

Students in the MEd Special Education program complete 44–47 credits (depending on route) of graduate coursework, including a culminating experience. Coursework required for teacher certification is incorporated into coursework required for the master's degree and varies by professional tracks.

- SPE certification only (44 credits)
- Dual SPE/EED Certification (47 credits)

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

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

Course sequences detailing specific course offerings are found on the MLFTC Graduate Student Success Site. To review course descriptions, visit the ASU Catalog.

Program of study

Traditional Certification — SPE Mild to Moderate Disabilities

(38 + 6 professional experience = 44)

Required core (8 credits)

TEL 510	Instructional Design, Planning and Assessment	2
TEL 511	Research and Evaluation in Education	2
TEL 517	Creating Equitable Learning Environment: Decision-making and Action	3
TEL 572	Educator Scholar Community III	1

Concentration requirements (27 credits)

EED 532	Literacy Methods of Instruction and Assessment for Diverse Learners	3
EED 537	K-8 Mathematics Methods and Assessment	3
SPE 558	Special Education Foundations: Law, IEP's, Assessment and Ethics	3
SPE 513	Instruction and Assessment for Learners with Exceptionalities I	3
SPE 522	Instruction and Assessment for Learners with Exceptionalities II	3
SPE 502	Language and Communication Methods and Assessment	2
TEL 531	Foundations of Literacy: The Science of Reading	3
TEL 540	Cultivating Networks of Culturally Responsive Relationships among Families, Communities and Cultures	2
TEL 570	Educator Scholar Community I	1
TEL 571	Educator Scholar Community II	1
—	Electives	3

Other requirements (6 credits) — *Internship and Student Teaching*

At least 2 credits must be Internship and at least 2 credits must be Student Teaching for one certification (SPE). Students switching tracks from Alternative Certification may substitute Apprentice Teaching for Student Teaching with permission from the program.

- SPE 556 Internship I (2)
- SPE 570 Internship II (2)
- SPE 576 Internship III (2)
- SPE 578/596 Residency/Student Teaching in Special Education (2)

Culminating experience (3 credits)

SPE 593	Applied Project	3
	Total credits required for degree:	**44**

Alternative Certification — SPE Mild to Moderate Disabilities

(38 + 6 professional experience = 44)

Required core (8 credits)

TEL 510	Instructional Design, Planning and Assessment	2
TEL 511	Research and Evaluation in Education	2
TEL 517	Creating Equitable Learning Environment: Decision-making and Action	3
TEL 572	Educator Scholar Community III	1

Concentration requirements (27 credits)

EED 532	Literacy Methods of Instruction and Assessment for Diverse Learners	3
EED 537	K-8 Mathematics Methods and Assessment	3
SPE 558	Special Education Foundations: Law, IEP's, Assessment and Ethics	3
SPE 513	Instruction and Assessment for Learners with Exceptionalities I	3
SPE 522	Instruction and Assessment for Learners with Exceptionalities II	3
SPE 502	Language and Communication Methods and Assessment	2
TEL 531	Foundations of Literacy: The Science of Reading	3
TEL 540	Cultivating Networks of Culturally Responsive Relationships among Families, Communities and Cultures	2
TEL 570	Educator Scholar Community I	1
TEL 571	Educator Scholar Community II	1
—	Electives	3

Other requirements (6 credits) — *Apprentice Teaching and Internship*
Students must take at least two Apprentice Teaching courses (4 credits). The remaining 2 credits can be either Apprentice Teaching, Internship, or Student Teaching.

- SPE 571 Apprentice Teaching I (2)
- SPE 574 Apprentice Teaching II (2)
- SPE 579 Apprentice Teaching III (2)
- SPE 556/570/576 Internship (2)

Culminating experience (3 credits)

SPE 593	Applied Project	3
	Total credits required for degree:	**44**

Traditional Certification — Dual Certification EED and SPE Mild-Moderate

(39+8 professional experience = 47)

Required core (8 credits)

TEL 510	Instructional Design, Planning and Assessment	2
TEL 511	Research and Evaluation in Education	2
TEL 517	Creating Equitable Learning Environment: Decision-making and Action	3
TEL 572	Educator Scholar Community III	1

Concentration requirements (28 credits)

TEL 540	Cultivating Networks of Culturally Responsive Relationships among Families, Communities and Cultures	2
TEL 570	Educator Scholar Community I	1
TEL 571	Educator Scholar Community II	1
EED 537	K-8 Mathematics Methods and Assessment	3
SPE 502	Language and Communication Methods and Assessment	2
SPE 513	Instruction and Assessment for Learners with Exceptionalities I	3
SPE 522	Instruction and Assessment for Learners with Exceptionalities II	3
SPE 558	Special Education Foundations: Law, IEPs, Assessment and Ethics	3
TEL 531	Foundations of Literacy: The Science of Reading	3
EED 532	Literacy Methods of Instruction and Assessment for Diverse Learners	3
EED 529	Science Methods and Assessment (dual cert required)	2
EED 534	Social Studies Methods and the Arts (dual cert required)	2

Other requirements (8 credits) — *Internship and Student Teaching*

At least 2 credits must be Internship and at least 2 credits must be Student Teaching in Special Education and 2 credits Student Teaching in Elementary education.). Students seeking dual certification in Elementary and Special Education must complete both an EED and SPE student teaching placement. Students switching tracks from Alternative Certification may substitute Apprentice Teaching for Student Teaching with permission from the program.

- SPE 556 Internship I (2)
- SPE 570 Internship II (2)
- EED 567 Internship I (2)
- EED 567 Internship II (2)
- EED 582 Residency/Student Teaching in Elementary Education for Dual Certification (2)
- SPE 581 Residency/Student Teaching in Special Education for Dual Certification (2)

Culminating experience (3 credits)

SPE 593	Applied Project	3
	Total credits required for degree:	**47**

Culminating experience

Students are required to complete an applied project, working with their instructor to engage in an action research cycle, critically evaluate education research related to an action research problem, apply education concepts to professional experience, and reflect on their practice to modify and improve instruction. Students enrolled in the special education program of study engage in this process in a two-course format, formulating individual proposals in TEL 511 Research and Evaluation in Education, and carrying out their individual action plan with the assistance of their instructor in the applied project course, SPE 593.

A successfully completed applied project constitutes the culminating experience for the master's degree. Students must earn a grade of B or higher in the culminating experience course.

Professional certification routes requirements

Coursework for the degree is the same for either route to certification and includes clinically embedded assignments to connect theory and practice in the classroom through professional experiences. Students take classes at an ASU campus one or two nights per week (ASU Sync) or in a fully online modality (ASU Online.

Master's students take six credits of professional experience, at minimum, throughout the program. To meet certification requirements, students must successfully complete either one semester of student teaching (traditional route) or two semesters of apprentice teaching (alternative teaching route). The additional professional experiences beyond the certification requirement can be through internships, apprentice teaching, or an additional student teaching/residency experience.

Students in the **MEd in Special Education, Mild to Moderate Disabilities, traditional route (dual SPE/EED certification)** must complete:

- One semester of internship prior to applying to student teaching
- Two eight-week placements in Elementary (EED 582) and Special Education (SPE 578)
- For the third professional experience course, students can take an additional student teaching, apprentice teaching or internship course

Students in the **MEd in Special Education, Mild to Moderate Disabilities, alternative route (single SPE certification)** must complete a minimum of two semesters of apprentice teaching (SPE 571, SPE 574). Apprentice teaching courses are offered as an alternative route to teacher certification for students who are full-time teachers of record in an approved content area. Students may need to obtain an Alternative Teaching Certificate from the Arizona Department of Education (or out-of-state comparable certificate) while completing classes for the MEd and certification. For their third professional experience course, students can take either an internship, an additional apprentice teaching course (SPE 579), or student teaching.

Interactive Plan of Study

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

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

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

Teacher certification

The Arizona Department of Education approves and recognizes teacher and administrator preparation programs offered by ASU as providing the academic knowledge and experiential expertise required of graduates to apply for Arizona certification. *Graduates of MLFTC teacher preparatory programs qualify to apply for certification or licensure in many, but not all, states and territories, either directly or through reciprocity.*

ASU provides information from state websites on the professional licensure page. Still, students are encouraged to confirm the regulatory requirements needed to apply for certification or licensure in the states in which they are interested in working, including additional subject testing and background checks or professional experience requirements. For answers to specific questions, contact MLFTCcompliance@asu.edu.

Institutional recommendation for Arizona teacher certification

Graduates completing MLFTC teacher preparatory programs are eligible for an Institutional Recommendation allowing them to satisfy academic requirements for teacher certification in the state of Arizona. Graduates seeking certification or licensure in other states may need or want to become certified in Arizona first and then transfer that certification to other states via reciprocity. Prospective students can use the professional licensure page to determine if reciprocity or direct application is the preferred option in the states in which they are interested in teaching. Prospective students are encouraged to contact their states of interest to confirm the MLFTC preparatory programs they are interested in will lead to certification or licensure.

Arizona and U.S. Constitution requirements

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

Structured English Immersion

The SEI course (ELL 515) is part of the curriculum of Master of Education programs as an option for students who need to meet the SEI endorsement requirement for their certificate. For those teaching in an English Language Development classroom on an Alternative Teaching Certificate, ADE requires the SEI course to be completed before issuing an alternative teaching certificate. The SEI endorsement workshop or course may be taken through other ADE-approved SEI endorsement training providers. Confirm with your school district or charter school if your teaching placement is considered an SEI classroom.

Certification examinations

For applicants to the MEd Special Education program, the appropriate exam may be required prior to enrollment in the program, depending on state requirements for certification, particularly for Alternative Teaching Certification Route students.

- **Special Education (Mild/Moderate certification):** SPE certification only — AEPA/NES Special Education (NT 601) Exam
- **Dual SPE/EED certification:** AEPA/NES Special Education (NT 601) Exam, and APEA/NES Assessment of Professional Knowledge-Elementary Education (NT051)

State-required exam information can be found on the ADE website. Required exams must be passed in order to obtain teacher certification from the ADE upon program completion.

Students seeking initial teacher certification outside Arizona must consult with their state for information regarding examination or additional coursework requirements applicable in their state.

Additional states and territories

Full reciprocity is not available in many states, and transcript reviews, further testing and completion of additional coursework may be required based on a state's certification or licensure policies. MLFTC collects and provides certification and licensure information from each state, district and territory to aid prospective students in program and career decision-making. However, each state's policies and practices are subject to change and are open to interpretation that can change at any time. Prospective students are strongly encouraged to contact their states of interest to confirm they can meet all certification, academic and professional requirements before making enrollment decisions.

There are elective courses and other options that can help students prepare for unique academic requirements in the states they desire to teach. Please contact advising at GradEdPrep@asu.edu to ensure academic requirements can be met before applying for certification or licensure outside Arizona.

Satisfactory Academic Progress and Professional Conduct Policy

Students are expected to familiarize themselves with the policies and procedures listed in the MLFTC Satisfactory Academic Progress and Professional Conduct policies, and understand Graduate College policies related to academic progress found on the Graduate College Policy and Procedure website. This is not a complete representation of the current SAPPC policy, which includes policies and procedures regarding academic progress, professional experiences, and appeals and grievances. Students are expected to read and understand the policy in its entirety.

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

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

Title IX

ASU prohibits all forms of discrimination, harassment and retaliation. Read ASU's Title IX policy. 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 operated by the university, 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. The Title IX office is located at 1120 S. Cady Mall, INTDSB 284. For information on making a report, visit ASU's Report It! page.

Student responsibility

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

- ASU Graduate College policy manuals
- ASU Graduate College Policies and Procedures
- Mary Lou Fulton Teachers College student forms and policies

Student email

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

Harassment

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

Academic integrity

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

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

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

Student Code of Conduct

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

Complete resources regarding policies related to the ASU Student Code of Conduct

Graduate College and graduate student responsibilities

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

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

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

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

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

Policies and procedures

Registration and drop/add policies

All students are required to have proof of measles immunizations on file with Student Health prior to registration. Graduate students register through My ASU according to their enrollment appointment.

Complete details regarding registration and course drop/add procedures are provided in the Registration and Tuition Payment Guide.

Enrollment verification guidelines

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

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

Maximum course load

MLFTC provides recommended course sequences for all graduate programs to guide students in their registration each term. Students are encouraged to follow the course sequence for their program or to discuss any alterations with an academic 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 their academic program. Please 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 Request to Maintain Continuous Enrollment form. This request must be submitted and approved before the anticipated semester of nonregistration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters during their entire program.

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

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

Voluntary withdrawal

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

Medical/compassionate withdrawal

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

Maximum time limit to complete degree

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

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

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

Student support resources

MLFTC Office of Student Services

Academic advising

All graduate students are assigned an academic advising team 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 the primary point of contact with the college. They can help students navigate program and degree requirements, registration, college and university policy, and can connect students to other resources as needed.

Students are encouraged to use the MLFTC Graduate Student Resource Site for general information about programs, processes and policies that may be specific to the academic program or college.

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

Students can expect a response from a member of their academic advising team 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:

- ASU Online Library Guide
- Education subject course guide
- Research Databases

ASU Writing Center

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

Career services

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

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

Student support services

ASU Online student support and services

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

International Student and Scholars Center

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

Health Services

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

Counseling services

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

Student Accessibility and Inclusive Learning Services

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 SAILS. MLFTC encourages admitted students who believe they may need an accommodation to register with SAILS prior to enrolling in the program. Student Accessibility and Inclusive Learning Services

Veterans and Military Affairs Office

MLFTC values the exceptional contributions of our veterans and welcomes current and former members of the military and their dependents as students preparing for careers in the education field. 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 for 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.