

Mary Lou Fulton Teachers College

Satisfactory Academic Progress and Professional Conduct Policy

In order to remain in good standing in the Mary Lou Fulton Teachers College (“MLFTC”), students must maintain satisfactory academic progress consisting of BOTH **academic performance** AND adherence to the Teachers College **Professionalism Standards**. This document sets forth the standards and expectations for “satisfactory academic progress” and “good standing” and explains the consequences of failure to meet these standards. This policy applies to both undergraduate students and graduate students in the Mary Lou Fulton Teachers College.

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

SECTION I: ACADEMIC PERFORMANCE REQUIREMENTS

A. Satisfactory Academic Progress

Advisors conduct ongoing reviews of students’ academic and professional performance in order to determine retention and continuation status. Students with records containing indicators of professional or academic concerns may be placed on academic probation or academic suspension (undergrads only) or may be dismissed (permanently removed) from their programs and/or the College (graduate students refer to **ASU Graduate College** policies).

To meet satisfactory academic requirements, all students must:

1. Maintain minimum GPA as follows:

- Undergraduate students in teacher preparation programs must maintain an overall cumulative GPA of 2.25 or higher. Students enrolled in Educational studies must maintain an ASU GPA of 2.0 or higher.
- Graduate students must maintain at least 3.00 on the following three GPAs every semester
 - Plan/Program of Study (iPOS) GPA. The Plan of Study (iPOS) GPA is calculated on all courses that appear on the student’s approved iPOS.
 - Overall Graduate GPA. The Overall Graduate GPA is calculated on all courses numbered 500 or higher that appear on the transcript, except courses that counted 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. The Cumulative GPA represents all courses completed at ASU.
2. Achieve a "C" grade or higher in all courses listed on the plan or program of study, 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.
 - a. Students in master's degree or graduate certificate programs must earn a grade of "B" or better in culminating experience courses (Applied Project, Thesis, Capstone, etc.)
 - b. Doctoral students carrying more than three (3) credits of "I" grades will be considered to not be making satisfactory academic progress.
 3. Pass all required professional experiences, including internships, apprentice teaching and residency, with a grade of "C" or better.
 4. Maintain good standing as outlined in the professional responsibilities standards section. Students who violate professional responsibilities may be placed on academic probation or suspension, or may be recommended for dismissal.
 5. Doctoral students must: pass comprehensive exams by the end of the sixth academic-year semester of enrollment; pass a proposal defense by the end of the seventh academic-year semester of enrollment; pass a dissertation final defense by the end of the eleventh academic-year semester of enrollment.

B. Unsatisfactory Academic Progress Consequences

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 residency, an applied project, or culminating experience) while addressing the deficiency. Students who are placed on probation in which the next term requires a residency will need to meet with his/her advisor to discuss options for the semester. **Please note that a graduate student with a single semester GPA at or below 2.0 may be recommended for dismissal without the benefit of a semester of probation.**

Undergraduate Students:

Academic Suspension will be imposed if an undergraduate student has **TWO** or more of the deficiencies listed OR a cumulative GPA below 2.25 (if in a teacher certification program). An undergraduate student placed on academic suspension may not progress into the next term until all deficiencies have been resolved. Students are required to complete their deficiencies within one calendar year and must work with their advisor to develop a plan to address deficiencies. Failure to do so may result in removal from professional program coursework and **dismissal** from the program.

Deficiencies for undergraduate students:

1. An "I" in an education course or secondary education content course
2. A grade of "D", "E", or "W" in an education course
3. A grade of "D" or "E" in a required secondary education content course

Please note: Some courses have a co-requisite of enrollment in a professional experience course. Students who are enrolled in a course with this co-requisite and are not also enrolled in a professional experience course should work with their instructor for alternative options to fulfill course requirements.

Graduate Students:

Students should carefully review ASU Graduate Education policies (found at <https://graduate.asu.edu/policies-procedures>), as the ASU Graduate Education policies are in addition to the college policies. Pay special attention to the policies regarding GPA, time limit for degree completion, and continuous enrollment.

Deficiencies for graduate students:

1. Plan of Study (iPOS) GPA below 3.00
2. Overall Graduate GPA below 3.00
3. Cumulative GPA below 3.00
4. Earning a grade below a "C" in any required course. Students must repeat a course with a grade below a "C" the following semester it is offered and earn a "C" grade or better.
5. Failure to achieve a "C" or better on the second attempt may result in recommendation for dismissal from the program.
6. Earning a grade of "I" or "W" in a required course, or carrying more than three (3) credits of "I" for students in doctoral programs.

NOTE: Both graduate and undergraduate students will not be approved for student teaching if they are on Academic Probation or Suspension. Once a student returns to good standing, s/he can be approved to participate in residency.

Graduate students who are placed on academic probation may not be permitted to complete culminating experiences (applied project, etc.) until s/he returns to good standing. Doctoral students must be in good academic standing to complete comprehensive exams, or to schedule oral defenses.

BAE Educational Studies + MA in Learning Sciences (4+1 Accelerated Program)

Students in the BAE to MA 4+1 program are considered undergraduate students until all undergraduate requirements have been met. Undergraduate students enrolled in the accelerated program will be eligible to enroll in graduate level courses and seminars. However, they will not be eligible for most graduate prerequisites including teaching and research

assistantships and related health insurance, financial aid, or graduate award programs until the undergraduate degree is completed.

Students are reviewed on an ongoing basis to ensure academic progress in both Bachelor's and Master's degree requirements.

- Undergraduate students in an accelerated bachelor's/master's degree program prior to the awarding of their undergraduate degree must complete all of their bachelor's degree requirements and graduate with their undergraduate degree within 12 months of the first day of the semester for which they were admitted to the accelerated program.
- Undergraduate students must maintain a 3.0 cumulative GPA from the time they have applied to the program (at 75 credit hours completed in the BAE Educational Studies degree), to the time the student begins taking graduate courses (at 90 credits completed in the BAE Educational Studies degree). A student must continue to maintain a 3.0 in all coursework. ***If a student's GPA drops below a 3.0 between the time they are admitted to the accelerated program and the time they begin their coursework, their admission to the accelerated program may be revoked.***
- If the student drops below the 3.0 GPA requirement once the student has started the accelerated program, the student will fall under the policy for graduate students. ***The student will still be allowed to complete their undergraduate degree, but will no longer be able to complete the graduate degree as part of the accelerated program.***

Deficiencies for students in accelerated programs:

1. Plan of Study (iPOS) GPA below 3.00
2. Overall Graduate GPA below 3.00
3. Cumulative GPA below 3.00
4. Earning a grade below a "C" in any required course. Students must repeat a course with a grade below a "C" the following semester it is offered and earn a "C" grade or better. Failure to achieve a "C" or better on the second attempt may result in recommendation for dismissal from the program.
5. Earning a grade of "I" or "W" in a required course
6. Failure to complete the undergraduate degree within 12 months of the first day of the semester for which the student was admitted to the accelerated program.

Professional Experience Deficiencies Undergraduate and Graduate Students:

The following policies apply to students enrolled in initial teacher certification or administrator certification programs.

1. A student who fails a professional experience or internship course may be allowed to retake the professional experience or internship **one time** if the reasons for failure are

judged to be remediable as determined through an appeal process. The first step in the process is a mandatory meeting with the Executive Director of Academic Services and Division representative. Details regarding the appeal process and steps will be provided at the meeting. If after an appeal, a student is permitted to retake the professional experience or internship and fails to pass the second time, the student will be dismissed from the teacher or administrator certification program.

2. In some cases, professional experience or internship issues may be non-remediable. These may include actions that cause the sponsoring school district or other organization to suspend or dismiss an Intern or Teacher or Administrator Candidate or to demand that the student teacher/intern be removed from the professional experience or internship due to violations of Professional Responsibilities Standards, violations of a professional code of conduct, district policy, or state or federal law or other inappropriate behavior. The Division will determine, based on information from the supervisor, the mentor teacher, the school district, other sponsoring organization, and the student, whether the student actions warrant immediate dismissal from the teacher or administrator certification program without benefit of a period of academic probation or another attempt to pass the professional experience or internship.
3. An alternative certification student whose clinical field placement is terminated by the school district due to reasons unrelated to performance, such as reductions-in-force, will not be recommended for Academic Probation or involuntary withdrawal on that basis alone. However, if the student does not secure another full-time teaching position, he or she must complete the degree and certification requirements by transferring to a Masters and Certification track and successfully completing the requirements of that program. This means the student may not continue to take classes with an Alternative Certification Pathway cohort.

If a student is in a paid residency, employment is a decision of the local education agency. Decisions related to employment are not made by the college. Students who are dismissed from a professional experience will be required to attend a meeting with college leadership to determine if they are able to retake the professional experience. Please refer to the grade appeal process for more information.

Special Note: Students enrolled in the Applied Behavior Analysis Practicum (SPE 580) must follow the policies and procedures found in the ABA Practicum Handbook provided as part of the course, located in the ABA Practicum Canvas Org.

C. Reinstatement to Good Academic Standing

To be restored to good academic standing,

1. A student must maintain or improve grades to meet the Academic Performance Requirements.
2. Students in non-certification programs must meet the expectations of any Professional Improvement Plan (PIP) related to satisfactory academic progress or professionalism while in the program.

SPECIAL NOTE: 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.

D. Academic Integrity

No matter what stage of your educational or professional career pursuits, acting with integrity is a cornerstone of leadership and good citizenship. Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Arizona State University students and faculty are expected to act with integrity in their educational pursuits.

Academic dishonesty falls into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

At Arizona State University academic honesty is expected of all students in all examinations, papers, academic transactions and records. The possible sanctions include, but are not limited to: appropriate grade penalties, loss of registration privileges, disqualification and dismissal. ASU strictly adheres to the academic integrity policy. This policy sets forth the ASU Student Academic Integrity Policy and appeal procedures. Further information can be found at <https://provost.asu.edu/academic-integrity/policy>.

The Associate Dean of Academic Systems handles all questions and concerns related to academic integrity violations in the Mary Lou Fulton Teachers College. Both students and faculty can contact the Academic Integrity Officer to report an academic integrity violation or to ask questions related to academic integrity policies and procedures.

SECTION II: PROFESSIONAL RESPONSIBILITIES (Conduct)

A. Satisfactory Progress

Professional work is marked by a particular responsibility to the clients served. Educators are trusted with significant power and authority over students and must demonstrate that they adhere to the standards of the profession. Therefore, in addition to academic progress requirements, students seeking certification are evaluated with regard to Professional Responsibilities Standards as described in this document.

The Mary Lou Fulton Teachers College Professional Responsibilities Standards (provided in Appendix B) show the **required** expectations for all students.

- All initial teacher or administrator students are expected to meet the professionalism standards in Sections A, B, C, and D at the “**Applying**” level, as a minimum, throughout their course of study.
- **Students in non-certification programs are expected to exhibit professional conduct by meeting all standards in Sections A and B at the “emerging” level, as a minimum, throughout their course of study.** The Professional Responsibilities elements listed under “Showing Professionalism” and “Growing and Developing Professionally” (Sections A and B of the Professional Responsibilities Standards) are expected in all clinical field experience, PreK-12 school-related and University settings, including interactions with University faculty and staff.

B. Unsatisfactory Progress - Professional Responsibilities

Students will be informed of and have an opportunity to respond to an allegation of a violation of or lack of compliance with the Professional Responsibilities Standards. As a general rule, the College seeks to assist students to become professionals by working with the students to develop and improve professional conduct. Students accused of violating or not complying with the Professional Responsibilities Standards will attend a meeting with the college leadership and will be informed of their status in the program after the meeting. Possible sanctions include: academic probation, suspension, disqualification or dismissal from the initial teacher or administrator program or graduate program.

Virtual Etiquette

Whether attending class, completing an internship or residency, meeting during with a faculty member or with classmates, or even presenting a thesis or project, there are some basic professional guidelines to follow to make it an engaging and productive experience:

- Arrive on time, dress appropriately, participate actively as instructors describe, and be respectful of everyone else in the class or meeting as outlined in the [ASU Student Code of Conduct](#)
- Mute your **microphone** when you are not contributing
- Ask questions in the zoom group **chat**, unless the instructor or the presenter asks otherwise
- **Avoid** multitasking while attending class since this may be distracting to your learning
- You are responsible for reasonable control of the **background of your Zoom**. Be mindful of what appears in your background if you have the camera on and do not choose to use a [virtual background](#)
- [Represent yourself professionally including using your proper name \(first and last name\) to identify yourself](#)
- [Use the ASU single sign-on when utilizing Zoom for official ASU business](#)

As always, you are expected to be professional, courteous, and respectful of yourself and everyone else in the class as described in the [ASU Student Code of Conduct](#). Failure to comply with professional requirements in a virtual setting may result in a referral.

All other University policies regarding student conduct are in addition to these requirements, and infractions of the ASU Student Code of Conduct may result in additional investigations and consequences through University procedures.

Notices of Concern

The **Notice of Concern** is a referral process designed to support all undergraduate and graduate students who may be at risk of not progressing in their academic plan and/or may need additional support from the college.

Students who receive a Notice of Concern (NOC) due to unsatisfactory academic or professional conduct may require a meeting with college leadership. Failure to comply with requests related to NOCs may result in probation or dismissal due to unsatisfactory progress.

C. Dismissal from Professional Experiences (Internship, Apprenticeship, or Student Teaching)

The following policies apply to students enrolled in initial teacher certification or administrator certification programs.

In the event a school district requests that a student be dismissed from an internship or student teaching placement for unprofessional or inappropriate behavior, the intern or teacher candidate will be required to attend a meeting with college leadership to discuss the concerns submitted in the request for dismissal submitted by the school district representative. The student will receive a copy of the dismissal recommendation prior to the meeting with college leadership. During the dismissal meeting, the student will have the opportunity to share details, provide evidence or other supporting documentation to explain the situation from his/her perspective.

Residents who are employed by the local education agency should report their program dismissal to their direct supervisor at the local education agency (usually the school principal and/or HR director). Continued employment after a dismissal is a decision of the local education agency. If a student is dismissed from their residency placement, their employment with the local education agency may be terminated by the agency. Decisions related to employment are not made by the college.

The student has the option to appeal the dismissal to the Associate Director of Professional Experiences. If it is determined that the allegations of a violation of unprofessional behavior resulting in the request for dismissal from the school/district are warranted, one or all of the following actions may result. The intern or teacher candidate:

- will be dismissed from the internship or student teaching placement.
- will receive a failing grade (E) for the internship or student teaching course*.
- will not be assigned another internship or student teaching placement during the same semester
- in which the teacher candidate was assigned a failing grade
- may not withdraw from the internship/professional experience course or student teaching course. If a withdrawal is processed by the Office of the Registrar, the grade will be administratively changed to an (E).

- must withdraw from all courses that require concurrent enrollment with internship or student teaching, including any applied project courses taken concurrently with student teaching.

*If an intern or teacher candidate wishes to appeal the (E) grade, s/he/they can follow the grade appeal process as outlined on the Teachers College website <http://education.asu.edu>. The first step in the grade appeal process is to meet with the course instructor. Students have 10 business days to appeal a grade. If a teacher candidate wishes to repeat the internship or student teaching and concurrent coursework during the semester following the dismissal, the teacher candidate must show evidence of how s/he plans to resolve the situation or circumstances which resulted in the removal from the internship or student teaching. The teacher or administrator candidate will be required to meet with college leadership to develop a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development.

*In the event that the teacher or administrator candidate violates the rules, policies, or procedures for conduct established by the school, district, local education agency, ASU, Teachers College, and/or the law while on a PIP for unprofessional behavior, the intern, teacher/administrator candidate will be **dismissed** from the teacher/administrator program. Teacher or administrator candidates who are dismissed may not petition to continue in their current academic plan, but may be eligible to pursue other non-certification degree options within Teachers College or within other colleges at ASU.

Students enrolled in the Professional Pathways Program who are dismissed from a professional experience or fail a professional experience and would like to complete the program without obtaining teacher certification (Master's degree only) must submit a petition for review. Petitions are reviewed on a case by case basis and not all students will be approved to enroll or continue to be enrolled in Professional Pathways Program coursework. Students approved to remain in the Professional Pathways non-certification option will be required to adhere to the same professionalism standards as students enrolled in certification programs. Failure to adhere to these standards will result in dismissal from the Teachers College.

SECTION III: RESIDENCY REQUIREMENTS

The following policies apply to students enrolled in initial teacher certification or administrator certification programs.

Academic Requirements:

To be eligible to progress into residency, a student must be in good academic standing with the Teachers College and all outstanding courses. Students who have academic deficiencies as outlined above will not be approved to participate in residency until the deficiencies are completed. For undergraduates this includes: general studies, foundational course requirements, electives major and or minor requirements. For graduate students this includes all requirements that appear on the program and plan of study.

Students who wish to take a course concurrently with student teaching in addition to the courses required during student teaching must submit a petition for review by the Advising Coordinator.

The course must be offered in the evening or online and not conflict with student teaching contracted hours.

Essential Functions of Professional Experiences or Administrator Internship:

As a credentialing institution of the State of Arizona, our mission is to prepare teachers for service in P-12 school settings. Teachers College students are required to complete multiple professional experiences (internships and residency) in which they must be able to perform the essential functions of teaching. The essential functions required by Teachers College are in the areas of physical capacity, cognitive flexibility, and communication. The ability to perform these essential functions is a requirement for successful completion of the teacher preparation program. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Teaching is a demanding profession, requiring a great deal of physical, mental and emotional stamina in which the safety and well-being of children and youth is paramount. Interns and student teachers will spend the majority of their days standing while interacting with P-12 students in the classroom and other areas of the school grounds. Escorting students from one classroom to another and maneuvering through tight spaces between desks or other classroom furniture is commonplace. In early childhood and elementary settings, circulating around and moving quickly along uneven surfaces on the playground is necessary. Residents may also be required to monitor and assist students when they arrive and depart from school at bus or parent pick-up locations. Playground and bus duties can require teachers to spend time outdoors in extreme heat during Arizona summers or extreme cold during winters elsewhere. Working with P-12 students also entails kneeling or squatting, stooping, and bending from 50-70 degrees at the waist frequently throughout the day. Reaching at, below, or above shoulder height to write on the chalk/white board and using technology and audio visual equipment requires significant manual dexterity. Occasionally, interns and residents will be required to lift and or move up to 30 pounds. These physical requirements allow the effective teacher candidate to engage students in activities and materials that challenge and sustain the attention of students during instructional plans.

The cognitive demands of internships and residency require that teacher candidates master relevant content in all subjects taught in the assigned classroom, use personal modeling to demonstrate performance expectations with precise and correct command of the English language, provide oral and written feedback that is academically focused, frequent, and of high quality, and use content specific instructional strategies that enhance student content knowledge. Residents must also be able to provide differentiated instruction to ensure that all children have the opportunity to master what is being taught. In addition, residents must maintain emotional control under stress and establish rules for learning and behavior both inside the classroom and on all other areas of the school grounds by monitoring student safety and behavior. Residents will be evaluated using the TAP Rubric across these essential functions of student teaching. The Tap Rubric can be accessed in the Professional Experiences Handbook provided at orientation.

The physical, cognitive, and communicative demands described here are representative of those that must be met by interns and residents to successfully perform the essential functions of their assigned professional experiences. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Special Situations for Professional Pathways Program Students:

Intern Certificate:

Students in the Professional Pathways program are in multiple interdependent roles as

- Employees of a school or school district,
- Holders of an Alternative Teaching Certificate from the Arizona Department of Education, and
- Graduate students at Arizona State University.

The teaching position *may* require that the student hold the Alternative Teaching Certificate; however, not all teaching positions require students to hold the certificate and may vary by state. Out-of-state students need appropriate certification in their state, if required. The Alternative Teaching Certificate requires the College to certify to the Arizona Department of Education (ADE) that the student is enrolled in a teacher preparation program and in good academic standing. The intern certificate is valid for two years. If a third year is required for program completion, the intern cert needs to be renewed. At the completion of the second year, only students in good academic standing will be eligible for an Institutional Recommendation (IR) to obtain a provisional teaching certificate.

An alternative teaching student who ceases to be eligible for his or her intern certificate is no longer eligible to continue in the alternative pathway to teacher certification program. The student may be allowed to complete the degree and certification requirements by enrolling in the Masters and Certification Professional Pathway track of the program. More information is available from the Office of Student Services.

Note: Due to the intensity of program coursework and apprentice teaching, students participating in an alternative pathway are not permitted to enroll in courses outside of the prescribed program of study without approval from the program. Students wishing to concurrently enroll in a graduate certificate or degree program should work with their advisor to complete an MLFTC petition which will be reviewed on a case-by-case basis by program and may require approval from the academic division.

Completion of Residency and Applied Project

As a part of a student's degree requirements, all students must complete an Applied Project course (Secondary: SED 593, Special Education: SPE 593, Elementary Education: EED 593). The purpose of the Applied Project is to act as a culmination of student work throughout the program and to enhance the student teaching experience. As a part of this course, students will begin by formulating a topic that they will be researching with a group of students throughout the entire semester, typically those in their internship, student teaching, or apprentice teaching placement and with their placement school's permission. A grade of a B or better is required to pass the course and graduate from the Master's program.

In those cases in which a student enrolled in an Applied Project course must leave his/her placement or has completed the required placement hours, he/she will be required to use data from past placement courses or retain permission from a previous placement to gather additional data as needed. This is vital as students will need to complete the necessary research for the project. Students dropping both courses will still need to maintain the ASU Graduate College Policy of Continuous enrollment, either by completing at least 1 credit of

Graduate Level coursework or with an approved Medical/Compassionate Withdrawal for the semester.

Applied Project Retake:

- For students who successfully complete their student teaching placement but do not pass Applied Project (B or better), **or** if students must complete the program without certification, they are required to complete the next available corresponding Applied Project course. Students must have access to a group of children in the relevant age group (pre-approved by any organization they might belong to) which they must locate themselves. Students must also contact the instructor of the Applied Project course before the end of the first week of class to discuss their situation, including that they will not be completing their project in an ASU placement.

SECTION IV: STUDENT SUPPORT

A. Student Support Process

The **Notice of Concern** is a referral process designed to support all undergraduate and graduate students who may be at risk of not progressing in their academic plan and/or may need additional support from the college.

The following outlines the steps taken in the referral process.

1. The instructor, site lead or other university representative discusses concerns with the student and informs the student that a Notice of Concern will be submitted to College Leadership. Depending on the nature of the referral, the student may be required to attend a meeting with college leadership to offer additional support.
2. If the referral is made for a violation of the academic or professional code of conduct or unprofessionalism, a student will be required to attend a mandatory meeting to discuss the alleged violations. This meeting provides students an opportunity to share his/her side of the situation. At the meeting, a Professional Improvement Plan agreement (PIP) is developed with input from the student and college administration. Students on a PIP are placed on a probationary status in the college until requirements of the PIP are met.
3. If the referral is not for a violation of academic or professional conduct, a student support consultation meeting is conducted. This meeting provides students with resources and additional university wide support. At the meeting, student needs are identified and a plan for student success is created along with follow up recommendations.
4. Students may be required to attend a follow up meeting to discuss their status in meeting requirements outlined in their plan. Failure to attend a required meeting and/or fulfill expectations outlined in PIP agreement may result in program dismissal.

B. Pregnancy Leave Policy

In accordance with Title IX, students requiring leave are entitled to leave for as long as it is deemed medically necessary by their physician. For absences of less than two weeks for session C courses or one week of leave for session A/B or summer courses, students should be able to make up the missed work 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 meet with MLFTC's coordinated care strategist to develop leave plans.

C. 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 SAILS (Student Accessibility and Inclusive Learning Services). The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors. Students must re-register with SAILS every semester for which they would like to receive accommodations.

D. Incomplete Grade Requests

The grade of "I" (Incomplete) can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student's control. Unfinished work must be completed with the same instructor except under extenuating circumstances. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of "I" is recorded.

To request an incomplete in a course a student will first obtain approval from his/her instructor and submit an incomplete request form including a deadline for coursework to be completed. The incomplete request is then routed to the Vice Dean or their designee for review and final approval. Approval of the request is at the discretion of the Vice Dean or designee, and the approval process may include modification of the deadline or a request for additional details. 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.

E. 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/.

SECTION V: APPEAL PROCESS

Academic Probation:

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

Grade Appeal Procedure:

To receive consideration, grade appeals must be submitted to the Course Instructor within **10 business days** of the last date for posting final grades, as noted in the Academic Calendar. The academic calendar is available at <https://students.asu.edu/academic-calendar>.

Final, official course grades are listed on My ASU via the student's transcript. Students should check their transcripts regularly following the grade posting date for each term. In the event there is a discrepancy between the final grade noted in the transcript and the grade the student expected to receive based on the Blackboard gradebook, students must contact the instructor within **10 business days** of the last date for posting final grades and may then follow the appeal process outlined below.

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

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

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

1. The student must contact the instructor of the course and submit the attached grade appeal. The student must provide any additional relevant documentation to support the appeal and reasons for disputing the grade to the instructor. The narrative accompanying the Grade Appeal Form may not exceed five (5) pages double spaced.
2. The student must meet with the instructor either face to face or (in the case of online classes only) virtually. If this meeting does not resolve the grievance, the student may move to step two and submit the grade appeal form to the appropriate Office of Student Services Contact.

Note: If the required meeting with the instructor has not taken place, the appeal will be accepted only if the student supplies evidence that the student contacted the instructor and (a) has received no reply for five business days, or (b) has been unable to schedule a meeting within 10 business days of the date of contact. If the student does not receive a response from the course instructor within five business days, the student should move the appeal to step two. Appeals received after 10 business days will not be accepted.

Step Two: Submit grievance to Office of Student Services – If the grievance is not resolved in step one, the student may forward the grade appeal to the Executive Director of Student Services.

Step Three: Vice Dean, or appointed designee, Reviews Grade Appeal – The Executive Director of Student Services will review the grade appeal and may request additional information if needed. The grade appeal will be forwarded to the Vice Dean for review. The Vice Dean will review all information and will notify the student of the outcome.

Step Four: Appeal Decision to the Dean (Student Issues Committee)

- Per University policy, if not satisfied with the outcome, the student may appeal the Vice Dean's decision to the Dean, whose decision is final. The student must appeal within five business days of receiving the Vice Dean's decision.
- To submit an appeal to the Student Issues Committee, the student must forward the original appeal and the Vice Dean's response to the Associate Dean of Academic Systems, who will begin the appeal process with the committee.
- Only the issue appealed to the Vice Dean may be appealed; no new issues or complaints may be added.
- The student has the option to request to appeal before the committee.
- The Student Issues Committee makes a recommendation to the Dean. The Dean's decision is final.
- The student will be notified by mail of the outcome.

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

For more information on University grading policies, see <http://catalog.asu.edu/appeal>. *During the time of the appeal, a student may register for courses; however, if the appeal is denied and the student is withdrawn, University policies on tuition refunds will be applied. Any concerns about tuition charges should be addressed to Student Business Services.*

Graduate Students – Appealing a Recommendation for Dismissal from Program:

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

Steps in dismissal process:

1. Advisor sends an informal notice of dismissal recommendation to the student. Student has 10 days to respond to notice and provide any supporting documentation for review and reconsideration of dismissal recommendation.
2. The student receives formal 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.
3. Within 10 business days of receiving this notice, the student may appeal in writing to the appropriate Vice Dean in Mary Lou Fulton Teachers College.
4. If the appeal is denied by the Vice Dean, the student may continue the appeal process to the MLFTC Student Issues Committee (Dean's Designee). Appeal materials can be sent to the Associate Dean of Academics. Failure to file the appeal within 10 business days of the date of notification will result in an automatic denial of the appeal.
5. If the appeal is denied by the Student Issues Committee (MLFTC Dean), the dismissal recommendation will be forwarded to the Graduate College for final review and recommendation.

Appendix A: Definition of Terms

Academic Probation: Status assigned to a student who has failed to maintain satisfactory academic progress, also referred to as “not in good academic standing.” A student placed on academic probation is informed of the areas in which program standards are not being met and the actions the student must take to be removed from academic probation and restored to good standing. A student failing to meet the conditions for reinstatement to good standing may be recommended for **dismissal** from the program.

A student placed on academic probation will be permitted to progress into the next term (**unless the next term includes student teaching**) while addressing the deficiency. Students who are placed on academic probation in which the next term requires student teaching will need to meet with his/her advisor to discuss options for the semester.

Academic Suspension: An undergraduate student placed on academic suspension may not progress into the next term until all deficiencies have been resolved. Students are required to complete their deficiencies within one calendar year. Failure to do so will result in **dismissal** from the program.

The College: Mary Lou Fulton Teachers College (MLFTC)

Professional Experience: Any practicum, internship, apprentice teaching, student teaching or other field-based course taking place off campus in a professional setting such as a school district, charter school, government agency or other educational organization.

Cumulative GPA: Grade point average which represents all courses completed at ASU.

Deficiency: A required course or other program criterion which has not been met or was not successfully completed. This term refers to coursework and GPA criteria.

Dismissal: Administrative removal from the field experience, student teaching and/or iTeachAZ courses program or college.

An undergraduate student who has been dismissed from the Teachers College will not be allowed to enroll in further teacher or administrator certification program courses for a minimum of one semester. When the student is notified of the dismissal, he or she must participate in the development of a **Professional Improvement Plan (PIP)**. The student's current and future status will be determined by the terms of the Professional Improvement Plan.

A student will be dismissed from further enrollment in any initial teacher or administrator program for any of the following reasons:

- Expulsion from Arizona State University
- Failure to meet the professional responsibilities outlined in the Mary Lou Fulton Teachers College Professional Responsibilities Standards and the ASU Student Code of Conduct
- Failure to resolve academic deficiencies
- Non-compliance with a Professional Improvement Plan (PIP)
- Failure to meet ASU Graduate Education Policies (for graduate students)

GPA: Grade Point Average

Overall Graduate GPA: Grade point average calculated on all graduate courses, whether or not they are on the approved program of study (iPOS)

ASU Graduate Education: The academic organization within ASU that oversees all graduate study in every college, with the authority to admit and involuntarily withdraw (dismiss) graduate students. The College recommends the actions but it is the Vice Provost for Graduate Education who holds the ultimate authority.

Graduate Professional Pathways: Traditional and alternative pathways to teacher certification.

Institutional Recommendation (IR): All Teachers College certification programs are approved by the Arizona Department of Education to issue Institutional Recommendations to students who have fulfilled the state's requirements for certification. The IR allows for expedited issuance of the teaching or administrative certificate.

iPOS: Graduate Plan of Study, entered and approved electronically and consisting of the courses required for the student to earn the degree.

iPOS GPA: Grade point average calculated using the courses on the Plan of Study (iPOS).

Professional Improvement Plan (PIP): A **Professional Improvement Plan (PIP)** is a tool designed to support students who may be at risk of not progressing in their major/academic plan. The PIP outlines specific action steps a student must complete in order to maintain or return to good standing within their major/academic plan.

Student Code of Conduct: The ASU code of conduct located at <http://students.asu.edu/srr/code>.