

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 Standards of Academic Performance and adherence to the Teachers College Professional Disposition Standards, as described in this policy. 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](#), 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](#) for further information about the ASU Graduate College policies.

SECTION I: MLFTC Standards of Academic Performance

A. Satisfactory Academic Progress

Advisors conduct ongoing reviews of students’ academic performance in order to determine retention and continuation status. Students with records containing indicators of academic concerns may be placed on academic probation 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 MLFTC 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 overall cumulative 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 specific course grades as outlined below:
 - a. **Undergraduates:** refer to your major map which outlines courses requiring a minimum “C” grade .
 - b. **Master’s degree and graduate certificate students:** must earn a grade of “B” or better in culminating experience courses (Applied Project, Thesis, Capstone, etc.)
 - c. **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 student teaching, with a grade of “C” or better.
 4. Maintain good standing as outlined in the professional responsibilities standards section.
 - a. 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.

The following applies to students enrolled in 4+1 Accelerated Programs

Students enrolled in a BAE to Masters 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. In addition to the requirements outlined above for undergraduate and graduate students, students enrolled in a 4+1 must meet the following 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.*

B. Unsatisfactory Academic Progress

Undergraduate Students:

Academic Probation will be imposed if an undergraduate teacher preparation student has a cumulative GPA below 2.25 or educational studies student has a cumulative GPA below 2.0. An undergraduate student placed on academic probation will be required to meet with the MLFTC coordinated care strategist to develop a support plan.

Academic Suspension will be imposed after an undergraduate teacher preparation student has been on academic probation (a cumulative GPA below 2.25) for two consecutive semesters. An undergraduate student placed on academic suspension may not progress into the next term until deficiencies have been resolved. Students on academic suspension will be required to meet with the MLFTC coordinated care strategist to develop a support plan.

Graduate Students:

Students should carefully review ASU Graduate College policies (found at <https://graduate.asu.edu/policies-procedures>), as the ASU Graduate College 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. Earning a grade below a "B" in a culminating experience (Applied Project, Capstone, Thesis, etc.). Students must repeat a culminating experience course with a grade below a "B" the following semester it is offered and earn a "B" or better.
6. Failure to achieve a "C" or better on the second attempt may result in recommendation for dismissal from the program.
7. Earning a grade of "I" or "W" in a required course, or carrying more than three (3) credits of "I" for students in doctoral programs.

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

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

Professional Experience Deficiencies Undergraduate and Graduate Students

The following policies apply to both undergraduate students and graduate students enrolled in initial teacher certification or administrator certification programs.

1. A student who fails a professional experience or internship course (for reasons other than dismissal) may be allowed to retake the professional experience or internship **one time** if the reasons for failure are determined by college leadership to be remediable. If a student is permitted to retake the professional experience or internship and fails to pass the second time, the student may be dismissed from the teacher or administrator certification program.
2. A student who withdraws from a professional experience or internship course for reasons other than an approved medical or compassionate withdrawal will be required to meet with an academic advisor or success coach to develop a support plan. Repeated withdrawals from a professional experience course or internship may result in a recommendation for dismissal from the program.
3. In some cases, professional experience or internship concerns may be untenable. These may include actions that cause the sponsoring school district or other organization to suspend or dismiss an Intern or Student/Apprentice 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 Associate Director of Professional Experiences will determine, based on information from the university supervisor, the mentor teacher, the school district, other sponsoring organization, and the student, whether the student's 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.
4. A student whose paid professional experience 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, the student must complete the degree and certification requirements by transferring to a master's and certification track and successfully completing the requirements of that program.

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.

C. Reinstatement to Good Academic Standing

To be restored to good academic standing,

1. A student must improve GPA and course grades to meet the Academic Performance Requirements. Graduate students must meet the academic performance requirements of MLFTC and academic progress requirements outlined by the Graduate College.
2. Students must meet the expectations of any Professional Improvement Plan (PIP) related to satisfactory academic progress or professionalism while in the program.

Note: A student on academic probation or academic suspension 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 educational or professional career pursuits, acting with integrity is a cornerstone of leadership and good citizenship. Integrity is a character-driven commitment to honesty, acting in accordance with professional ethical behavior, and guiding others to do what is right. Arizona State University students are expected to act with integrity in their educational pursuits.

Violations of Academic integrity fall into five broad areas that include but are not limited to:

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

At Arizona State University, academic integrity is expected of all students in all examinations, papers, projects, academic transactions and records, including student/ apprentice teaching reporting. 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 Academic Integrity Officer 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. <https://provost.asu.edu/academic-integrity/officers>

SECTION II: MLFTC Standards for Professional Disposition

The professional dispositions are the essence of what we believe to be the ideal of educator professionalism. These dispositions are pieces of ourselves that contribute to the moral and ethical decision making - the practical wisdom - necessary to uphold policies, laws and regulations that are relevant to professional educator conduct, as well to navigate moral dilemmas that arise in education that have no clear, right answer and cannot be solved by simple adherence to policies and procedures. These educator dispositions also guide the personal and professional practices that support the wellbeing of our students, colleagues, and ourselves. As professional educators, we commit ourselves to developing and demonstrating these dispositions through the [eight practices of Principled Innovation](#). Mary Lou Fulton Teachers College embraces Principled Innovation as its core value. Principled Innovation informs how we do everything, from navigating large scale systems change to the everyday decisions we make that affect the lives and learning of other people. The moral, civic, intellectual, and performance dispositions at the heart of Principled Innovation, also referred to as our [character assets](#), are the essence of what we believe to be the ideal of educator professionalism.

A. These professional dispositions will be assessed by faculty, staff, cooperating teachers, school districts and community partners. All MLFTC students are expected to demonstrate the following:

Disposition:	Evidenced By:
1. Demonstrating Professional Practice and Demeanor	A. Knowing and upholding the policies, laws and regulations relevant to professional educator conduct in the classroom, in the field and in the profession, regardless of one's personal views
	B. Adhering to the ASU Student Code of Conduct
	C. Monitoring and maintaining sound mental, physical and emotional health necessary to perform duties and services in any professional environment and taking appropriate measures when personal or health related issues may interfere with work or program related duties and responsibilities
	D. Refraining from professional or personal activity that may lead to reducing one's effectiveness in the classroom or community
	E. Taking responsibility and credit only for work actually performed or produced and acknowledging work and contributions made by others
	F. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when

	disseminating information
2. Receive and Act Upon Professional Feedback	A. Reflecting upon and assessing one’s professional skills, content knowledge, and competency on an ongoing basis
	B. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one’s position
	C. Using the ethical code of conduct unique to one’s discipline to guide and frame educational decision-making
	D. Conducting research in an ethical and responsible manner with appropriate permission and supervision
3. Communicate and Collaborate with Others in a Positive and Professional Manner	A. Respecting the dignity, worth, and uniqueness of each individual including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture
	B. Engaging in professional communication with others in a clear, respectful, and culturally sensitive manner in physical or virtual spaces
	C. Using technology including but not limited to social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy and considers the ramifications of using social media and direct communication via technology on one’s interactions with students, colleagues, and the general public
	D. Establishing and maintaining an environment that promotes the emotional, intellectual, physical safety of all students

Note: This is not an exhaustive list of all of the professional dispositions required of educators and not all examples are included.

Key Terminology:

Term	Definition	Highlights in practice
Civility	Treating others with sincere respect and as members of a shared community, including those who may challenge our beliefs or opinions.	<p>Talk to people you disagree with, even when it is challenging or uncomfortable</p> <p>Create inclusive environments where people can voice a variety of opinions</p> <p>Stay engaged through difficult conversations to create deeper understanding</p>
Collaboration	The act of working together toward a common goal	<p>Create a sense of psychological safety to engage a diverse set of perspectives</p> <p>Develop shared goals and work together to overcome obstacles and setbacks</p> <p>Reflect in a group setting to learn more from shared experiences</p>
Critical Thinking	The process of refining our beliefs through analysis, interpretation of evidence, inference, explanation, self-regulation, open-mindedness, and problem-solving.	<p>Analyze and assess our own beliefs and those of others</p> <p>Explore and evaluate new information, perspectives and ideas</p> <p>Be open to changing our minds in response to new or conflicting information</p>
Fairness	The equitable, just and reasonable treatment of others according to their needs	<p>Create solutions that result in equitable and just outcomes</p> <p>Consider how our decisions and actions will affect a wide variety of people</p> <p>Seek to understand our community's values around what fairness looks like</p>
Honesty	Being open, trustworthy and truthful in a sincere and	Gain clarity on issues that might be hard for us to consider or hear

	straightforward way.	<p>Say what needs to be said by communicating with empathy, civility and courage</p> <p>Seeks to understand others' perspectives and be willing to admit when we are wrong</p>
Humility	Being honest with ourselves about what we can offer, acknowledging that there's always more to learn, with a genuine desire to advance the best interests of the community.	<p>Use self-reflection and honesty to accept our strengths and weaknesses</p> <p>Recognize the limits of our own knowledge and be willing to change our minds</p> <p>Be open to new ideas, information, and creative approaches</p>
Inclusivity	Seeking to create environments which respect, bring together, and build upon the multiple perspectives, lifestyles, and experiences of each member of the community.	<p>Actively create environments where all voices are welcome and heard</p> <p>Build understanding of challenges by listening to a diverse set of perspectives</p> <p>Generate more creative ideas by drawing on different and even conflicting opinions</p>
Perspective Taking	The ability to take on another's point of view to better understand how they think or feel and consider options we may have initially missed due to our positionality	<p>Learn about others' experiences and points of view through dialogue and engagement</p> <p>Seek out a variety of perspectives to gain new knowledge and understand challenges</p> <p>Navigate differences and develop solutions based on deeper understandings</p>
Reflection	Making the time and space to process our thoughts, feelings, and experiences, in order to take meaningful action moving forward	<p>Learn from our experiences by thinking about what happened and why</p> <p>Be humble and honest enough to face our own shortcomings</p> <p>Reflect with others to gain more perspectives, deepen learning and amplify impact</p>
Truth-Seeking	Rigorously pursuing the information we need to better understand our world and then	Critically assess the quality and source of data

	using that information in an honest, fair, and empathetic manner	<p>Stay open to new information by recognizing the limits of knowledge.</p> <p>Stay open to new information by recognizing the limits of knowledge. Pursue accurate information to address critical social and systemic challenges.</p>
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More information about the Principled Innovation assets can be found [here](#).

B. Violations of MLFTC Professional Disposition Standards:

Students will be informed of and have an opportunity to respond to an allegation of a violation of or behavior inconsistent with the Professional Disposition 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 acting in accordance with the Professional Disposition Standards will attend a meeting with the College leadership to discuss allegations. Possible sanctions include: probation, suspension, disqualification or dismissal from the program.

The following outlines the steps taken in the referral process for a violation of MLFTC professional disposition standards.

1. The instructor, site lead or other university representative discusses concerns with the student and informs the student that a referral will be submitted to college leadership. Depending on the nature of the referral, the student may be required to attend a meeting with college leadership.
2. If the referral is made for a violation of MLFTC professional disposition standards the 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. 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.

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

In the event a school district or community partner requests that a student be dismissed from an internship or residency-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 by the school district or community partner 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 his/her perspective, provide details, evidence or other supporting documentation to explain the situation from his/her perspective.

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

After meeting with MLFTC leadership to discuss the program dismissal, 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 placement site are warranted, one or more of the following actions may result. The Intern or Student/Apprentice Teacher:

- will be formally removed from the internship or student teaching placement.
- will receive a failing grade (E) for the internship or student teaching course*.
- 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).
- will not be assigned another internship or student teaching placement during the same semester.
- 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 a student intends to repeat the internship or student teaching during the semester following the dismissal, the teacher candidate must show evidence of how they plan to resolve the situation or circumstances which resulted in the removal from the internship or student teaching. The student will be required to meet with MLFTC leadership to develop a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development. In the event that the student violates the rules, policies, or procedures for conduct established by the school, district, local education agency, ASU, MLFTC, and/or the law while on a PIP for unprofessional behavior, the Intern, Student/Apprentice Teacher, Administrator Candidate will be **dismissed** from the program. Students who are dismissed may not continue in a certification pathway, but may be eligible to pursue other non-certification degree options within MLFTC or within other colleges at ASU.

Students who opt to remain in the non-certification pathway 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 MLFTC.

SECTION III: Initial Teacher and Administrator Certification Policies

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

To be eligible to progress into student teaching, a student must be in good academic and professional standing. Students who have academic or professional experience deficiencies as outlined above will not be approved to participate in student teaching until the deficiencies are

completed. For undergraduate students, this includes all courses which appear on the major map in terms 1-7. For graduate students, this includes all requirements that appear on the program and plan of study.

Students are permitted to take one course concurrently with student teaching as long as the course does not conflict with student teaching requirements. Students who wish to take more than one course concurrently with student teaching must submit a petition for review by the Office of Student Services. The course must be offered in the evening or online and not conflict with student teaching contracted hours.

Essential Functions of Professional Experiences:

As a credentialing institution of the State of Arizona, our mission is to prepare teachers for service in P-12 school settings. Students are required to complete multiple professional experiences (internships and student teaching) in which they must be able to perform the essential functions of teaching. The essential functions include physical capacity, cognitive flexibility, and communication. The ability to perform these essential functions is essential 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. Student teachers 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 professional experiences 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. Student teachers must also be able to provide differentiated instruction to ensure that all children have the opportunity to master what is being taught. In addition, they 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. Student teachers will be evaluated using a performance assessment instrument across the essential functions of student teaching. The instrument 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.

Students on an Alternative Teaching or Teaching Intern Certificate:

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

A student on an Alternative Teaching or Teaching Intern Certificate who ceases to be eligible for their 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 traditional pathway. 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 a petition which will be reviewed on a case-by-case basis by program and may require approval from MLFTC leadership.

Completion of the Applied Project

As a part of a student's degree requirements, all master's 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 their placement or has completed the required placement hours, they 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 who withdraw from both courses will need to maintain the ASU Graduate College Policy of Continuous enrollment, either by completing at least one 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 locate and have access to a group of children in the relevant age group (pre-approved by any organization to which they belong). 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 Policies and Procedures

A. Supporting Our Students (SOS)

Throughout enrollment in a Mary Lou Fulton Teachers College program, students are provided individualized support and feedback from course and field instructors. In addition, MLFTC's Office of Student Services provides a tier-based ecosystem of integrated and holistic support for student growth and learning outcomes throughout the program.

If at any time a student is in need of additional support, a faculty member, site lead, mentor teacher, academic advisor or other representative can submit an SOS form found [here](#). A student can also submit an SOS for themselves if they have a concern or are in need of assistance. Areas of support range from financial assistance, wellness coaching, academic support, job seeking skills, professionalism, etc.

When an SOS is submitted, it is triaged by the Coordinated Care Team. Depending on the type of support needed, the student will be invited to meet with a success coach, coordinated care strategist and/or the director of student success. During the meeting, the student will be provided with an opportunity to share their perspective with a student advocate, be connected to resources, and participate in the development of a support plan.

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 meet 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 accommodations 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: MLFTC Appeal Policies and Procedures

Academic Probation:

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

Grade Appeal Procedure:

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

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 Canvas 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 they 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. Grade appeal form can be found [here](#).

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 College.
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.

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 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 College: 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 College who holds the ultimate authority.

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.

SOS: Supporting Our Students: A referral system which connects students with the Office of Student Services student success team for personalized support.

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