

Satisfactory Academic Progress and Professional Conduct Policy

All Graduate Degree and Certificate Programs

In order to remain in good academic standing, students must maintain satisfactory academic progress including BOTH academic performance (defined in Section II of this document) AND adherence to the Professional Responsibilities Standards (defined in Section IV and the Appendix). Students who do not meet the standards of satisfactory academic progress will be removed (dismissed) from their program. This document defines “satisfactory academic progress” and “good standing” and explains the consequences of failure to maintain progress and remain in good standing. This policy applies to all College graduate programs regardless of degree or delivery format (in-person, hybrid, or online).

This policy is in addition to other University and Arizona Board of Regents policies.

SECTION I: OVERVIEW

Abbreviations and terms used in this document:

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.

ASU Student: Any ASU student enrolled in a Mary Lou Fulton Teachers College program (as distinguished from a K-12 student in a clinical setting)

The College: Mary Lou Fulton Teachers College (TC)

Clinical Field Experience: Any practicum, internship, 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

Culminating Field Experience: Apprentice Teaching, Student Teaching or Internship

Dismissal: Involuntary removal from the program; dismissed students are no longer ASU students

GPA: Grade Point Average

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

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

InMAC: Induction, Masters and Certification program, the College Alternative Pathway to Certification

Institutional Recommendation (IR): All Teachers College certification programs (teacher and administrator) 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: Program of Study entered and approved electronically, consisting of the list of courses required for the student to earn the degree

iPOS GPA: Grade point average calculated using the courses on the iPOS, and only those courses

MAC: Masters and Certification

The Program: Refers to any Teachers College graduate degree or certificate program.

Withdrawal: The involuntary removal of a student from the program by the Graduate College (see dismissal)

Explanation of organizational structure: The Graduate College admits students to graduate study at Arizona State University. Students who fail to make satisfactory academic progress may be involuntarily withdrawn from their academic programs by the Graduate College upon the recommendation of the College.

In addition to the policies stated herein, students are expected to abide by the policies of the Arizona Board of Regents and Arizona State University. Enforcement of these policies may be the responsibility of the college or another unit of the University, depending on the specific policy. Students are advised to refer to the Graduate College website (graduate.asu.edu) for Graduate College policies.

SECTION II: ACADEMIC PERFORMANCE REQUIREMENTS

To meet academic performance requirements, a graduate student must:

1. Maintain minimum Grade Point Averages (GPAs) as follows:
 - a. Maintain a plan of study (iPOS) GPA of at least 3.0 every semester. The plan of study GPA is calculated by using only the grades for courses listed on the iPOS.
 - b. Maintain a cumulative *graduate* GPA of at least 3.0 every semester. The graduate GPA is calculated on all courses that appear on the transcript at the level of 500 or higher, except courses, if any, identified as deficiencies in the letter of admission.
2. Earn a C or better in every iPOS (Plan of Study) class.

Note: Students with a "W" or "I" have not earned a C or better and do not meet this requirement. However, under normal circumstances, a single "W" or "I" is not a failure to maintain academic progress. More than one "W" or "I" may, however, be considered as lack of satisfactory progress.

3. Comply with ASU Graduate College Satisfactory Progress requirements found at http://graduate.asu.edu/sites/default/files/GraduatePolicies_1.pdf.

In addition, all students seeking Arizona state educator certification (teacher or administrator) must meet these standards to remain in the program and receive an Institutional Recommendation:

1. Earn a C or better in every class (whether or not the class is graduate level and whether or not it is on the iPOS).
2. Pass all required clinical field experiences including culminating field experiences. If the school district or other organization sponsoring the placement asks to have the student removed, the student is presumed to have failed the clinical field experience course, except in extenuating circumstances.

Note: Violations of Professional Responsibilities as described in this document may be grounds for failure in clinical field experiences or culminating field experiences. If a student fails for this reason, any appeal is treated as a grade appeal.

Note: A student may not register for student teaching or culminating internships until all courses with grades of I or W are completed with a passing grade.

SECTION III: CONSEQUENCES OF FAILURE TO MEET ACADEMIC PERFORMANCE REQUIREMENTS

1. GPA Requirements

A student's failure to achieve or maintain GPAs as described above will result in Academic Probation; **however, a student with a single semester or cumulative GPA at or below 2.0 may be recommended for dismissal without the benefit of a semester on probation.**

2. Requirement for grade of C or better in each class

- a. A student earning a grade below a C in any required class must repeat the course the next time it is offered and earn a C or better.
- b. A student who does not complete the class and achieve a C or better or fails to take the course when next offered may be recommended for withdrawal from the Program.

3. Requirements for satisfactory completion of clinical field experiences:

- a. A student who fails a clinical field experience *may* be allowed to re-take the clinical field experience *one time* if the reasons for failure are judged to be remediable. If a student fails to pass the second time, the student may not advance toward an Arizona certificate. In addition, a recommendation may be made to the Graduate College that the student be withdrawn from the degree program.

- b. In some cases, clinical field experience issues may be non-remediable. These may include actions that cause the sponsoring school district or other organization to suspend or dismiss the Apprentice Teacher or to demand that the student teacher/ intern be removed from the clinical field placement due to egregious and/or repeated violations of Professional Responsibilities Standards, violations of a professional code of conduct, district policy, or state or federal law. The College will determine, based on information from the Culminating Field Experience Supervisor and the school, school district or other sponsoring organization and the student, whether the student actions warrant a recommendation to the Graduate College for immediate dismissal from the Program without benefit of a period of academic probation or another attempt to pass the clinical field experience.
- c. An InMAC 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 fulltime school district position, he or she must complete the degree and certification requirements by transferring to a MAC track and successfully completing the requirements of that Program. This means the student may not continue to take classes with an InMAC cohort.

4. Graduate College requirements for satisfactory progress:

Students should carefully review Graduate College policies (found at http://graduate.asu.edu/sites/default/files/GraduatePolicies_1.pdf) as the Graduate College policies are in addition to the college policies. The Graduate College Satisfactory Academic Progress Policy states, “If a student fails to satisfy the requirements of their degree program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit’s recommendation to the Graduate College.”

As of July 2012, Graduate College policy included among the requirements the following:

- a. All degree requirements must be completed within six years for masters degrees and ten years for doctoral degrees.
- b. Doctoral students must complete all requirements for the degree within five years of passing the comprehensive examination.
- c. Students must successfully pass qualifying exams, and the oral defense of the proposal/prospectus for the thesis, and the culminating experience, including oral defense of the thesis or dissertation, if required by the program.
- d. Students must be continuously enrolled in the program. Unless on approved leave of absence or medical withdrawal, a student who fails to register continuously (fall and spring semesters) is considered as failing to make satisfactory progress and may be automatically dismissed from the program by the Graduate College.
- e. Multiple “W” or “I” grades occurring in one or more semesters on a plan of study or transcript may be considered as lack of satisfactory progress.

SECTION IV: PROFESSIONAL RESPONSIBILITIES STANDARDS

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 as described in this document. Students in non-certification programs are also expected to exhibit professional conduct by meeting all standards in Sections A and B.

The Professional Responsibilities Standards provided in the Appendix show the required **Expectations:**

- **All graduate students** are expected to meet the applicable standards (as described below) at the emerging level, as a minimum, throughout their course of study.
- **Students in apprentice teaching or intern placements** in which they are serving as the teacher or administrator of record in a school or school district are expected to consistently exhibit the traits in the “Applying” column.
- **MAC students** are expected to exhibit the traits in the “Applying” column in Sections A, B and C by the end of their final student teaching experience.
- Experienced teachers employed in school districts are expected to exhibit traits in the shaded columns to the right. These are included to indicate a distinction between expectations for student and apprentice teachers, experienced teachers (“applying routinely”), and teacher leaders (“applying by leading and supporting”).

Sections A and B apply to **all graduate students** in all settings related to their academic work (e.g., University classrooms, K-12 clinical settings). Sections C and D are expected of those students in clinical field experience or other settings that provide the opportunities to demonstrate these competencies. It is recognized that not all classes and/or clinical experiences may afford the same opportunities to demonstrate mastery.

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. Specific examples of behaviors that meet and do not meet the standard are described in the Appendix. In addition, students in Student Teaching, Apprentice Teaching, Clinical Field Experiences and Internships are expected to meet the standards in Sections C and D.

SECTION V: CONSEQUENCES OF FAILURE TO MEET PROFESSIONAL RESPONSIBILITIES STANDARDS

Students will be informed of and have an opportunity to respond to any allegation of unsatisfactory performance with regard to 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. Depending on the nature, severity and

number of concerning incidents, performance at the “Unsatisfactory” level may also lead to Academic Probation as well as a reduced or failing grade in any related class (e.g., student teaching, internship). Egregious violations may result in a recommendation that the Graduate College withdraw the student from the program. All other University policies regarding student conduct are in addition to these requirements and infractions may result in additional investigations and consequences through University procedures.

SECTION VI: REMOVAL FROM ACADEMIC PROBATION AND REINSTATEMENT TO GOOD STANDING

To be restored to good standing, a student must

1. Maintain or improve grades to meet the Academic Performance Requirements described in Section II;
2. Maintain professional behaviors at the “emerging” level (or at the “applying” level for InMAC and ILead students) of the Professional Responsibilities Standards; and
3. Participate in any required meetings to address issues related to satisfactory academic progress.

Students who fail to improve grades, fail to constructively participate in required meetings, or fail to maintain professional behavior at the “emerging” level of the Professional Responsibilities Rubric may be recommended for dismissal from 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 sequential failures to maintain satisfactory progress will not be considered.

SECTION VII: APPEAL PROCESS

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

The student has the right to appeal a recommendation for dismissal.

Steps in appeal process:

1. The student receives notice that a recommendation for dismissal from the program is being made to the Graduate College.
2. Within 10 days of receiving this notice, the student may appeal in writing to the Dean of the Mary Lou Fulton Teachers College. Petition for Review forms are available in the Mary Lou Fulton Teachers College Office of Student Services on each campus and online at <http://mytc.asu.edu>. Failure to file the form within 10 business days of the date of notification will result in an automatic denial of the appeal.

Submit appeals to Barbara Giles, Assistant Dean, Office of Student Services.

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 the Registrar's Office.

SPECIAL SITUATIONS FOR InMAC STUDENTS

Students in the InMAC Program are in multiple inter-dependent roles as

- Employees of a school or school district,
- Holders of an intern teaching certificate from the Arizona Department of Education, and
- Graduate students at Arizona State University.

The teaching position requires that the student hold the intern certificate. The intern certificate requires the College certify to the Arizona Department of Education (ADE) that the student is enrolled in a teacher preparation program and in good academic standing. At the completion of the first year, the intern certificate renewal requires a letter from the College certifying that the student has met the requirements set forth by the 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 provisional teaching certificate.

Note: The Arizona Department of Education has informed us that a student who cannot convert to a provisional teaching certificate before the intern certificate expires, due to failure to complete coursework, will not be able to convert to a provisional teaching certificate even with an Institutional Recommendation.

Similarly, a student who is enrolled in alternative pathways to administrative certification, who holds an interim administrative certificate, will be eligible for Institutional Recommendation only if the student is in good academic standing. Loss of any certificate or administrative position that was a requirement for entry may result in the College removing the student from the classes that are limited to those in such positions. The student may complete degree and certification requirements by enrolling in non-alternative pathway classes. More information is available from the Office of Student Services.

APPENDIX: PROFESSIONAL RESPONSIBILITIES STANDARDS

The Professional Responsibilities Standards listed in the following table are drawn from the Danielson framework (Danielson, 1996). They were developed in partnership with iTeachAZ school district partners who host certification students.

Expectations:

- **All graduate students** are expected to meet the applicable standards (as described below) at the emerging level, as a minimum, throughout their course of study
- **Students in apprentice teaching or intern placements** in which they are serving as the teacher or administrator of record in a school or school district are expected to consistently exhibit the traits in the “Applying” column.
- **MAC students** are expected to exhibit the traits in the “Applying” column in Sections A, B and C by the end of their final student teaching experience
- Experienced teachers employed in school districts are expected to exhibit traits in the shaded columns to the right. These are included to indicate a distinction between expectations for student and apprentice teachers, experienced teachers (“applying routinely”), and teacher leaders (“applying by leading and supporting”).

Sections A and B apply to **all graduate students in** all settings related to their academic work (e.g., University classrooms, K-12 clinical settings). Sections C and D are expected of those students in clinical field experience or other settings that provide the opportunities to demonstrate these competencies. It is recognized that not all classes and/or clinical experiences may afford the same opportunities to demonstrate mastery.

A: Showing Professionalism					
ELEMENT	LEVELS OF PERFORMANCE				
	UNSATISFACTORY 1	EMERGING 2	APPLYING 3	APPLYING ROUTINELY 4	APPLYING BY LEADING AND SUPPORTING 5
Relationships with others in ASU classrooms (face-to-face or online) schools and the profession (university instructors, school leaders, colleagues, etc.)	Fails to initiate or maintain respectful relationships with others. May address concerns inappropriately (to the wrong person or in the wrong format), use disrespectful language or display emotions (e.g., anger or frustration) in inappropriate manner or at inappropriate time.	Maintains cordial relationship with colleagues using appropriate means and respectful language when addressing issues of concern.	Relationships with colleagues are characterized by collaboration and cooperation. ASU student or teacher presumes positive intent when addressing issues of concern and demonstrates willingness to learn from others.	. . . and takes initiative in assuming responsibilities that contribute to team goals.	. . . and initiates and facilitates collaboration to further school goals and improve school climate.
Fulfilling Professional Responsibilities	Violates the rules, policies or procedures established by the school, the district, the university and/or the law.	Requires some guidance regarding the rules, policies and procedures established by the school, the district, the university and/or the law.	Acquires knowledge of and adheres to the rules, policies and procedures established by the school, the district, the university and/or the law.	. . . and understands the rationale behind the rules, policies and procedures.	. . . and is proactively engaged in creating positive change in rules, policies and procedures through appropriate established channels.

B: Growing and Developing Professionally					
ELEMENT	LEVELS OF PERFORMANCE				
	UNSATISFACTORY 1	EMERGING 2	APPLYING 3	APPLYING ROUTINELY 4	APPLYING BY LEADING AND SUPPORTING 5
Content Knowledge and Pedagogical Skill	Engages in few or no professional development activities to enhance knowledge or skill; does not apply new skills.	Participates in professional activities to a limited extent when they are convenient; application of new skills attempted but may not be consistent.	Participates in school/district opportunities for professional development and applies new skills.	. . . and seeks out opportunities for professional development, applies new skills, and refines skills using cycles of inquiry.	. . . and provides leadership in the professional development of colleagues to support organizational goals and improve climate.
Continued Professional Growth	Fails to recognize or respond to feedback indicating the need for continued professional growth.	Responds to feedback indicating the need for continued professional growth.	Seeks feedback and actively works to improve practice by participating in professional development.	. . . and demonstrates engagement in continuous cycles of inquiry, and incorporates practices based on research and theory.	. . . and consistently engages in improvement of practice and in the professional development of colleagues to support organizational goals and improve climate.

C: Maintaining Accurate Records					
ELEMENT	LEVELS OF PERFORMANCE				
	UNSATISFACTORY 1	EMERGING 2	APPLYING 3	APPLYING ROUTINELY 4	APPLYING BY LEADING AND SUPPORTING 5
General Record Keeping	Has no system for maintaining records, keeps records in disarray and/or does not meet deadlines, resulting in errors and confusion.	Keeps records with adequate organization, but requires monitoring	Keeps accurate records in an organized manner and meets deadlines appropriately.	Keeps comprehensive, accurate records in an organized system that supports timely reporting.	. . . and assists colleagues to improve record keeping systems to further organizational goals and improve climate.
Student Progress in Learning	Does not display understanding of systems for maintaining information on student progress, or the system is in disarray, or is inaccurate.	Has rudimentary or partially effective understanding of the systems for maintaining information about student progress.	Comprehends and is able to effectively use efficient and effective data systems for maintaining information about student progress.	Demonstrates advanced methods for using efficient and effective data systems for maintaining information about student progress.	. . . and supports colleagues in developing efficient, effective data systems for reporting student progress to further organizational goals and improve climate.

D: Home-School Communication					
ELEMENT	LEVELS OF PERFORMANCE				
	UNSATISFACTORY 1	EMERGING 2	APPLYING 3	APPLYING ROUTINELY 4	APPLYING BY LEADING AND SUPPORTING 5
Communicates instructional program information to parents (i.e. academic standards, grade level expectations, curriculum)	Fails to communicate, provides inaccurate instructional program information to parent, or communicates without knowledge and approval of supervisor, mentor or ASU Lead Teacher.	Provides accurate but limited instructional program information to parents.	Provides accurate and complete instructional program information to parents.	Provides accurate, comprehensive and frequent instructional program information to parents.	. . . and supports colleagues in facilitating comprehensive, frequent, two-way communication with parents about the instructional program to further organizational goals and improve climate.
Communicates individual student performance to parents	Provides little or no individual student performance information to parents, fails to respond to parent requests or concerns, or communicates without knowledge and approval of supervisor, mentor or	Provides individual student performance information to parents within guidelines provided by mentor.	Provides individual student performance information to parents on a regular basis and responds to parent requests/concerns in a timely manner.	. . . and facilitates frequent two-way communication with parents on both positive and negative aspects of student academic performance and social competencies. Response to parent concerns is handled	. . . and supports colleagues in developing effective, two-way communication with parents about individual student progress to further organizational goals and improve climate.

	ASU Lead Teacher.			with sensitivity and timeliness.	
Advocacy/ Resources for Students	Is unaware of or demonstrates disregard for resources available to assist students.	Displays some awareness or use of resources available to assist students.	Is fully aware of resources available through the school or district and works to gain access for students.	. . . and is aware of additional resources available through the community and assists students in gaining access.	. . . and initiates and facilitates development of resources to further organizational goals and improve climate.

Professional Responsibilities
Examples of behaviors that meet and do not meet the standards

<p>A: Showing Professionalism</p> <p>1. Relationships with others in schools and the profession (university instructors, school leaders, colleagues, etc.)</p>
<p><i>Expectation: ASU Student maintains cordial relationship with colleagues using appropriate means and respectful language when addressing issues of concern.</i></p>
<p>Examples of behaviors expected:</p> <ul style="list-style-type: none"> • Communicates clearly, promptly and in a respectful manner with students, parents, educational colleagues and the public. • Participates in verbal and written interactions in an equitable manner, participating respectfully without interruption and contributing without dominating or retreating from interaction. • Expresses ideas coherently, articulately and clearly, speaking and writing at a level expected of college graduates. • Maintains appropriate confidentiality. • Accepts responsibility for his/her behaviors and the consequences.
<p>Examples of behaviors that do not meet this standard:</p> <ul style="list-style-type: none"> • Consistently interrupts others. • Uses inappropriate language (profanities, obscenities, hate speech) with students or colleagues. • Consistently makes digressive, unfocused, irrelevant, and/or repetitive statements. • Shows disrespect toward authority figures and/or others; ignores or belittles others. • Makes rude, argumentative, confrontational or intimidating comments. • Demonstrates lack of emotional control. • Responds slowly or not at all. • Shares sensitive or confidential information with others who should not have access to this information. • Blames others for problems that are a result of his/her actions.
<p>2. Fulfilling Professional Responsibilities</p>
<p><i>Expectation: ASU Student requires some guidance regarding the rules, policies and procedures established by the school, the district, the university and/or the law.</i></p>
<p>Examples of behaviors expected:</p> <ul style="list-style-type: none"> • Is able to follow school district and university policies and practices with minimal guidance. • Dresses with appropriate modesty and cleanliness and follows school district dress code or norms for teacher dress.

- Exhibits expected workplace behaviors, avoiding tardiness and excessive or unwarranted absences in the in-person or online classroom or clinical field placements.
- Takes initiative as appropriate to setting.
- Adheres to high ethical standards and avoids misconduct that could interfere with ability to perform teaching duties, including but not limited to misuse of electronic media, threats, self-destructive behaviors, and violations of the law (theft, destruction of property, harassment, driving while impaired, drug use, and immoral behavior).

Examples of behaviors that do not meet this standard:

- Any behavior violating school or school district policies.
- Dress that is immodest or does not follow district or school norms for teacher dress.
- Excessive tardiness or absences.
- Misconduct including misuse of electronic media, threats, self-destructive behaviors and violations of the law.
- Forgery, failure to disclose relevant information, or misrepresentation of any kind.

B: Growing and Developing Professionally

1. Content Knowledge and Pedagogical Skill

Expectation: ASU Student participates in professional activities to a limited extent when they are convenient; application of new learning is attempted but may not be consistently evident.

Examples of behaviors expected:

- Demonstrates interest in improving professional performance and takes advantage of some opportunities to learn (e.g., conferences, workshops, in-service, study groups, student teaching seminars, professional learning communities).
- Attempts changes in professional practice that are aligned with new learning.

Examples of behaviors that do not meet this standard:

- Does not participate in required seminars or in-service meetings.
- Does not complete or follow through on projects and/or commitments.
- Consistently belittles professional development activities or academic learning.
- Demonstrates apathy toward improvement, or holds an inflated view of own abilities compared to the judgment of mentor or supervising teachers.

2. Continued Professional Growth:

Expectation: ASU Student responds to feedback indicating the need for continued professional growth.

Examples of behaviors expected

- Accepts feedback and make good faith attempts to improve performance based on feedback.
- Consistently demonstrates awareness of own skills and abilities that is realistic.

Examples of behaviors that do not meet this standard:

- Consistently unable to acknowledge areas for improvement or unable to engage in problem-solving regarding professional dilemmas.
- Is overly critical of self or others' professional performance.

- Makes statements that indicate lack of flexibility in considering new leadership behaviors, instructional methods or materials.
- Blames others for problems and refuses to acknowledge weaknesses in need of remediation.