SATISFACTORY ACADEMIC PROGRESS AND PROFESSIONAL CONDUCT POLICY

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Mary Lou Fulton 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 residency (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 (https://graduate.asu.edu/#) for further information about the ASU Graduate Education 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 must maintain overall cumulative GPA of at least 2.5.
   • 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 lack of academic progress. 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 “Y” 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 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 2.5 (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. Failure to do so may result in 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: Students who enroll in a course that requires a field observation while not currently enrolled in a professional experience course that semester are required to enroll in a USL course. Students can choose from USL 210, 216, 402 or 410. Students will obtain the registration and information from his/her advisor. Students who are required to enroll in USL due to academic standing must successfully pass USL with a “C” or better to return to good standing.

Graduate Students:

Students should carefully review ASU Graduate College policies (found at https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals), 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

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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, 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 residency if they are on Academic Probation or Suspension. Once a student returns to good standing, s/he can be approved to student teach.

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.

Graduate students in the MEd Curriculum and Instruction (Applied Behavior Analysis), MA Special Education (Applied Behavior Analysis), or the Graduate Certificate in Applied Behavior Analysis who plan to complete SPE 580 Practicum must meet the academic progress terms found in the Applied Behavior Analysis Practicum Handbook to qualify. The Applied Behavior Analysis Practicum Handbook can be found here: https://sites.google.com/a/asu.edu/tc-graduate-student-resources/

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

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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:

**Note:** Students enrolled in MEd Curriculum and Instruction (Applied Behavior Analysis), MA Special Education (Applied Behavior Analysis), or the Graduate Certificate in Applied Behavior Analysis must review the Applied Behavior Analysis Practicum Handbook for policies pertaining to the SPE 580 Practicum experience. The Applied Behavior Analysis Practicum Handbook can be found here: https://sites.google.com/a/asu.edu/tc-graduate-student-resources/

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

1. A student who fails a professional field experience or internship course may be allowed to retake the professional field experience or internship **one time** if the reasons for failure are judged to be remediable as determined through an appeal process. If after an appeal, a student is permitted to retake the professional field 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 field 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 teacher candidate/intern be removed from the professional field placement 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 field experience or internship.

3. An InMAC student whose professional 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 MAC track and successfully completing the requirements of that program. This means the student may not continue to take classes with an InMAC cohort.

*Students who fail 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 grade appeal process for more information.*

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.

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 learners, 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 professional 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.

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

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 due to unsatisfactory progress.

C. Dismissal from Professional Experiences (Internship or Residency)

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 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 reasons for request for dismissal from the internship or residency placement. 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 residency placement.
- will receive a failing grade (E) for the internship or residency course*.
- will not be assigned another internship or residency placement during the same semester in which the teacher candidate was assigned a failing grade.

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may not withdraw from the internship/professional experience course or residency 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 residency, including any applied project courses taken concurrently with residency.

*If an intern or teacher candidate wishes to appeal the (E) grade, s/he can follow the grade appeal process as outlined on the Teachers College website [http://education.asu.edu](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 residency 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 residency. 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 (i.e., Educational Studies, Master’s degree without certification) or within other colleges at ASU. Students enrolled in the Masters with Arizona Teacher Certification (MAC) 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 to 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 MAC coursework. Students approved to remain in the MAC 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 student teach 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 residency in addition to the courses required during residency must submit a petition for review by the Advising Coordinator. The course must be offered in the evening or online and not conflict with residency contracted hours.

Essential Functions of Residency 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 teacher candidates 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. Teacher candidates 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 teacher candidates 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. Teacher candidates must also be able to provide differentiated instruction to ensure that all children have the opportunity to master what is being taught. In addition, teacher candidates 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 for student safety and behavior. Teacher candidates will be evaluated using the TAP Rubric across these essential functions of residency. 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 teacher candidates 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 MAC and InMAC Students:**

**Intern Certificate (InMAC only):**
Students in the InMAC Program are in multiple inter-dependent roles as
- Employees of a school or school district,
- Holders of a Teaching Intern 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. InMAC students that are on Academic Probation at the end of the first year will be evaluated on a case-by-case basis to determine if a renewal/extension letter can be issued. 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 InMAC student who is ineligible to renew 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 MAC 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 InMAC are not permitted to enroll in courses outside of the prescribed program of study. Students who are enrolled in courses outside of the InMAC program will not be able to participate in InMAC and will be administratively withdrawn from program courses.

**Completion of Residency and Applied Project (MAC and InMAC)**

As a part of a MAC or InMAC 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 residency 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 residency placement (second internship for SPE MAC) 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, he/she will be required to also withdraw from the Applied Project course. This is necessary as students will no longer have pre-approved access to the students needed 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 approved for a new residency experience, students will retake Applied Project concurrently with the new placement.
- For students who successfully complete their residency 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 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. Note: Some violations of professionalism or academic integrity may result in immediate dismissal from the program or placement.

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 success is created along with follow up recommendations.

4) Students are 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 submit their medical documentation to the Senior Director of Student Services in the Mary Lou Fulton Teachers College.

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 the Disability Resource Center (DRC). 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 the DRC 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 DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

D. Incomplete Grade Requests
To be considered for an incomplete (I) grade in a Mary Lou Fulton Teachers College course, a student must have completed approximately 80% or more of the coursework, be in good standing, and unable to complete the course because of illness or other serious conditions beyond the student’s control.

To request an incomplete in a course a student will first obtain approval from his/her instructor and submit an incomplete request form [https://students.asu.edu/forms/incomplete-grade-request](https://students.asu.edu/forms/incomplete-grade-request) including a deadline for coursework to be completed. The incomplete request is then routed to the Division Director for final approval. Approval of the request is at the discretion of the Division Director or designee, who may modify the deadline or request additional details be on the incomplete request form. Students who fail to complete the course by the agreed upon deadline will receive the grade specified in the incomplete request. Incomplete deadlines may never exceed one year from the date the incomplete grade was issued.

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](https://students.asu.edu/academic-calendar) 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](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](https://students.asu.edu/academic-calendar) 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, Erica Mitchell at Erica.Mitchell@asu.edu.

**Step Three: Division Director 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 Division Director for review. The Division Director 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 Division Director’s decision to the Dean, whose decision is final. The student must appeal within five business days of receiving the Division Director’s decision.
- To submit an appeal to the Student Issues Committee, the student must forward the original appeal and the Division Director’s response to Shandra.Daniels@asu.edu, who will begin the appeal process with the committee.
- Only the issue appealed to the Division Director may be appealed; no new issues or complaints may be added.
- Student has the option to request to appeal before the committee.
- The Student Issues Committee make 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 the Registrar’s Office.

**Graduate Students – Appealing a Recommendation for Dismissal from Program:**
The ASU Graduate Education 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 Education office upon the recommendation of the College. The student has the right to appeal a recommendation for dismissal.

Steps in appeal process:
1. The student receives notice from the Executive Director of Student Services that a recommendation for dismissal from the program is being made to the ASU Graduate Education office.

2. Within 10 business days of receiving this notice, the student may appeal in writing to the appropriate Division Director in Mary Lou Fulton Teachers College Student Issues Committee (Dean’s Designee). 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 appeal within 10 business days of the date of notification will result in an automatic denial of the appeal.

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 residency) while addressing the deficiency. Students who are placed on academic probation in which the next term requires residency 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, residency 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, residency and/or Professional Pathways 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.

**InMAC:** Induction Masters and Arizona Certification program, the College alternative pathway 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 approve 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).

**MAC:** Masters and Arizona Certification graduate program

**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. There are three reasons for making a PIP referral:
- Poor academic standing (i.e. ongoing academic deficiencies across coursework)
- Issues regarding professionalism (classes or professional experience)
- Academic integrity violation (plagiarism, cheating, etc.)

Any ASU representative or district partner may refer a student for a PIP. Students who are referred for a PIP will meet with the Assistant Division Director and Director of Student Services to develop a plan for success in the Professional Pathways program.

**Student Code of Conduct:** The ASU code of conduct located at [http://students.asu.edu/srr/code](http://students.asu.edu/srr/code)
APPENDIX B: Mary Lou Fulton Teachers College Professional Responsibilities Standards

**Professional Responsibilities**

*Examples of behaviors that meet and do not meet the standards: this is not a comprehensive list*

<table>
<thead>
<tr>
<th>A: Showing Professionalism</th>
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1. Relationships with others in schools and the profession (university instructors, school leaders, colleagues, etc.)

**Expectation:** ASU Student’s relationships with colleagues are characterized by collaboration and cooperation. Student presumes positive intent when addressing issues of concern and demonstrates willingness to learn from others.

**Examples of behaviors expected:**
- Communicates clearly, promptly and in a respectful manner with students, parents, educational colleagues, instructors, 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.

**Examples of behaviors that do not meet this standard:**
- 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.

2. Fulfilling Professional Responsibilities

**Expectation:** ASU Student actively acquires knowledge of and adheres to the rules, policies, and procedures established by the school, the district, the university and/or the law.

**Examples of behaviors expected:**
- Is able to follow school district and university policies, practices, and procedures with minimal guidance.
- Dresses in an appropriately professional manner and follows school district dress code or norms for teacher dress.
- Exhibits expected and appropriate workplace behaviors, avoiding tardiness and excessive or unwarranted absences in the in-person or online classroom or professional 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 school/district opportunities for professional development and applies new skills in the classroom.

   **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, residency 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 seeks feedback and actively works to improve practice by participating in professional development.

   **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.
## PROFESSIONALISM RUBRIC

### A: Showing Professionalism

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>UNSATISFACTORY</th>
<th>EMERGING</th>
<th>APPLYING</th>
<th>APPLYING ROUTINELY</th>
<th>APPLYING BY LEADING AND SUPPORTING</th>
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<tbody>
<tr>
<td>Relationships with Others in Schools and the Profession (university instructors, school leaders, colleagues, etc.)</td>
<td>Relationships with colleagues are negative, divisive or self-serving. Addresses concerns inappropriately (person, issues, format), or uses disrespectful language, inappropriate emotions.</td>
<td>Maintains cordial relationship with colleagues using appropriate means and respectful language when addressing issues of concern.</td>
<td>Relationships with colleagues are characterized by collaboration and cooperation. Presumes positive intent when addressing issues of concern and demonstrates willingness to learn from others.</td>
<td>Takes initiative in assuming responsibilities that contribute to team goals.</td>
<td>Initiates and facilitates collaboration to further school goals and improve school climate.</td>
</tr>
<tr>
<td>Fulfilling Professional Responsibilities</td>
<td>Violates the rules, policies, or procedures established by the school, the district, the university and/or the law.</td>
<td>Requires some guidance regarding the rules, policies, and procedures established by the school, the district, the university and/or the law.</td>
<td>Actively acquires knowledge of and adheres-to the rules, policies, and procedures established by the school, the district, the university and/or the law.</td>
<td>Understands the rationales behind the rules, policies, and procedures.</td>
<td>...and is proactively engaged in creating positive change in rules, policy, and procedures through appropriate established channels.</td>
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## B : Growing and Developing Professionally

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<tr>
<td>Content Knowledge and Pedagogical Skill</td>
<td>Engages in few or no professional development activities to enhance knowledge or skill; does not apply new skills in classroom.</td>
<td>Participates in professional activities to a limited extent when they are convenient; application of new skills attempted but may not be consistent.</td>
<td>Participates in school/district opportunities for professional development and applies new skills in the classroom.</td>
<td>Seeks out opportunities for professional development, applies new skills in the classroom, and refines skills using cycles of inquiry.</td>
<td>. . . and provides leadership in the professional development of colleagues to support school goals and improve school climate.</td>
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<tr>
<td>Continued Professional Growth</td>
<td>Fails to recognize or respond to feedback indicating the need for continued professional growth.</td>
<td>Responds to feedback indicating the need for continued professional growth.</td>
<td>Seeks feedback and actively works to improve practice by participating in professional development.</td>
<td>Demonstrates engagement in continuous cycles of inquiry and incorporates practices based on research and theory.</td>
<td>Consistently engages in improvement of practice and in the professional development of colleagues to support school goals and improve school climate.</td>
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## C: Maintaining Accurate Records

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<tr>
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<tr>
<td>General Record Keeping</td>
<td>Has no system for maintaining records, keeps records in disarray and/or does not meet deadlines, resulting in errors and confusion.</td>
<td>Keeps records with adequate organization, but requires frequent monitoring to avoid errors and sometimes misses deadlines.</td>
<td>Keeps accurate records in an organized manner and meets deadlines appropriately.</td>
<td>Keeps comprehensive, accurate records in an organized system that supports timely reporting.</td>
<td>...and assists colleagues to improve record keeping systems to further school goals and improve school climate.</td>
</tr>
<tr>
<td>Student Progress in Learning</td>
<td>Has no system for maintaining information on student progress on the AZ Standards, or the system is in disarray, or is inaccurate.</td>
<td>System for maintaining information on student progress on the AZ Standards is rudimentary and partially effective.</td>
<td>System for maintaining information about student progress on the AZ Standards is efficient and effective.</td>
<td>System for maintaining information about student progress on the AZ Standards is efficient and effectively organized for recording and reporting timely information on student progress.</td>
<td>Supports colleagues in developing efficient, effective systems for reporting student progress to further school goals and improve school climate.</td>
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<tr>
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<td>Communicates Instructional Program Information to Parents (i.e. academic standards, grade level expectations, curriculum)</td>
<td>Fails to communicate, provides inaccurate instructional program information to parent, or communicates without knowledge and approval of mentor or ASU Lead Teacher.</td>
<td>Under direction of mentor or ASU Lead Teacher provides accurate but limited instructional program information to parents.</td>
<td>Provides accurate and complete instructional program information as required.</td>
<td>Provides accurate, comprehensive and frequent instructional program information to parents.</td>
<td>Supports colleagues in facilitating comprehensive, frequent, two-way communication with parents about the instructional program to further school goals and improve school climate.</td>
</tr>
<tr>
<td>Communicates Individual Student Performance to Parents</td>
<td>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 mentor or ASU Lead Teacher.</td>
<td>Provides limited individual student performance information to parents, under direction of mentor teacher or ASU Lead Teacher.</td>
<td>Provides individual student performance information to parents on a regular basis and responds to parent requests/concerns in a timely manner.</td>
<td>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 with great sensitivity and timeliness.</td>
<td>Supports colleagues in developing effective, two-way communication with parents about individual student progress to further school goals and improve school climate.</td>
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<tr>
<td>Advocacy/Resources for Students</td>
<td>Is unaware of or demonstrates disregard for resources available to assist students.</td>
<td>Displays some awareness or use of resources available to assist students.</td>
<td>Is fully aware of resources available through the school or district and works to gain access for students.</td>
<td>. . . and is aware of additional resources available through the community and assists students in gaining access.</td>
<td>. . . and initiates and facilitates development of resources to further school goals and improve school climate.</td>
</tr>
</tbody>
</table>