



## **Satisfactory Academic Progress and Professional Conduct Policy**

### **All Graduate Degree and Certificate Programs**

Students must maintain satisfactory academic progress (defined in Section II of this document) in order to remain in good academic standing and on track for graduation. Mary Lou Fulton Teachers College students must also adhere to Professional Responsibilities (defined in Section III and the Appendix) in order to remain in good standing in the program. This document defines “satisfactory academic progress” and explains the consequences of failure to maintain progress. It also defines “good standing” in the program and explains the consequences of failure to remain in good standing.

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 necessary 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 MLFTC program.

**The College:** Mary Lou Fulton Teachers College (MLFTC)

**Culminating Field Experience:** Apprentice Teaching, Student Teaching or Internships

**Field Experience:** Any practica, internship, or other field-based course taking place off campus in a professional setting such as a school district, charter school, or other educational organization

**GPA:** Grade Point Average

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

**InMAC:** Induction, Masters and Certification

**iPOS:** Program of Study entered and approved electronically, consisting of the list of courses required for the student to earn the degree

**MAC:** Masters and Certification

**PIP:** Professional Improvement Plan

**The Program:** Refers to any Teachers College graduate degree or certificate programs

**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 withdrawn from their academic programs by the Graduate College upon the recommendation of the College. The Mary Lou Fulton Teachers College sets Professional Responsibilities (see appendix) and enforces these standards as well as the University Student Conduct Code. Thus, academic decisions are a function of the Graduate College, while conduct-related disciplinary actions are a function of the College.

## **SECTION II: SATISFACTORY ACADEMIC PROGRESS**

To make satisfactory academic progress, a graduate student must:

1. Maintain a plan of Study GPA of at least 3.0 every semester.
2. Maintain a graduate GPA of at least 3.0 every semester. NOTE: The graduate GPA is calculated on all courses that appear on the transcript at the level of 500 or higher, except courses identified as deficiencies in the letter of admission.
3. Earn a C or better in every iPOS (Plan of Study) class. NOTE: The iPOS GPA is calculated on all courses that appear on the student's approved iPOS.

In addition, all students seeking state certification (teacher or administrator) must meet these standards:

1. Earn a C or better in every class
2. Clear all I or W grades before registering for student teaching, educational administration or other culminating internship or field experience
3. Pass all required 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 field experience, except in extenuating circumstances.

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

### **Removal from academic probation and reinstatement to good standing:**

A student must meet all of the following requirements to be reinstated to good standing:

1. GPA requirements: Students must achieve or maintain a 3.0 minimum graduate GPA and iPOS GPA (cumulative and semester) by the end of the semester following placement on academic probation. A student's failure to achieve or maintain either one of these GPAs to at least a 3.0 may result in recommendation to the Graduate College to withdraw the student from the Program.
2. Satisfactory progress in a single class: Any required class in which a grade below C was earned must be repeated the next time the course is offered. Failure to complete the class

and achieve a C or better or failure to take the course when offered may result in recommendation to the Graduate College to withdraw the student from the Program. A student unable to meet the applicable condition(s) above by the end of the semester following the semester in which these grades have been received or in which the applicable course is next offered may be recommended for withdrawal from the Program.

3. Satisfactory completion of field experiences: Students must earn a grade of “Y” (Pass) in field experiences prior to student teaching. A student who fails field experience may be allowed to re-take the field experience *one time* if the reasons for failure are judged to be remediable. If a student fails to pass the second time a recommendation will be made to the Graduate College that the student be withdrawn from the Program. A student who fails field experience for reasons judged not remediable (see section 4b below for examples of non-remediable actions) will be recommended for immediate withdrawal.
4. Satisfactory completion of culminating field experiences:
  - a. When a student fails a culminating field experience placement and the concerns are judged to be remediable, the student may be allowed to re-take the experience *one time*. If a student fails to pass the second time, a recommendation will be made to the Graduate College that the student be immediately withdrawn from the Program.
  - b. In some cases, 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 field placement due to egregious and/or repeated violations of Professional Responsibilities, violations of a professional code of conduct, district policy, or state or federal law. The College will consider, based on information from the Culminating Field Experience Supervisor and the school, school district or other sponsoring organization whether the student actions warrant a recommendation to the Graduate College for withdrawal from the Program.
  - c. An InMAC student, whose school district teaching contract is non-renewed 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. A student who begins an InMAC student and loses his/her teaching position for reasons unrelated to performance or professional responsibilities may 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.
5. General indicators of satisfactory progress:
  - 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 may be considered as lack of satisfactory progress and result in a recommendation to dismiss the student.

### **SECTION III: PROFESSIONAL CONDUCT AND REFLECTIVE PRACTICE**

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

The Professional Responsibilities Rubric provided in the Appendix shows the required elements in each of the four areas of professional responsibilities. Over time, growth in professional responsibilities is expected. ASU students are expected to perform at the “Emerging” level. Shaded areas represent areas of expectation for fully certified, practicing professionals and are not expected of pre-practice students, although exemplary students may perform at this level.

The Professional Responsibilities elements listed under “Showing Professionalism” and “Growing and Developing Professionally” (Sections A & B of the Professional Responsibilities Rubric) are expected in all University, field experience and PreK-12 school-related settings. 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, Field Experiences and Internships are expected to meet the standards “Maintaining Accurate Records” and “Home-School Communication” (Sections C & D of the Professional Responsibilities Rubric).

Performance at the “Unsatisfactory” level may lead to Academic Probation as well as a reduced grade, or failure in a class. Egregious violations may result in a recommendation that the Graduate College withdraw the student from the program.

## **Removal from Academic Probation and Reinstatement to Good Standing**

To be restored to good standing, a student must maintain professional behaviors at the “emerging” level of the Professional Responsibilities Rubric. In addition, if a Professional Improvement Plan (PIP) is determined to be appropriate by the College, the student must take the action(s) specified in the Professional Improvement Plan and provide evidence of completion as specified in the PIP.

Students who fail to constructively participate in the Professional Responsibilities Meeting, fail to satisfactorily complete required PIP actions and provide evidence of completion, or fail to maintain professional behavior at the “emerging” level of the Professional Responsibilities Rubric may be recommended for involuntary withdrawal from the Program.

Note: A student on probation for lack of satisfactory progress in one area (e.g., academic progress or professional responsibilities) who subsequently has a failure 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.

## **SECTION IV: APPEAL PROCESS**

The student has the right to appeal a recommendation to the Graduate College that the student be withdrawn from the Program.

Steps in appeal process:

1. The student receives notice that a recommendation for withdrawal 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, Professional Field Experience and Academic Advising offices and online at <http://education.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 Associate Dean Dr. Sally Hurwitz at [sally.hurwitz@asu.edu](mailto:sally.hurwitz@asu.edu).*

## **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.

Enrollment in the InMAC Program requires that the intern be employed full time in a classroom teaching position in a preK-12 school recognized by the Arizona Department of Education. Students who lose their teaching position for any reason may not continue in the InMAC track of the Program, but may petition the College to continue in the MAC Program, which also leads to certification.

## APPENDIX: PROFESSIONAL RESPONSIBILITIES RUBRIC

The Professional Responsibilities listed in the following table are drawn from the Danielson framework (Danielson, 1996). **Students in All Masters of Education, Masters of Arts, and Masters of Physical Education Degree programs are expected to exhibit the traits in the “Emerging” column and to be making progress toward the “Applying” column.** The shaded columns to the right are expected of certified teachers employed in school districts and were developed in partnership with our iTeach partners who host graduate certification training. The shaded areas are included to indicate a distinction between student teachers or apprentice teachers, professional teachers, and teacher leaders.

**All students are expected to meet the standards in section A and B.** Standards in sections C and D are expected for those students in field experience settings who have opportunities to demonstrate these competencies. It is recognized that not all classes and/or field experiences may afford the same opportunities to demonstrate mastery.

<b>A: Showing Professionalism</b>					
<b>ELEMENT</b>	<b>LEVELS OF PERFORMANCE</b>				
	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>APPLYING</b>	<b>APPLYING ROUTINELY</b>	<b>APPLYING BY LEADING AND SUPPORTING</b>
<b>Relationships with others in ASU classrooms, schools and the profession (university instructors, school leaders, colleagues, etc.)</b>	Exhibits negative, divisive or self-serving behaviors in relationships with colleagues. Addresses concerns inappropriately (person, issues, format), or uses disrespectful language, inappropriate emotions.	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.
<b>Fulfilling Professional Responsibilities</b>	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>B: Growing and Developing Professionally</b>					
<b>ELEMENT</b>	<b>LEVELS OF PERFORMANCE</b>				
	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>APPLYING</b>	<b>APPLYING ROUTINELY</b>	<b>APPLYING BY LEADING AND SUPPORTING</b>
<b>Content Knowledge and Pedagogical Skill</b>	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.
<b>Continued Professional Growth</b>	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.

<b>C: Maintaining Accurate Records</b>					
<b>ELEMENT</b>	<b>LEVELS OF PERFORMANCE</b>				
	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>APPLYING</b>	<b>APPLYING ROUTINELY</b>	<b>APPLYING BY LEADING AND SUPPORTING</b>
<b>General Record Keeping</b>	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 frequent monitoring to avoid errors and sometimes misses deadlines.	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.
<b>Student Progress in Learning</b>	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.

<b>D: Home-School Communication</b>					
<b>ELEMENT</b>	<b>LEVELS OF PERFORMANCE</b>				
	<b>UNSATISFACTORY</b>	<b>EMERGING</b>	<b>APPLYING</b>	<b>APPLYING ROUTINELY</b>	<b>APPLYING BY LEADING AND SUPPORTING</b>
<b>Communicates instructional program information to parents (i.e. academic standards, grade level expectations, curriculum)</b>	Fails to communicate, provides inaccurate instructional program information to parent, or communicates without knowledge and approval of supervisor, mentor or ASU Lead Teacher.	Under direction 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.
<b>Communicates individual student performance to parents</b>	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 ASU Lead Teacher.	Under direction of mentor or ASU Lead Teacher, provides limited individual student performance information to parents under direction of supervisor, mentor teacher.	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 with sensitivity and timeliness.	. . . and supports colleagues in developing effective, two-way communication with parents about individual student progress to further organizational goals and improve climate.

<b>Advocacy/ Resources for Students</b>	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.
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**Professional Responsibilities**  
**Examples of behaviors that meet and do not meet the standards**

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

- 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

## **Department of Psychology**

### **Policy on Satisfactory Performance**

The annual evaluation process is designed to ensure program expectations are clear and students know exactly what they need to do in order to succeed. Students are rarely dismissed from our program. However, in keeping with the requirements of the university and the psychology department, the program has established a policy on satisfactory performance that protects the rights of students while clearly setting out program requirements.

Students are expected to maintain high standards in the quality of their work and progress in a timely fashion according to an approved program of study designed to meet their individualized training goals. As specified in the psychology department handbook, although no formula for an overall evaluation exists, poor or substandard performance in any single area will be a matter for substantial concern, and probation or dismissal are possible outcomes. If a training area wishes to recommend probation or dismissal, the area head will forward that recommendation to the dean of the Graduate College.

Recommendations for probation or dismissal may also be made at times other than the annual evaluation. If a student is placed on probation, the written notification will describe the conditions for necessary for ending the probationary period, including time limits and requirements. Students have 10 working days to appeal this recommendation in writing to the dean of the Graduate College.

#### **Dismissal Criteria**

Some categories of possible causes for probation or dismissal are:

1. Deception or falsification of statements in the admissions application,
2. Unauthorized periods of absence from the graduate program,
3. Seriously compromising the relations of the Department with the public,
4. Breaches of ethical judgment or professional responsibility,
5. Breaches of academic or scientific honesty (e.g., plagiarism, falsification of research data),
6. Serious instances of personality or character traits or behaviors inappropriate for the professional roles for which the student is attempting to prepare him/herself,
7. Serious misuse of departmental or university facilities,
8. Failure to pass the speak test in English after three years,

Lack of satisfactory academic progress. Lack of satisfactory academic progress includes performance in coursework, research, and the development of relevant professional competencies (e.g., quantitative skills, teaching). These dimensions include:

1. Failure to complete required coursework in a timely manner according to program requirements,
2. Failure to maintain a 3.0 GPA,
3. Poor performance in research,
4. Poor performance in professional activities (e.g., teaching or research assistantship performance),
5. Failure to complete program milestones in a timely fashion.

## Program Milestones

With regard to timing, as described above, ideally the typical student's program of study will take five years for completion. In recognition of the fact that the program enrolls students who have both basic and applied interests that may require specialized training experiences involving additional coursework or pursuing joint degrees in law and psychology, or experience with time-consuming community-based research, the program allows for some flexibility in milestone timing for students who are otherwise exhibiting excellence in other areas of performance.

Such flexibility will reflect negotiations with the student's academic advisor. The program faculty shall monitor student progress towards training goals. The student's annual evaluation will include specific feedback about what the student is expected to do to stay on track with regard to milestone timing, and students who do not meet timing expectations will be put on probation. After a year of probationary status, progress will be considered unsatisfactory if expectations continue to be unmet.

The program specifies the following time frames as the outside limits for accomplishing program milestones:

We distinguish four circumstances, one for students who enter the program with a bachelor's degree (I), one for students who enter the program with a master's degree (II), one for students jointly pursuing law and psychology degrees with a bachelor's degree (III), and one for students jointly pursuing law and psychology degrees with a master's degree (IV).

(I) To be considered as making satisfactory progress, students who enter the social psychology program with a bachelor's degree must:

- Successfully defend their master's within three years,
- Complete and defend the comprehensive examination within two years following completion of the Masters oral defense, and
- Complete and defend the dissertation within two years following completion of the comprehensive examination.



(II) To be considered as making satisfactory progress, students who enter the social psychology Ph.D. program with a master's degree must:

- Complete and defend the comprehensive examination within four years, and
- Complete and defend the dissertation within two years following completion of the comprehensive examination.

(III) To be considered as making satisfactory progress, students who enter the joint law and psychology program seeking a social psychology Ph.D. with a bachelor's degree must:

- Successfully defend their Masters within four years (their first year in the program being devoted to studies in the law school),
- Complete and defend the comprehensive examination within three years following completion of the Masters oral defense, and
- Complete and defend the dissertation within two years following completion of the comprehensive examination.

(IV) To be considered as making satisfactory progress, students who enter the joint law and psychology program seeking a social psychology Ph.D. with a master's degree must:

- Complete and defend the comprehensive examination within five years, (their first year in the program being devoted to studies in the law school), and
- Complete and defend the dissertation within two years following completion of the comprehensive examination.

## **W. P. Carey School of Business MBA Programs Policies and Procedures—February 2011**

Satisfactory Progress, Academic Probation and Recommendation for Dismissal Policy—W. P. Carey MBA Programs

### **A. DEFINITIONS**

1. “Satisfactory Progress, Academic Probation and Recommendation for Dismissal Policy” – This policy applies to all students in the W. P. Carey MBA Program. This policy supersedes policies in the ASU Graduate Catalog and may be more restrictive than those in the ASU Graduate Catalog. It is each student’s responsibility to understand how this policy may impact his/her ability to complete the MBA Degree.
2. “Satisfactory Progress in Pursuit of an MBA Degree”: A student who is making satisfactory progress in completing MBA degree requirements will:
  - a. Meet the “core competency” requirement noted in B1 below. Failure to meet this requirement will result in the student being placed on academic probation.
  - b. Meet the “grade point average” requirement noted in B2 below. Failure to meet this requirement will result in the student being placed on academic probation.
  - c. Meet the “pass all core courses” requirement noted in B3 below. Failure to meet this requirement will result in the student being placed on academic probation and NOT being permitted to continue coursework as scheduled.
  - d. Meet the “complete all required core courses as scheduled” requirements noted in B4 below. Failure to meet this requirement will result in the student NOT being permitted to continue coursework as scheduled.

A student is expected to meet EACH of the requirements for “satisfactory progress in pursuit of an MBA degree”.

Once a student has been placed on academic probation, the student will remain on academic probation while continuing coursework in the MBA program and will be removed from academic probation upon successful completion of all degree requirements.

In addition, to qualify for graduation all students must meet the “GPA requirement” noted in B4 below.

3. “Recommendation for Dismissal”: A student who fails to meet the criteria noted in Section B below will be found to have “unsatisfactory progress in completing MBA Degree requirements” and will be recommended for dismissal (from the MBA program) to the Graduate College.
4. “Required Core Courses”: Includes all courses that must appear on an MBA Plan of Study outside of specialization and elective courses. These courses may differ by number of credit hours or differ by program. Please refer to the advisement guide for your specific program for a list of the specific required core courses.
5. “Associate Dean”: The Associate Dean with responsibility for the W. P. Carey MBA Program.
6. “Plan of Study (“POS”)”: The *Plan of Study* specifies the requirements that students must complete for their degree.

## **B. ACADEMIC PROBATION, CONTINUATION IN COURSEWORK AND RECOMMENDATION FOR DISMISSAL**

### **1. Core competency requirement**

A student who receives any grade below “B-” in any required core course will be placed on academic probation. During academic probation, the student will be permitted to continue coursework.

### **2. GPA requirement**

Student must maintain a minimum of 3.0 GPA both on POS and Graduate GPA. If either GPA falls below 3.0, the student is considered to be on academic probation. The student must develop, with his/her advisor, an academic performance improvement plan that includes the conditions and timeframes for making satisfactory academic progress in her/his degree program.. *During academic probation, the student will be permitted to continue coursework.*

The ASU policy for minimum GPA required for graduation will apply. The Graduate College will not permit a student to graduate unless:

- a. The Plan of Study shows a GPA of 3.0 or higher **and**
- b. The GPA for all graduate level courses is 3.0 or higher.

\*While on academic probation, if a third (or more) grade below “B-” is received in any required core course, the student will be found to be making “unsatisfactory progress in completing MBA Degree requirements” and will be recommended for dismissal (from the MBA program) to the Graduate College.

### **3. Pass all core courses requirement**

Grades of “D” or “E” are not considered passing grades for graduate classes (grades below “B” are not considered passing grades in MGT 589, the thesis equivalent class). A student who receives a grade of “D” or “E” in any required core course (or who receives a grade below “B” in MGT589, the thesis equivalent course) will NOT be permitted to continue coursework as scheduled.

In consultation with the Associate Dean, a time frame for restarting the program will be determined. Failure to restart the program as agreed will result in the student being found to have “unsatisfactory progress in completing MBA Degree requirements” and recommended for dismissal (from the MBA program) to the Graduate College. At the discretion of the Associate Dean the student may be required to retake all courses in the program (i.e., restart the program from the beginning), to retake all courses beginning in the period during which a grade of “D” or “E” was earned (or beginning in the period during which a grade below “B” in MGT 589, the thesis equivalent course, was earned), or to retake only the course(s) in which a grade(s) of “D” or “E” was (were) earned (or to retake only MGT589, the thesis equivalent course, in which a grade below “B” was earned).

Upon restarting the MBA program, the student will be placed on academic probation. During academic probation, the student will be permitted to continue coursework. While on academic probation, if the student receives any grade below “B-” in any required core course (or grade below “B” in MGT 589, the thesis equivalent course) the student will be found to be making “unsatisfactory progress in completing MBA Degree requirements” and will be recommended for dismissal (from the MBA program) to the Graduate College.

Students who will be discontinuing coursework for one full semester or more must either apply to the Graduate College for an approved leave of absence or must maintain continuous enrollment by registering for MGT 595 Continuing Registration. See Leave of Absence Policy. Students who have been discontinued from coursework at the

recommendation of the Associate Dean are not eligible to enroll in MBA electives during semesters of discontinuation.

#### **4. Complete all required core courses as scheduled requirement**

Core courses are scheduled in a “lock-step” fashion and must be completed in the order specified in the advisement guide for the student’s specific program. A student who withdraws from a core course (grade of “W”) will NOT be permitted to continue coursework as scheduled.

In consultation with the Associate Dean, a time frame for restarting the program will be determined. Failure to restart the program as agreed will result in the student being found to have “unsatisfactory progress in completing MBA Degree requirements” and recommended for dismissal (from the MBA program) to the Graduate College. The student will restart the program beginning with the course(s) from which the student withdrew.

At the time that a student receives an incomplete (grade of “I”) in any required core course, the student and faculty member must submit to the student services coordinator a mutually agreed written plan to complete the coursework within the 1 year window permitted by the Graduate College. The student will be permitted to continue coursework. If the student does not complete the required core course by the conclusion of the agreed upon period, the grade in the course will become a grade of “E” and the student will be subject to the policies described in section 2 above.

Tuition Refunds – Students are required to pay tuition for any registered course (unless he/she drops or withdraws from the course during the 100% refund period). The 100% refund period extends through the first two weeks for courses spanning the regular term or courses eight weeks or longer. The refund period for shorter classes is one week. No refunds are made thereafter. All refunds are reduced by any amounts owed to the university. The refund will be assessed a \$35 processing fee

### **C. NOTICE**

1. Notice: A student who fails to make “Satisfactory Progress in Pursuit of an MBA Degree” will be provided notice from the MBA student services office as soon as the grade(s) leading to the failure to make “Satisfactory Progress in Pursuit of an MBA Degree” have been identified.

June 10, 2009

Student Name

Address

City, ST, Zip

Academic Probationary notice

Dear Student Name:

ASU Campus ID: 1000000000

This is an *Academic Probationary* notice. As grades are being distributed you may have noticed that your GPA has fallen below a 3.0. This letter is to remind you of the current policies of Arizona State University. In order to graduate from the MBA program, you will need to raise your GPA to a 3.0 or better by the end of your program.

The ASU policy for minimum GPA required for graduation will apply. The Graduate College will not permit a student to graduate unless:

- a. The Program of Study shows a GPA of 3.0 or higher AND
- b. The GPA for all graduate level courses is 3.0 or higher

It is the student's responsibility to monitor GPA throughout the MBA program and be aware that graduation will ONLY be possible if the above Graduate College requirements are met.

If you would like more information regarding this and other policies, please visit:

<https://my.wpcarey.asu.edu/mba/online/academics/policies.cfm> The Progress, Probation, and Dismissal Policy was distributed at the beginning of your program.

Your student services coordinator, <Name of staff> will contact you to discuss this further within two weeks of receipt of this letter.

Please contact me at 480.965.XXXX or [staffname@asu.edu](mailto:staffname@asu.edu) if you have any questions or concerns. We hope the very best for you in the future trimesters.

Sincerely,

Assistant Director, Student Services  
W. P. Carey MBA

Associate Dean  
W. P. Carey MBA

CC: Name of Assistant Dean  
Student file

<Date>

<STUDENT ADDRESS>

Dear <Mr. or Ms. Last Name> ASU Campus ID: <STUDENT ID>

This is a notice of *Academic Probation for Core Competency Requirements*. In review of your academic progress, our records indicate that you have received a grade below B- in one or more of your required courses. In order to meet *Satisfactory Progress in Pursuit of an MBA Degree* a student must be in good academic standing in the W. P. Carey MBA Program which is noted in the “Satisfactory Progress, Academic Probation and Recommendation for Dismissal Policy”.

As you have not met the terms of this policy you are being placed on academic probation. This is in accordance with the academic policy which is posted on our Student Services web page (<INSERT THE POLICY LINK FOR STUDENT PLATFORM>). The Progress, Probation, and Dismissal Policy was distributed at the beginning of your program.

Your student services coordinator <COORDINATORS NAME HERE> will contact you to discuss this further within two weeks of receipt of this letter.

This is a notice of *Academic Probation for Core Competency Requirements*. Please contact me at 480.965.xxx or [staff.name@asu.edu](mailto:staff.name@asu.edu) you have any questions or concerns. We hope the very best for you in the future trimesters.

Sincerely,

Assistant Director of Student Services  
W. P. Carey MBA

Associate Dean  
W. P. Carey MBA

CC: Name of Assistant Dean  
Student file