

5.1. Transfers and Withdrawal policy

A student's transfer, withdrawal or dropout from North American University will result in exiting from the certification program. A student's dismissal for disciplinary reasons will automatically disqualify the student from continuing the Teacher Certification Program.

However, a student may still complete the degree requirements while he/she fails to meet the NAU-TCP's standards. This case may occur often when a student has trouble during the student teaching. A growth plan will be put in effect to help retain the student teacher in the program. A student teacher will be advised to withdraw from teacher certification program and graduate without certification if the student meets graduation hour requirements. In this case, a grade of F will be assigned for the student teaching/practicum course. The Teacher Certification and Retention (TCR) Committee will meet with the student to discuss possible alternative courses (6 credits) the student can take to replace the student teaching course, so that the student can complete the degree requirements and graduate without certification.

The exit procedure involves multiple steps:

1. Students having difficulties early in the student teaching experience (within the first three weeks) are asked to leave the school, either by the Field supervisor or the cooperating teacher. However, they may apply for readmission to student teaching for the following long semester or may be assigned to a new placement during the current semester. This will be determined after a Teacher Certification and Retention (TCR) Committee meeting.
2. Following the first three weeks, if evidence exists which indicates the possibility that a student will not be successful and complete student teaching, the following procedures will be followed:
 - The student teacher, cooperating teacher/mentor, and Field Supervisor will meet to identify the problem and to determine a solution.
 - The Field Supervisor and cooperating teacher/mentor will develop a growth plan with timeline that will outline specific areas in which the student teacher must improve.
 - The cooperating/mentor teacher and the Field Supervisor will discuss the plan with the student teacher and will assign measurable objectives and a specified period of time in which these objectives must be met.
 - All parties must sign the document and receive a copy of the growth plan (Appendix C13).