



international
teachers
university

Student

Catalog

2025-26

V3.0.2026

Franklin Square, 1300 I St NW Suite 400E,
Washington, DC 20005, United States
Phone: +1 502 501 3678
Email: inquiries@internationalteachersuniversity.org
Website: internationalteachersuniversity.org

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GENERAL INFORMATION

Welcome

Welcome to International Teachers University! We're excited to have you join us as you embark on this exciting journey that will equip you with the skills and competencies that will set you apart in the global teaching workforce. We trust that you will find ITU to be a stimulating and rewarding environment, and that you will grow in your practice and profession by leaps and bounds.

This catalog contains information about our Master's in Education program, as well as our policies related to admission, academics, student life, and more. We update it regularly, and the most recent version will always be posted on our website, so please be sure to consult it regularly throughout the duration of your time with us. Rest assured, however, that you'll be subject only to the degree requirements for the academic year in which you were admitted.

About ITU Mission

To advance highly qualified and skilled teachers by means of contemporary, immersive online education to excel in an ever evolving and dynamic workplace that includes both in-person and virtual instruction opportunities.

Vision

We equip existing teachers to be reflective practitioners, data-driven decision makers, and passionate advocates for student-centered learning, as they advance their careers.

Core Values

<i>Inquiry</i>	We value the pursuit of knowledge and strive to develop an enduring passion for learning in others.
<i>Diversity</i>	We value all people and diverse backgrounds, cultures, and ways of learning.
<i>Engagement</i>	We value opportunities that allow our learners to apply learning outside the classroom through service learning, exchange programs, and research.
<i>Community</i>	We are a community of educators and learners united in a common mission to provide a transformational education for our learners.
<i>Excellence</i>	We set high standards for scholarship, service, and leadership.
<i>Sustainability</i>	We value the planet and its preservation.
<i>Service</i>	We value our commitment to helping others.

Goals and Purposes

International Teachers University's program offerings support teachers to:

- (A) Acquire new skills and perform research at an advanced, Master's degree level;
- (B) Use their new skills and knowledge to enhance learning experiences for students;
- (C) Link changes in classroom practice to improvements in student outcomes;
- (D) Reflect on and share experiences and outcomes to plan further professional development, in order to further serve the public through education.

History

Founded by educators with experience of teaching in different parts of the world, to make teaching a truly international profession. Envisioned to deliver world-class graduate-level education for highly effective teachers through 100% distance learning, ITU focuses on pedagogical excellence. It redefines teacher practice by bridging the gaps between instructional practices and learning outcomes. With presence in the United States, United Arab Emirates, and India, we have impacted the careers and professional development of over 450,000 teachers globally.

Licensure & Accreditation

International Teachers University is approved to operate by the Higher Education Licensure Commission in the District of Columbia:

DC Higher Education Licensure Commission 1050 First Street NE,
5th Floor, Washington, DC 20002 (202)
727-6436 <https://helc.osse.dc.gov/>

In 2024, ITU began its journey toward institutional accreditation through an agency recognized by the U.S. Department of Education. We work with partners and key regulatory bodies in the United Arab Emirates and the United Kingdom to deliver recognized teaching qualifications and teacher training. We are proud of our heritage. Those key regulatory bodies are listed here for reference:

- (A) Regulatory Bodies in the United Arab Emirates
 - a. Knowledge and Human Development Authority (KHDA)
 - b. Sharjah Private Education Authority (SPEA)
 - c. Abu Dhabi Department of Education and Knowledge (ADEK)
- d. Ministry of Education (MoE)
- (B) Regulatory Bodies in the United Kingdom
 - a. The General Teaching Councils for Scotland, Wales, and Northern Ireland
 - b. Ofqual – Office of Qualifications and Examinations Regulation
 - c. Ofsted – Office for Standards in Education, Children's Services and Skills
 - d. Office for Students (OfS)

Governance

Ownership

International Teachers University LLC is a private higher education institution registered in the United States. It operates as a wholly owned subsidiary of Edevue Inc., a U.S.-based education company committed to advancing teacher education and professional development globally.

Board of Directors

International Teachers University (ITU) is governed by a dedicated Board of Directors composed of four professionals with strong academic backgrounds and significant experience in education, leadership, and institutional development. Members are appointed based on a combination of advanced academic degrees, typically at the master's or doctoral level, and demonstrated success in educational leadership or governance roles. The Board has ultimate authority over the mission, strategic direction, and financial and academic integrity of the institution, consistent with regulatory and accreditation requirements.

Mr. Bernie Vidales
Retired-School Superintendent
M.Ed., Stanford University, US
Board Chair

Dr. Kevin J. Ruth
Executive Director, NJAIS
Ph.D., Rutgers University, US
Board Member

Mr. Rishabh Khanna
CEO, Edevue Inc.
B.Tech., CITM Haryana, India
Board Member

Dr. Quintin Shepherd
Superintendent, Pflugerville ISD
Ph.D., Illinois State University
Board Member

Officers and Administrators {Executive Leadership}

The officers and administrators have the direct oversight and management responsibilities for successful operations and quality of delivery of the programs of International Teachers University.

Dr. Andrew Torris
Ed.D., Nova Southeastern University, US
ITU President

Ms. Loulou Hsaiky
M.Ed., Lebanese International University, Lebanon
Chief Academic Officer & Registrar

Mr. Brian Fernandes
C.A., Institute of Chartered Accountants of India
Chief Financial Officer

Ms. Dareen Barbour
M.Ed., The British University in Dubai, UAE
Head of Compliance and Academic Excellence

Faculty

Mamet AmfoBrobbe
Doctorate in Education
Anglia Ruskin University, Chelmsford

Peter G. Beckway
Master of Arts, English Literature
University of Illinois-Chicago

Zeina Al Deeb
M.A., Education (TESOL) Lebanese
American University

Eman Hamsharil
Masters in Education, Staff Development
University Of Birmingham, BUID

Eram Aziz
Doctorate in Education
Al Falah University, India

Priyank Sharma
PhD., Education Policy National Institute of
Educational Planning and Administration, India

Shakhnoza Shamsiddinova
Master of Science, Education, Public Policy &
Equity, University of Glasgow, UK

Office Location & Hours

The administrative offices of International Teachers University is located in Franklin Square, 1300 I St NW Suite 400E, Washington, DC 20005, United States. Office hours are 9:00 am to 5:00 pm Eastern time, Monday to Friday. Our phone number is +1 502 501 3678, and our general university email is inquiries@internationalteachersuniversity.org Please note that we do not offer instruction at our physical offices; we are a fully virtual university.

Equipment

As a fully virtual university, we do not maintain equipment for instructional or academic purposes on the premises, other than equipment required for administrative purposes such as printing, copying, and wifi.

Library

International Teachers University collaborates with LIRN, Library and Information Resources Network, Inc., a non-profit 501(c)(3) consortium of private colleges and universities, to provide robust library and learning resources.

We also employ their LIRN Librarian Service, a fully online service, to support our university with Research support, faculty and student training, and accreditation assistance. LIRN librarians hold master’s degrees from programs accredited by the American Library Association and are highly engaged in their profession. They participate in regular professional development activities and attend national, regional, and state events to keep up with the latest information and best practices in the field.

The LIRN Portal makes it easy for students to research and access content within our database subscriptions. LIRN allows students to access online resources anytime, anywhere. As our university focuses exclusively on teachers and advancing their teaching practice (including research), our library services center on two databases, Gale and ProQuest. These databases offer periodicals and reports on multiple levels of education, from preschool to college, and every educational specialty—such as technology, bilingual education, health education, and testing. They also provide research and insights on administration, funding, and policy issues.

Technology Requirements

ALL COMPUTERS	MINIMUM	RECOMMENDED
Monitor (Desktops Only)	15" display, 1024x768 resolution	17" display
Camera	1 megapixel	2 megapixels or higher
Internet connection	2mbps	5mbps broadband
Email capabilities	Permanent email address	Permanent email address
WINDOW COMPUTERS	MINIMUM	RECOMMENDED
Operating System	Windows 10	Windows 11
Web browser (need only one)	Chrome, Edge latest version	Chrome, Edge, latest version
MAC COMPUTERS	MINIMUM	RECOMMENDED
Operating System	MacOS 11 Big Sur	MacOS 14 Sonoma
Web browser (need only one)	Chrome, Safari, latest version	Chrome, Safari, latest version
TABLETS OR PHONES	MINIMUM	RECOMMENDED
Operating System	iOS 14, or Android 11	iOS 16, Android 14
Web browser (need only one)	Chrome, latest version	Chrome, latest version

ADMISSION & ENTRANCE

Admission Process

International Teachers University accepts applications 24/7/365, and we enroll new students monthly. We refer to our monthly start groups as 'batches' or 'cohorts.' Our experienced admission counselors review applications and work with applicants to ensure that application files are complete. Applicants attend a meeting where their questions are answered and financial obligations are outlined. Once we have all the required documentation for full admission to the university, we notify applicants by email and/or telephone/text of their admission status within 24 hours, and we provide detailed instructions on completing enrollment.

Ethical Admissions and Non-Discrimination

International Teachers University conducts all admissions activities in accordance with principles of fairness, transparency, and equal opportunity. Admission decisions are based solely on published academic and professional criteria relevant to the applicant's ability to succeed in the university's programs.

The university does not discriminate in its admissions policies, procedures, or decisions on the basis of race, color, national origin, ethnicity, religion, sex, gender identity, sexual orientation, age, disability, marital status, veteran status, or any other status protected under applicable federal, state, or local law.

Admissions personnel are expected to conduct all recruitment, advising, and admissions practices ethically. This includes providing accurate information about programs, costs, and expectations; avoiding misleading or coercive recruitment practices; and ensuring that applicants are evaluated consistently in accordance with the criteria established in this policy.

International Teachers University is committed to providing equal access to educational opportunity while maintaining academic standards that support student success. Reasonable accommodations will be considered for applicants with documented disabilities in accordance with applicable law and institutional policy.

All admissions records and applicant information are managed in accordance with the university's Student Records Policy and relevant privacy regulations.

Admission Requirements

All documents that degree-seeking students submit with their application are reviewed against our admission requirements, as shown below, many of which are directly informed by accreditation body expectations. It is at the university's sole discretion whether to admit an applicant to the university. Please note that if ITU determines that an applicant has submitted false or misleading application materials, they will be deemed ineligible for admission to the university.

- (1) Bachelor's degree: official transcript verifying receipt of a Bachelor's degree from an accredited institution listed by the US Department of Education or recognized by the Council for Higher Education Accreditation (CHEA); or from an international institution of higher education that is approved by the relevant ministry of education or recognized country-level equivalent.
- (2) A minimum grade point average (GPA) of 2.6 or higher on a 4.0 scale. Please note that a NACES-member evaluation will provide you with a GPA equivalent if your Bachelor's degree is from outside the United States. See below.
- (3) Evidence of employment at a school or education-related organization. You must be employed, as the Master's degree assessments require putting into practice what you will be learning.
- (4) Proof that the applicant graduated from an English-speaking institution of higher learning. If English was not the language of instruction at your undergraduate institution, a NACES-member evaluation will be required, and you may avail yourself of transcript translation services.
- (5) Government-issued Photo Identification. We do not accept selfies.
- (6) Criminal background check (criminal clearance record)
- (7) Interview (video) with an admission counselor

*If You Hold a Bachelor's Degree from Outside the United States

- (1) Evaluation of your official bachelor's degree transcript by a member of [NACES](#) (National Association of Credential Evaluation Services)
- (2) English language proficiency, as determined by the following (*c.f., guidance on English Language Proficiency Assessment from the Distance Education Accrediting Commission, 2022, p. 144*):
 - A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet-Based Test (iBT);
 - 6.5 on the International English Language Test (IELTS);
 - 50 on the Pearson Test of English Academic Score Report;
 - 100 on the Duolingo English Test;
 - A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
 - A minimum B2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;
 - A minimum score on the College Board Accuplacer ESL Exam Series as follows: ○ ESL Language Use: Score of 85 ○ ESL Listening: Score of 80 ○ ESL Reading: Score of 85 ○ ESL Sentence Meaning: Score of 90 ○ ESL Writeplacer: Score of 4

- Minimum Comprehensive Score for all exams of 344
- A transcript indicating completion of at least 30 semester credit hours with an average grade of “B” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English.

(3) Transcripts not in English (*c.f., guidance on transcripts from the Distance Education Accrediting Commission, 2022, p. 106*) must be evaluated by an appropriate third party and translated into English, or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

Full Admission

Full admission is granted if the application has met our admission criteria and all submitted admission documents are complete, reviewed, and accepted by the counseling team.

Provisional Admission

If the applicant has met most of our admission criteria but has incomplete official documentation, an applicant receives notification of provisional admission. That provisionally admitted student cannot complete enrollment until said documentation is in hand and approved. The applicant will be administratively dismissed if the remaining documentation is not submitted to ITU within 60 days.

However, applicants are always welcome to re-apply once they have all their official documents transfer of Credits and Recognition of Prior Learning

Transfer of credits Policy

This policy outlines International Teachers University’s commitment to recognizing and awarding credit for prior college-level learning acquired through formal study at accredited or officially recognized institutions. It ensures fairness, transparency, and academic integrity in determining transferability of previously earned academic credits.

Principles:

- Academic Integrity: Transfer credit must reflect documented, college-level learning aligned with ITU course learning outcomes and credit-hour expectations.
- Transparency: ITU will clearly communicate evaluation processes, eligibility, documentation requirements, timelines, and limitations.

- Equity and Access: All students will have equitable access to the transfer credit evaluation process.
- Faculty Oversight and Quality Assurance: Transfer credit evaluations are conducted by qualified faculty or subject matter experts, ensuring fairness, consistency, and academic rigor.

Eligibility Criteria

- Students may submit unofficial transcripts during the admission process for a preliminary, non-binding evaluation of possible transfer credit.
- Official, binding transfer credit evaluations are conducted only after the student has been formally admitted and official transcripts have been received.
- Transfer credit may not exceed 15 credits (5 courses) toward the M.Ed. program.
- Students must complete at least 50% of their program credits at ITU.
- Credits must be earned at institutions recognized by appropriate national, regional, or international accrediting bodies.
- A minimum grade of B (3.0) or higher is required for transfer consideration.

Acceptable Forms of Transfer Credit

- Transfer Credit – from regionally, nationally, or internationally accredited institutions.
- Regulated Qualifications — regulated qualifications where course-level equivalencies can be demonstrated.
- Other Recognized Higher Education Providers – where accreditation or authorization is verified.

Application and Assessment Procedures

- Application – Preliminary Review- During the admission process, applicants may submit unofficial transcripts and a transfer credit request form for a preliminary, non-binding evaluation of potential transfer eligibility.
- Official Evaluation – Post Admission- After formal admission, students must submit official transcripts and any required supporting academic documentation (e.g., course syllabi, institutional catalogs). Only upon receipt of official documentation will a binding transfer credit decision be issued.
- Faculty Evaluation – Qualified faculty map external learning outcomes against ITU course learning outcomes and credit-hour equivalencies to determine alignment.

Faculty evaluators must document decisions using a course equivalency matrix indicating alignment in outcomes, credit hours, and assessment types.

- Decision – Students receive a formal decision within 30 days of submitting a complete application.

- Appeal – Students may appeal transfer decisions through the institution’s academic appeals process.
- Transcript Notation – Approved transfer credits are recorded on the transcript as Transfer Credit, carry no letter grade, and do not affect GPA.

Fees

- No fee is charged for transcribed transfer credit evaluations.
- Fees may apply for external verification services if required.

Limitations

- Transfer credit cannot satisfy capstone, thesis, or final practicum requirements.
- Duplicate credit will not be awarded for overlapping coursework.
- Credits awarded by ITU as transfer credit are not guaranteed to transfer to other institutions.
- Transfer credit is not applicable to programs requiring full-course delivery under external regulations.

Recognition of prior learning

This policy outlines International Teachers University (ITU) commitment to recognize college-level learning gained outside traditional higher education. This policy defines the principles, processes, and standards for granting academic credit for documented prior learning through professional experience, industry certifications, structured training, or portfolio-based assessment.

Principles

- Academic Integrity: Academic Integrity: Credit awarded through RPL must reflect documented, college-level learning, aligned with the program’s learning outcomes and ITU credit hour standards.
- Transparency: The institution will clearly communicate the processes, eligibility requirements, documentation, timelines, and applicable fees.
- Equity and Access: All students will have equitable access to the RPL process.
- Faculty Oversight and Quality Assurance: RPL assessments are conducted by qualified faculty or subject-matter experts and are periodically reviewed for fairness, consistency, and academic rigor.

Eligibility Criteria

- Students may submit unofficial transcripts during the admission process for a preliminary, non-binding evaluation of possible RPL.

- Official, binding RPL evaluations are conducted only after the student has been formally admitted and has received official transcripts.
- RPL credit may not exceed 50% of total program requirements (or as defined by the program) to preserve academic integrity and meet residency and capstone requirements.
- Learning must be current, relevant, and verifiable.
- Students must demonstrate that prior learning is comparable in scope and depth to the academic learning offered at the institution.

Acceptable Forms of Prior Learning

- Professional/Industry Credentials
 - Certifications or licenses are evaluated for alignment with course learning outcomes.
- Portfolio Assessment
 - A structured portfolio demonstrating college-level learning through artifacts such as:
 - Work products
 - Reflective narratives
 - Training records
 - Project deliverables
 - Observation logs
- Non-Credit or Employer-Based Training
 - Documented structured training programs evaluated by faculty.
- Competency-Based or Experiential Learning
 - Learning demonstrated through performance, evidence, or demonstration.

Application and Assessment Procedures

- Application – Preliminary Review- During the admission process, applicants may submit unofficial transcripts and a recognition of prior learning form for a preliminary, non-binding evaluation of potential RPL eligibility.
- Official Evaluation – Post Admission- After formal admission, students must submit official transcripts and any required supporting academic documentation. Only upon receipt of official documentation will a binding RPL decision be issued.
- Faculty Evaluation – Qualified academic staff evaluate submitted materials against specific course learning outcomes and credit hour equivalencies.

Faculty evaluators must document their decisions using a course equivalency matrix, indicating alignment in learning outcomes, credit hours, and assessment types.

- Decision – Students receive a formal decision within [30 days].
- Appeal – Students may appeal decisions through the institution’s academic appeals process.
- Transcript Notation – Approved RPL credits are recorded as Transfer/PLA credit, carry no letter grade, and are clearly designated as awarded via prior learning.

Fees

- A non-refundable administrative fee may be charged for portfolio assessment or external evaluation services.
- No fee is charged for transcribed transfer credit.
- Fees are not tied to credit outcome and do not influence academic decisions.

Limitation

- RPL credits may not satisfy requirements for capstone, thesis, or final practicum components.
- Duplicate credit will not be awarded for overlapping coursework and prior learning.
- RPL credits awarded by International Teachers University are not guaranteed to transfer to other institutions.
- RPL is not applicable to programs with externally mandated full-course delivery (e.g., some licensure programs).

Tuition (Fees)

Tuition for our Master’s in Education degree program is a flat \$7,500. Included in tuition are: 1) access to all program materials on our learning platform, Suraasa; 2) support from your instructor and our academic and career counselor teams; and 3) unlimited technical support.

Non-refundable fees are included within the flat rate. Those fees include:

- Registration fee: \$250
- Technology fee: \$400
- Digital Security fee: \$300
- Educational Services: \$300
- **Total** **\$1250**

Payment options:

- One-time payment of \$7,500 (the full price of the program); or

- Equal Monthly Installments that include the total tuition fee divided into a tenure of your preference (3, 6 or 9 months) plus \$50 convenience fee per installment.

Students can contact our billing team to discuss installment payments, if required. Diplomas will not be issued without payment in full of all tuition and fees.

Cancellation Policy

The student can cancel the enrollment agreement and obtain a refund of the charges paid. To cancel, the student must email admissions@internationalteachersuniversity.org. We will also accept notifications of cancellation in other manners such as email, telephone, postal mail, in-person, etc.

Students who wish to terminate the Agreement within 5 calendar days of signing the Enrollment Agreement, will receive a full refund of any tuition paid apart from the registration fee of \$250. If the university wishes to cancel the Agreement prior to the start of the first virtual class, you will receive a full refund.

Please be aware that students who wish to withdraw after 5 calendar days of signing the Enrollment Agreement but prior to starting the first virtual class, will receive a full refund of the fee paid minus the non-refundable fees mentioned.

Refund Policy

International Teachers University's refund policy ensures a fair and equitable refund while complying with the Higher Education Licensing Commission (HELC) requirements and consistent with quality institutional accreditation standards in the United States.

Please note that ITU refunds program tuition according to a flexible time schedule, representing the percentage of overall program completed, as measured by credit hours attempted. The refund is calculated by total credit hours earned and attempted at the time of withdrawal, divided by the program's overall credit hours, resulting in the percentage of program completed. That percentage is then multiplied by the total program tuition (minus the non-refundable fees as mentioned in above) in order to determine the amount to be refunded to the student. If a student has received a discount on tuition through an institutional collaboration agreement, the refund policy will be based on the discounted tuition rate.

If you cancel after attempting at least one credit, ITU will retain the non-refundable fee of \$1,250 above, plus a percentage of the full tuition cost (post the above non-refundable fees) in accordance with the following schedule:

Percentage of Program Completed, Measured by (plus Credit Hours Earned and Attempted)	Percentage of Tuition Retained by University non-refundable fees of \$1,250)
Up to 10%.....	25%
Greater than 10%, up to 25%.....	50%
Greater than 25%, up to 50%.....	75%
Greater than 50%, up to 100%.....	100%

To calculate the refund, consult the below listing of credit hours in each course of the Master’s in Education program. Kindly note that a student takes *one course only* from the block of ED509, ED510, ED511, or ED512 focus courses; a student does not take all four.

Course	Contact Hours	Credit Hours	Number of Weeks
ED 501: Advanced Instructional Strategies	45	3	5
ED 502: Advanced Questioning Skills and Techniques	45	3	5
ED 503: Authentic Assessment and Measuring Student Outcomes	45	3	5
ED 504: Technology and the Science of Learning	45	3	5
ED 505: Emerging Issues in Learning Taxonomies	45	3	5
ED 506: Advanced Curriculum Design	45	3	5
ED 507: Advanced Instructional Planning for Learning Needs	45	3	5
ED 508: English Language for Multilingual Classrooms	45	3	5
<i>ED 509: Teaching English Language and Literacy (FC)</i>	45	3	5
<i>ED 510: Teaching Mathematics and Numeracy (FC)</i>	45	3	5
<i>ED 511: Teaching Specialist Subject (FC)</i>	45	3	5
<i>ED 512: Teaching in Early Years (FC)</i>	45	3	5
ED 515: Action Research for School Improvement	90	6	7
TOTALS	495	33	52

Example – Master’s in Education (33 credit hours)

For example, if a student, having a total fee of \$7,500 and no scholarships, withdraws after completing 6 credit hours of the program’s total 33 credit hours, and is actively enrolled in a 3 credit hour module, then the total number of credit hours attempted is 6/33, which equals 18% of the overall program. As this percentage falls within the refund band of >10% to 25%, the institution retains \$4,375, representing the non-refundable fee of \$1,250 plus 50% of the remaining tuition i.e. \$3,125 (50% of \$6250). The student will be refunded \$3,125, representing 50% of tuition minus the non-refundable fee of \$1,250.

<i>Institution</i>		<i>Student</i>	
Total Tuition Fee	\$7,500	Total Tuition Fee	\$7,500
(-) Non-Refundable Fee	(\$1,250)	(-) Non-Refundable Fee	(\$1,250)
Remaining	\$6,250	Remaining	\$6,250
50% Retained	\$3,125	50%Tuition	\$3,125
University Retains	\$4,375	Refund Issued	\$3,125

Students must request a refund by emailing admissions@internationalteachersuniversity.org , which will communicate the request to the billing and accounts team. Any refund owed will be calculated and processed within 30 days. Students whose requests for a tuition refund are approved must provide the university with appropriate account information for it to be processed. Refunds are only processed in US dollars.

Disclosures

International Teachers University does not guarantee employment or salary after completion of any program. International Teachers University does not participate in federal or state financial aid programs.

Before admission, we inform each applicant of the admission criteria, the nature of the education provided, and the demands of our educational offerings.

Before completing the enrollment process, we require applicants to affirm access to the student catalog and any other institutional documentation disclosing the rights, responsibilities, and obligations of both the student and the institution.

ACADEMIC PROGRAM

Academic Calendar

Students start their master's degree every month. With rolling monthly admissions, students are able to progress through different semesters as they complete their courses and move forward in the program.

Students automatically proceed to the next course in our sequence each time they finish a course. For more details refer to the Academic Calendar in Appendix.

Degree Requirements

The Master's in Education degree is a 12-month Master's degree program, entailing ten (10) courses.

One focus course (FC) must be taken from among ED 509, ED 510, ED 511, or ED 512.

Learning Outcomes

By the end of our Master's degree program, students will be able to:

- Design and implement research-informed instructional strategies grounded in learning theories and taxonomies.
- Design, implement, and analyze assessment systems to inform instructional decision-making.
- Develop inclusive learning environments that support diverse learners, including ELL and students with special educational needs.
- Evaluate and design curriculum aligned to standards, learner needs, and subject-specific requirements.
- Integrate technology strategically to enhance teaching, learning, and data management.
- Conduct action research to evaluate and improve teaching and learning.

Graduation Requirements

To graduate, a student must:

- A. Complete the program with an overall GPA of 3.0 on a 4-point scale
- B. Complete all assessment requirements satisfactorily
- C. Pay the tuition and required fees in full

Students who meet the requirements above receive a Diploma, and an official transcript.

Course Sequence

Course	Contact Hours	Credit Hours	Number of Weeks
ED 501: Advanced Instructional Strategies	45	3	5
ED 502: Advanced Questioning Skills and Techniques	45	3	5
ED 503: Authentic Assessment and Measuring Student Outcomes	45	3	5
ED 504: Technology and the Science of Learning	45	3	5
ED 505: Emerging Issues in Learning Taxonomies	45	3	5
ED 506: Advanced Curriculum Design	45	3	5
ED 507: Advanced Instructional Planning for Learning Needs	45	3	5
ED 508: English Language for Multilingual Classrooms	45	3	5
<i>ED 509: Teaching English Language and Literacy (FC)</i>	45	3	5
<i>ED 510: Teaching Mathematics and Numeracy (FC)</i>	45	3	5
<i>ED 511: Teaching Specialist Subject (FC)</i>	45	3	5
<i>ED 512: Teaching in Early Years (FC)</i>	45	3	5
ED 515: Action Research for School Improvement	90	6	7
TOTALS	495	33	52

Course Descriptions

ED 501: Advanced Instructional Strategies (3 credits)

This course develops advanced knowledge and understanding of learning theories and the application of those theories in the classroom. Students devise effective strategies to build on the learner's previous knowledge, using a variety of activities and teaching tools, such as mind maps. Students also integrate exploratory activities that rely on learning theories such as constructivism, behaviorism, and exploration to empower students to acquire conceptual knowledge.

ED 502: Advanced Questioning Skills and Techniques (3 credits)

This course focuses on enhancing a teacher's questioning skills. Traditionally, the locus of control in questioning has been evaluating students rather than knowledge, leading to biased assessment. We focus on taxonomy- based measurable questioning techniques, which categorize the thinking skills that need to be measured.

ED 503: Authentic Assessment and Measuring Student Outcomes (3 credits)

This course introduces flexible methods to augment evaluation techniques used by teachers, working toward an integrated assessment approach. Students explore the processes that combine and blend learning outcomes from multiple topics into a series of streamlined, realistic, learner-focused activities. Assessment during classroom instruction helps the candidate and student to keep abreast of the learning process, enabling students to cater to student needs immediately, resulting in an effective learning and teaching process. Post-instructional assessment helps in measuring student outcomes and deciding a student

learning path.

ED 504: Technology and the Science of Learning (3 credits)

This course prepares students to be tech-forward in a world in which technology has become indispensable to everyday life. Students must be at competitive levels of using technology while teaching, understanding technology's role within learning, from formative to summative assessment to decision-making about a student's learning pathway, and more, at the classroom and whole-school levels.

ED 505: Emerging Issues in Learning Taxonomies (3 credits)

This course supports students in gaining more significant insights into child development theories and the importance of learning taxonomies: the cognitive domain (the intellectual/knowledge-oriented part of learning), the affective domain (learning that targets attitudes and emotions), and the psychomotor domain (action-based learning).

ED 506: Advanced Curriculum Design (3 credits)

This course will equip students with advanced knowledge, understanding, and skills in curriculum planning, design, and development. The course will feature different models and approaches to curriculum design and development to expand a candidate's repertoire for the ongoing and evolving work of curriculum design in schools.

ED 507: Advanced Instructional Planning for Learning Needs (3 credits)

With an increasing number of students identified as having learning needs, this course examines instructional planning for learning support students. Students will study written plans for providing learning support services in international schools and consider how such a plan could work best in their local context. Students will also learn best practices in evaluating and assessing students with learning needs and how to advocate for these students in societies where support services are exceedingly limited.

ED 508: English language for Multilingual Classrooms (3 credits)

Given the increase in English language learners in classrooms worldwide, this course is immediately applicable in any school where English is the medium of instruction. From benchmarked terminology to understanding the research on English language learning to exposure to pedagogical tools, this course helps students learn how to assess the needs of these learners, providing additional confidence in assisting students in communicating with their peers, with school leadership, and most importantly, with parents.

ED 509: Teaching English Language and Literacy (Focus Course Option) (3 credits)

This course will develop knowledge, understanding, and skills relating to teaching, learning, and assessment in the teaching of the English language for language acquisition, literacy development, and language learning. In addition, teachers will demonstrate an understanding of the correct use of English irrespective of their specialist subject discipline.

ED 510: Teaching Mathematics and Numeracy (Focus Course Option) (3 credits) This course will develop knowledge, understanding, and skills in developing instructional approaches in teaching mathematics and numeracy.

ED 511: Teaching Specialist Subject (Focus Course Option) (3 credits)

This course will develop knowledge, understanding, and skills in developing instructional approaches in the teaching of a specialist subject, to be chosen by the candidate for the focus of this course.

ED 512: Teaching in Early Years (Focus Course Option) (3 credits)

This course will enable students to gain knowledge, understanding and skills to teach Early Years and in the Primary phase of education.

ED 515: Action Research for School Improvement (6 credits)

This course introduces students to action research as a method of improving their practice. Students will learn what action research is, how it is carried out, and where it falls in the spectrum of research methodologies. The role of literature in supporting practitioners and their action research and how to develop a literature review will be addressed. Students will design an action research project on a topic relevant to their own practice, which they intend to undertake in their classrooms upon completion of the Master's program.

Changes to Curriculum

Subject to our internal curriculum review schedule, International Teachers University may modify requirements to our courses. When changes are implemented, students will be made aware that the duration of their program will remain the same, and any credits they have already earned will be applied accordingly.

Impact Surveys

Adhering to best practices, we provide surveys to our students throughout the program, asking for feedback related to the quality of instruction and resources. As we grow we will also survey employers of our students, to ensure that we are providing direct value in the workplace.

Student Advising Services

We are pleased to provide comprehensive support to all our students, in addition to the support that course instructors already provide. Please see below. You can reach our advising services at any time by email: learnersuccess@internationalteachersuniversity.org

Academic Advising

Our academic advising team is responsible for providing academic support and services that promote student learning, starting with the orientation program for all students, the primary purpose for which is to help students understand our program, assessment and evidence requirements, code of conduct, ethics, plagiarism, and more. Once students have begun the program, when they wish to avail themselves of academic advising, they are first required to contact the learner success team who will forward the query to Student Advising Services, to ensure consistency, and to help the advising team understand how best to help the student attain success. All information exchanged between students and the learner success team is covered under our privacy policy.

Career Advising

International Teachers University places the student at the center of all that we do to educate and build up students' skills and attitudes to be active members in society. Our career advising team helps students to find a position, assisting them in continuous development after graduation.

Student Placement

International Teachers University acts as a one-stop solution for teachers seeking placements in domestic and international schools. With a team of experienced professionals, we help teachers who have enrolled in our Master's in Education find the perfect teaching position based on their qualifications and experience. One of the key features of our Suraasa platform is the open job portal. This portal is a valuable resource for teachers who are searching for their next big opportunity. As a seasoned teacher, the job portal can help them find their next dream teaching position. Teachers who are looking for a new job can list their profile on the portal or directly apply for open positions listed by schools. As soon as a teacher enrolls in our Master's in Education program, their profile is created on the portal. In addition, student profiles on the job portal come with a "verified" badge. This indicates that the information provided on the profile has been verified by International Teachers University, which can increase the credibility of a teacher's profile and make them more attractive to potential employers.

We are dedicated to helping our students succeed and find rewarding positions. As students' progress through our degree program, they have the opportunity to build a skill portfolio that showcases their strengths and abilities. The placement team at International Teachers University then works to match these talented learners with suitable job openings and vacancies at schools based on their qualifications

and experience. This proactive approach means that learners may start receiving job offers from interested schools as early as the third or fourth month of joining the program. This helps learners to plan their careers and prepare for the job market while they are still completing their Master's degree.

ACADEMIC POLICIES

(Rights, Privileges, and Responsibilities)

Student Code of Conduct (Academic Honesty)

International Teachers University holds students to the highest standards of academic integrity. We expect students to submit work that is only theirs, to respect the intellectual property of other persons, and to refrain from collaborating with other learners on course assessments unless they are expressly instructed to do so. Students found to be in violation of our academic standards (see below) may be liable to disciplinary action, up to and including dismissal from the university. Alleged violations of the academic honesty standard are reviewed by the Quality Assurance Team. Learners are notified in writing of any such reviews and given the opportunity to respond to allegations; the Quality Assurance Team will respond to the student with the findings. A student may appeal to the President. Violations of the Code of Conduct can be cause for dismissal from the program. When permitted to continue in their programs, or to reapply for admission (if permitted by the President), learners are instructed on any steps they need to take to align their practices with our code of conduct standards. Possible violations include, but are not limited to:

- **Plagiarism:** representing the words, ideas, or other works of another individual or entity as your own, without giving proper credit to the original author or source.
- **Cheating:** using or attempting to use unauthorized materials, information, study aids, or computer- related information.
- **Collusion:** working intentionally with another learner or learners, either in person or online, who are enrolled in or have completed a course, to share an assignment or project and/or to make revisions to the same graded assignment or project to deliberately disguise similarities.

Proprietary Technology Use

Students may not copy, record, or disclose to anyone else the information on our proprietary platform, Suraasa.

Student Identity Verification

The Higher Education Opportunity Act (HEOA) requires institutions that offer distance education to have processes in place through which the institution establishes that the student who registers in a distance

education program is the same student who participates in and completes the program, and receives academic credit.

The following processes are used to verify student identity at ITU:

- (1) Government-issued photo ID, collected during the admission process
- (2) Criminal background check, collected during the admission process
- (3) Admission interview (required), providing us the ability to verify visual identity
- (4) Secure login and passcode for our online learning environment, Suraasa
- (5) Faculty checks: paying attention to changes in student behavior, such as sudden shifts in academic performance or changes in writing style or language, which may indicate issues with academic integrity—and therefore, possibly, identity. This includes assessment verification through secure login credentials and review of video-based submissions, including visual identification where appropriate

We monitor the constantly evolving field of digital identity verification (e.g., northrow.com), and may consider moving to an identity verification partner in the near future, as these products and services improve exponentially.

Financial Responsibility

Students must meet all financial responsibilities at the institution, such as payment of any tuition fees due on any schedule, or their enrollment may be terminated.

Satisfactory Academic Progress Policy

This policy defines the standards for satisfactory academic progress (SAP) in the Master's degree program at International Teachers University and establishes a consistent framework for monitoring academic performance.

Criteria for Satisfactory Academic Progress

To successfully progress through our Master's program, students should attend classes, submit activities as and when due, and achieve passing marks as noted in our Grading and Assessment policy. Students are expected to meet the following academic benchmarks in order to maintain satisfactory academic progress:

- Cumulative GPA \geq 2.0
- Individual course grade \geq 67%

Failure to meet these benchmarks constitutes Unsatisfactory Academic Progress (UAP).

Submissions of Work

Students are expected to submit all activities by the due date posted on our online learning environment, Suraasa. The Learner Success Team has the authority to extend a deadline, subject to their discretion. All activities within a course must be submitted by the end of the course.

Attendance

This policy provides the minimum standards and necessary criteria for attendance of participants in our Master's degree program to have a high probability of a successful learning experience.

Students are supported independent learners who are responsible for their own study. Attendance is monitored.

Our Attendance Policy:

- When students register, they are agreeing to be bound by ITU rules and regulations.
- Students are expected to attend all tutorials and sessions required as part of the program
- The student is responsible for maintaining contact with ITU on all matters that impact on their program.
- When absences (no record of logging in to the learning management system for asynchronous course work) exceed 20% of the total course hours for any individual course, or exceed missing two or more synchronous sessions within 14 days (including weekends and holidays) for any individual course, learner success will contact the student to determine the best way forward, such as repeating the course or to withdraw the student from the program.
- Students need to maintain high attendance {a minimum of two thirds of all live, synchronous instructional sessions} but if there is the need to request time off for any individual circumstance, participants need to inform ITU and their employer school.
- Active participation in live, synchronous instructional sessions requires that students keep their cameras on for the full duration of the session, unless prior approval has been granted due to documented technical or personal circumstances. If a student's camera remains off without prior approval, the student will be marked absent for that session. Such absences will count toward the attendance thresholds outlined in this policy.

Leave of Absence

Students may request a leave of absence of no more than 6 months by making a request of the Learner Success Team. To remain in the degree program, students must notify the Learner Success Team of the intention to end their leave at least one month before the beginning of their intended reinstatement. Students who do not resume the program after 6 months' leave will be withdrawn from the program, and must reapply to the university.

Eligibility Requirements

- Student Status: Must be an enrolled student in good academic standing.
- Completion of Coursework: Often, a minimum number of completed credits or courses is required before a LOA can be granted.
- Timing: The request must be submitted before the submission of the next graded assignment.

Valid Reasons for Leave

Acceptable reasons may include:

- Medical: Physical or mental health conditions (with documentation).
- Personal or Family Emergency: Such as a death in the family or caregiving responsibilities.
- Military Service: Deployment or training.
- Financial Hardship: Temporary inability to fund tuition or fees.
- Academic/Professional Opportunity: Internships, research, or study abroad that align with educational goals.
- Pregnancy or Parenting: Per Title IX protections.

Grading and Assessment Policy

The final grade for any given course is out of 100, as follows:

- (1) Formative assessments: 30%
- (2) End-of-course assessments: 70%

The main objective of assessment is to provide structured opportunities for participants to demonstrate that they have met the learning outcomes of the program, of the courses in the program, and have achieved the expected standard for the degree. Assessment methods will be based on the selected performance criteria for a learning outcome of each course at a required level. Overall, students are rigorously assessed through in-course assessment, learner's case studies, and a teaching portfolio.

Given that our program is fully online, with a blend of synchronous and asynchronous learning, students have assigned work and deadlines well in advance. Students may request an extension for any assignment, subject to the Learner Success Team's approval. The Learner Success Team will evaluate the request and inform the Chief Academic Officer whether the student has met the requirements for the extension.

A student is permitted to retake an end-of-course assessment if they fail in any such assessment, using their assigned number of reattempts. The minimum score required to pass a course is 75%. The student must pass the retake before being permitted to advance to the next course in the program. Assessments may include a portfolio of evidence for submission and review.

Unsatisfactory Academic Progress

Please see our satisfactory academic policy for details related to unsatisfactory academic progress.

With respect to our teaching portfolio, assignments are structured for recording evidence of skills building. Assignments are evaluated by assessors and faculty based on set criteria and standards structured on rubrics that are available to students on our platform. Every rubric has specific criteria that are mapped to the intended outcomes that the student is assessed on. Evaluated tasks become part of students' skill portfolios. Students will have a lifetime access to this portfolio, and can keep adding their progress and achievement to it and sharing it with schools and education bodies. Every assignment acts as an evidence of the student's skills. Types of evidence for the teaching portfolio include, but not limited to:

- Direct observation: an assessor observes the student putting their ITU learning into practice in their classroom, and writes an assessment report.
- Professional discussion: an assessor meets with the student for an in-depth discussion to assess their knowledge and understanding of what they have learned.
- Student-developed resources: the student develops resources that enhance student (classroom) learning and their assessment of student learning (e.g., presentations, videos, assignments, daily lesson plans)
- Expert Witness: an expert teaching professional, other than an ITU assessor, observes the student teaching in a classroom or laboratory setting, and writes an assessment report on the teacher's performance.
- Student Journal: the student keeps a journal of their own teaching practices, and how they are applying ITU learnings, writing reflections on their own effectiveness and areas for improvement.
- Publications and presentations: the student maintains a portfolio of the publications and presentations which demonstrate their research and application in the field of education.

Internal quality assurance (IQA), what we term 'internal verification,' is the second level of quality assurance done by ITU after the initial evaluation of the assignments. Internal verifiers will evaluate the decisions made by the original assessor to ensure they are valid and reliable. Changes to assessment judgements made by first level assessors can be made in this process. Kindly note that assignment tasks can be returned to students until they meet the required criteria.

External quality assurance (EQA) is the third level of quality assurance, and is done upon completion of the internal verification. Assignment submissions and IQA reports are shared with external verifiers,

whenever applicable. The external verifier evaluates the submissions and reports making a judgement on whether the assessors have assessed the student's work and internally verified the decisions to the correct standards. The external verifier provides a report which will have recommendations on whether the student has passed the verification. If the student has passed, the student can move forward in the course sequence for the degree.

Assessments are designed to contribute to high quality learning and underpin the development, delivery, and quality assurance of courses. There are three types of assessment in each course: pre-course assessment, assessment for learning (formative assessment) and assessment of learning (summative assessment). Assessment helps participants:

- Know where they stand (pre-courses assessment)
- Learn (assessment for learning)
- Measure explicit evidence of their learning (assessment of learning)

Our Assessment Policy:

- It is the responsibility of learners to engage actively in the learning process, to participate according to relevant course and assessment requirements, and to adhere to assessment policy and other related policies affecting their enrollment and progression through their course
- Assessments are standards-based, and provide evidence of the level of achievement with respect to learning outcomes
- Assessments are integral to pedagogically-informed learning, and teaching assessments are fair, inclusive, and equitable for all participants
- Assessment for learning (hurdle tasks) are included within individual courses as compulsory requirements that must be met in order to progress
- Achievement of a pass (minimum 50%) in all individual assessment tasks linked to each learning outcome in a course is needed to pass the course
- Quality assurance of assessment occurs at the course and the degree level. This includes internal and external review, and benchmarking of assessment, to reflect appropriate assessment design, level of assessment, and grading
- Quality assurance of assessment must be maintained at every stage of the assessment cycle.
- An assigned number of attempts are provided to pass the assessments in the program.
- A student is allowed to re-sit the end-of-course assessment in any course.

Assigning and Grading Make-Up Work Due to Absences

In fully online asynchronous courses, students are expected to engage regularly with course materials and submit assignments by published due dates. While traditional attendance is not required, active participation is

essential to academic success. Traditional attendance is required, however, at our periodic synchronous sessions.

If a student is unable to complete an assignment by the stated deadline due to documented personal, medical, or technical circumstances beyond their control, they may request an opportunity to submit the work after the deadline. The request must be made to the Learner Success Team within **72 hours** of the missed deadline and include appropriate documentation where applicable.

Make-up work, if approved by the Learner Success Team, must be completed within **seven (7) calendar days** of the original due date unless an alternative timeline is authorized by the Learner Success Team. The Learner Success Team retains discretion to adjust deadlines and grading penalties based on the nature of the course activity and the circumstances of the request.

Late or make-up submissions without prior communication or documentation may be subject to grade reduction or may not be accepted.

Probation Policy

Definitions

- **Academic Probation:** Formal status assigned when students fail to meet established academic benchmarks.
- **Unsatisfactory Academic Progress (UAP):** Failure to meet quantitative (credit completion) or qualitative (GPA) performance indicators as defined below.

Criteria for Probationary Status

At the end of any course, a student will be placed on academic probation if they meet **any** of the following conditions:

1. **Cumulative GPA below 2.0;** or
2. **Course grade less than 67%.**

Probation Assignment & Official Status

- **Assignment:** Automatic and official; students are notified in writing. No extension or modification of the Enrollment Agreement is required.
- **Record:** Noted on the academic record; student transcript will reflect the probationary status, until such time as the status is rectified, or the student fails to meet the conditions for satisfactory reinstatement. See Failure to Meet Conditions, below.

Length of Probation

Probation lasts for the length of a full course in the course sequence of the degree program. There are no early termination (i.e., mid-course) adjustments. Probation can continue into a second course, but may not exceed a second course.

Requirements to Clear Probation

To exit probation at the end of a course, students must meet **all** of the following:

- **Cumulative GPA \geq 2.0,**
- **Current course grade \geq 67%.**

Upon success, the status is automatically removed; students continue with regular standing. If neither threshold is met, probation continues into another course or escalates to suspension, per institutional policy.

Failure to Meet Conditions

Continued UAP at the end of probation term triggers Academic Suspension or **Termination**, following our Termination procedures, which include instructions for reapplying for admission.

Notifications & Student Support

- **Notification:** Issued within 10 business days post-course via email.
- **Content:** Includes the reason for probation, required performance benchmarks for the next course, available academic resources (advising, tutoring), and next steps if performance does not improve.

Aspect	Details
Trigger for Probation	Cumulative GPA < 2.0 or individual course grade < 67%
Probation Status	Official, automatic; no Enrollment Agreement extension
Length	One full academic course
Exit Criteria	Cumulative GPA \geq 2.0 and individual course grade \geq 67%
Failure to Improve	Leads to suspension or termination
Notification Timing	Within 10 business days after grades are posted
Support Services	Advising, tutoring
Policy Publication	Included in catalog/handbook; records retained \geq 3 years

Termination

The University maintains the right to terminate a student's enrollment in the Master's degree program for a variety of reasons including, but not limited to the student's nonfulfillment of course requirements, {including attendance requirements} academic suspension, suspension for violation of the Academic Honesty policy (Student Conduct), or financial non fulfillment

Students who have been suspended for academic or disciplinary reasons must apply for readmission. If

the university terminates the student's enrollment, tuition will be refunded in accordance with our refund policy, and the student may not reapply.

A student may appeal to the President following steps 4 and 5 of the complaints and grievance policy.

Should a student be terminated administratively and appeal successfully with a request to extend their program, a fee for program extension may apply.

Withdrawal

Once enrolled at International Teachers University, students must remain enrolled, satisfying course requirements for each course, until the point of degree conferral.

- Students may withdraw at any time during the semester including the last day of classes.
- Withdrawals are effective the date the form is received by the Registrar's office.
- Withdrawal will delay normal degree progress, and may have financial implications.
- Students should contact the Learner Success Team to discuss alternatives.
- Withdrawal will terminate enrollment in credit courses.
- Withdrawal results in a "W" symbol recorded as the course grade(s) on your transcript.
- If a course was completed before a withdrawal was processed, a grade or appropriate symbol is recorded.

Students who withdraw are able to reapply for admission, provided that they do so within 12 months. The full admission process will be followed. To withdraw, students must contact an admissions counselor at admissions@internationalteachersuniversity.org and request a withdrawal.

Readmission Policy

Former students—whether withdrawn, dismissed, or returning from a leave of absence—may seek re-entry to the university. Eligibility depends on the reason for departure, with specific requirements such as re-admission applications, statements of intent and academic success plans. Students returning from an approved leave within the allowed period are automatically reinstated, while others must undergo a review process by the Admission Counselors. Re-admitted students must follow current program requirements. Appeals are allowed within 10 business days of a denial, and ITU reserves the right to make exceptions as appropriate.

Complaints & Grievances

Our grievance and appeals policy provide assurance to students that all practices and actions are pertinent and realistic, and are applied in a non-discriminatory manner. The policy helps to maintain good student relations, to handle grievances efficiently. All grievances and complaints are treated

confidentially. Students who file a complaint or grievance will not be subject to unfair action and/or treatment by any university official as a result of the filing.

The grievant is encouraged to resolve problems where they arise and with the parties involved. Only when the problems cannot be solved informally, the student should resort to the formal complaint's procedure.

A student who has an academic grievance may take the following action:

- (1) The learner must discuss the concern or address the matter in writing with the Learner Success Team within one month of the event that gave rise to the grievance.
- (2) The Learner Success Team forwards the matter to the relevant faculty or staff member within two (2) working days of receiving the concern.
- (3) The faculty or staff member should make a decision within five (5) working days of receiving the concern or meeting with the student. The decision is communicated to the learner via the Learner Success Team.

That decision will be final unless, within five (5) days after the decision, the student completes a written appeal and submits it to the Chief Academic Officer for review. The Chief Academic Officer has five (5) days to investigate and make a decision. Any decision or conclusion made by the Chief Academic Officer regarding either party must be documented in writing, and copies should be given to both the student and the Learner Success Team.

(4) If the student is not satisfied, they then have five (5) working days to provide a written appeal to the ITU President or their designee, who will review the grievance. All parties must receive a copy of the appeal before it is submitted to the President or their designee.

(5) All decisions will be documented in writing, and copies shall be provided to all involved parties. The rationale behind each decision must be clearly articulated within the document. The decision of the President shall be final and binding on all parties concerned.

Time Limits

If the grievance fails to meet the time limits at any step, the grievance is automatically considered dropped; if university personnel, at any step, fail to meet the time limits, the grievance is automatically advanced to the next step. Extension of time limits for any step may be authorized through the President upon written request.

Non-academic grievances will be handled by the Learner Success Team following the similar procedure.

Students also have the right to report any unresolved complaints or grievances about International

Teachers University, as a last resort, to the D.C. Higher Education Licensure Commission (HELIC), whose contact information is found on page 4 of this catalog.

Student Records

International Teachers University protects the privacy of the education records of its students in compliance with the federal Family Educational Rights and Privacy Act (FERPA), as indicated below. Questions regarding this policy should be directed to the Office of the President.

Confidentiality of Student Records

Student records are official and confidential documents maintained by International Teachers University. The confidentiality of those records is protected by the Family Educational Rights and Privacy Act (FERPA).

Content of Student Records

In accordance with 5A DCMR § 8004.15, the university maintains transcripts and additional records in an accessible, secure, and accurate fashion. We have procedures (see below) to allow for the sharing of student transcripts while preserving student confidentiality. Each student record includes, at minimum:

- Student name
- Title of program(s) student was or is enrolled in
- Total number of instructional hours completed
- Dates of student enrollment
- Grade records for each completed course, lesson, or unit of instruction
- Student's cumulative grade for the program
- The degree, diploma, certificate, or other credential awarded
- Evidence of school's accreditation status

Kindly note that the university will not release a student record if the student financial account is not up- to-date.

Retention of Student Records

Student education files and data are retained according to the following schedule:

- grade records (transcripts and diplomas) will be retained permanently
- admission records will be retained for 10 years, with the exception of students who apply but choose not to enroll—those records will be maintained for 30 days only
- disciplinary action records will be retained for 5 years

Data Protection

International Teachers University adheres to all legal provisions regulating the collection, processing, and retention of personal data and records.

Student Review of Records

The Family Education Rights & Privacy Act, known as FERPA or the Buckley Amendment, is a federal law passed in 1974. It is enforced by the Family Policy Compliance Office in the United States Department of Education. FERPA applies to all educational agencies or institutions that receive funds under any program administered by the Secretary of Education. Even though International Teachers University does not receive funds under any program administered by the Secretary of Education, the university chooses to adhere to FERPA for student review of records, as the purpose of FERPA is to ensure the accuracy, integrity, and confidentiality of education records maintained by colleges and universities concerning students. FERPA embodies five essential principles:

- A student is entitled to know what education records the institution maintains
- A student is entitled to inspect most education records containing the student's name or personally identifiable information about the student
- A student is entitled to correct erroneous education records
- An institution is obligated to use education records only for their intended purposes and to relinquish education records to third parties only under prescribed circumstances
- Faculty and staff members who maintain education records are obligated to take reasonable precautions to prevent misuse or unauthorized disclosure of education records
- FERPA does not apply to deceased students or persons who applied to ITU, but never enrolled.

The term "education record" as used in FERPA is very inclusively defined. An education record is any record, file, document, or other material that contains information directly related to a student, and is maintained by a faculty or staff member. The term encompasses records kept in any format.

Under FERPA, current and former students are entitled to inspect and review education records in which they are named or identified. A request from a student for access to his or her education records should be sent directly to the Registrar's Office. Under the FERPA regulations, ITU has 45 days to provide access to requested education records, and is entitled to charge a reasonable fee for copying education records, but is prohibited from charging any fee or cost for search time.

If a student (believes that an education record is inaccurate, that student may seek a correction by writing to the ITU Registrar, clearly identifying the part of the record that is allegedly inaccurate, and specifying why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision, and advise the student of his or her right

to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. A student has the right under FERPA to file a complaint with the United States Department of Education concerning an alleged failure by the University to comply with the requirements of FERPA.

FERPA and the implementing regulations impose limitations on students' rights to inspect and review their education records. The University is not required to permit students to inspect and review the following:

- Records that do not contain educational information or do not constitute education records within the meaning of that term in FERPA.
- Financial records of parents.
- Education records created or compiled prior to FERPA's 1974 effective date.
- Confidential recommendations or receipts of honors if the student has waived the right of access to such information.
- Records containing information on more than one student.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Disclosures Permitted by FERPA

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are referred to as eligible students.

Parents or eligible students have the right to request that a school correct record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, student directory information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information, and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

Records Not Subject to Review

Records maintained by the university which a student does not have a right to review include: personal notes that are not shown to anyone else; police records, employment records, medical records maintained solely for the purpose of treatment; and records that contain only information about an individual after they are no longer a student, such as alumni records.

Student Right-to-Know Act

Student Right-To-Know and Campus Security Acts are federal law that requires institutions of higher education receiving federal financial assistance to make available several key pieces of information:

- To current and prospective students, the college's graduation and/or completion rates for its full-time, degree seeking students.
- To current students and employees, crime statistics and security policy information about the College.

Although ITU does not receive federal financial assistance, we choose to make this information available to students.

College and University Security Amendment Act of 1995

International Teachers University is a fully online institution of higher education that does not participate in Title IV; in addition, we do not have a physical campus where instruction is provided. As such, the Campus Crime Awareness and Campus Security Act does not apply.

District of Columbia Law 11-63 became effective on October 18, 1995 after being enacted by the Council of the District of Columbia and the 30-day Congressional Review Period had expired. The act established chapter 12 of section 6a of the District of Columbia Municipal Regulations, which separated special police officers (SPOs) employed by universities and colleges from other SPOs and serves as the overarching statute that provides police authority to police and public safety departments operated by institutions of higher education in the District of Columbia. [Click here to view College and University Campus Security Amendment](#)

[Act of 1995 as enacted](#). In addition, the earlier Campus Crime Awareness and Campus Security Act of 1990, as amended, (known as the "Clery Act") requires that colleges and universities provide timely warnings of crimes that represent a threat to the campus community, to publish an annual security report, and distribute the reports to all students and employees, and inform prospective students and employees about the reports. The reports contain descriptions of campus policies and programs relative to campus security and statistics concerning specific types of crimes.

Disability Accommodations

International Teachers University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. We will provide reasonable accommodations to all qualified individuals with disabilities to allow equal access and full participation to all university sponsored activities and programs.

Definitions

Disability: Under the Americans with Disabilities Act, the term "disability" means:

- a) A physical or mental impairment that substantially limits one or more of the major life activities of an individual;
- b) a record of such an impairment; or
- c) being regarded as having such an impairment.

Reasonable Accommodation: A modification or adjustment to an academic program that enables an otherwise qualified individual with a disability equal access to participation in university-sponsored programs. "Reasonable" accommodations are those that neither impose an undue financial or

administrative burden on the university nor fundamentally alter the service, program, or course being offered.

Documentation: Sources of information used for providing evidence of a disability and/or evaluating requests for accommodations.

Technical Standards: The essential skills and characteristics required to complete a particular degree program. Students must be able to meet a program's Technical Standards at all times during the course of study, with or without reasonable accommodations.

Student Responsibilities:

- Identify the need for accommodations to a member of the Learner Success Team
- Fill out the intake form
- Meet with a member of the Learner Success Team to review the intake form and discuss accommodation requests
- Provide documentation of diagnosis and requested / suggested accommodations from a qualified professional
- Engage in a dialogue, if necessary, with Learner Success Team personnel and other school representatives toward identifying mutually acceptable reasonable accommodation(s)
- Use the Accommodation Letter provided by the Learner Success Team to communicate official approved accommodations to faculty
- If necessary, meet with faculty or other relevant university personnel to determine appropriate means of providing the accommodation
- Communicate with a member of the Learner Success Team if any complications arise in regards to the accommodation or if accommodation needs change

Learner Success Team Responsibilities:

- Meet with the student to gain insight into the disability and requested accommodations
- Review documentation and determine need for additional documentation
- Collaborate with the student and the Chief Academic Officer in an effort to identify reasonable accommodations
- Communicate decisions about reasonable accommodations and procedures for implementation to the student
- Provide the student with the accommodation letter
- Work with student in an ongoing manner regarding any changes or complications in regards to the accommodation

Faculty Responsibilities:

- Provide the accommodation listed in the accommodation letter
- If necessary, meet with the student to determine appropriate means of providing the accommodation
- Refer all students requesting an accommodation to the Learner Success Team
- Communicate with a member of the Learner Success Team if any complications arise in regards to the accommodation or if a student requests an accommodation without the accommodation letter

Accommodation Requests

Reasonable accommodations are determined through a collaborative, individualized, and interactive process involving the Learner Success Team, student, and Program Manager. All accommodation requests must be supported by appropriate medical documentation to help the Learner Success Team in establishing disability, understanding how the disability may impact a student, and making informed decisions about reasonable accommodations.

Recommendations by properly credentialed professionals will be considered as part of the collaborative process toward identifying appropriate reasonable accommodations. These recommendations may be adopted when they provide equal access to services, courses and programs and are considered to be reasonable in nature. Learner Success Team may substitute another reasonable accommodation, if it is considered to be as effective as the one requested or recommended. Documentation of a specific disability does not translate directly into a specific accommodation or set of accommodations. Reasonable accommodations are determined on a case-by-case and course-by-course basis according to the unique experience of the student and the program.

The technical standards of a program or course (if applicable) are taken into consideration when determining reasonable accommodations. Students entering or progressing in the Master's degree program must be able to meet the program's technical standards, with or without reasonable accommodations.

Non-Discrimination Policy

International Teachers University is committed to equal access to programs, facilities, admission, and employment for all persons. It is the policy of the university to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information or political

ideas.

Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the university's educational mission, and will not be tolerated. Direct all inquiries regarding the non-discrimination policy to the Office of the President.

Sexual Abuse

The university will not tolerate sexual abuse or assault in any form in virtual classroom settings and online learning environments. Any allegation of sexual abuse or assault will be reported to the police. Where there is reason to believe that the university's regulations prohibiting sexual abuse or assault have been violated, the university will pursue strong disciplinary action, including the possibility of separation from the university.

Appendix

Academic Calendar

Live Classes: Once a week (excluding holidays)

Cohort Starts: *New cohort starts every term

"This calendar serves as a baseline framework for cohort scheduling. Actual term start dates and live session frequency may adjust slightly based on enrollment numbers. The university reserves flexibility to:

- Add additional cohort start dates if demand requires.
- Reschedule live sessions (with advance notice) for holidays or low enrollment weeks.
- Offer make-up sessions for canceled classes (e.g., holiday weekends)."

Term	Month	Mo	Tu	We	Th	Fr	Sa	Su	Federal Holidays/Notes
Term 1	Sep 2025	1	2	3	4	5	6	7	Start of Term 1/ Cohort Start Date
		8	9	10	11	12	13	14	
		15	16	17	18	19	20	21	
		22	23	24	25	26	27	28	
		29	30	1	2	3	4	5	
	Oct	6	7	8	9	10	11	12	
		13	14	15	16	17	18	19	Columbus Day
		20	21	22	23	24	25	26	
		27	28	29	30	31	1	2	
	Nov	3	4	5	6	7	8	9	
		10	11	12	13	14	15	16	Veterans Day
		17	18	19	20	21	22	23	
		24	25	26	27	28	29	30	Thanksgiving Day (No Class)
		1	2	3	4	5	6	7	End of Term 1
Term 2	Dec	8	9	10	11	12	13	14	Start of Term 2
		15	16	17	18	19	20	21	
		22	23	24	25	26	27	28	Christmas (No Class)
		29	30	31	1	2	3	4	New Year's Day (No Class)
	Jan 2026	5	6	7	8	9	10	11	
		12	13	14	15	16	17	18	
		19	20	21	22	23	24	25	Martin Luther King Day

	Feb	26	27	28	29	30	31	1		
		2	3	4	5	6	7	8		
		9	10	11	12	13	14	15		
		16	17	18	19	20	21	22	Presidents' Day	
		23	24	25	26	27	28	1	End of Term 2	
Term 3	Mar	2	3	4	5	6	7	8	Start of Term 3	
		9	10	11	12	13	14	15		
		16	17	18	19	20	21	22		
		23	24	25	26	27	28	29		
		30	31	1	2	3	4	5		
	Apr	6	7	8	9	10	11	12		
		13	14	15	16	17	18	19		
		20	21	22	23	24	25	26		
		27	28	29	30	1	2	3		
	Term 4	May	4	5	6	7	8	9	10	End Semester 3
			11	12	13	14	15	16	17	Start of Term 4
			18	19	20	21	22	23	24	
			25	26	27	28	29	30	31	Memorial Day (No Class)
1			2	3	4	5	6	7		
Jun		8	9	10	11	12	13	14		
		15	16	17	18	19	20	21	Juneteenth	
		22	23	24	25	26	27	28		
		29	30	1	2	3	4	5	Independence Day (observed) (No Class)	
Jul		6	7	8	9	10	11	12		
	13	14	15	16	17	18	19			
	20	21	22	23	24	25	26			
	27	28	29	30	31	1	2			
Aug	3	4	5	6	7	8	9			
	10	11	12	13	14	15	16			
	17	18	19	20	21	22	23			
	24	25	26	27	28	29	30	End of Term 4/ Cohort End Date		
	31									