

ACADEMIC STANDING REGULATIONS

Academic standing regulations*

Professional Behaviors and Dispositions

As a school preparing future educators, we have specific expectations for the professional dispositions and behaviors exhibited by our teaching candidates both in and out of the classroom. In addition to consistently meeting our academic standards, we require all of our teaching candidates to meet the professional standards outlined below in order to be admitted to the School of Education and to remain in good standing. We believe that these standards are essential to good teaching, and work to promote them in ourselves as well as our candidates. The professional standards are as follows:

- Teacher candidates must exhibit a respect for the opinions and feelings of others, and value diversity of thoughts and ideas.
- Teacher candidates must take responsibility for their own actions, and recognize the value of intrinsic motivation for themselves and others.
- Teacher candidates must commit to the creation of a positive learning environment for themselves and those around them.
- Teacher candidates must be thoughtful and responsive communicators, both in speaking and listening roles.
- Teacher candidates must exhibit promptness, consistent attendance and follow-through in relation to School of Education and field-work requirements and procedures.
- Teacher candidates must exhibit an openness and receptivity to constructive criticism and feedback.
- Teacher candidates must use discretion, and respect the confidentiality of their peers, as well as any children with whom they might be working.
- Teacher candidates must present themselves in ways that positively reflect Pace University and the School of Education, and that are consistent with the School's commitment to social justice and caring classrooms.

Due to the responsibility with which teachers are entrusted, we believe that our students meet high academic as well as dispositional standards. Failure to meet these standards may result in either failure to be admitted to the School or dismissal from the School.

Maintaining Good Standing in the School of Education

Once admitted to the School of Education, the applicant is considered a candidate for teacher certification and is, therefore, subsequently referred to as a candidate. To remain in good standing and progress through a School of Education program, a candidate must maintain a QPA of at least 3.0, must earn a grade of B or higher in each education course, and must meet the disposition and performance expectations of the School.

Summary of Criteria For Program Continuation, Completion, and Eligibility for Teacher Certification

Once admitted, teacher education candidates must continue to demonstrate success in each of the essential aspects of the teacher preparation program:

- understanding the theories presented in coursework;
- practicing teaching skills during fieldwork in the Centers for Professional Development (CPD);
- demonstrating the knowledge base of the program in course work and examinations; and
- evidencing the dispositions required for teaching.

While successful teachers merge theoretical understandings and skills of practice in their classrooms daily, candidates preparing to be teachers must sometimes demonstrate their knowledge and skills separately. It is possible to be successful in coursework and not in fieldwork, or the reverse, or to be successful in both but not demonstrate the dispositions required to teach. Since teachers must be strong in knowledge, skills, and dispositions, candidates who are permitted to continue in the program must demonstrate their abilities in educational theory and practice as well as their content knowledge in the liberal arts and their certification area(s). In student teaching, the components of content knowledge, educational theory, practice, and appropriate dispositions are combined. Successful completion of student teaching and passing scores on the New York State Teacher Certification Examinations (NYSTCE) are required before a candidate is eligible for certification.

1. **Success in coursework is defined as:**
 - An overall QPA of 3.0.
 - A grade of B or better in each education course.
2. **Success in student teaching is defined as:**
 - Meeting the performance indicators for student teaching throughout the semester as defined on the assessment matrix.
 - A grade of P in student teaching.
 - A positive recommendation from both the Pace Supervisor and the Mentor Teacher.
 - A passing capstone project as defined in the guidelines.
3. **Success with the NYSTCE is defined by the scores established by New York State on the following exams:**

- Educating All Students Test (EAS)
- Content Specialty Test (CST) in the certificate field(s).

Grading Policy for MA in Higher Education Administration and Student Affairs

Students in the MA in Higher Education Administration and Student Affairs (HEASA) program must maintain an overall GPA of 3.0 throughout the duration of their studies. Students who drop below 3.0 will be placed on probation and will have one semester to raise their GPA. If the GPA is not above 3.0 after the probation semester, the student will be dismissed from the program with the option of an appeal. All appeals will be reviewed by the Program Director. Accepted appeals will allow the student another semester to raise their GPA. Rejected appeals will result in final dismissal from the program.

* For further information, and the most up to date academic standards, please visit the School of Education graduate policy webpage. (<https://www.pace.edu/school-of-education/life-soe/graduate-academic-policies/>)

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