

ACADEMIC POLICY

Academic Policy*

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 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 is consistent with the School's commitment to social justice and caring classrooms.
- Due to the tremendous 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 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 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.

We define success in coursework as:

Freshman education majors must meet the following criteria to progress to the sophomore cohort:

- GPA of 2.50;
- Successful completion of the following: 6 credits of English and Speech/Com (any combination); MAT; UNV 101; TCH 201 (w the grade of B or better), and any remedial work.
- Fingerprint clearance.

Sophomore education majors must meet the following criteria to progress to the junior cohort and Teach Phase of their program:

- GPA of 2.75;
- Grade of B or better in all TCH courses;
- Successful completion of their Dyson concentration/major courses, and all remedial work (if applicable).

Junior education majors must meet the following criteria to progress to the senior cohort:

- GPA of 3.0;
- Grade of B or better in all TCH courses;
- Satisfactory evaluations in their clinical placement.

Senior education majors must meet the following criteria to progress to student teaching:

- GPA of 3.0;
- Grade of B or better in all TCH courses;
- Satisfactory evaluations in their clinical placement;
- Students on academic probation will be prevented from student teaching until the academic probation is removed.

Success in **fieldwork observation** is defined as:

- A grade of P (passing) from the CPD clinical faculty member. A grade of P in the CPD means that candidates have met all of the applicable CPD performance indicators at a level of competent (2) or exceeds expectations (3) for that semester.

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 portfolio as defined in the portfolio guidelines

Success with the **NYSTCE** is defined by the scores established by New York State:

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

ACADEMIC STANDARDS

Candidates are expected to attend every session of every course. Any absences can affect a grade. It is imperative to speak to the instructor if there are any questions about attendance or extenuating circumstances.

Every candidate is required to earn a "B" or better in each education course for which she/he registers, and maintain a cumulative grade point average of "B" (3.00). Depending on the degree of the academic deficiency, the candidate may also be required to repeat courses. Candidates who earn an "F" in an Education course will be placed on academic probation and in danger of dismissal and must meet with an academic advisor. Given the urgency of repeating the course, a plan of studies will be determined.

Academic probation is valid for one semester only; candidates who fail to raise their GPA to minimum standards after completing the probation semester will be dismissed from the program. A candidate with a cumulative grade point average below 3.00 is considered academically deficient whether or not they receive written notification of this status.

ACADEMIC REVIEW – DEPARTMENT OR SCHOOL

A candidate who is dismissed for academic reasons may appeal the dismissal within 30 calendar days from the date of the dismissal letter. Candidates may not register for or attend classes while an appeal is pending. The Dean is responsible for deciding the merits of an appeal. The appeal must be in writing and addressed to Dean Tresmaine Grimes. The appeal should indicate in sufficient detail that (1) the candidate's poor academic performance is due to unusual or non-recurring events, (2) there will be no recurrence of these events, and (3) the candidate has taken or will take appropriate action to ensure that his or her cumulative grade point average will reach the minimum 3.00 in no more than one semester. A candidate may submit additional written evidence or include any other information which may be helpful to the Dean in reaching a determination. The Dean of the School will consider the letter of appeal, any supporting evidence supplied by the candidate, and the candidate's past academic record in reaching his decision. If the appeal is accepted by the Dean, the candidate will be placed on probation. All decisions made by the Dean are final.

UNDERGRADUATE GRADING SYSTEM

A letter grade is awarded as a measure of candidate performance only by the faculty member assigned to a particular course and section. The spectrum of letter grades ranges from A through C and F; in addition, certain plus and minus refinements to the letter grades are available to allow faculty greater flexibility in the measurement of candidate performance. Specific grading policies are established by the instructor in a given course. Each letter grade translates into a numerical equivalent or quality points as cited below:

SOE Grading Scale

- A 95-100
- A- 90-94
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F Below 60

Incomplete

Used at the discretion of the instructor, the grade of Incomplete can be given only in the case of an emergency. "I" becomes a failure and a grade of "F" is assigned to the course unless removed within six weeks after the conclusion of the semester; candidates with an "F" grade will not be allowed to progress further in the program. If, however, in the judgment of the instructor of the course, deficiencies are so extensive that they cannot be made up within the allotted time period of six weeks, a grade of "F" will be assigned immediately at the end of the semester.

P Pass

Assigned to certain designated courses, candidates receive credits, when applicable, but no quality points are assigned.

GRADE APPEAL PROCESS

As a general principle, the instructor has sole authority to establish standards of performance and to exercise judgments on the quality of candidate performance, but in a manner that reflects reasonable and generally acceptable academic requirements. Grades assigned in this fashion are final except as the instructor may wish to review them. No faculty member, administrator, or another individual may substitute his or her judgment of the candidate's performance for the reasonable judgment of the instructor. Candidates who believe that a final grade received in a course was not determined in a manner consistent with the principle described above may challenge that grade by first arranging, within a reasonable period of time (approximately 10 school days from the time that the candidate knew or should have known of the final course grade), to meet informally with the instructor to establish a clear understanding of the method by which the grade was determined. Every effort should be made to resolve the matter at the level of the instructor and the candidate. Candidates who have difficulty arranging a meeting with the instructor should consult the department chair. If, after the meeting with the instructor, the candidate wishes to continue the grade challenge, the candidate may appeal in writing (with copies to the instructor) within two weeks to the chair of the department. The statement should clearly state the basis for questioning the grade received in the course. It should be noted that if the chair is the instructor, the appeal is to the dean of the school. The chair's decision to have a grade reviewed or not is final. If the chair decides that the method by which the candidate's grade was determined was not proper, the chair will apprise the instructor of the basis for questioning the grade and request that the instructor reviews the grade. If the instructor, for any reason, does not review the grade, the chair will request that at least one other faculty member qualified to teach the course in question review the grade. In the process of such a review, the faculty member is authorized to assign a grade change and may, if necessary, require additional examination of the candidate's performance as a basis for the grade change.

Candidates may, at any point in this appeal process, solicit the advice and assistance of an individual faculty or staff member. This individual's authority in these matters is limited to mediating the relationship between the candidate and the instructor and/or chair. Change of grades or withdrawals is not permitted once a degree has been awarded.

REPEAT GRADES

Grades earned in courses that are repeated are averaged in the same manner as that described under the heading "Graduate Grading System" and all grades remain on the transcript. A candidate may request, however, on a one-time basis, that the repeat passing grade for a course in which the grade of F (or I-F) was originally received be the only grade for the course averaged in the calculation of the QPA. However, both grades (the original F and the repeat grade) will be shown on the transcript. Transcripts will be footnoted to indicate that the QPA has been recomputed. Candidates wishing to apply for re-computation of their QPA must file a written request with the Office of the Registrar (Specific Departments may not allow repeat grades.)

Advising

The School of Education Office of Student Success assists candidates in achieving their educational and professional goals by providing group and individualized academic advisement. A candidate seeking information and advice about program and degree options, course schedules, transfer credits, teacher certification requirements, or academic concerns is encouraged to contact their campus advisor.

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* FOR FURTHER INFORMATION, AND THE MOST UP-TO-DATE ACADEMIC STANDARDS AND POLICIES, PLEASE VISIT THE THE SCHOOL OF EDUCATION POLICY WEB PAGE. (<https://www.pace.edu/school-of-education/life-soe/undergraduate-academic-policies/#summary>)