

## University at Albany School of Education Standards of Student Professional Conduct

The University at Albany's School of Education extends a warm welcome to our community of learners. This document is intended to articulate the School's commitment to sustaining safe and respectful environments – both physical and online – in which students can learn. Part of that commitment is the expectation that students in the School of Education will conduct themselves professionally at all times.

Students must develop and demonstrate the knowledge and skills described in the program policies associated with their particular program in order to graduate from that program. In addition, all students are expected to exhibit the physical and emotional capacity to deftly discharge their professional roles and responsibilities, and to demonstrate the following performance expectations:

1. **Adherence to Academic Integrity**, including academic honesty and original thinking.  
For more information, please refer to:  
a. [www.albany.edu/graduatebulletin/requirements\\_degree.htm#standards\\_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity)  
b. [www.albany.edu/graduatebulletin/requirements\\_degree.htm#examples\\_dishonesty](http://www.albany.edu/graduatebulletin/requirements_degree.htm#examples_dishonesty)
2. **Collaboration**, including effectively working with students, professional colleagues and other adults; listening to the viewpoints of others; treating individuals with respect and tact; using discretion and good judgment; and developing positive relationships.
3. **Commitment to Diversity**, including respecting children and adults of diverse cultural backgrounds, races, ethnicities, religions, nationalities, sexual and gender orientations, social classes, and abilities.
4. **Commitment to your Profession**, including valuing the profession, behaving in a way that reflects the standards and ethics of the profession, maintaining confidentiality, believing that one can make a difference, and maintaining an enthusiastic attitude regarding the professional context and toward those who live and work within it.
5. **Professional Demeanor**, including dealing appropriately with frustration or dissatisfaction, and displaying a poised and professional demeanor, especially in situations of conflict or misunderstanding.
6. **Respect**, including setting aside one's personal biases and preferences, and respecting others, including peers, students, faculty, staff, and community members, as valued human beings.
7. **Initiative**, including thinking independently, going beyond what is given, seeking knowledge and professional development, and actively seeking solutions to problems.
8. **Responsibility**, including preparation, regular attendance, full participation, promptness, notification of emergencies, submission of materials on time, reliability when making commitments, appropriate dress and appearance; professional communication; and refraining from email correspondence, text messaging, and other personal activities during class sessions, group discussions, and other scheduled events.
9. **Responsiveness to Professional Feedback**, including seeking assistance from instructors and supervisors when appropriate; welcoming new ideas and using constructive criticism to improve performance and facilitate learning.
10. **Self-Reflection**, including reflecting on and evaluating one's work and performance; recognizing and compensating for any difficulties and deficiencies.

Members of the faculty of the School of Education systematically evaluate the performance of students based on the written policies, procedures, and professional expectations of each program. On occasion, faculty may determine that additional assistance is necessary beyond the typical feedback and assessment provided by courses and field experiences. Under such circumstances:

- A. Faculty member(s) may meet with a candidate to reach agreement on a plan for improving performance. Such an agreement must be summarized in a report.
- B. As a result of such consultation, a department may impose a period of probation during which the candidate's timely progress toward sustained professional performance is carefully and frequently monitored. Such a period of probation must be described in the report and signed by the department chairperson or designee.
- C. A department may recommend to the Office of Undergraduate or Graduate Education, in consultation with the Associate Dean for Academic Affairs of the School of Education, that a candidate be terminated from a program if his or her amount of progress in becoming more professional is unsatisfactory, and additional time in the program is not likely to result in significantly improved performance.

Students who seek to challenge an evaluation of their performance have a right to request a review of the evaluation by filing an academic grievance. The Procedures Regarding Academic Grievances of the School of Education will be followed. This document is available online at [EDU\\_SoEGrievanceProcedures-revised](#). and upon request from the office of the Associate Dean for Academic Affairs. The Associate Dean is a resource to faculty and students whenever they have concerns. In the context of an appeal the Associate Dean can provide information about rights, responsibilities, and procedures.