



CADE

Developmental Ed Dispatch

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THANKS FOR YOUR RECOMMENDATION OF STUDENT TUTORS!

CADE would like to thank the college faculty for its crucial support of our peer tutoring program this semester.

Thanks to faculty recommendations of over 92 qualified student tutors, CADE has been able to provide 428 weekly student

tutorials .

As the semester ends and instructors begin work on final grades, please take a

few minutes to consider which of your present students could become new CADE tutors. THANKS!



PUZZLING PUPILS AND PENDING GRADES

What should you do when one of the brightest and hardest working students in your class fails miserably on the research paper at the end of the course? Or, what can be done if you suspect that one of your most dedicated and industrious students has almost no comprehension of assigned readings?

Take, for example, Amanda, a shy first year student, who faithfully attends your afternoon class, writes careful notes, and appears to be a very conscientious student. However, she frequently misinterprets passages from the text or written instructions for assignments. Furthermore, Amanda barely passes exams, relying principally on information presented in your lectures and missing most questions based upon assigned readings.

Or, consider Dave, an energetic sophomore in your morning class, who completes all his assignments on time, participates enthusiastically in class discussions, and tests well on multiple choice exams. However, though Dave's research paper reflects exceptional understanding of class content, it is riddled with grammatical errors and several inappropriate uses of source materials.

Both Amanda's and Dave's semester averages are high enough to pass with low C's, but you are concerned that their reading and writing proficiencies are insufficient for college level challenges. How can you assign a fair grade and still make sure that your hard working but struggling students receive the literacy support needed for academic success?

The resolution to this quandary is simpler than many realize. According to the *Faculty Handbook*, instructors who identify a "persistent inadequacy in [a student's] writing or reading" may assign a pending grade (PEN) and refer the student to CADE for developmental assistance in either skills area. A pending would be an appropriate grade for either Amanda or Dave and would ensure that their areas of weakness will be addressed. The process for assigning a pending grade is outlined on pages 70-71 of the *Faculty Handbook* (reproduced on the back of this *Dispatch*), and further information may be obtained from the Office of the Registrar, which can also provide instructors or departments with the necessary forms.

Pending Grades Policy

Note: Pending Grades are not assigned at the graduate level.

The grade “PEN” indicates that the course work has been satisfactory but there is some persistent inadequacy in writing or reading. Instructors should refer a student to the Center for Academic Development and Enrichment as soon as a problem is discovered and not wait to assign a “PEN” grade at the end of the term. The “PEN” grade may be used when an instructor discovers a specific skill deficiency (writing or reading) in a student’s work, but not in place of an “E” or “I” grade. Students who receive a “PEN” grade are required to start remediation during the next semester in residence.

Pending grades may not be assigned in non-credit courses. When a “PEN” grade is given in a course, the deadline for completion of the course is identical to that given for an Incomplete, *i.e.*, during the semester following that in which the “PEN” was assigned. For “PEN” grades assigned in the fall, the deadline is the last week in April. For “PEN” grades assigned in the spring or summer, the deadline is the last week in November. Failure to complete “PEN” grades will result in a failing grade for the course. With the student’s consent, an instructor may extend the “PEN” grade whenever there is an educational advantage in doing so. This may be accomplished by submitting an Extension of Incomplete form with the Registrar, prior to the incomplete/pending deadline.

Instructors assigning “PEN” grades on grade sheets must complete and attach a “Student Notification of Pending Grade” form, providing a brief but clear written statement of the exact skill to be mastered in order to pass the course. The Registrar will send copy of this form to the student and to the Writing Center [or Learning Center].

Reproduced from SUNY Oneonta Faculty Handbook pp 70-71.