



**Master of Education  
General with Specialization**

**Program Handbook  
May 2020**

Dear Student,

Welcome to the Sul Ross State University Master of Education General with Specialization Program and congratulations on making the decision to continue your formal education. The purpose of the Master of Education General Program is to offer students a customized experience to meet their specific career and personal growth goals.

This handbook will serve as your guide throughout the program; however, information contained in this handbook does not replace information from me, your advisor. When in doubt, please contact me with your questions or concerns. I always am happy to help you in any way I can.

I commend you for your commitment to your own personal growth and to the betterment of society through excellence in education. I wish you great success as you pursue your Master of Education General with Specialization Degree.

*Jeanne Qvarnstrom*

Jeanne Qvarnstrom, Ed.D.  
MED General with Specialization Program Coordinator  
jqvarnstrom@sulross.edu

## **Program Overview**

### **Master of Education General with Specialization Program**

This is a 33-hours graduate program leading to a Master of Education degree in a specialization of the student's choice. The program provides students with a comprehensive and life changing education to expand their cultural awareness, creativity and service. The program is predominantly online and is not associated with a teaching credential, so students have flexibility to select courses that meet their individual interests and career goals.

The Master of Education degree is designed for students who wish to acquire a strong foundation in the practical and theoretical aspects of education, considering past and contemporary issues. Students who complete the program will acquire professional knowledge, conceptual understanding and instructional applications to enable them to assume leadership positions improving the overall quality of education in their selected areas of specialization and deepening their knowledge of this important field of study. Interdepartmental collaboration among graduate students, Education Department faculty, and other department professors, in the students' selected areas of specialization, enrich students' experiences. SRSU offers a unique approach to degree plan development through consultations among graduate students and department advisors. Graduate students tailor their own degree plans to best meet their interests and needs.

The degree leads to a variety of opportunities including:

- Eligibility to teach dual-credit courses in high schools (with existing educator certificate).
- School or district level leadership positions.
- Eligibility to teach courses at community colleges.
- Professional and personal readings and research in the field of education.
- Preparation for doctoral work in university graduate programs.
- Technology integration specialist.

### **Marketable Skills**

The Texas Higher Education Coordinating Board directs all academic degree programs to feature marketable skills. These skills are more global in nature and would have application in any professional setting. Through the coursework, students will develop these marketable skills that are applicable in any work place.

1. Students will develop writing skills for effective communication.
2. Students will develop research skills to promote life-long learning.
3. Students will demonstrate an understanding of diversity.

## **Student Learning Outcomes**

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Sul Ross State University requires that all degree programs include Student Learning Outcomes (SLO). The SLO's are more academic and infused in all of the courses. The assessments for the SLO's will be embedded in designated courses.

1. Students will demonstrate writing skills and the ability to use research methodology to design a research paper (measured in ED 5307).
2. Students will identify diversity practices in education (measured in ED 5316).
3. Students will demonstrate their understanding of content in their chosen area of specialization (measured in Comprehensive Exam).

## **Admissions**

There is a three tiered admission process.

Tier One: Application

Students should begin the application process on the Sul Ross State University webpage at [www.sulross.edu](http://www.sulross.edu). Access and submit the online application at Apply Texas. If you have questions regarding applying, please contact Graduate Admissions at 432 837 8052 or email [admissions@sulross.edu](mailto:admissions@sulross.edu).

Tier Two: Department of Education

Once you are accepted into the Graduate Program, you will receive a letter from the Education Department outlining your specific program and any additional requirements you will need to complete:

- FERPA Form
- Educator Code of Ethics Affirmation Form

Applicants are asked to sign and return these forms to the Education Office as soon as possible. Students may not begin coursework, until these forms have been completed and returned.

### Tier Three: MED General Program Coordinator

To complete your admission, all students are required to submit a written **Statement of Purpose** to the Program Coordinator. The Statement of Purpose should follow these guidelines:

In a 2-3 page Word document (1.5 spaced, 11pt Times New Roman Font) Provide a personal statement of purpose discussing the following:

- Why you are pursuing a Master of Education degree.
- Your background experiences as an educator and how they have prepared you for completing a graduate degree.
- Your professional goals as an educator.
- How will a Master of Education degree enable you to meet those goals.
- Your strengths as an educator, as well as other qualities that speak to your success in the SRSU Master of Education Program.

The Statement of Purpose will be reviewed for content and effective communication using the Screening Rubric. Students will be given the communication score with a range of 0 to 24 points.

## QEP MAPPED CLASS CARDINAL RUBRIC

*Evaluators may assign a zero to any work work that does not meet formative (cell one) level performance.*

	<b>4 = Exemplary</b>	<b>3 = Satisfactory</b>	<b>2 = Developing</b>	<b>1 = Formative</b>
<b>Organization</b>	Organizational pattern is clearly and consistently observable, is skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
<b>Purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is easily understood and clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
<b>Academic Language</b>	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.

<p><b>Supporting Material</b></p>	<p>Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline. (E.g. examples, illustrations, documentation, citations, empirical evidence, attributes sources as appropriate).</p>	<p>Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility/authority on the topic. Generally attributes sources as appropriate.</p>	<p>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.</p>	<p>Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.</p>
<p><b>Technique</b></p>	<p>Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; or, skillful oral delivery; or, exemplary craftsmanship of visual works.</p>	<p>Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.</p>	<p>Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of basic genre and disciplinary conventions on written works; or, satisfactory oral delivery; or, satisfactory craftsmanship of visual works.</p>	<p>Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; or, poor oral delivery; or, poor craftsmanship of visual works.</p>

## Program Requirements

### Course Requirements

The Master of Education General Program offers students the opportunity to customize their degrees. The entire program is delivered online to increase accessibility for students. Graduate students enroll in 15 credit hours of core courses in education and then select 18 credit hours in a specialization area of their choice.

The following courses are required for a master of Education General with Specialization.

### Education Component (15 Semester Credit Hours)

- **ED 6308 Advanced Human Growth and Development (3-0).** A study of the human life span from conception to death, with emphasis on childhood and adolescence, and the implications for effective academic and interpersonal experiences.
- **ED 5316 Diversity in Public Education (3-0).** A study of theory, research and methodology relative to the needs of multicultural and special student populations.
- **ED 5307 Graduate Research (3-0).** A course designed to broaden the perspectives of graduate students and to introduce them to the techniques of research and the various fields of graduate work offered on this campus.  
Must be completed in first 12 sch.
- **ED 5317 History, Philosophy, and Trends in Education (3-0).** This course is a survey of the historical, philosophical and contemporary landscape of schools in the United States. Emphasis is placed on enduring debates about the purposes of education in a democratic society.
- **ED 5319 School Law (3-0).** A study of general laws applying to all states concerning education; an in-depth study of cases and decisions affecting current education.

### Specialization Component (18 Semester Credit Hours)

Students choose these courses in consultation with their advisors.

### Master of Education General with Specialization Degree Course Rotation

Marking Period	Recommended Core Education Courses
Semester I	ED 6308 Adv. Human Growth and Development ED 5319 School Law
Semester II	ED 5307 Educational Research OR ED 6376 Inquiry-Based Research Methods AND ED 5317 Hist. Phil. And Trends in Education
Semester III	ED 5316 Diversity in Public Education

Since the courses in the specialization vary per student, they may be taken during any of the terms the courses are offered. Depending upon how many specialization courses are added each term, a student may be able to graduate within one year. However, a student does have the latitude to take up to six years to complete the degree.

## Degree Plan

A copy of the MED General with Specialization Degree Plan follows.

### Education Department

## Master of Education General with Specialization

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ A #: \_\_\_\_\_

\_\_\_\_\_ Phone (H): \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone (W): \_\_\_\_\_

Certificate(s) now held: \_\_\_\_\_ Admission Status:

\_\_\_\_\_ Full \_\_\_\_\_ Probationary \_\_\_\_\_

### 33 Semester Credit Hours for Masters

All courses must be completed in a 6-year period.

***These courses are taken first: ED 5307 Graduate Research must be taken with first 12 hours***

		ED 5307, EDUC 5301 or ED 6376	Graduate Research, Research Methodology or Inquiry-Based Research Methods
		ED 5317 or EDUC 6315	History, Philosophy and Trends in Education of Curriculum Theory and Development
		ED 5316 or EDUC 5316	Diversity in Public Education
		ED 5319 or EDUC 5319	School Law
		ED 6308 or EDUC 6308	Advanced Human Growth and Development

### Area of Specialization (18 semester hours)


### Transfers/Substitutions with approval only.


\_\_\_\_\_  
Dr. Jeanne Qvarnstrom, Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair or Director

\_\_\_\_\_  
Date

Additional  
Requirements:

**Pass Comprehensive Exam (during last semester of program)**  
**Maintain a 3.0 GPA**

---

## **Comprehensive Examination**

All students are required to pass a comprehensive exam that is administered during the last semester of the course work. The exam consists of four questions with two addressing the five required courses and two addressing the six courses in the specialization. Prior to the test, students are given a study packet to use in preparation. Graduate students are allowed up to four hours to take the exam in a proctored setting either in Alpine or a mutually agreed upon testing center. The questions are developed and graded by the faculty who teach the respective courses. All faculty use the same scoring rubric to evaluate a student's response and indicate if the student's response is failing, proficient, or exemplary. Students are given the scoring rubric in advance, so they understand how they will be evaluated. To earn exemplary, students must receive that rating on each of the questions. If students do not receive proficient or higher on the first test administration, they will be given an additional testing opportunity. Each comprehensive exam will be different depending upon the area of specialization that the student selected and the faculty who taught the courses and wrote the exam questions.

## Sul Ross State University

### Master of Education – General Comprehensive Exam Scoring Rubric

Student \_\_\_\_\_

Faculty Committee Member \_\_\_\_\_

Course Evaluated \_\_\_\_\_

Date of Exam \_\_\_\_\_

Review the components below. Provide a rating for each of the components. Please include any comments or explanations in the box. Then provide an overall recommendation. Please email this evaluation to me.

Components	Fail	Proficient	Exemplary
The student demonstrated understanding of key terms, concepts, and processes of the content addressed in the course.			
The student used effective writing skills to communicate his/her understanding of the content. Student followed APA guidelines including one or more citations in his/her responses.			
The student's response demonstrated in depth knowledge and critical thinking skills reflective of graduate level work.			

**Overall recommendation:**    \_\_\_\_fail            \_\_\_\_proficient            \_\_\_\_exemplary

## **Candidacy**

Graduate students are expected to maintain a 3.0 GPA average throughout the program. No final grade lower than a B will be accepted.

## **Break in Enrollment**

Non-enrollment for a period longer than a semester will require reapplying to the university. Reapplying will necessitate an additional fee.

## **Graduation**

Students should be aware of the deadlines for graduation and submit the necessary forms and paperwork. Graduation application forms can be found on the SRSU webpage. (Academics > Professional Studies > Education > Forms)

## **Master of Education General Online Program Student Information**

Instruction for this program occurs online between the instructors and the students through Blackboard.

- Online students are subject to the same university policies and procedures applicable to students attending face-to-face courses on campus.
- The course syllabus is available on Blackboard prior to the beginning of each semester. This document describes the course content, goals, assignments, due dates, and student expectations. Criteria for success for online students is as rigorous and comprehensive as those used in face-to-face courses.
- Communication between instructor and student occurs through Blackboard and/or SRSU email. Students can expect to receive feedback for their assignments within five working days and responses to their emails within 48 hours.
- Technical support is available M-F, 8:30 -5:30, Tim Parsons at tparsons@sulross.edu; or Sul Ross help desk: 432-837-8888.
- Attendance policies in effect for face-to-face instruction also apply to online students. This policy is interpreted as not participating for more than three weeks in a long semester or one week in a shorter session. Any student dropped for non-participation will receive an F in the course dropped.
- Academic integrity is crucial for online instruction. To ensure academic integrity, online students are expected to honestly identify themselves.
- The program is designed to accommodate working schedules.
- The program is designed so that it may be completed in one year (with some exceptions in specialization courses)

- All technology specialization courses are offered completely online in eight weeks modules to fit into students' busy life styles.

## Graduate Student Center

The mission of the Graduate Student Center at Sul Ross State University is to increase access to post-baccalaureate programs and to foster graduate student success by developing and providing pro-active support services in a centralized location.

### The Center Offers:

- Desktop and laptop PCs
- Wireless internet
- A conference room for group study or meetings
- Satellite phone and personal locator beacon for check-out to graduate students doing field work in remote locations
- A projector and screen for student presentation rehearsals and workshops
- A networked printer/copier/scanner for student use

The Center also provides students a place to study and provides pro-active graduate student services, which include **orientation, mentoring, workshops/direct assistance in financial literacy, academic research, writing, thesis preparation, preparing external funding requests, and career/education planning.**

## Program Benefits

Students in the MED General Program are eligible for numerous departmental awards.

Each year at the annual SRSU Honors convocation in April, one outstanding student in the MED General program is selected to receive the Education Excellence Award. Selection is based upon scholarly performance, professionalism, and potential to become an outstanding leader in education.

Graduate students may also be invited to join Kappa Delta Pi, an international honor society for education majors. Eligibility is based on a GPA of 3.5 or higher and a student's commitment to the field of education. Students become members of Kappa Delta Pi and the local SRSU Chapter, Zeta Delta. Initiation ceremonies are scheduled at the end of each semester.

## **Program Graduates Reflect on the Program**

Upon graduation, all students are surveyed to gain input for the program and monitor their level of satisfaction with the program. Student comments include:

*I see this university as Texas' best kept secret!*

*Everything I read and learned will be a great asset to my education career.*

*I would highly recommend this program to others.*

*The program was wonderful!*

**Texas Administrative Code**

<b><u>TITLE 19</u></b>	EDUCATION
<b><u>PART 7</u></b>	STATE BOARD FOR EDUCATOR CERTIFICATION
<b><u>CHAPTER 247</u></b>	EDUCATORS' CODE OF ETHICS
<b>RULE §247.1</b>	<b>Purpose &amp; Scope; Definitions;</b>
<b>RULE §247.2</b>	<b>Code of Ethics and Standard Practices for Texas Educators</b>

**Purpose & Scope §247.1 (a)-(d)**

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

- (1) to protect the safety and welfare of Texas schoolchildren and school personnel;
- (2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
- (3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

**Definitions §247.1 (e)**

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Abuse--Includes the following acts or omissions:
  - (A) mental or emotional injury to a student or minor that results in an observable and material impairment in the

student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

(18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(19) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(20) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(21) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(22) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.

(23) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

**Source Note:** The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

## **Code of Ethics and Standard Practices for Texas Educators §247.2**

Enforceable Standards.

### **(1) Professional Ethical Conduct, Practices and Performance.**

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

### **(2) Ethical Conduct Toward Professional Colleagues.**

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence

professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

### **(3) Ethical Conduct Toward Students.**

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

---

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

Accredited by the Southern Association of Colleges and Schools: Commission on Colleges

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.

