

PROFESSIONAL ETHICS DOCUMENT

STUDENT PROFILE NARRATIVE

Students are expected to follow the CSU Stanislaus, California Commission on Teacher Credentialing, (CCTC) and National Council for Accreditation of Teacher Education (NCATE) professional and ethical standards in all coursework and fieldwork as well as those identified in the National Education Association (NEA) Code of Ethics of the Education Profession.

Standards of conduct are noted in the University catalog, student handbook, faculty syllabi, and on the Formative and Summative Student Teaching Assessments and include:

1. Professional Attitude

- a. Demonstrates openness to critical assessments of progress.
- b. Believes that all students can learn.
- c. Values diversity and advocates for social justice.
Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student. (NEA Code of Ethics)

2. Absences and tardies

- a. Attends courses regularly and punctually.
Shall not have excessive absences/tardies—if two (2) absences or three (3) tardies occur in the same class, the Student Concern Profile procedure may be initiated.
- b. Notifies cooperating teacher/university supervisor/faculty member in advance of absences.

3. Late Assignments/Unpreparedness

- a. Meets deadlines for assignments.
- b. Makes appropriate arrangements for classroom activities and/or instruction during absences.
- c. Is punctual to classes and fieldwork assignments and maintains appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks.

4. Academic Integrity

- a. Plagiarism—All course work that you submit must be your own work and no one else's unless expressly permitted by the instructor.

- b. Examinations and Quizzes—You may not give, receive or use unauthorized assistance during an examination, from another person’s notes or other communication.
- c. Course Work—You may not present the same work for credit in more than one course unless all of the instructors involved give express permission. You must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.
- d. Lab, Clinical and Field work—You may only submit the results of another student’s lab, clinic or field work as your own, or accept help from another student in writing a report, if you have received prior permission from the instructor to work together with other students in preparing or reporting the work.

5. Professional Conduct

- a. Demonstrates openness to critical assessments of progress.
- b. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- c. Demonstrates initiative and reliability in successful completion of credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- d. Reflects and self-assesses to improve practice
- e. Collaborates effectively.
- f. Practices legal and ethical behavior.
 - Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law. (NEA Code of Ethics)

6. Appropriate Professional Appearance

- a. Maintains an appropriate professional appearance.
- b. Follows the dress code standards set by the school district in which fieldwork or student teaching is taking place.

7. Effective Communication

- a. Communicates effectively, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.
- b. Maintains confidences as appropriate to the setting.
 - Shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs.

Procedure for Use Student Concern Profile Form

Careful documentation should support the use of this form. Documentation should include absences, tardies and anecdotal information, which support your concern.

Step 1

Discuss behavior privately with the student.

Step 2

If the student behavior(s) persist, complete the Student Concern Profile Form and submit to the Department Chair's office.

Step 3

If Student Concern Profile Forms are received from two faculty members, the Department Chair will call a meeting of the faculty submitting concerns to clarify the concerns and discuss possible remediation.

Step 4

The department chair, in consultation with the faculty members who submitted the Student Concern Profile Forms, will meet with the student to write an improvement plan.

Step 5

If the behavior persists after the implementation of the Improvement Plan or new concerns arise, the department chair will submit this information to the program's Selection and Review Committee with appropriate documentation. The student may choose to be present for this meeting or at the student's discretion their interest may be represented by the ASI Student Advocate at this meeting.

It should be emphasized that this form is to allow and support corrective action on the part of the student. Such intervention seeks to keep promising students within the programs and avoid the necessity of proceedings leading to dismissal from the programs.

Approved Teacher Education Faculty 12/9/05

