

SUL ROSS STATE UNIVERSITY



EDUCATIONAL DIAGNOSTICIAN PROGRAM

Revised August 2020

Sul Ross State University

A member of the Texas State University System

Welcome to Sul Ross State University, Educational Diagnostician Program. This handbook will serve as a guide for you throughout your program. Information contained in this handbook does not replace information from your advisor. When in doubt, please contact your advisor with questions or concerns you may have along the way.

Best of luck to you in this endeavor,

Barbara Tucker, PhD

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Introduction

The Program

There are two options for students seeking certification as an educational diagnostician. Students without a Master's degree will work towards obtaining a Master's of Education with a specialization in Education Diagnostician. Those students already holding a Master's degree may be eligible for the Certification Only option. See below for a brief description of the requirements for each option.

Master of Education Program

This is a 30-hour graduate program resulting in a Master's of Education with Education Diagnostician certification. Prospective students will follow the admission procedures outlined in the subsequent section of this manual. Students will be responsible for completing all required coursework, including a 160 clock-hour practicum in a TEA accredited school, comprehensive portfolio examination, university required practice examination, and state-mandated certification examination.

Certification Only/Non Degree Seeking

This option is for students already holding a master's degree in education or related field from an accredited university. All coursework leading to certification must be taken at Sul Ross State University and transfer credit will not be awarded for courses taken at another university. The typical Certification Only student can expect to complete a minimum of 21 hours towards certification. The student must apply to the university and meet the admission criteria. Upon acceptance, a transcript review will be performed by the major advisor to determine proficiency. Additional coursework may be required if an acceptable level of proficiency is not demonstrated by previous coursework and experience.

Admission Process

Master's Program

For admission to the SRSU M. Ed. with Educational Diagnostician certification program:

- Hold a baccalaureate degree from an accredited institution of higher education;
- Have at least a 3.0 overall GPA or in last 60 hours
- Hold a valid teaching certificate (TAC 239.81)

Credential Program

For admission to the SRSU Educational Diagnostician certification only program:

- Hold a Master's degree from an approved institution;
- Have at least a 3.0 overall GPA or in last 60 hours
- Hold a valid teaching certificate (TAC 239.81)

Application Process

Applicants should visit the Graduate Students webpage on the Sul Ross website at: <http://www.sulross.edu/page/237/graduate-students> .

Here you can access the Apply Texas online application and submit your application. If you have any question regarding applying to Sul Ross State University please contact the Graduate Admissions Office at (432) 837-8052 or email admissions@sulross.edu .

Once you are accepted into the Graduate Program at Sul Ross State University, you will receive an email outlining your specific program and any additional requirements you will need to complete. Any paperwork you receive requesting further information and/or signatures must be returned promptly to the specified department. Once a degree plan has been developed, you will receive an email with a copy of the degree plan, as well as a Statement of Affirmation regarding the Educator Code of Ethics and a FERPA consent form. Both of these, along with a copy of your teacher service record, must be returned to the department as soon as possible. Refer to the Graduate Students website or the university catalog for specific admission criteria.

General Program Information and Requirements

Faculty

Detailed information about faculty can be found on this website:

<https://www.sulross.edu/faculty-and-staff/education>

Advisor/ Student Interaction

Prospective students can contact the Program Coordinator to request specific information when applying for the program. For specific information concerning your application status you need to contact Graduate Admissions (432-837-8052). Upon acceptance, students should maintain frequent contact with the Program Coordinator. Consulting the Program Coordinator will help ensure your success in the program.

Confidentiality (FERPA)

Confidentiality is of utmost importance for the students enrolled in the Educational Diagnostician program at Sul Ross State University. We take the issue of confidentiality of student and families very seriously; therefore, violations of confidentiality could result in dismissal of the program without refund of tuition and fees. Responsibility in maintaining confidentiality extend to discussions posted in Blackboard, There will be no mention of specific names of students, school districts, or families. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to-know basis. Reports generated in the testing courses will not be disseminated under to any person other than the course instructor. See appendix for FERPA signature

Class Attendance

Students are required to attend all classes, either online or face-to-face. Students will be dropped for excessive absences defined by the university absence policy. Students should also review the Online Absence Policy posted in each course syllabus.

Dress Code

Practicum students should present themselves as professional educators. As a minimum, students will follow their school district's dress code policies for faculty and staff. Specific questions/concerns should be addressed to the Program Coordinator.

Grievances

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures. See appendix for Grievance Policy.

Disability statement

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

Educator's Code of Conduct

The Code of Ethics for provides standards of practice for educators in Texas . There are three enforceable principals that students of the program must adhere to:

- Professional Ethical Conduct, Practices, and Performance;
- Ethical Conduct Toward Professional Colleagues;
- Ethical Conduct Toward Students

A signed agreement to adhere to the program is required to participate (Texas Administrative Code §247.2). This form will be provided to the candidate at time of acceptance (Appendix F). It is also recommended that students review the Code of Ethics provided by The National Certification of Educational Diagnosticians (Appendix C).

Grade Requirements

Students can only receive one "C" during the duration of the program (either M.Ed. or Certification Only) without having to repeat the course. In addition, you must still meet the requirement of maintaining an overall GPA of 3.0. Courses receiving a grade lower than a "C" will be repeated.

Degree Plans/Certification Plans

Degree Works is the official software used by the university to track degree/program requirements. Degree plans and certification plans are maintained in Degree Works. Students will be given information on accessing Degree Works. Students and the advisor are able to keep track of classes completed and classes needed to fulfill degree/program requirements. The student is responsible for maintaining frequent contact with their program advisor.

Course Requirements

The Educational Diagnostician graduate program strives to meet the needs of students who maintain full-time employment and fulfill other duties outside the classroom. Many students have found the combination of web-delivered, web-enhanced, and face-to-face interactions to be the answer to juggling their careers and continuing their education. Sul Ross State University utilizes the course management system, Blackboard, to deliver high quality instruction online.

Master's Degree Education/Educational Diagnostician list of classes

The following courses are required for a Master's Degree in Education/Educational Diagnostician:

| | |
|--|---------------|
| + ED 5306 Assessment of Individual Intelligence | web-delivered |
| #ED 5307 Graduate Research | web-delivered |
| ED 5312 Advanced Survey, Exceptional Children | web-delivered |
| ED 5320 Assessment in Multi-Tiered Systems of Support | web-delivered |
| ED 5321 Foundations of Special Education Law | web-delivered |
| ED 5325 Evidence Based Interventions for Exceptional Learners | web-delivered |
| ED 5323 Appraisal of Educational Disabilities | web-delivered |
| ED 6314 Diagnosis & Correction of Reading Disabilities | web-delivered |
| +ED 6308 Advanced Human Growth and Development | web-delivered |
| +ED 7318 Practicum in Special Education (see below description of field-based experience) | arranged |

Required for degree; must be taken at Sul Ross State University within first 12 hours

+ Must be taken at Sul Ross State University - Alpine campus

Certification Only (CAS) list of classes

The following courses are required for Certification Only in Educational Diagnostician:

| | |
|--|---------------|
| +ED 5306 Assessment of Individual Intelligence | web-delivered |
| ED 5312 Advanced Survey, Exceptional Children | web-delivered |
| ED 5320 Assessment in Multi-Tiered Systems of Support | web-delivered |
| ED 5321 Foundations of Special Education Law | web-delivered |
| ED 5325 Evidence Based Interventions for Exceptional Learners | web-delivered |
| +ED 5323 Appraisal of Educational Disabilities | web-delivered |
| +ED 7318 Practicum in Special Education (see below description of field-based experience) | arranged |

+Must be taken at Sul Ross State University - Alpine campus

* ED 5306 is designated as web-enhanced which means students report to the SRSU-Alpine campus the first and last weekends of the semester enrolled. Class is held on Saturday from 9am-5pm CST and Sunday from 8am-12pm CST.

Course Descriptions

An explanation of course descriptions are found on the University's website:

https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/titlev_elc/2018_catalog_v_4.1_1.19.pdf

Testing Courses

There are two mandatory testing classes in the program, ED 5323-Appraisal of Educational Disabilities and ED 5306-Assessment of Individual Intelligence. These courses must be completed at Sul Ross State University and transfer credit for courses taken at a university other than Sul Ross State University will not be accepted. ED 5323 is only offered every Spring semester and ED 5306 (web-enhanced which requires two weekend trips to the SRSU-Alpine campus) is only offered every Fall and Spring semester. Students are required to take in ED5323 prior to taking ED5306.

Test Kits and Materials

The use of testing kits and testing materials is essential during the testing courses. The university has a limited number of kits that may be checked out by the student in 7-day increments and signed out. If any student fails to follow the schedule it could result in the loss of course points or course failure. It is critical that the student understand the responsibility that comes with checking out each kit. Students will replace kits, at current expense, if they are lost, stolen, or damaged. Many students opt to borrow their district's testing materials. The use of a district's kits and materials is an agreement solely between the student and the district and Sul Ross State University assumes no responsibility in the agreement. There may be a minimal fee associated with the use the consumable items associated with administering and interpreting assessments. Fees will be discussed at the time of checkout. All materials must be returned to Sul Ross State University before any grade will be given to the student.

Testing Kit Purchase

A testing kit may be required purchased from the bookstore at a reduced fee. This testing kit is current and can be used once the student graduates.

Textbooks

Most textbooks for educational diagnostician certification will be helpful in multiple courses, particularly in ED 5323, ED 5306, and the practicum ED 7318. They will also be used as reference in your professional library after graduation. It is recommended to hold on to textbooks and make the decision to let them go after the practicum is completed.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington DC: Author. ISBN: 9781433805615

Breaux, K. & Lichtenberger, E. (2016). Essentials of KTEA-3 and WIAT-III Assessment. Wiley/ 978-1119076872.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). Essentials of cross-battery assessment (Vol. 84). John Wiley & Sons.

Flanagan, D. & Alfonso, V. (2011). Essentials of Specific Learning Disability Identification. Wiley, ISBN #978-0-470-58760-7

Kaufman, A., Lichtenberger, E., Fletcher-Janzen, E., & Kaufman, N. (2005). Essentials of KABC-II Assessment. Wiley/978-0471667339.

Mather, N. & Wendling, B. (2015). Essentials of WJ-IV Tests of Achievement. Wiley/978-1118799154

Schneider, W. J., Lichtenberger, E. O. & Mather, N. (2018). Essentials of Assessment Report Writing, 2nd Edition. Wiley/978-1119218685.

Sattler, J. M. (2008). *Assessment of children: Cognitive foundations*. San Diego, CA: JM Sattler.

Sattler, J. M. (2014). *Foundations of behavioral, social and clinical assessment of children (6th ed)*. La Mesa, CA: Jerome M. Sattler, Publisher, Incorporated.

Sattler, J. M. (2014). *Resource guide to accompany foundations of behavioral, social and clinical assessment of children (6th ed)*. La Mesa, CA: Jerome M. Sattler, Publisher, Incorporated.

Schrank, F; Decker, S., & Garruto, J. (2016). *Essentials of WJ-IV Cognitive Abilities Assessment*. Wiley/978-1119163367

Wending, B. J., & Mather, N. (2009). *Essentials of evidence-based academic interventions (Vol. 57)*. John Wiley & Sons

Testing and Certification

Probationary Certificates

Probationary certificates are no longer issued to students.

State Testing Information

Upon approval, all students will be required to take and pass the state certification examination, referred to as TExES. Prior to completing the examination, the student must fulfill departmental testing requirements. Information is provided below regarding testing requirements for educational diagnostician students.

Certify Teacher Practice Exam

All students in the program are required to purchase and complete the online departmental practice examination to determine the level of preparedness prior to the TExES exam. Further information regarding the online exam can be found on the Certify Teacher website at www.certifyteacher.com. Students must log at least ten hours in Study Mode before switching to Exam Mode (Qualifying Exam). The major advisor will only accept the first two attempts and result should be emailed directly to the student's major advisor. Once an acceptable level of proficiency is demonstrated, approval will be granted to the student to register for the TExES exam. (There is a discount code for students enrolled in the program. When purchasing the software enter promo code: LOBOS4728.)

TExES 253 Educational Diagnostician Certification Exam

Students in the educational diagnostician program are advised to take the TExES exam during the last semester of their coursework, while enrolled in the practicum. For entering Fall 2019 students, they may take Exam #253 as early as September upon completion of all courses. Before approval to test is given to any student, they must pass the Certify Teacher practice examination. Final test approval will rest with the major advisor. Test approvals will not be issued during the months of June, July, and August for first time test-takers in the last semester of program completion. Plan your testing accordingly and test early! Registration information will be given to students enrolled in ED 7318, Practicum in Special Education. If the TExES 153 exam is not passed, a remediation plan will be developed prior to approval to retest. This may include additional coursework or individualized study sessions.

Educational Diagnostician Domains and Standards for State Test #253

The test and course preparation will follow the following Domains and Competencies

Domain I Identification and Assessment

- 001: Identification for Special Education Evaluation and Services
- 002: Evaluation, Planning, Selection, and Administration
- 003: Interpretation and Reporting of Evaluation Results

Domain II Curriculum, Instruction and Intervention

- 004: Academic Instruction and Strategies
- 005: Functional Skill Instruction and Strategies

Domain III Professional Responsibilities

- 006: Consultation and Collaboration
- 007: Legal and Ethical Practices

Domain IV Analysis and Response

- 008: Analysis and Response

Practice Exams

ETS has released previous versions of the TExES educational diagnostician examinations for use in educator preparation programs. Sul Ross State University has purchased these exams and has made them available to students who wish to take a practice exam before the “real” TExES exam. Because there are strict restrictions and test security, students must schedule a time to take the exam at the SRSU-Alpine campus (periodically the Program Coordinator may schedule test dates at other sites). It is advisable to schedule an entire day to complete the exam and then analyze results.

Applying for Texas Educator Certification (§239.84)

Certification To be eligible to receive the standard Educational Diagnostician Certificate, a candidate must:

- Complete all SRSU educational diagnostician program requirements;
- Hold a valid Texas teaching certificate
- Hold an earned master's degree;
- Complete a minimum of three years teaching in a TEA accredited school;
- Pass the TExES 153 or 253 Educational Diagnostician Certification Examination
- Pay a \$35 certification fee upon admittance to the program
- Have a passing score of 280 on the practice exam

Upon successful completion of all program requirements you will apply and be recommended for your certificate by Sul Ross State University. At this point, you may become a fully certified educational diagnostician.

Certification Checklist

The checklist below outlines the procedure for applying for the State of Texas Educational Diagnostician Certificate.

1. Certification (degree/certification plan) completed
All courses and program requirements are complete
Practicum (160 clock hours) is complete
Transcripts/service record and all other paperwork provided to SRSU Education Certification office
Certify Teacher/Representative practice test passed and scores sent to major advisor
2. TExES certification exam successfully passed
3. Application on file with the Texas Education Agency (TEA)
Go to the TEA website (<http://www.tea.state.tx.us>) and use your Educator logon.
On the MAIN MENU on the left side of the screen, choose APPLICATIONS, which has a drop-down selection list. Choose STANDARD CERTIFICATE TEXAS PROGRAM.
Follow instructions to APPLY.
NOTE: After the affidavit, you must indicate the “recommending entity” Choose ***Sul Ross State University – Alpine – University Based.***

The next line asks what you are applying for. Type in the name of the certificate you are seeking; i.e., Educational Diagnostician.

Pay the appropriate certification fee. If you have not previously applied for certification (i.e., educational aide or probationary), you will be required to complete the fingerprint process.

If you have problems or questions about the online application, you may call TEA at 1-888-863-5880.

Graduation Requirements for M.Ed.

Portfolio (M.Ed. Students only)

Students seeking a Master's degree will be required to complete a comprehensive, portfolio outlining their major accomplishments throughout their coursework. The presentation will be presented during the last semester of coursework. The goal of the presentation is to assess the graduate student's knowledge gained throughout the program and how well that information is applied to educational settings. Applications can be accessed through Blackboard for ED 7318, Practicum in Special Education, when you're enrolled in that class.

Graduate M.Ed Requirements

Students should be aware of the deadlines for graduation and submit the necessary forms and paperwork. Graduation applications can be accessed when taking ED 7318, Practicum in Special Education.

Practicum (ED 7318)

Portfolio

Students seeking certification as an educational diagnostician will be required to upload artifacts into a Portfolio located in Blackboard during their practicum class (ED 7318). It is the student's responsibility to maintain and upload required documents. The portfolio is a required to meet standards for certification. Artifact suggestions are located in Blackboard ED 7318 under Portfolio.

Practicum/Field Based Experience

The educational diagnostician student must complete 160 clock-hours of observation in a TEA accredited school. Students will register for ED 7318, Practicum in Special Education, after approval by the major advisor, during either the last Fall or Spring semester. The purpose of this structured experience is to place the practicum student in actual situations they will encounter in the profession. Students will be required to submit documentation detailing a site supervisor selection and the campus/district at which the practicum hours will be completed. It is the practicum student's responsibility to secure a mentor and a district with the guidance of the Sul Ross State University Educational Diagnostician Program Coordinator. Students must check with the district for any local procedures that must be followed.

Site Selection

The intern assumes a major share of the responsibility with finding a site to begin their field experience. The process of a student searching for a site should start upon admittance to the program. It is the university supervisor's responsibility for approval of the site. The intern must have written approval from the school district, educational diagnostician serving as site supervisor and the building principal. The director of special education or special education coordinator is also recommended to be contacted. Expectations should be discussed ahead of time which include permission to borrow testing materials for review or use, use of other district resources and if release time is necessary for you to satisfy your hour requirements. A written approval must be submitted prior to beginning the practicum and will be placed in the intern's portfolio (Appendix A).

Background Checks

Many school districts require a criminal history check before granting access to the campus. It is the responsibility of the student to provide the hosting school district with the information required and pay any fees associated with the background checks.

Supervision and Evaluation

The practicum student can expect a number of evaluations from both a site supervisor and the university supervisor. The university supervisor will provide three evaluations of the practicum student. Two will be through web conferencing and one will be an on-site visit. Data will also be collected from the site supervisor at the midterm point and end of semester. It is the practicum student's responsibility to arrange the meeting arrangement between the mentor educational diagnostician and the practicum supervisor. Additional information regarding documentation of field-based experience will be provided in Blackboard upon enrollment in ED 7318.

Site Supervisor

Site Supervision is a required component of the practicum. The site supervisor is a practicing educational diagnostician to which you have found. An agreement will need to be signed by your site supervisor (Appendix A). Your site supervisor works with you to structure your clock hours to attain your professional goals and objectives. A site supervisor for a practicum candidate must meet the following criteria (TAC §228.2)

- An educational diagnostician with at least three years of experience;
- Must be collaboratively assigned by the campus or district administrator and the educator preparation program;
- Is currently certified in the certification class in which the practicum candidate is seeking certification;
- Has completed training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate;
- An accomplished educator as shown by student learning
- Guides, assists, and supports the candidate during the practicum;
- Reports the candidate's progress to the candidate's field supervisor.

University Supervisor

University supervision is a required component of the practicum program. The university supervisor will also complete three evaluations. These three observations/conferences will be 45 minutes in length. A university supervisor is hired by the Sul Ross State University who has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness. The university supervisor will receive periodic input from the site supervisor about the intern's progress. The university supervisor must meet the following criteria (TAC §228.2) :

- Have at least three years of experience as an Educational Diagnostician
- Be an accomplished educator as shown by student learning.
- Not be employed by the same school where the candidate is completing their practicum.
- A site supervisor may not also serve as a candidate's field supervisor.

Intern Responsibilities

The purpose of the practicum is provide diagnostician candidates with authentic experiences. In addition to work-related experiences the intern is subject to the authority and regulations of the sponsoring school district. The following paperwork is due at latest, the second week of the practicum. It is the intern's responsibility to secure signature and upload the articles as part of their portfolio. Failure to upload by week two will result in dismissal from the practicum for the semester.

Liability Insurance Policy

It is required that you purchase liability insurance. This can be done through Texas Educational Diagnosticians' Association (TEDA) through their website (www.teda.org). Option 2, Student Affiliate Membership would satisfy the requirement.

Paperwork

Due Date

- | | |
|--|-----------------------------------|
| • Accurate Personal Data Sheet | 2 nd week of practicum |
| • Waiver and Liability Release Form | 2 nd week of practicum |
| • Supervisory Agreement | 2 nd week of practicum |
| • Proof & Copy of Professional Liability Insurance | 2 nd week of practicum |
| • Goals and Objectives, signed by On-Site Supervisor | 2 nd week of practicum |

Additional Articles will be required for submittal into your portfolio.

- Activity Log Sheets for All Hours Served (each 30 hours)
- Reflection (each 30 hours)
- University supervisor reports
- Final Report/Log from Intern, including reflection section
- On-site Supervisor's Final Report
- Additional requirements highlighted in ED 7318

Activity Log

The practicum student will maintain a detailed log of approved activities throughout the practicum and will be verified by the mentor educational diagnostician. Observation hours must be verified by a mentor teacher or campus principal/director and completed in an acceptable instructional/educational setting.

Appendices

Appendix A

Practicum Agreement Form

Appendix B

Waiver and Liability Form

Appendix C

NCED Code of Ethics

Appendix D

Receipt of Handbook

Appendix E

Educator Code of Ethics Form

Appendix A
Practicum Agreement Form



Dear Colleague:

Thank you for agreeing to host a Sul Ross State University graduate student at your district. The student is enrolled in the Educational Diagnostician program at the university and is required to complete a minimum of 160 clock hours to fulfill the Texas Education Agency requirement for students seeking this professional certification. Once placed at your campus, you will receive detailed information from the university outlining requirements the student and the mentor educational diagnostician will fulfill for successful completion of the practicum. If completing the required practicum hours at the same place of employment, the student understands that the hours will be in addition to regularly assigned duties and will not interfere with job-related responsibilities.

Please complete the following page if approval is granted to the student. It is the student's responsibility to return all necessary paperwork, including a criminal background check if required by the district.

Please contact me if there are any questions or concerns regarding this request. Thank you for your consideration and support of our students.

Sincerely,

Lisa Thompson Sousa, PhD
Educational Diagnostician Program Coordinator
Sul Ross State University
432-837-8170
Lisa.Sousa@sulross.edu



**Site Practicum Agreement Form
Educational Diagnostician Program**

Students must upload this form as part of their portfolio within two weeks of starting the program or they will be discontinued from the practicum.

I have reviewed the requirements of supervision for Practicum in Special Education (ED 7318) and will provide the student intern opportunities to fulfill those requirements. This entails meeting an hour of supervision for every week of the internship served by the student intern. Further, I understand that this intern will be working with students doing individual and/or group assessments as well as other categories of educational diagnostician-related work totaling 160 hours.

Signature of Cooperating Education Diagnostician

Date

ED 7318, Practicum in Special Education, the (circle one) Spring Summer Fall semester of the
20 ____ school year

Intern Information:

Name: _____

School: _____

City: _____ School District _____

Intern's phone and email: _____

Supervising Educational Diagnostician _____

Supervisor's phone and email: _____

Building/District Supervisor _____

Appendix B
Waiver and Liability Release



WAIVER AND LIABILITY RELEASE

SUL ROSS STATE UNIVERSITY EDUCATIONAL DIAGNOSTICIAN PRACTICUM

In order to be allowed to participate in the course ED 7318, and in the associated practicum of said course, the undersigned:

Agrees to waive all claims for liability against Sul Ross State University, the Board of Regents, Texas State University System, their respective officers, agents, servants, and employees which arise from, or in any way be predicated upon acts or omissions, in connection with the course, or program. The undersigned agrees to hold harmless Sul Ross State University, the Board of Regents, Texas State University System, their officers, servants, and employees from any and all liability arising out of, or in any manner predicated upon, loss or damage to property, injury or death to the undersigned, which injury may occur in connection with the operation of the above described class and program, regardless of whether such injuries occur in whole, or in part, from the negligence of Sul Ross State University and/or its employees.

Understands that participation in said course will make use of student experiences in the group in a classroom situation. Confidentiality of clients will be preserved but I hereby give my informed consent to use my performance experiences and further agree and consent professional observations and comments may be utilized for instructional purposes. The undersigned agrees to hold harmless Sul Ross State University, the Board of Regents, Texas State University System, their officers, agents, servants, and employees from any and all liability arising from, or in any way predicated upon acts or omissions, in connection with the activity described in this paragraph.

Holds harmless Sul Ross State University, the Board of Regents, Texas State University System, their officers, agents, servants, and employees from any and all liability arising from the field internship or which might be due to injuries resulting from the co-trainer's negligence. The co-trainer is any agency, institution, or facility outside the auspices of Sul Ross State University which accepts responsibility for supervising an educational diagnostician intern student.

Signature of Student

Date

Signature of Site Supervisor

Date

Appendix C
Code of Ethics

Nationally Certified Educational Diagnostician (NCED) Program

CODE OF ETHICS

For purposes of this Code of Ethics, Educational Diagnostician, hereafter referred to in this document as Diagnostician, is defined as a professional holding an advanced degree with qualifications necessary to select, administer, interpret, and report the results of educational assessment procedures for purposes of individual eligibility, program and intervention planning, and progress monitoring.

A. Privacy and Confidentiality

1. Diagnosticians respect the privacy and confidentiality of clients through professional responsibilities as dictated by the state in which they are licensed and in which they practice.
2. Diagnosticians adhere to the relevant privacy and confidentiality guidelines and expectations defined in relevant state and federal law. These federal laws include, but are not limited to: Individuals with Disabilities Education Act (IDEA); Family Education Rights Privacy Act (FERPA), Section 504 of the Vocational Rehabilitation Act, and the American with Disabilities Act.

B. Responsibilities to Individuals Undergoing Assessments

1. Diagnosticians are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Diagnosticians shall not discriminate in the delivery of professional services, nor do they engage in assessment practices that discriminate against individuals on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, language, socioeconomic or disability status, or any basis prescribed by law.
3. Diagnosticians solicit and report information regarding individual characteristics that may have an impact on the results of assessment procedures, such as race or ethnicity, gender, age, language differences, socioeconomic or disability status.

C. Professional Competency

1. Qualifications of Diagnosticians Engaged in Assessment
 - a. Diagnosticians will maintain high standards of professional competence in the interest of both clients and the profession.
 - b. Diagnosticians will use only those tests and other assessment procedures which they are competent to administer with competency dependent upon initial preparation, continuing professional development, and experience.
 - c. Competency of diagnosticians should be documented, not implied, and made available to clients.
 - d. Continuing professional development should address current research, professional development, and practice.
 - e. Diagnosticians should recognize the boundaries of their competence and engage only in those activities for which they are qualified.
 - f. Supervisors and higher educators ensure that diagnosticians in-preparation and practicing diagnosticians have sufficient knowledge and experience before they utilize assessment procedures.
2. Selection of Assessment Procedures

- a. Diagnosticians will select and use appropriate assessment instruments, recognizing their limitations with respect to reliability, validity and bias. Instruments selected shall be based on professional development, experience and methods designed to meet each client's unique needs.
- b. Diagnosticians are responsible for becoming familiar with each test manual and should be able to document the rationale for test selection.
- c. Test selection should be based on appropriateness of norm samples in addition to appropriateness related to client's needs.

3. Test Administration

- a. Diagnosticians will administer tests in the appropriate settings recommended.
- b. The client will be informed prior to testing of the rationale for test administration, timelines, costs and any other information deemed pertinent to the test taker.
- c. The reason for assessment will be explained with test results furnished in a timely manner.
- d. Issues of confidentiality will be adhered to both in administration and interpretation.
- e. Diagnosticians will furnish ample opportunity for the test taker to ask questions prior to beginning the assessment process.
- f. Any deviations from recommended administration related to environmental issues shall be documented.
- g. Diagnosticians will make every effort to resolve issues of possible physical limitation prior to the onset of testing. Any modification will be duly noted and reported in test results.
- h. Diagnosticians will follow instructions for test administration in order to ensure accurate results, with deviations duly noted and reported.
- i. In addition to employing valid standardized instruments for assessment, observations, background information and any other pertinent information should be included in test administration.

4. Interpretation and Reporting of Results

- a. Diagnosticians interpret data from multiple assessment procedures and have an understanding of the foundations and limitations of those assessment procedures.
- b. Diagnosticians do not make conclusions unless assessment results, not just history, are present to justify those conclusions. If such evidence is lacking, diagnosticians do not make diagnostic or prognostic statements.
- c. When interpreting assessment results, diagnosticians take into account any qualitative influences on test-taking behavior, such as health, energy, motivation, and alike. Description and analysis of alternative explanations are provided with the interpretations.
- d. In the absence of published information establishing satisfactory validity of the assessment procedures, particularly, predictive validity, diagnosticians do not make firm conclusions. Diagnosticians do not imply that a relationship exists between assessment results, prescribed interventions, and desired outcomes unless empirical evidence for that relationship exists.
- e. Diagnosticians consider multicultural factors in selection of assessment procedures, interpretation of data, diagnosis, as well as formulation of prognosis and educational recommendations.
- f. Diagnosticians avoid biased or incorrect interpretation by assuring that the test norms match the client population.
- g. Diagnosticians who have the responsibility for making decisions about learners or policies based upon test results have a thorough understanding of applicable assessment procedures, educational theory, methodology, and research.
- h. Diagnosticians will ensure that results of assessment are furnished only to relevant personnel.

- i. Results will be provided in a clear, cohesive manner which lends itself to understanding by the client.
- j. Confidentiality will be of utmost importance throughout the assessment and interpretation process.
- k. Written reports shall be designed to assist the client in seeking assistance with recommendations that are clearly outlined. Global, computer generated reports that are not designed to address the unique needs of the client should be avoided.
- l. Reports should be edited for accuracy, relevance and grammar.
- m. Diagnosticians should adhere to all regulations regarding proper storage and maintenance of records.

D. Materials and Technology

1. Diagnosticians safeguard the security of the assessment procedures they use.
2. Diagnosticians using electronic means to transmit client/student records ensure that the transmission safeguards the privacy of the records.
 - a. Diagnosticians only transmit records via fax when the fax machine is in a secure location and is operated by employees who are cleared to work with confidential files.
 - b. Diagnosticians using e-mail to transmit client/student records ensure that the message is encrypted or is stripped of all client/student identifying information.
3. Diagnosticians using computer-based assessments make sure that these assessments meet the professional standards for reliability and validity for the intended use of the assessment procedure.
4. Diagnosticians ensure that when they use a computer-based assessment program; whether the program is for the administering the test, analyzing test data, scoring and/or interpreting data, or report writing, the client/student understands the strengths and limitations of the program.
5. Diagnosticians obtain preparation in how to use a computerized assessment analysis, scoring, and/or report writing software programs prior to using the program. An diagnostician also does not claim an unedited computerized assessment report as their own self-written report.
6. Diagnosticians safeguard the security and confidentiality of their client/student databases.
7. Diagnosticians are responsible for any and all scoring and assessment reports obtained as a product from a computerized assessment tool, program, or service. Any limitations related to a computer-based assessment procedure, scoring and/or analysis system, or report writing program are clearly reported and explained in any assessment report.

E. Professional Development

1. Diagnosticians engage in continuous improvement of professional performance by pursuing a program of continuing education including, but not limited to, participation in professional conferences, workshops, meetings, continuing educational courses, research, and reading of professional literature.
2. Documentation of ongoing professional development will be maintained and offered as part of the continuing certification process.

F. Research and Publications

Diagnosticians shall adhere to ethical practices in research and publications which shall include the following standards:

1. Conducting Research

Diagnosticians' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations. This includes, but is

not limited to, securing appropriate consents, providing opportunities for questions by subjects, maintaining confidentiality, debriefing, reporting accurate data, and correcting unintentional errors.

2. Reporting Research Results

a. Credit Individuals shall assign credit only to those who have contributed to a publication, presentation or product. Credit shall be assigned in proportion to contribution and only with contributor's consent.

b. Data Diagnosticians do not fabricate data. If diagnosticians discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means. When publishing reports of research, diagnosticians will provide discussion of limitations of their data, alternate hypotheses and explanations of their findings.

c. Duplicate Publication of Data Diagnosticians do not publish, as original data, data that have been previously published. This does not preclude republishing data when it is accompanied by proper acknowledgment

d. Plagiarism Diagnosticians do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

e. Sharing Research Data for Verification After research results are published, diagnosticians do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. Diagnosticians who request data from other diagnosticians to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting diagnosticians obtain prior written agreement for all other uses of the data.

3. Reviewers

Diagnosticians who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of, and the proprietary rights in, the information of those who submitted it.

4. Copyright Laws

Diagnosticians uphold copyright laws in their publications and presentations and professional practice.

Appendix D
Student Receipt of Handbook



Sul Ross State University

A Member of the Texas State University System

ALPINE, TEXAS 79832

*Department of Education
Box C-115*

*Phone (432) 837-8170
Fax (432) 837-8390*

Acknowledgment and Agreement

I acknowledge that I have received, read and understood the Sul Ross State University Diagnostician Program Handbook. I understand that it is my responsibility to abide by standards, guidelines, and policies set forth in the Diagnostician Program Handbook.

Student Signature

Date

Appendix E
Grievance Policy



Sul Ross State University

A Member of the Texas State University System
ALPINE, TEXAS 79832

Department of Education
Box C-115

Phone (432) 837-8170
Fax (432) 837-8390

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| COMPLAINTS | In this policy, the terms "complaint" and "grievance" shall have the same meaning. |
| GUIDING PRINCIPLES | SUL ROSS STATE UNIVERSITY encourages educator candidates to discuss their concerns and complaints through informal conferences with their program staff. |
| INFORMAL PROCESS | Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. |
| FORMAL PROCESS | <p>If an informal conference regarding a complaint fails to reach the outcome requested by the candidate, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, a candidate is encouraged to seek informal resolution of his or her concerns. A candidate, whose concerns are resolved, may withdraw a formal complaint at any time.</p> |
| GENERAL PROVISIONS FILING | Complaint forms and appeal notices may be filed by hand-delivery, email, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are date and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline. |
| RESPONSE | At Levels One and Two, "response" shall mean a written communication to the candidate from the appropriate EPP staff. Responses may be hand-delivered or sent by U.S. Mail or emailed to the candidate's email or mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on the deadline and received by the candidate no more than three days after the response deadline. |
| DAYS | "Days" shall mean program business days. In calculating time lines under this policy, the day a document is filed is "day zero," and all deadlines shall be determined by counting the following day as "day one." |
| GENERAL PROVISIONS | Complaints arising out of an event or a series of related events shall be addressed in one complaint. Candidates shall not bring separate or serial complaints arising from any event or series of events that have been or could |

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| UNTIMELY FILINGS | <p>have been addressed in a previous complaint.</p> <p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the program may consolidate the complaints.</p> <p>All time limits shall be strictly followed unless modified by mutual written consent.</p> |
| COSTS INCURRED | <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the candidate, at any point during the complaint process. The candidate may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p> <p>Each party shall pay its own costs incurred in the course of the complaint.</p> |
| COMPLAINT FORM | <p>Complaints under this policy shall be submitted in writing on a form provided by the program.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the candidate does not have copies of these documents, he/she may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the candidate did not know the documents existed before the Level One conference.</p> |
| AUDIO RECORDING | <p>A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refiling is within the designated time for filing a complaint.</p> |
| LEVEL ONE | <p>As provided by law, a candidate shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate's complaint is discussed. The candidate shall notify all attendees present that an audio recording is taking place.</p> <p>Complaint forms must be filed:</p> <ol style="list-style-type: none"> 1. Within 15 days of the date the candidate first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and 2. With the direct supervisor. <p>The direct supervisor shall hold a conference with the candidate within ten days after receipt of the written complaint.</p> <p>The direct supervisor shall have ten days following the conference to provide the candidate a written response.</p> |
| LEVEL TWO | <p>If the candidate did not receive the relief requested at Level One or if the time for a response has expired, the candidate may appeal the decision to the program's legal authority.</p> |

The appeal notice must be filed in writing, on a form provided by the program, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level One.

The program's legal authority or designee shall inform the candidate of the date, time, and place of the meeting at which the complaint will be discussed.

The direct supervisor shall provide the program's legal authority with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by candidate. The program's legal authority shall consider only those issues and documents presented at the preceding level and identified in the appeal notice.

The program's legal authority must provide written notice of the decision to the candidate. The EPP must retain information concerning the complaint for a minimum of three years.

After the candidate has exhausted all attempts at the program level to resolve a complaint that occurred within the past two years and has not received the relief sought, information on how to file a complaint with TEA can be secured from the EPP by information posted at their physical facility, on their website or, upon request, directions in writing.

LEVEL THREE

The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select "Educator Preparation Programs".

The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242)

All complaints filed with the TEA must be in writing. We do not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the [complaint form](#) online or by mailing or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or email it to generalinquiry@tea.texas.gov.

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following:

The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter.

Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.

- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEXAS ADMINISTRATIVE CODE §228. 70

Appendix F
Code of Ethics Receipt

Educational Diagnostician's Complaint Processes

| Term | Description or Definition |
|---------------------------|---|
| Complaints | In this policy, the terms “complaint” and “grievance” shall have the same meaning. |
| Guiding Principles | SUL ROSS STATE UNIVERSITY encourages educator candidates to discuss their concerns and complaints through informal conferences with their program staff. |
| | |
| Process | Description of Process |
| Informal Process | Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. |
| Formal Process | <p>If an informal conference regarding a complaint fails to reach the outcome requested by the candidate, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, a candidate is encouraged to seek informal resolution of his or her concerns. A candidate, whose concerns are resolved, may withdraw a formal complaint at any time.</p> |
| General Provisions Filing | Complaint forms and appeal notices may be filed by hand-delivery, email, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are date and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by U.S. Mail on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline. |
| Response | At Levels One and Two, “response” shall mean a written communication to the candidate from the appropriate EPP staff. Responses may be hand-delivered or sent by U.S. Mail or emailed to the candidate’s email or mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on the deadline and received by the candidate no more than three days after the response deadline. |
| Days | “Days” shall mean program business days. In calculating time lines under this policy, the day a document is filed is “day zero,” and all deadlines shall be determined by counting the following day as “day one.” |
| General Provisions | Complaints arising out of an event or a series of related events shall be addressed in one complaint. Candidates shall not bring separate or serial |

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| | <p>complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p> <p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the program may consolidate the complaints.</p> |
| Untimely Filings | <p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the candidate, at any point during the complaint process.</p> <p>The candidate may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.</p> |
| Costs Incurred | <p>Each party shall pay its own costs incurred in the course of the complaint.</p> |
| Complaint Form | <p>Complaints under this policy shall be submitted in writing on a form provided by the program.</p> <p>Copies of any documents that support the complaint should be attached to the complaint form. If the candidate does not have copies of these documents, he/she may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the candidate did not know the documents existed before the Level One conference.</p> <p>A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refiling is within the designated time for filing a complaint.</p> |
| Audio Recording | <p>As provided by law, a candidate shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate's complaint is discussed. The candidate shall notify all attendees present that an audio recording is taking place.</p> |
| Level One | <p>Complaint forms must be filed:</p> <ol style="list-style-type: none"> 1) Within 15 days of the date the candidate first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and 2) With the direct supervisor. <p>The direct supervisor shall hold a conference with the candidate within ten days after receipt of the written complaint.</p> <p>The direct supervisor shall have ten days following the conference to provide the candidate a written response.</p> |

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| <p>Level Two</p> | <p>If the candidate did not receive the relief requested at Level One or if the time for a response has expired, the candidate may appeal the decision to the program’s legal authority.</p> <p>The appeal notice must be filed in writing, on a form provided by the program, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level One.</p> <p>The program’s legal authority (Director of Teacher Education) or designee shall inform the candidate of the date, time, and place of the meeting at which the complaint will be discussed.</p> <p>The direct supervisor shall provide the program’s legal authority with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by candidate.</p> <p>The program’s legal authority shall consider only those issues and documents presented at the preceding level and identified in the appeal notice.</p> <p>The program’s legal authority must provide written notice of the decision to the candidate. The EPP must retain information concerning the complaint for a minimum of three years.</p> <p>After the candidate has exhausted all attempts at the program level to resolve a complaint that occurred within the past two years and has not received the relief sought, information on how to file a complaint with TEA can be secured from the EPP by information posted at their physical facility, on their website or, upon request, directions in writing.</p> |
| <p>Level Three</p> | <p>The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page and then select “Educator Preparation Programs.”</p> <p>The complaint process allows for an applicant or a candidate in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the candidate feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a candidate transferring into a program.</p> <p>Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227,232) and certification (TAC §§230, 231, 232, 239, 241, 242)</p> <p>All complaints filed with the TEA must be in writing. TEA does not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the</p> |

[complaint form](#) online or by mailing or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or email it to generalinquiry@tea.texas.gov.

To adequately review and address a complaint, TEA needs specific details. We must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaints submissions should include the following: The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter.

Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.

- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation program policy, include a copy of the policy with your complaint. Helpful documentation might include letters or e-mails exchanged between the parties.

Texas Education Agency staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows

TEXAS ADMINISTRATIVE CODE §228. 70

EDUCATOR'S CODE OF ETHICS

Texas Administrative Code §247.2

| | |
|---------------------------|--|
| <u>TITLE 19</u> | EDUCATION |
| <u>PART 7</u> | STATE BOARD FOR EDUCATOR CERTIFICATION |
| <u>CHAPTER 247</u> | EDUCATORS' CODE OF ETHICS |
| RULE §247.2 | Code of Ethics and Standard Practices for Texas Educators |

- (a) Statement of Purpose. 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. 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.

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.

State Board for Educator Certification

Texas Educators' Code of Ethics

Texas Administrative Code §247.2

Statement of Affirmation

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2, and shall abide by all enforceable standards of this rule.

Educator Candidate's signature

Date

