Syllabus
Summer I 2015
EDUC 5308.060
Current Issues in Education
Monday, June 1-Tuesday, June 30
---Online---

Instructor
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Graduate Catalog
Course Description:
Investigation of current issues which are facing the educational scene. Becoming aware of the new philosophical trends which are more obvious in both public schools and colleges, attitude and attitude change which affect the structure of the modern student and, of necessity, modify the curriculum and physical plant of the schools. Criticism, conflict, and change will relate to the social, political, legal, technical, and operational dimensions as they revolve about the educational community. *(Note: This is the description as it appears in the catalog. I have no idea who wrote this or how long ago it was written, but, when I discovered it, the deadline had passed for changing catalog copy. It will mercifully be laid to rest and replaced by the description below in time for the next offering of EDUC 5308)*
New Version of the Course Description:

A critical examination of a wide array of current educational issues from a variety of perspectives including: sociocultural, philosophical, historical, economic, moral, legal, pedagogical, professional, and personal. Emphasis will be on developing, analyzing, and clarifying personal beliefs, values, and assumptions as they relate to educational practice and decision-making within the context of what can often be contentious and difficult-to-resolve educational issues.

Course Themes:

“*It is better to debate a question without resolving it than to settle a question without debating it.*”

–Joseph Joubert (1754-1854)

“*Be ready to think and speak up, but be gentle with your opponents.*”

- Nel Noddings, Professor Emerita, Stanford University

Student Learning Outcomes:

By the end of this intensive 4 plus-week exploration of current educational issues, course participants will be better able to:

- Analyze current issues in education from the perspective of legal, moral, ethical, and professional responsibilities and obligations.

- Relate social, cultural, political, historical, philosophical, psychological, technological and economic forces and conditions to the understanding of and the development of solutions to current educational issues.

- Develop, analyze, and clarify personal beliefs, values, perspectives, and assumptions that guide teaching- and learning-related practice and decision making within the context of difficult-to-resolve educational issues.

- Utilize multiple sources and resources to search for, analyze, critique, and synthesize information and data related to current educational issues.
- Become more understanding of the role ambiguity, divergent points of view, and the need for compromise play in the resolution of educational issues.

- Develop familiarity and comfort with using both traditional and newer 21st century media/tools for: gathering and analyzing information; collaborating with peers; and expressing attitudes, beliefs, and positions on educational issues.

**Evaluation and Grading:**

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<tr>
<th>#</th>
<th>Activity/Project</th>
<th>%**</th>
<th>Assessment Criteria</th>
<th>Time frame</th>
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<tbody>
<tr>
<td>1</td>
<td>Wiki page creation, contributions, and responses</td>
<td>25%</td>
<td>Substantive, creative, timely, relevant, coherent, well-reasoned, in accord with posted criteria</td>
<td>Ongoing with weekly assessment (weeks 1-4+)</td>
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<td>2</td>
<td>Blog postings and responses</td>
<td>25%</td>
<td>Substantive, creative timely, relevant, coherent, well-reasoned, in accord with posted criteria</td>
<td>Ongoing with weekly assessment (weeks 1-4+)</td>
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<td>3</td>
<td>Discussion thread posts and responses</td>
<td>10%</td>
<td>Substantive, creative, timely, relevant, coherent, well-reasoned, in accord with posted criteria</td>
<td>Ongoing with weekly assessment (weeks 1-4+)</td>
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<tr>
<td>4</td>
<td>Overall level of participation</td>
<td>10%</td>
<td>Level of involvement in all activities/projects</td>
<td>Ongoing with overall assessment</td>
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<tr>
<td>5</td>
<td>Weekly assignments (5)</td>
<td>20%</td>
<td>Specific descriptions of and criteria for the 5 weekly assignments will be posted at the beginning of their respective weeks in their respective weekly module folders</td>
<td>Specific assignment due by the end of each week (weeks 1-4+)</td>
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<td>“Top 10 List”</td>
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<td>Final Reflection</td>
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<td>6</td>
<td>Weekly activity log</td>
<td>10%</td>
<td>Complete, accurate, relevant, in accord with posted criteria</td>
<td>Ongoing with weekly assessment (weeks 1-4+)</td>
</tr>
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</table>

*Given that this is a relatively new, on-line version of the course and very technology-dependent, it is likely that, as the course progresses, adjustment decisions will be made that will impact evaluation and grading. If and when such changes occur, you will be notified ASAP.

**All activities/projects/assignments must be completed in order to receive a passing grade.**
Teaching Strategies: Project-based instruction, Web 2.0 learning tools (e.g., wikis, blogs, eJournals, discussion boards, etc.), online modules, cooperative/collaborative learning, readings from the internet, multimedia components, internet integration, distance learning, peer responses.

Textbook: Given the nature of this course, we will not be using a traditional textbook. Instead we will be using the Internet as a source of a wide array of current issues-related, print-based and multimedia resources. It is worthy of note that, in the real world, when an educator is seeking information concerning complex, nuanced, and/or contentious educational issues, he/she typically turns to the Internet to gather information and seek clarification and resolution—not a textbook.

Technology Access: Reliable Internet access, a web browser (e.g., Microsoft Internet Explorer, Mozilla Firefox, Chrome, Safari, etc.), Blackboard, email, Microsoft Office, and Acrobat Reader. Please Note: You may find, when working with Blackboard that one internet browser may do a better job of facilitating access to the course content than another—you may want to try more than one.

Technical Support: Technology related problems (e.g., email, blackboard, matters of access etc.) can often be solved by calling the UT Tyler Information Technology Hotline at (903) 565-5555x2 or by emailing them at itsupport@patriots.uttyle.edu. In your email be sure to include:

- The title and number of the course
- The Blackboard page in question
- A description and message number for any error message that you receive
- What you were doing at the time you got the error message.

Plug-ins and Helper Applications: UT Tyler fully online and hybrid courses use Java, JavaScript, browser plug-ins, helper applications, and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online or hybrid course.
Course Policies: Read these policies carefully, and if you have any questions or concerns don’t hesitate to contact me:

- Disagreement or agreement with the views of the Professor (me!) will have absolutely no impact on your grade in the course. (It wouldn’t be much of an issues course if we all agreed on everything.)
- Respective weeks for this online class begin Mondays at 1:00 p.m and end Sundays at 11:59 pm. The final week is (Week 4 Plus) is an exception to this rule since it will be ending on the final Tuesday of the course (June 30th) at 11:59 pm.
- With the exception of the last week, all weekly due dates will fall on Sundays at 11:59 pm.
- Grades for late assignments will be lowered the equivalent of one letter grade for each day they are late.
- Please email me beforehand about any assignments that will be turned in late.
- A signed note from a doctor is required if there is any major disruption in your ability to meet course deadlines and requirements.
- Place “EDUC 5308” first in the subject line of all email communications, and follow that with your specific email subject.
- I will respond to all email in 24 hours or less (if that doesn’t happen, check my address and send me another email).
- I will answer emails on the weekend as well—the course is short, and, if you have problems or questions,

- Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. (URL: http://get.adobe.com/reader/)
- Java Runtime Environment (JRE) allows you to use interactive tools on the web. (URL: http://www.java.com/en/download/)
- Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. (URL: http://get.adobe.com/flashplayer/)
- QuickTime allows users to play back audio and video files. (URL: http://www.apple.com/quicktime/download/)
- RealPlayer allows you to view and listen to streaming video and audio. (URL: http://www.real.com/)


I don’t want to delay giving you my response. I may also send you email on weekends, so try to check at least once every day.

- You are responsible for checking Patriot email and Blackboard daily (or, better still, a few times a day). Remember, the answer to most questions will be found in the syllabus, in your weekly modules (especially in the short lists, or in Blackboard announcements/emails.
- This course depends on your participation, and the overall quality of the course will be largely dependent on the collective effort of the individual members of the class. Individual participation will be evaluated by me and by other members of the class.
- APA style should be used if references/citations are needed in any of your assignments/projects, however, most required writing will be informal in nature and, therefore, will not require formal citations.
- Evaluation of writing will be based on: clarity of thought; mechanical correctness, adherence to assignment criteria/requirements; and appropriateness for graduate study.
- Evaluation of participation will include: frequency of accessing the site and all site components, reading of all class-related materials, and contributions to discussion Forums, wikis, blogs and eJournals.
- As mentioned in an earlier section, technical support is available by calling the UTT Help Desk at 903 565-5555x2 or by emailing itsupport@patriots.utttyler.edu.
- All projects, assignments, postings, etc. must be completed in order to receive a passing grade in the course.
- Descriptions of all projects, assignments, etc. will be posted on Blackboard. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work.
- Grades of “I” will be given only when there is a compelling reason (e.g., serious and verified illness).
University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: - http://www2.utttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you
have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;

• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit;

• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

**College of Education and Psychology**

**Vision and Mission:**

**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

**School of Education Program Standards, Dispositions, and Educator”s Code of Ethics:**

**Program Standards**

The School of Education has adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for beginning teachers.

**Standard 1: Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

**Dispositions**

Dispositions are the professional behaviors you are expected to demonstrate in your interactions with students, families, colleagues, teachers and communities. Such behaviors are indicators of professionalism, support of student learning and development, and are consistent with ideas of fairness and the belief that all students can learn. Dispositions are in alignment with the Beginning Teacher Standards developed by the Interstate New Teacher Assessment and Support Consortium and are stated in positive terms. Examples of dispositional deficiencies are also stated in positive terms. All
students including student teachers will be assessed in terms of dispositions by each of their teachers and supervisors through all the phases of the program. You should be aware of the fact that repeatedly observed dispositional deficiencies may constitute grounds for dismissal from the Educator Preparation program. A three-step process based on a history of repeated, uncorrected dispositional concerns progresses from simple notification of a dispositional deficiency to possible dismissal from the program (with an opportunity for appeal).

The following categories of dispositions are assessed. Examples of behaviors that might be consistent with dispositional deficiencies are given. This list is meant to be illustrative of possible dispositional deficiencies but is neither intended to be exhaustive nor prescriptive:

**Disposition Indicators** (Example behaviors follow)

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<tr>
<th>Demonstrate professional responsibility</th>
<th>Foster collegiality</th>
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<tbody>
<tr>
<td>Embrace diversity</td>
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<tr>
<td>Maintain professional and personal integrity</td>
<td>Demonstrate commitment to learning</td>
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</table>

**Demonstrate professional responsibility**
- Being present, punctual and prepared for professional and academic activities.
- Maintaining confidentiality of student records and private communications.
- Being involved in professional development activities.
- Committing to being a lifelong learner and reflective practitioner.
- Maintaining professional competence.
- Meeting obligations to employer, students and parents.

**Foster collegiality**
- Responding constructively to evaluations by supervisors and others making appropriate corrections to address legitimate concerns.
- Using positive conflict resolution techniques.
- Maintaining positive working relationships with fellow candidates.
- Collaborating with colleagues to improve student achievement.
- Showing respect for fellow students, faculty and staff.
- Actively participating in meetings and conferences.
- Assisting others when necessary.

**Embrace diversity**
- Adapting instruction to individual differences.
- Demonstrating that diversity in the classroom and society is a strength.
- Instructing with lessons which counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that meets professional standards and is not demeaning or harmful to any individual or group.

**Demonstrate commitment to learning**
- Creating a learning environment which enables students to fulfill their potential.
- Being an advocate for all learners.
- Adapting instruction to “best practices.”
- Displaying creativity to enhance the instructional process.
**Maintain professional and personal integrity**

Adhering to the UTT honesty code.
Maintaining ethical and legal behaviors in interactions with others.
Maintaining a professional relationship with employer.


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 knowingly 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not 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.

(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