READ 5302.060 [Online]
Issues in the Teaching of Literacy
Using Children’s and Adolescent Literature
Summer 1 2015, The University of Texas at Tyler

A. Instructor Information
Dr. Olga Howard Fischer, Professor
E-Mail: ofischer@uttyler.edu (Email is the best way to contact me; I check it a minimum of twice daily, including weekends and holidays.)
Street Address: Dr. Olga Fischer, School of Education, The University of Texas at Tyler, 3900 University Blvd., Tyler, TX 75799
Office: BEP 222A
Virtual Office Hours: I will be at my computer and available from 9 a.m.-10 a.m. each day of the course.
Phone: 903 566 5612 (emergencies only); messages can also be left with Mrs. Sprayberry, our secretary, at 903 245 7133

[Technology Hotline 903 565 5555 extension 2]

Mrs. Jasmine Bonner, Graduate Teaching Assistant
Mrs. Bonner’s Email: jbonner3@patriots.uttyler.edu (the best way to contact her)
Mrs. Bonner’s Virtual Office Hours: 6:30-8:30 p.m.

B. Catalogue Course Description:
“Examination of current educational issues relating to the selection and use of children’s and adolescent literature for teaching literacy in the PreK-Grade 12 classroom.”

This graduate course will engage you in the critical examination of a wide array of current educational issues relating to the use of children’s and adolescent, i.e., young adult, literature, in the PreK-Grade 12 classroom. You will develop, analyze, and clarify your knowledge base and personal beliefs regarding children’s and adolescent literature use and selection.

C. Course Goals; Student Learning Outcomes; Assessments; and Related International Reading Association (IRA)/National Council of Teachers of English (NCTE) Standards:

Course Goals
You will have the opportunity to attain:

1. **Increased awareness of both current and perennial issues** relating to **selection and use** of children’s and adolescent literature in PreK-Grade 12 classrooms, including those relating to new communication technologies, censorship, stereotyping, and diversity. In addition to obtaining an increased understanding of diverse perspectives regarding such issues, you will clarify and develop your own positions on these issues.

2. **Increased knowledge of children’s and adolescent literature**, including relatively new literary forms, e.g., *graphica*, and, also, increased awareness of the development, breadth, and cultural diversity of children’s and adolescent literature, the defining characteristics of genre, the textual and visual elements of children’s and adolescent literature, and salient works by key authors and illustrators.
Student Outcomes/ Objectives

You will:

1. Each week, read one (if over 250 pages) or two children’s/adolescent book(s) of your choice in the required genre/of the required type (see schedule) and with a copyright date no older than 2000. Additionally, you will write a total of three short, informal 1 1/2-2-page Issues Paper relating to said book(s) (see due dates, guidelines, and criteria for writing Issues Papers separate from this syllabus). These papers will make up your Diversity Project, and hence the books themselves should have culturally different protagonists or be of different cultural perspectives from one another, i.e., different from one another in terms of race, ethnicity, etc. (IRA/NCTE 3, 2, 5, 11)

2. Formulate and post your personal position regarding an issue relating to specific works of children’s and adolescent literature raised in the course’s CRITICAL ISSUES CLASS BLOG each week. (IRA/NCTE 1-6)

3. After viewing each instructor-narrated PowerPoint lecture, successfully complete a short, online, recall & comprehension-level quiz over its content, demonstrating understanding of the development, breadth, genre, elements, awards, and salient works of children’s and adolescent literature (IRA/NCTE 1-11)

4. Participate in an informal, free exchange of ideas and feelings concerning children’s and adolescent literature with your classmates by posting at least one significant response to the class DISCUSSION BOARD FORUM and writing at least two responses each week to posts written by classmates.

Specific guidelines and grading criteria for each assignment are available on Blackboard, separate from this syllabus.

D. Teaching Strategies:

Web 2.0 learning tools (blogs, discussion boards, etc.); online, narrated PowerPoint lectures, videos, etc.; cooperative/collaborative learning; readings from the Internet; multimedia components; distance learning, peer responses, etc. (Lectures have accompanying lecture notes in pdf form for you.)

E. Required and Recommended Texts, Materials, & Supplies:

- There will be no required textbooks. The Internet will be our source for information on a wide array of current issues. You’re encouraged to find, when possible/desirable, relevant articles from reliable sources on the Internet to support positions you may take or to illustrate points you may make as the course unfolds. I will post, in the Class Critical Issues Blog, articles pertinent to issues in selection and use of children’s and adolescent literature.

- Recommended Children’s and Young Adult Lit books can be found within each instructor-narrated, PowerPoint lecture! These do not need to be purchased; you can get these from a library, etc. Books must be culturally diverse and must be targeted specifically to children, tweens, or teens. They shouldn’t be crossovers, i.e., books written for adults but assigned to students. They must have a copyright date after 2000.

  You select books of your choice, but try to pick children’s/adolescent books relevant to the grade level/s you teach/wish to teach. Some sample recommendations: Sherman Alexie’s The Absolutely True Diary of a Part-time Indian (2002); Peter Parnell and Justin Richardson’s And Tango Makes Three (2005); Gloria Whelan’s Homeless Bird (2001); Kadir Nelson’s We Are the Ship (2008); Nora Baskin’s Anything But Typical (2009); Suzanne Collins’ The Hunger Games (2008); Diane Gonzalez Bertrand’s My Pal, Victor/ Mi amigo, Victor (2004); Christopher Paul Curtis’s Elijah of Buxton (2007); Rita Williams-Garcia’s One Crazy Summer (2010); etc.

F. Technical Information and Requirements:

- You need Blackboard access and sound capability!
• **Please use Mozilla Firefox as your browser rather than Internet Explorer.** Internet Explorer can still remain your default browser, but be sure to use Firefox every time you access the course on Blackboard. You can try Chrome, but at this point, we don’t have enough data to know if it will work as smoothly as Firefox. Use of Internet Explorer will definitely make accessing course content more difficult.

• Be sure you have access to Patriot mail since you need to check it on a daily basis for announcements, and communications with me.

• **Your short issue papers** must be turned as Word documents and submitted into our Blackboard Assignments folder. Grades and instructor comments will be accessible to you via Blackboard.

• You’ll take short online quizzes on the PowerPoint lectures; be sure that you have good Internet connectivity where you are since no make-ups or retakes are possible.

• **Technical Support:** If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or you can phone the support desk at 903 565 5555 (Option 2). When you email or call IT Support, be sure to include a complete description of your question or problem including:
  - the title and number of the course
  - the page in question
  - if you get an error message, a description and message number
  - what you were doing at the time you got the error message

• **Plug-ins and Helper Applications:** UT Tyler fully online courses such as ours 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 course:
  - **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)
  - **QuickTime** allows users to play back audio and video files. [http://www.apple.com/quicktime/download](http://www.apple.com/quicktime/download)

---

**G. Course Evaluation & Grading:**

Agreement or disagreement with Dr. Fischer’s personal opinions has absolutely no bearing on grades. Please find criteria & guidelines for each assignment separate from this syllabus at our class Blackboard site.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>12 ONLINE QUIZZES</strong> (short, recall/comprehension-level items; over the content of the online instructor-created and- narrated PowerPoint lectures )</td>
<td>30%</td>
</tr>
<tr>
<td>2. <strong>8 RESPONSES to Instructor-posted CRITICAL ISSUES CLASS BLOG entries</strong> (you’ll respond with your own positions on the two issues raised by the Instructor each week; these should include brief rationale for/clarification of/ support for your positions)</td>
<td>30%</td>
</tr>
<tr>
<td>3. <strong>5 brief, informal DISCUSSION BOARD FORUM threads &amp; 10 brief responses to classmates’ posts</strong> (one brief thread post per week related to the instructor’s Discussion Board forum topic for that week and two responses per week to classmates’ threads)</td>
<td>10%</td>
</tr>
<tr>
<td>4. <strong>The Diversity Project: 3 ISSUES PAPERS</strong> (each is a short 1 1/2-to-2-page paper written over one/two books read [of the required genre/type and culturally diverse] in which you include: plot summaries of the book(s), identification of what you see as important issues related to its/their selection and</td>
<td>30%</td>
</tr>
</tbody>
</table>
curricular use, and any issues you think important relating to literary quality, illustration elements, and developmental, curricular and classroom appropriateness)

(Item 4, your Diversity Project in this course, serves as a Benchmark Assessment)

To keep track of your grade, check *Blackboard* and use the following form on the next page:
12 PowerPoint-Lecture Quizzes [60 pts. total possible]
Quiz 1 Picture Bks. & Graphica PowerPoint Lectures (5 pts. possible) = _____________ pts.
Quiz 2 Censorship PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 3 Illustration Style & Media PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 4 Folklore PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 5 Fantasy & Sci. Fi. PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 6 Elements of Fiction & Book Parts PowerPoint Lecture (5 pts.) = _____________ pts.
Quiz 7 Multicultural Lit. PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 8 Lit. w. Protagonists Having Disabilities PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 9 Hist. & Contemp. Realistic Fi. PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 10 Nonfiction PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 11 Poetry PowerPoint Lecture (5 pts. possible) = _____________ pts.
Quiz 12 History PowerPoint Lecture (5 pts. possible) = _____________ pts.

8 Critical Issue Blog Responses [60 pts. total possible]
Blog Response 1 (7.5 pts. possible) = _____________ pts.
Blog Response 2 (7.5 pts. possible) = _____________ pts.
Blog Response 3 (7.5 pts. possible) = _____________ pts.
Blog Response 4 (7.5 pts. possible) = _____________ pts.
Blog Response 5 (7.5 pts. possible) = _____________ pts.
Blog Response 6 (7.5 pts. possible) = _____________ pts.
Blog Response 7 (7.5 pts. possible) = _____________ pts.
Blog Response 8 (7.5 pts. possible) = _____________ pts.

5 Discussion Board Posts and 10 Responses to Classmate Posts (20 pts. total possible)
D.B. Post 1 and P. Response 1 and 2 (4 pts. possible) = _____________ pts.
D.B. Post 2 and P. Response 3 and 4 (4 pts. possible) = _____________ pts.
D.B. Post 3 and P. Response 5 and 6 (4 pts. possible) = _____________ pts.
D.B. Post 4 and P. Response 7 and 8 (4 pts. possible) = _____________ pts.
D.B. Post 5 and P. Response 7 and 8 (4 pts. possible) = _____________ pts.

Diversity Project : 3 Short Issues Papers (60 pts. total possible)
Issue Paper 1 (20 pts. possible) = _____________ pts.
Issue Paper 2 (20 pts. possible) = _____________ pts.
Issue Paper 3 (20 pts. possible) = _____________ pts.

Total Pts. Earned [200 pts. possible over entire course] = ______________ pts.
Course Grading Key: A = satisfactory completion of all the above and 200-180 pts.; B = satisfactory completion of all the above and 179-160 pts.; C = satisfactory completion of all the above and 159-140 pts.; D = failure to complete any of the above and/or 139-120 pts.; F = failure to complete any of the above and/or 119-0 pts.

Turn-Around Time for Grades
Quizzes—grade will be posted on BlackBoard immediately upon completion of a quiz
Discussion Board Posts and Responses—grade will be posted on BlackBoard one-week or less from submission
Blog Comments—grade will be posted on BlackBoard one-week or less from submission
Issue Papers—feedback will be sent and grade will be posted on BlackBoard one-week or less from submission
## H. Our Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>PowerPoint (ppt) Lectures &amp; Quizzes</th>
<th>Issues for Response to <em>Class Critical Issues Blog</em> Issues just for Reflection</th>
<th>Reading for <em>Issues Paper</em></th>
<th>Discussion Board Posts</th>
</tr>
</thead>
</table>
| 1    | Picture Books ppt. –and–Graphica ppt. (Quiz 1: both Picture Books and Graphica ppts.*) | *Response 1*: Do graphic novels and comics deserve a place in the Pre-K–Grade 12 literary canon?* (See *Critical Issues Blog*)  
*Response 2*: Should respect for diversity extend to matters of sexual orientation in when selecting children’s and adolescent literature works?* (See *Critical Issues Blog*)  
*Response 3*: When does teacher book selection turn into self-censorship of classroom literature? Blog Responses 1 and 2 are due at the latest by 11:59 p.m., Sunday, June 7 | No Issues Paper this week, but I strongly recommend you rough draft your first Issues Paper during this time if you can. See Week 2 below for topic. *Issues Paper 1 will be due at the latest by 11:59 p.m., Sunday, June 14.*) | Forbidden Delights Forum  
Your thread is due before 11:59 p.m., Tuesday, June 2, and your comment/reply to a peer’s thread is due by 11:59 p.m., Friday, June 5. |
| 2    | Folklore ppt. (Quiz 4: Folklore ppt.*) | *Response 3*: Folklore & Fantasy: do they promote sexist and racist stereotypes or are they integral to understanding modern fantasy and science fiction? (See *Critical Issues Blog*)  
*Response 4*: Are computerized reading incentive programs (Accelerated Reader and Scholastic Reading Counts) a pedagogically sound way of producing enthusiastic and lifelong readers?  
*Response 5*: Given the curricular demands placed on teachers today, what place, if any, should reading for pleasure have in PreK-Grade 12 classrooms? Blog Responses 3 and 4 are due at the latest by 11:59 p.m., Sunday, June 14 | *Issues Paper 1*: One or two children’s/young adult graphic novels or book/s from any ALA Banned Book List --or--One or two children’s/young adult folklore or fantasy or sci. fi. book/s (one book if over 250 pages; two books if under)  
*Issues Paper 1 is due at the latest by 11:59 p.m., Sunday, June 14*) | Shake & Quake Forum  
Your thread is due before 11:59 p.m., Tuesday, June 9, and your comment/reply to a peer’s thread is due by 11:59 p.m., Friday, June 12. |
<table>
<thead>
<tr>
<th>Week</th>
<th>PowerPoint (ppt) Lectures &amp; Quizzes</th>
<th>Issues for Response to Class Critical Issues Blog Issues just for Reflection</th>
<th>Reading for Issues Paper</th>
<th>Discussion Board Posts</th>
</tr>
</thead>
</table>
| 3    | Multicultural Lit ppt. *(Quiz 7: Multicultural Lit ppt.)*  
Lit with Protagonists having Disabilities ppt. *(Quiz 8: Lit with Protagonists Having Disabilities ppt.)*  
Classroom Library Mini-ppt. *(No Quiz)*  
*Quiz 7 & 8 Windows open 8 a.m., Monday, June 15 and close 11:59 pm., Sunday, June 21 | **Response 5:** What should make up the literary canon? (What should be put in and what should be taken out to make room? Why?)(See Critical Issues Blog)  
**Response 6:** Should we be teaching “Multicultural Literature” or literature that is multicultural? *(See Critical Issues Blog)*  
Should we deliberately select books featuring characters with disabilities for inclusion in PreK-Grade 12 literature programs?  
What role should classics play? What can or should be removed?  
Blog Responses 5 and 6 are due at the latest by 11:59 p.m., Sunday, June 21 | **Issues Paper 2:** One or two children’s/young adult book/s in any genre but that reflect a different racial, ethnic, or cultural perspective than your --or--any Dolly Gray or Schneider Family award winners (one book if over 250 pages; two books if under)  
**Issues Paper 2 is due at the latest by 11:59 p.m., Sunday, June 21** | Secret Benefactor Forum  
Your thread is due before 11:59 p.m., Tuesday, June 16, and your comment/reply to a peer’s thread is due by 11:59 p.m., Friday, June 19. |
| 4+   | Historical Fiction ppt. --and--Contemporary Realistic Fiction ppt. *(Quiz 9: both Hist. Fi, & Contemp. Realistic Fi. ppts.)*  
Nonfiction ppt. *(Quiz 10: Nonfiction ppt.)*  
Poetry ppt. *(Quiz 11: Poetry ppt.)*  
History of Children’s and Adolescent Literature ppt. *(Quiz 12: Hist. of Child & Adol. Lit. ppt.)*  
Quiz 9, 10, & 11 Windows open 8 a.m., Monday, June 22 and close 11:59 pm., Tuesday, June 30  
(no final exam) | **Response 7:** Have we carried realism too far in children’s and adolescent realistic fiction? *(See Critical Issues Blog)*  
**Response 8:** Should we teach critical consumpton of nonfiction or does this breed inappropriate cynicism in young readers? *(See Critical Issues Blog)*  
Given the new emphasis on Nonfiction, encouraged by the pragmatic influence of the Common Core and Career & College Readiness, is/should Nonfiction take up a greater portion of what we teach students?  
**Response 9:** Is literature study still relevant and what is the role of eliterature? *(See Critical Issues Blog)*  
**Response 10:** Should poetry be a part of the general literary canon or should it be relegated to elective offerings or extracurricular programs? *(See Critical Issues Blog)*  
Blog Responses 7, 8, 9, and 10 are due at the latest by 11:59 p.m., Monday, June 29 | **Issues Paper 3:** One or two children’s/young adult book/s of historical fiction or contemporary realistic fiction or nonfiction (one book if over 250 pages; two books if under)  
**Issues Paper 3 is due at the latest by 11:59 p.m., Sunday, June 28** | Dead Dogs O’Plenty Forum  
History Is Bunk Forum  
Your threads for these two forums are due before 11:59 p.m., Wednesday, June 24, and your replies to peer threads are due by 11:59 p.m., Monday, June 29. |

---

I. 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.uttyler.edu/wellness/rightsresponsibilities.php](http://www2.uttyler.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 September 4, 2012. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/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 (Sept. 4th) 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 whether 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 instructors 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 The University of Texas at 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 submitted may be subject to review by SafeAssign™, available on Blackboard.

**J. CEP Vision and Mission and Program Standards**

**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.

**Texas Administrative Code**

Title 19: Education Part 7: State Board for Educator Certification Chapter 247: Educator’s Code of Ethics

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