HIGH POINT UNIVERSITY
School of Education

Code of Professional and Ethical Behaviors

All candidates are expected to adhere to the code of professional and ethical behaviors established by the School of Education (see below). A copy of this code of behavior should be attached to any syllabus which is currently used for educational practica. It is recommended that faculty supervising educational practica remind teacher education candidates about the expectations regarding ethical and professional behaviors.

School of Education
Educator Preparation Program
Code of Professional and Ethical Behaviors

All school system employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. As prospective and current employees of the school system, candidates enrolled in both the initial and advanced teacher education and administration programs at High Point University are responsible for both the integrity and the consequences of their own actions. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching or school administration, particularly in relationships with their peers, faculty, P-12 students, parents, the public, and other employees of the school system.

(Adopted from the *Code of Ethics for North Carolina Educators* approved by the North Carolina State Board of Education in March, 2002).

Candidates enrolled in the School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school, community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. Maintaining regular attendance, being punctual and, when engaged in field-work, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Interns are expected to notify cooperating teachers, supervising principals, and University supervisors immediately if the schedule cannot be met.
3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Interns should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, etc.) with the students of the cooperating school.
4. Placing school duties and responsibility as a first priority and willingly accepting all reasonable duties assigned.
5. Never misrepresenting one's professional qualifications.
6. Conforming to university and school policies regarding standards of behavior.

7. Safeguarding all personal and confidential information concerning pupils and us it only for professional purposes. Remember that much damage can be done to students as a result of inappropriate sharing of information. *This includes refraining from texting and discussions on social networking websites and emails.*

8. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one's own personal beliefs on others.

9. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.

10. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. *Visible body piercing and tattoos may be unacceptable depending upon local school policies.* Schools have differing policies so principals or cooperating teachers should be consulted and the policies of the school strictly followed.

11. Avoiding all partiality and favoritism toward students.

12. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.

13. *Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration and University.*

14. *Refraining from using social networking sites[such as Facebook, Twitter, Myspace and others.] in the school setting other than for instructional purposes. Texting and friending students, parents and teachers (unless the school administration approves) is not permitted.*

15. *Absolutely no posting of any pictures of students on any website or social networking sites or picture sites such as Instagram. Pictures/videos of students can only be posted on approved websites approved by the school principal or a protected website approved by the High Point University Technology Coordinator.*

16. Showing good *common sense* in all situations. If one is unsure, questions should be taken to the University supervisors, the Associate Dean or Dean of the School of Education.

17. All initial and advanced students enrolled in the educator preparation program are expected to be familiar with the *Code of Ethics for North Carolina Educators* adopted by the North Carolina State Board of Education in March, 2002.

Revised and Approved by Teacher Education Council, March 2011

Each candidate must seriously assume the above responsibilities to maintain good standing in the Educator Preparation Program. Failure to do so could result in removal from the program.