Moral and Professional Character Policy
SCHOOL OF EDUCATION, SEATTLE PACIFIC UNIVERSITY

Please read the forms outlining Seattle Pacific’s Moral and Professional Character Policy, Code of Ethics and Process for Resolution of Conflicts and retain the attached materials for future reference. After reviewing the policy, complete this form and return it with the rest of your application materials.

I, _____________________________, am applying for admission to the MAT/ARC/MTMS program.

MORAL AND PROFESSIONAL FITNESS POLICY
I understand that I must establish and maintain moral character and professional fitness to be accepted into and to continue in, the School of Education. I understand I must also establish and maintain moral character and professional fitness to hold a Washington State teacher certification. I have read, understand and agree to abide by the moral character and professional fitness policies of the School of Education.

Signature_________________________________________ Date________________________

CODE OF ETHICS
I understand that “as viable models, teachers must be able to demonstrate a high standard of ethical behavior.” I have read, understand, and agree to abide by the code of ethics policies of the School of Education.

Signature_________________________________________ Date________________________
Moral and Professional Character Policy

Teacher certification programs at Seattle Pacific University include a number of experiences in public and private schools working closely with children. It is our belief that this is an important opportunity for potential teachers to learn and to develop the skills necessary for successful teaching. We believe it is our responsibility to provide prospective teachers with meaningful experiences in school settings.

At the same time, the School of Education seeks to insure that the individuals whom we send into the classrooms to work with children are adequately prepared academically, and that they possess the desirable psychological and emotional characteristics for working with children. The protection of children in the schools from inadequately trained individuals, or from individuals of questionable emotional or psychological stability is a paramount concern. Consequently, the School of Education reserves the right to refuse placement of any SPU student in a practicum setting (including Foundation & Methods quarters) if in the professional judgment of the School of Education faculty there is cause for concern about the fitness of that individual to work closely with children.

Any Seattle Pacific University student registering for any school of Education course that involves working with children does so with this understanding:

1. Admission to the course and subsequent placement with children may be denied if fitness for such placement is questionable in the exclusive judgment of the University.

2. The student may be required to withdraw from the course, practicum experience, or the residency certification program, should the School of Education receive information during the course of a practicum placement which raises concern about the fitness of the person to work in a setting with children.

3. Information received about the fitness of the student for working with children may be shared with the school district to determine if a placement can and should be made, or if a placement should continue.

4. Ultimately, the SPU School of Education cannot override school districts, or the fact that practicum placements are dependent on school district cooperation and are subject to school district approval.

5. Denial of, or removal from, a practicum setting due to lack of fitness to work with children will result in a denial of admission to the teacher education program or being dropped from a program if the student has already been admitted.

6. Acceptance into the program and completion of the program does not guarantee granting of a Washington State residency teaching certificate. In addition to satisfying the requirements of Seattle Pacific University, moral character and personal fitness to hold such certification must be established by each student with the Washington State Office of the Superintendent of Public Instruction Office of Professional Practice.
Code of Ethics

As teachers perform their duties, they serve as role models exhibiting standards of behavior which are not only observed by the students they serve, but often by colleagues, parents and members of the community. As viable models, teachers must be able to demonstrate a high standard of ethical behavior. In the School of Education, we are not only preparing teachers for their place as members of the teaching profession, we are also preparing people who will live their lives through Christian principles, giving additional meaning to our work in the development of moral character.

As students and emerging teachers, individuals will be honest and fair, and treat others with respect and trust. The following specific behaviors apply as related to the individual’s academic conduct and as an emerging teacher in teaching and reinforcing these behaviors in students:

**ACADEMIC WORK:**
1. The individual’s academic work (such as papers, assignments, reports, tests) submitted shall be the student’s own work or appropriately attributed in part or in whole to its correct sources.
2. The individual will use only his/her own information and only authorized notes or study aids on examination. This means that it is unacceptable to use information from another student or another student’s paper during an examination unless directed by an instructor to work with another student or in cooperative groups.
3. The individual will not alter a graded paper and submit it for re-grading unless asked to do so by the instructor. The individual will only submit work that is his/her own. This means that submission of commercially prepared materials as if they are one’s own is unacceptable.

**RESEARCH PROCEDURES:** Data in a piece of work must be gathered in accordance with guidelines defining the appropriate methods for collecting and generating data and must be accompanied by an accurate account of method by which data were gathered or collected.

**AIDING HONESTY IN OTHERS:** The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

**AUTHENTICITY OF DOCUMENTS:** The Individual will present only authentic documents and records such as transcripts, grade reports, letters of permission or recommendation, petitions, or any document designed to meet or exempt the individual from an established requirement or regulation.

Process for Resolution of Conflicts

1. **There shall be a review committee** consisting of three School of Education faculty members selected by the faculty.

2. **The functions of this committee shall be as follows:**
   a. Hear cases where disputes or conflicts regarding ethical decisions are not resolved at the primary level of occurrence.
   b. Make recommendations to the Dean of the School of Education for the resolution of such conflicts.
   c. Make recommendations to the Dean of the School of Education for actions to be taken as deemed necessary.
   d. Provide advice to professors and students in the School of Education when such advice is requested on ethical issues.

3. **The procedure will be as follows:**
   a. When a dispute or conflict occurs on views of ethical behavior that has not been resolved at the primary level, a written description of the situation and a request for a hearing is to be submitted to the Dean of the School of Education.
   b. The committee will set times for a hearing or review.
   c. A meeting of the committee members will be held for initial exploration.
   d. Individuals will be invited to a second meeting as needed for additional information.
   e. The committee may call upon consultants or outside resources for assistance or additional information.
   f. The committee will have a final meeting to form a conclusion or recommendation.
   g. The committee will provide in writing to the Dean of the School of Education their deliberations and findings with rationale.

4. **Consequences to a violation of ethics are implemented as follows:**
   a. The review committee may recommend any of the following actions: fail course; fail test or assignment; removal from the School’s residency certification program; or other appropriate actions.
   b. If the student wishes to appeal the Ethics Committee’s decision, the regular University academic grievance process outlined in NEXUS will be implemented.