

CSULB-CED

Student Professional Conduct Policy

I) Purpose and Background:

The CSULB College of Education (CED) is committed to preparing educators and mental health professionals who reflect high-quality standards of professionalism. In particular, the CED supports the development of professionals who will represent CSULB positively and competently in their interactions with schools, community partners, and employers.

II) Who does this policy apply to?

The policy was developed to establish and reinforce behavioral standards for professionalism and ethical practice among all students who have been admitted to a program in the CSULB College of Education (CED) and are enrolled in CED coursework, including clinical or field practice. Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities. This policy is applicable to face-to-face, hybrid and online/virtual learning environments. CED students are expected to demonstrate professionalism and effectively build rapport and positive relationships with site supervisors and students and clients at clinical/field practice sites. Interns and student teachers are expected to follow professional standards, expectations and regulations of host institutions.

III) Basis for this policy

These CED standards for professionalism closely align with accreditation requirements of the California Commission on Teacher Credentialing (CTC), as well as the professional guidelines and ethical codes of numerous professional associations affiliated with CED's programs (see Appendices). Some of these associations include: the American Counseling Association-ACA; the National Association of School Psychology-NASP; the Council for Exceptional Children-CEC; the Council for Advancement of Standards in Higher Education-CAS; and College Student Educators International-ACPA, among others

CED students must adhere to this CED professional conduct policy in addition to CSULB's Rules and Regulations and [student conduct codes](#) enforced by the [CSULB Office of Student Conduct & Ethical Development](#). All Title IX related issues and claims of discrimination, harassment, or retaliation will be referred to the [CSULB Office of Equity and Diversity](#).

IV) CED Code of Professional Conduct:

All enrolled students will be asked to electronically sign the CED Code of Student Professional Conduct at the beginning their first semester or upon application or acceptance in to a program. The College of Education (CED) defines professional conduct as a student's ability to consistently demonstrate professional behaviors and

ethical practices in classroom and clinical environments, as well as in the organizations (e.g., schools) and communities served.

CED is committed to guiding students in upholding the following professional behaviors and ethical practices in classes and clinical settings. A CED student is expected to:

1. ***Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.**
2. **Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.**
3. ****Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.**
4. **Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.**
5. **Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.**

NOTES:

***Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development that may conduct a parallel investigation process in addition to the CED referral process. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.**

****If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. CED students must adhere to this CED professional conduct policy in addition to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development. All Title IX related issues will be referred to the CSULB Office of Equity and Diversity.**

Field supervisors or mentor teachers must contact the appropriate program coordinator in the College of Education if unprofessional behaviors or concerns are observed. Although field supervisors, mentors, or other non-CSULB employees can dismiss students from the field placement site, they are not authorized to remove students from CED programs or assign

failing grades. Only the faculty of record can assign a grade. Field sites are encouraged to notify the CED program coordinator of student professionalism concerns.

V) Professional Conduct Referral Process (PCRP)

A referral process was established as part of this policy. The purpose of the Professional Conduct Referral Process (PCRP) is to document a student's unprofessional behaviors when these behaviors occur in ways that potentially disrupt the learning and working environments for others. The PCRP also provides a mechanism for greater communication within the College of Education about students who have observed-patterns of unprofessional conduct in classes, clinical/field practice, advising, and extra-curricular activities in either face-to-face or online/virtual learning environments.

The CED professional conduct referral process involves a 3-step process that is described in greater detail in this document. Figure 1 illustrates an overview of the basic steps in the CED PCRP, which is designed to meet the following primary objectives:

- 1. Identify, emphasize, and describe CED expectations for professional conduct with students who exhibit unprofessional behaviors.**
- 2. Provide students with opportunities to develop or improve professional behavior to meet CED expectations for professionalism.**
- 3. Adopt a series of steps to address professional conduct starting with alerting students to concerns that arise, providing supportive feedback, documenting actions to be taken (Action Plans), and in rare cases, disqualifying a student from an academic program when unprofessional behaviors continue despite interventions and due process.**

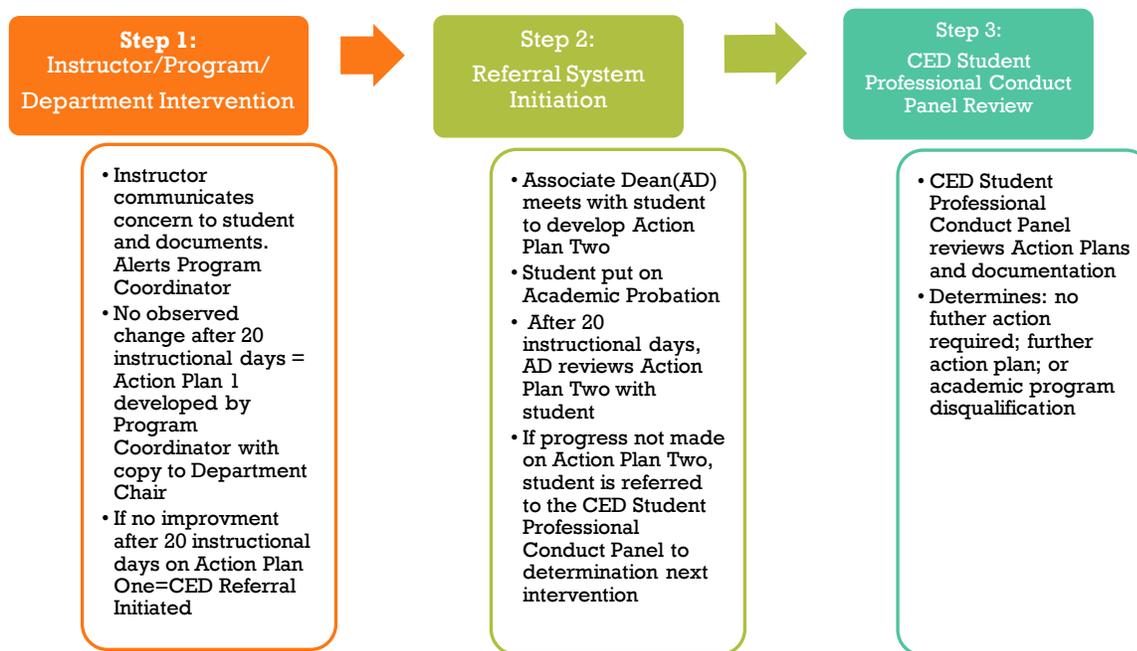


Figure 1: Basic Illustration of CED Student Conduct Referral Step

VI) Who can make referrals and when:

It is expected that when a student professional conduct concern emerges, the faculty/staff/university supervisor will alert the student to this concern in a confidential and supportive manner. This is generally the first step to addressing concerns with professionalism. In most cases, communicating concerns with a student will result in a resolution of the concerning behavior. If the behavioral concern is resolved, no further action is necessary.

If instructors, academic advisors, or field supervisors and mentors in clinical practice settings observe a consistent pattern of unprofessional behaviors that continue after addressing them with a student, they should report these observations to the appropriate Program Coordinator (see Step 1 in the process). If other students or cohort members experience or observe unprofessional behaviors, they also should be encouraged to alert their instructors or program coordinators to the concern.

VII) Steps in the CED Student Conduct Intervention and Referral Process:

If despite instructor and program coordinator communication and action planning with a student who consistently exhibits unprofessional behaviors that do not meet CED expectations for professionalism (listed in section IV under the “CED Code for Professional Conduct”), a referral for additional interventions can be made through the CED Student Professional Conduct Referral process.

It is important to note that any claims of discrimination, harassment, or retaliation should be directed to the CSULB Office of Equity and Diversity. If deemed necessary, a CSULB CARES report may also be submitted to provide a student with potentially needed support through campus-level resources (e.g., psychological services, disability accommodations, basic needs). Additionally, the CSULB Office of Student Conduct and Ethical Development may be contacted if behaviors also violate the CSULB Student Conduct Code. In these cases, concurrent investigations and interventions may occur through both the CED Student Conduct and the CSULB Student Conduct and Ethical Development processes.

Both the CED Action Plan template (see Appendix A) and online referral form (Appendix B) can be found on the CED intranet website at [Note: this is a holding place as the policy and forms will be posted once this policy is approved]. Submission of a referral form initiates a pathway of communication and student interventions described in the steps below.

Step 1: Step One occurs at the instructor, program, and department levels. If a consistent pattern of unprofessional student conduct, as described in Section IV of this policy, is observed by a faculty member/instructor, staff member, field supervisor, or other student, and is not resolved by the instructor directly addressing professionalism concerns with the student, then the program coordinator of the affiliated program is contacted. The Program Coordinator must then set up a meeting with the student to communicate concerns regarding student's professionalism and document behaviors of concern and goals for improvement on an Action Plan template (see Appendices). This will serve as the student's first action plan for intervention to improve professional behaviors. At this time, the Program Coordinator should make the Department Chair aware of the student of concern. Written summary documentation of the student meeting and a copy of Action Plan One also should be shared with the Department Chair.

After 20 instructional days from the Program Coordinator's initial meeting and Action Plan One development with the student, the Program Coordinator should set up a follow up meeting with student to assess improvements in professionalism as stipulated in the action plan. If improved professionalism has been observed, no further action is required.

However, if unprofessional student behaviors continue to be observed after a 20-instructional-day period for improvement, the Program Coordinator and Department Chair should submit an online referral form for a Professional Student Conduct Review through a campus-based CED internal routing site called Maxient: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=103

All referrals, Action Plans, and meeting notes must be uploaded along with the referral and will be kept in the referred student's online file for future reference and documentation. If improvements to professionalism have been observed and no

further action is required, this also will be noted on the Student's Action Plan and kept on file.

Step 2: Step Two formally initiates the Professional Student Conduct Review process. After the Department Chair and Program Coordinator have met with the student of concern to review the developed Action Plan and no improvements have been observed, they can submit a student conduct referral form through the CED online routing system. Documentation of student communications, meetings, and the Action Plan One from Step 1 should be uploaded, along with the referral form.

The referral will be routed to the designated Associate Dean's Office. The Associate Dean will review referral documentation and Action Plan with the Department Chair to garner a thorough understanding of the situation. The Associate Dean then will meet with the student of concern to develop a second Action Plan, which will be reviewed in an additional 20 instructional days. Development of Action Plan Two also puts the student on Administrative Academic Probation in their designated program of study. During this period, the Associate Dean may request additional support from the CSULB Dean of Students Office, if deemed necessary.

If observations of student's unprofessional behaviors continue despite a Action Plan Two and Academic Probation at the program level, OR a new referral is received within the 20 instructional days of the Action Plan Two trial period, the student is then referred to the CED Student Professional Conduct Panel for further review and action determination (Step 3).

Step 3: CED Student Professional Conduct Panel (SPCP)

The Associate Dean will notify the Chair of the CED Student Professional Conduct Panel that a review must be conducted and provide the panel chair with all documentation and Action Plans implemented to this point. The Chair will notify the student that they are under review for professional conduct and give them the opportunity to provide additional information. The Chair will convene the committee to review Action Plans and documentation and determine subsequent "next steps" for the student of concern. The composition of the SPCP is described in section VIII.

VIII) The Student Professional Conduct Panel (SPCP):

The CED SPCP consists of six representatives including: a department chair, a program coordinator, an associate dean (ex-officio status), a faculty instructor, a student, and a staff advisor, all of whom serve a staggered two-year term. CED SPCP members must receive training by the CSULB Director of Student Conduct and Ethical Development and commit to serving for two consecutive academic years.

Student Professional Conduct Panel members meet on an *ad hoc* basis to address student professional conduct concerns that: (a) were not resolved by the two initial Action Plans for improvement or, (b) involve more than one referral. If needed, the program coordinator for the student's program may be asked to be present at the CED SPCP review meeting.

At this stage, depending on the circumstances surrounding the unprofessional conduct, the CED SPCP will take one of three actions: (a) determine no further action is warranted because the student has demonstrated improvements in professionalism; (b) develop an additional Action Plan to accompany an Administrative Academic Probation warning; or (c) decide the student's consistent unprofessional behaviors warrant a recommendation to the CED Dean's Office that the student be disqualified from the program and college via an Administrative Academic Disqualification after being notified of academic probation in Step 2 of the referral process. A recommended Administrative Academic Disqualification is given due to continued unprofessional conduct that consistently falls outside of program, college, and state accreditation expectations for professionalism and ethical conduct, despite academic probation warning and interventions and opportunities (e.g., multiple Action Plans) for student improvement.

Grading: Persistent professional misconduct can result in a student receiving a grade of "F" or "NC" in enrolled courses or clinical field practice placements. If the Student Professional Conduct Panel (SPCP) recommends a student receive an Administrative Academic Disqualification following a warning of Academic Probation, the student will be disqualified from the academic program of study in the College of Education.

Appendix A

CED Code of Professional Conduct:

The College of Education (CED) defines professional conduct as a student's ability to consistently demonstrate professional behaviors and ethical practices in classroom and clinical practice settings, as well as in the organizations (e.g., schools) and communities served.

1. *Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. **Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
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5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

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I acknowledge, understand, and agree to the CED standards and expectations for professional conduct outlined in this document.

Student Signature _____ **Date** _____

Appendix B
CED ACTION PLAN
Improving Professionalism

Action Plan Number:

Student Name:

Student ID:

Student Contact Information:

Unprofessional Behaviors Observed:

Where were these behaviors observed?

What specific actions will be taken to improve professional behavior?

Student Signature _____ **Date** _____

Department Chair _____

Next Review Date (In 20 instructional days) _____

Outcome of Action Plan Review:

Improvements observed. No further action needed.

Little to no improvements observed. Make referral.

Comments

Appendix C

CED Professional Conduct Referral Form (PCRF)

Student Name:

Student ID:

Student Contact Information:

Please describe specific unprofessional behaviors exhibited by this student, including the setting and who was present when these behaviors occurred.

Please indicate what specific actions to date have been taken to assist the student in improving their professional behaviors. Attach a copy of the CED Action Plan and any additional documentation.

Thank you

Appendix D

California Commission on Teacher Credentialing (CTC)

Teacher Performance Expectations-6: Developing as a Professional Educator

Beginning Teachers...

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms.

Appendix E

Background

CED Student Conduct Policy Development Process

This CSULB College of Education Student Professional Conduct Policy was developed over time and in consultation with Vice Provost Judy Cormack, Dean of Students, Piya Bose, and CED faculty governance bodies and cross-campus professionals. The initial policy was modeled after a the field practice handbook from the CSULB Physical Therapy program.

In September of 2019, Rebecca M. Bustamante, an Associate Dean in the College of Education, in collaboration with a task force of faculty and department chairs (Drs. Masunaga, Keirn, Isbell, Stout) representative of various College of Education programs, met to explore college-wide approaches to developing a Student Professional Conduct Policy and Process. The purpose was to develop a process to address student conduct concerns arising in classroom, advising, and field service contexts (e.g., K-12 schools, clinics). Several preliminary drafts were shared with the college Leadership Team and the Faculty Council for their input. Several revisions and updates were made throughout this process.

Throughout the Fall 2019 semester, the task force met several times and reviewed student professional conduct codes and policies from other colleges, as well as ethics codes from professional organizations represented by all programs in the College of Education. Professional associations referenced included: Professional Standards by the California Council on Teacher Credentialing-CCTC; National Association of School Psychology-NASP; American Counseling Association (ACA); Student Affairs Administrators in Higher Education-NASPA; American College of Personnel Association-ACPA; and the Council for Exceptional Children-CEC. The CED Code of Professional Conduct was established based on professional conduct and ethical practice expectations of these professional associations.

Initial drafts of processes and policies also were reviewed by Vice Provost, Jody Cormack; Dean of Students, Piya Bose; and CSULB Director of Student Conduct and Ethics, Patience Bryant. Revisions were made accordingly based on their input.

After eighteen revisions and extensive stakeholder input, the policy was shared with the Assistant Vice President for Equity and Diversity, Larissa Hamada, and with Campus Counsel in October, 2020. A meeting with Dean Pavri, Vice Provost Cormack, Dr. Bryant, Dr. Bustamante, VP Hamada, and campus council was then held the end of October 2020. After further input from campus counsel, final approval was granted to the college to implement the policy in Spring 2021.