

Regent University

School of Education

Course Syllabus

EADM 538 School Law

2 Credit Hours

Glenn L. Koonce, Ed.D
245 Melonie Drive
Chesapeake, VA 23322
Phone: (757) 482-3699
E-mail: glenkoo@regent.edu

Fall 2004
October 18 – December 6, 2004
Office Phone: (757) 226-4316
Office Hours: Wednesday, 10-12
Thursday, 12-2, or by appointment

A Few Moments with God

Every human being, created in the image of God, is endowed with a power akin to that of the Creator – individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought. Instead of confining their study to do that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen. Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions.*

*White, E.G. (1995). *Title: Education, Learning from the Master*. Pacific Press Publishing Association. Boise, Idaho

I. Personal Note from the Professor to the Learners

Welcome to School Law. You will not be trained as lawyers or judges but as educational administrators with a broad based view of law governing school systems in America. This course is primarily about the law governing public, common schools and some of the information holds important implications for private and parochial schools as well. Students will gain a greater understanding of Christian leadership in schools and will have an opportunity to integrate Christian principles in their review of school law.

II. Course Description

School Law is designed to give students an understanding of the intricate roles and challenges of today's education leaders as they deal with issues related to school law. This course combines research, discussion, and application experiences as a means of examining school law. A capacity for collective practice that unifies theory and knowledge from the field will be developed. Students will explore school laws through the study of landmark cases with a special emphasis on the resulting responsibilities of school leaders. Included in this course will be a study of school law based on common law, state and federal constitutions, statutes, judicial decisions, and in the rules and regulations of the state.

III. Course Goals

- A. Based upon **State Competency 3F**, a school administrator is an educational leader who promotes the success of all students by knowing and understanding, and successful practice of legal issues impacting school operations and management. **ISLLC Standard 6** states a school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger, political, social, economic, legal, and cultural contents.
- a. To provide a framework for conveying rules of laws to schools
 - b. To understand applications of a legal principle to a particular set of facts
 - c. To review case law, whether it is from results of a final administrative decision or a decision made by the U. S. Supreme Court
 - d. To integrated Christian principles in the review of school law
 - e. To focus on a preventive approach in issues related to school law
- B. Based upon **State Competency 5B**, a school administrator is an educational leader who promotes the success of all students by knowing, understanding and a successful practice of various ethical frameworks and perspective on ethics. **ISLLC Standard 5** states a school administrator is an educational leader who promotes the success of all students by acting with integrity, and with fairness in an ethical manner.
- a. Demonstrating a personal and professional code of ethics
 - b. Understanding ones impact on the school and community
 - c. Respecting the right and dignity of all
 - d. Inspiring integrity and ethical behavior of others

IV. Course Competencies

A. General Competencies

- a. Students will become familiar with the foundations of school law and the political and social forces that have shaped it
- b. Students will demonstrate a mastery of a basic school law vocabulary
- c. Students will demonstrate the ability to determine appropriate administrative action based upon federal and state laws and local school policies and student rights
- d. Students will demonstrate an understanding of the responsibilities of the school principal when dealing with legal matters regarding employees, patrons and students.

B. Critical Competencies

- a. Students will review the current state of school law through the research of articles from any school journal, the Internet, etc.
- b. Students will review issues related to school law and the standards movement
- c. Students will become familiar with school law as it relates to student discipline and student rights
- d. Students will become familiar with school law as it relates to teacher discipline and teacher rights
- e. Students will specifically review ethics in their role as educators... be it teachers or administrators
- f. Student understanding of school law will be enhanced by selecting a school law topic and presenting it orally to the class
- g. Student understanding of school law will be assessed through both objective and written feedback

V. Course Procedures

The teaching and learning experiences of this course will emphasize the acquisition of knowledge and understanding of school law. There will be instructor's input on key concepts and essential information. There will be ongoing teacher directed instruction to guide students through learning activities that extend knowledge, understanding, and experiences to culminate in the completion of course competencies. Active learning for course participation will be emphasized.

Collaborative learning, as directed by the instructor, will be expected.

NOT ALL TOPICS IN THE TEXT WILL BE ADDRESSED IN CLASS; IT WILL BE YOUR RESPONSIBILITY TO MAKE YOURSELF FAMILIAR WITH ALL TOPICS IN THE TEXT.

All assignments are to be **double-spaced**, in **12-point font**, and according to **APA guidelines**. Your name, date, course name, and assignment number or title must appear on each assignment.

VI. Methods of Evaluation

Assignment	General Description	Due
1. Participation	Written article review/presentation	Selected Weeks
2. Case Study 1	Principal Leadership/Curriculum	Oct 25
3. Case Study 2	Student Discipline	Nov 8
4. Report	Teachers Rights	Nov 15
5. Case Study 3	Ethics	Nov 22
6. Presentation	Class presentation on a school law topic	Nov 29
7. Final Exam	Exam	Dec 6

A. Specifications for Participation Assignments

1. Assignment 1 – Article Reviews *(Total value 100 points)*

Students will review an article related to school law from a professional journal and write a 1-2 page report on the contents and review the article orally to the class. A written article review and presentation to the class will be due each class session 2 – 6. (No articles are due the first or the last two classes.) There will be a total of five articles, each worth 20 points for a total of 100 points.

Scoring Rubric – Article Review

Criteria	Value
Topic related to school law	4
Overview/summary of article reviewed	4
Student's comments about article	4
2-3 pages of well synthesized text	4
Oral presentation to class	4
Total	20

2. Assignment 2 – Case Study: Grant High School*

See Appendix 1 of this syllabus *(Due Oct 25)*

Grant High School faces internal resistance to the implementation of a state requirement that all students pass an exam as a requirement for graduation. The minutes of the faculty meeting detail the concerns of the faculty and those of the students are explained in a letter from the student council. Opposing these viewpoints is a newspaper editorial articulating the broad public support received by this measure. The district outlines the expectations for the school in responding to the

mandate, and the principal faces the challenge of pulling these disparate elements together.

- 3. Assignment 3 - Case Study 2 *Student Discipline*** (Due Nov 8)
 You are the principal of Somewhere Middle School. While making your rounds during lunch, you see a 7th grade girl and a 6th grade boy get up from the table and a fight between the two students breaks out all the way on the other side of the cafeteria. A crowd gathers around them. Ms. Bowser, a small petite teacher, is right there. After pushing off each other a couple of times the female student is given a nail file from a friend. The girl holds it up to the boy in a threatening manner. The boy in turn reaches into his pocket, draws out and opens a pocketknife. They both begin to circle around the cafeteria table. The teacher is absorbed in the crowd and does not see the weapons. The principal does not see the weapons either as he yells out "STOP" as he nears the crowd. Everyone recognized the principal's voice and the two combatants put their weapons away into their clothing and the crowd disperses.

Students are told to sit down and they all do so. The principal asks the teacher, "Who was fighting?" The teacher identifies the two students. The principal takes the two students to the office. As soon as the cafeteria gets back to normal, a student tells the teacher that the boy had a knife and the girl a nail file. The teacher goes directly to the office to tell the principal. The principal has both students in his office when the teacher tells him about the weapons. Both students deny having any weapons.

Scoring Rubric – Case Study 2

Criteria	Value
Gather the facts and apply them to the situation	20
Describe what the teacher should have done right away when she first saw the two students pushing each other	20
Describe what the principal should do when the students deny having any weapons. <i>(Be thorough and specific in your response)</i>	20
Explain rationale for steps to be taken by the principal	20
1-3 pages of well written synthesized text	20
Total	100

- 4. Assignment 4 – Report: Teacher Rights** (Due Nov 15)
 In a written document discuss your views of one of the "rights" outlined in the text:
- *Freedom of speech and expression
 - *Personal appearance
 - *Right of privacy
 - *Freedom of religion

Scoring Rubric – Teacher Rights Report

Criteria	Value
Explain the selected “right”	20
Describe the impact on schools	20
What does a principal need to do about the “right” selected	20
Personal views of the “right” selected	20
3-5 pages of well written synthesized text	20
Total	100

5. Assignment 5 - Case Study: Roosevelt High School*

See Appendix 2 of this syllabus (*Due Nov 22*)

Roosevelt High School has long held firm to its zero tolerance for unfair practices in the academic arena. It has served as a symbol of High Moral Standards, possessing a strong code of ethics for members of its community to adopt and emulate. Traditionally, the high school has been praised for its strict compliance to rules and policies and for its positive impact on the school and community in upholding such standards. Recently, the very foundation of Roosevelt High School has been challenged. The tenth grade world history teacher discovers that fifteen elaborately designed world culture projects have been plagiarized directly from a web site. The principal of Roosevelt High School goes with tradition and defends the teacher’s actions to fail the fifteen students. The decision, however, is criticized by the students’ parents and not supported by the first year superintendent who has convinced the Bryant School District Board of Education to change the grades to passing.

6. Assignment 6 - Presentation (*Due Nov29*)

Topics for presentations are **due Nov 8, 2004**. Send topic to professor via e-mail. Be sure to reference this class in the subject of the e-mail and be sure to include your first and last name.

Choose a legal issue involving school law and prepare a PowerPoint presentation with a minimum of 15 slides with **speaker notes** or write a 4-6- page speech and present it to the class. Your presentation should last 12 –15 minutes.

Scoring Rubric – Presentation (*Since presentations may be so varied, you are not obligated to follow this rubric – except the last two items. You will not be marked down – these are only general guidelines*)

Criteria	Value
Subject of presentation/speech – summarize the issue	10
Describe school setting where the issue takes place	5
Describe all the players involved	5
Separate and identify the legal issue	10
Describe the School Board’s position on the issue	5
Position yourself to respond to the issue – how would you resolve the issue	20
Identify any perceived weaknesses in your interpretation of the issue	5
4-6 pages being a speech or a minimum 15 slide PowerPoint presentation with speaker notes	20
12 – 15 minute oral presentation	20
Total	100

7. Assignment 7 – Final Exam (*Due Dec 6*)

- ◆ The final exam will mostly consist of objective items and written assignments. It will cover the entire course
- ◆ Essential concepts and terms will be covered
- ◆ The material to be tested will have been taught and reviewed through lecture, study exercises, and learning activities
- ◆ The exam must be completed independently during one sitting
- ◆ There can be no exchange of information between students
- ◆ Students are permitted to use textbooks and notes

Computation of Final Grade

1. Assignment 1 (Articles) will be scored according to a customized rubric that is included with the description of the assignment. Each article is valued at **20 points each for a total of 100 points.** All articles in Assignment 1 will be summed to yield a cumulative grade.
2. Assignments 2 & 5 (Case Studies) will be scored using a customized rubric that will be provided by the professor at the time the case study is provided.
3. Assignment 3 will be scored using a customized rubric included with the description of the assignment.
4. Assignment 4 will be scored using a customized rubric included with the description of the assignment.

5. Assignment 6 (Presentation) will be scored using the guidelines suggested in the rubric included with the description of the assignment.
6. Assignment 7 (Final Exam) will be scored using an answer key for the objective items and professor judgment for the written items. It is an open book and notebook exam.
7. The final grade for each student will be derived by calculation of the average of the seven (7) graded assignments. The numerical grade earned for this assignment will be matched to the appropriate letter grade according to the grading scale adopted by the School of Education.

All assignments must be completed and submitted to the instructor no later than Dec 6 for the course grade to be awarded for the Fall 2004 Semester

Grading Scale

The following grading scale will be used to derive each student's final grade for the course. In addition, this grading scheme can be used to determine academic progress on each of the required assignments.

Grade	Percentage Score Range	Quality Point Range	Quality Points	Rationale & Meaning of Grade
A	97-100%	3.72 - 4.00	3.86	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93-96%	3.43 - 3.71	3.57	Excellent work overall, but may be lacking in relation to some aspect of the professor's expectations. Excellent content in writing assignments.
B+	89-92%	3.14-3.42	3.28	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Good content, but lacking in some areas.
B	85-88%	2.86-3.13	3.00	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Attention to detail may have significantly improved the project.
B-	81-84%	2.57-2.85	2.71	Fair work in most areas: serious disregard of assignment specifications or standard writing and style procedures. Attention to written instructions may have significantly improved the project.
C+	77-80%	2.29-2.56	2.42	Passing work but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations.
C	73-76%	2.00-2.28	2.14	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards.
F	<73%	<2.00	0	Failing; minimal conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

VII. Resources*

Nelda H. Cambron-McCabe, Martha McCathy and Stephen Thomas
(2004) *Title: Public School Law: Teachers' and Students' Rights, Fifth Edition.* Boston, MA : Allyn and Bacon (ISBN: 0-205-35216-2)

* Note: court cases referred to at the bottom of each page

The textbook may be obtained through the Regent Bookstore. In addition to their current service as the textbook provider for regular on-campus Virginia Beach courses, the Regent Bookstore is now also the distributor of course materials to students for D.E. (online), D. C. Metro, and Virginia Beach Modular courses. To order your texts, please go to www.regentbookstore.net or you may go to www.regent.edu and click on Bookstore. Look for the tab marked Students to access this site.

VIII. Course Schedule with Associated Readings/Learning Activities

This information is general in nature and will be supported by graded assignments and numerous ungraded activities. This schedule is also subject to change, should the need arise... students will be informed if changes are made.

Date	Topic	Presenter or Learning Activity	Graded Assignment
Oct 18	Introduction	Professor	
	A few moments with God	Professor	
	Review Syllabus	Professor	
	6 Decisions that have shaped U. S. education	Lecture	
	Emphasizing a preventive philosophy in school legal matters	Group Discussion	
	Legal Framework of Public Education	Chapter 1 (pp 1-24)	
	Church/State Relations	Chapter 2 (pp 25-66)	

Date	Topic	Presenter or Learning Activity	Graded Assignment
Oct 25	Review School Law Article #1 School Attendance and Instructional Issues Principal & State Test Plan Students' Rights in Non-instructional Matters	Questions & answers Written Report & presentation Chapter 3 (pp 67-106) Case Study 1 (ETS) Chapter 4 (pp 107-142)	Assignment 1 Assignment 2
Nov 1	Review School Law Article #2 Student Classifications Rights of Students with Disabilities	Questions & answers Written Report & presentation Chapter 5 (pp 143-186) Chapter 6 (pp 187-224)	Assignment 1 (cont'd)
Nov 8	Review School Law Article #3 Student Discipline Student Discipline Terms & Conditions of Employment	Questions & answers Written Report & presentation Chapter 7 (pp 225-270) Case Study 2 Chapter 8 (pp 271-304)	Assignment 1 (cont'd) Assignment 3
Nov 15	Review School Law Article #4 Teachers Substantive Constitutional Rights Teacher Rights Discrimination in Employment	Questions & answers Written Report & presentation Chapter 9 (pp 305-345) Chapter 9 Report Chapter 10 (pp 346-391)	Assignment 1 (cont'd) Assignment 4
Nov 22	Review School Law Article #5 Termination of Employment Labor Relations Ethics	Questions & answers Written Report & presentation Chapter 11 (pp 392-435) Chapter 12 (pp 436-467) Case Study 3 (ETS)	Assignment 1 (cont'd) Assignment 5

Date	Topic	Presenter or Learning Activity	Graded Assignment
Nov 29	Review	Questions & answers	Assignment 6
	Student Presentations	In class, 12-15 minutes each	
	Tort Liability	Chapter 13 (pp 468-496)	
Dec 6	Finish any student presentations	Chapter 14 (pp 497-504) Objective & Written	Student Presentations (cont'd)
	Summary of Legal Generalizations		
	Final Exam		Assignment 7

IX. Integration of Christian faith and Bible into course content

The content and delivery of this course will be based upon Christian Principles. Course participants are expected to demonstrate expansion of thoughts and actions that reflect Christian growth and develop servant leadership

X. Internet consideration (Required for distance courses)

None for this class

XI. CAGS requirements (basis-of-evaluation statement for CAGS students)

XII. Appendices

A. Appendix 1 - Case Study: Grant High School*

B. Appendix 2 - Case Study: Roosevelt High School*

* Materials selected from Case Studies in School Leadership: Keys to a Successful Principalship, 2003. Reprinted by permission of Educational Testing Services, the Copyright owner. For limited use by Regent University.

XII. School of Education General Course Policies

A. Academic Honesty: The Word of God is a lamp unto our feet and a light unto our path and we are to confirm it by keeping His righteous ordinances (Psalms 119:105-106). It is assumed that academic honesty will prevail. Problems in this area will be handled with an equal concern for love and justice.

Plagiarism in Written Work: The central message of this policy is that, plagiarism, through ignorance, neglect, or blatant dishonesty will not be tolerated in the Regent University School of Education. Plagiarism as defined in the Regent University Student Handbook (2004) is "...stealing or using ideas, writings or images of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge ones indebtedness to another for the gist of important thoughts in formal statements, written or oral." (p.29)

If a faculty member finds evidence of plagiarism he or she will contact the student within 5 days of the collection of evidence, present the evidence, and hear the student's explanation. Following the evidence presentation phase, the faculty member will choose a course of action from a range of appropriate consequences such as, point deduction, lower grade for the respective course, course failure, or recommendation for academic dismissal. Students that disagree with the faculty member's findings and or consequences may appeal the decision with the appropriate Department Chair.

B. Course Evaluation: Students are encouraged at any point during the course to offer the instructor any comments that may be helpful to the improvement or refinement of the course (Ep.5: 21). Comments/concerns may be addressed during or after the course (via e-mail message, phone conversation, and/or face-to-face). Students are required to complete a formal course evaluation at the conclusion of the course. The course evaluation is only available in an online format. Prior to the end of the course, students will receive an e-mail indicating that the course evaluation is available. Instructions on accessing the evaluation will be included. Since the course evaluations are only available for a limited time, students should complete the evaluation as soon as they receive the e-mail notification that the evaluation is available. The online evaluations are completely confidential; your instructor will not see the results until after final grades have been submitted. All submissions, comments, and suggestions for improvement of this course are always welcome.

C. Incomplete Grades: An incomplete (I) grade will be given in a regular course only for legitimate deficiencies due to illness,

emergencies or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student's part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following term. If all work is not submitted by the end of the following term, a grade of FX will be posted automatically. The FX shall be counted as an F in the computation of the GPA.

D. In Progress Grades: In progress grades shall be given when assignments are not completed by the end of the term for the following academic work: independent studies, internships, practicums, portfolios, theses, and dissertations. An IP may also be an appropriate grade for courses in which the completion of course requirements for all students extends beyond the term in which the course is offered. An IP may be continued for a maximum of two consecutive terms. If the requirements for removal of the IP grade are not completed by the end of the final term, an NP grade will be assigned. Any student desiring reinstatement to the course after an NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

E. Withdrawal from Course Grades: A grade of W or WF shall be given to a student who withdraws from a course after the authorized add/drop period up to the end of the term registered. The designation WF shall be counted as an F in the computation of the GPA; the designation of W shall not be counted in the computation of the GPA. Any student who seeks to complete a course to which a W grade has been posted must register in a subsequent term and pay the full current tuition for the course.

F. Integration of Christian Precepts: As mentioned in the syllabus, the content of the course should reflect biblical perspectives. One such perspective is that faculty and students have a responsibility to pursue truth with integrity as noted in the Standards of Personal Conduct and the Student Honor Code.

G. Grading/Professional Development: The final grade recorded for the student may reflect assessments of professional development as well as academic performance. Evaluation of professional development will reflect the results of instructor interactions with the student on matters addressed by the college Professional Development Form. Relative weighting of these two assessment types will be communicated to the students by the instructor.

H. Class Cancellations: In case of inclement weather, class cancellations for the northern Virginia campus are guided by announcements from Fairfax County schools. Postponements/closings for the Virginia Beach campus can be obtained by calling the Regent Inclement Weather Hotline at (757) 226-4777.

I. School Writing Standard: The official standard for writing style for the School is the Publication Manual of the American Psychological Association (5th ed.). It can be ordered from Regent Bookstore (757-226-4065). Students are expected to conform their written assignments to this standard.

J. Student Papers: Students are to retrieve graded papers from the instructor, or from the School of Education office (ADM 243). **Papers that are not picked up by the third week of classes of the next term** will be returned to the professor to hold, use or discard as he or she sees fit. For distance students, submissions will be evaluated in a timely fashion and will be returned, generally using the method by which they were submitted. For example, if you submit your document via an e-mail attachment, your instructor will return it using e-mail. If you are required to submit your assignment via the Student Drop-box in Blackboard, your instructor will return it using Blackboard.

K. Re-doing Assignments: The general sentiment in the School of Education is to allow one "rewrite" of one assignment particularly during a student's first term in graduate school. Beyond that, the one recycle is generally allowed only for a failing grade. If the instructor consents, the submitted recycle must be resubmitted within seven days of student's receipt of graded assignment. Work submitted late, either initially or for resubmission, is not eligible for recycle permission.

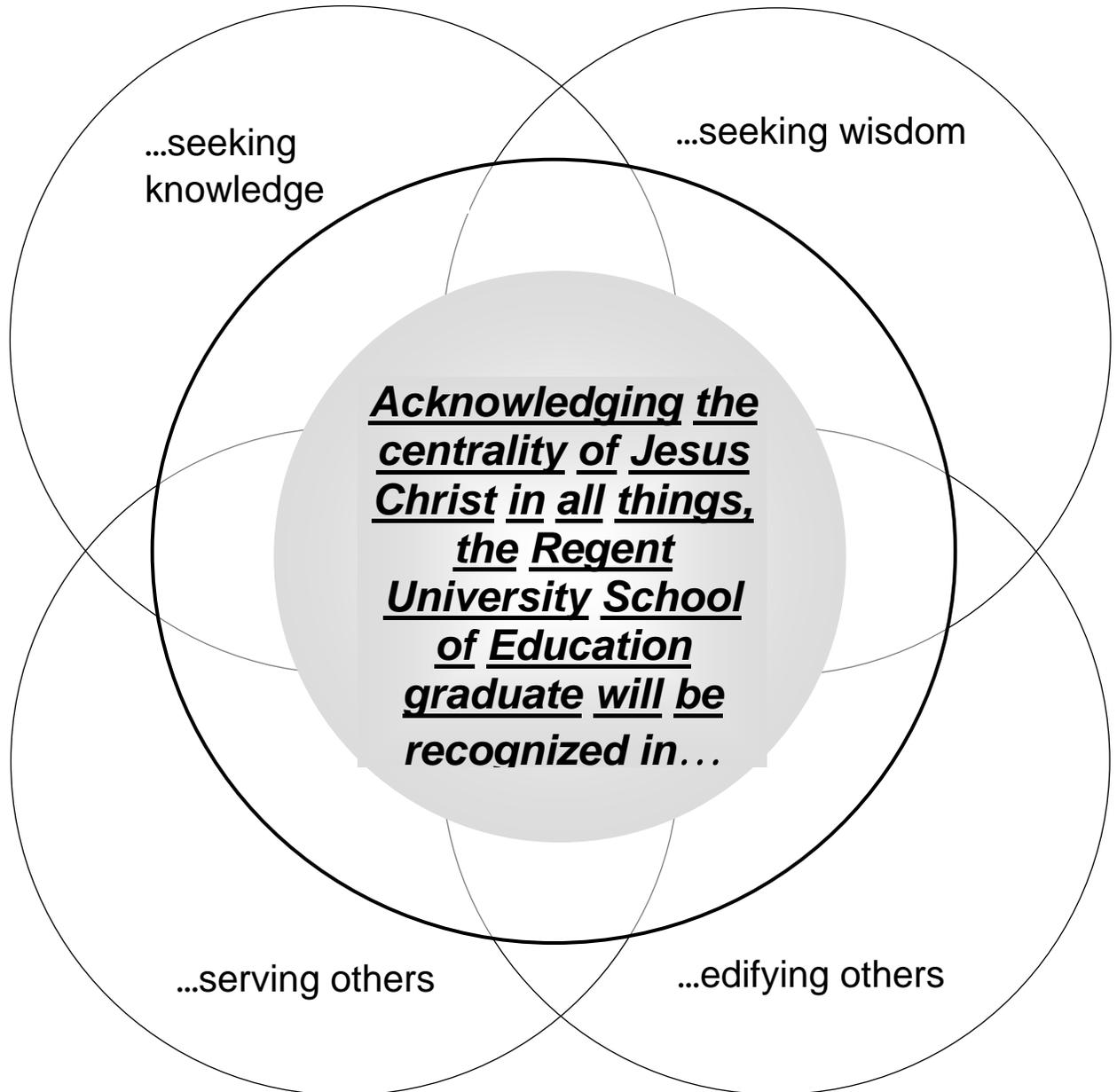
XIII. Appendices

- A. Conceptual Frame Graphic
- B. School of Education Statement
- C. APA Guidelines

XIV. Professional Development

- A. See attached *Professional Development Form*.
- B. In order to be an exemplary professional and to demonstrate Christian leadership skills, we expect professional skills to be demonstrated by the student in every course. The faculty does recognize, however, that deficiencies in necessary professional skills may become evident in students from time to time.

The Professional Development Form lists and describes critical behaviors that demonstrate moral excellence, self-discipline, and discipline/academic related communication skills. The course/instruction will include the achieving of high ratings on the Professional Development Form as a part of students' course evaluation. The professor will notify the student via personal conference that one or more professional skills falls below an acceptable level, usually below 4 on a 7 point scale. The student will have an opportunity to demonstrate improvement in the one or more areas identified by the course instructor. If performance is not raised to acceptable levels, the course grade could be adversely affected by as much as 10% of the grade for the course.



MISSION & VISION STATEMENTS Regent University School of Education

OUR MISSION:

The School of Education, through its commitment to excellence in teaching, research and service, provides a biblically based, Christian education to equip men and women in mind, heart, and character for lives of educational service and transformational leadership.

OUR VISION:

The Regent University School of Education, affirming the University mission and acknowledging its call to be a distinctive school of graduate education, commits itself to innovative and excellent academic programs; to unique and exemplary program delivery both on-campus and at a distance; to depth and breadth of faculty teaching, research and service; and to preparation and empowerment of graduates who actively embrace the challenge of transforming education through practice and example.

We pledge ourselves to transforming education worldwide by promoting biblically-compatible, research based solutions to challenges in education through bridging theory and practice, and by building effective partnerships with schools and community agencies. We are committed to building and maintaining an outstanding, diverse faculty and student body consistent with the mission of the University.

Example 1

****APA GUIDELINES****

An Example of the Research Proposal Format

Jose Canusee

Regent University

Not indented

Abstract

Example 2

This page represents a typical research proposal. It illustrates the American Psychological Association (APA) format.¹

Example 3

An Example of the Research Proposal Format

The article title is an example of a level 2 heading. The introduction does not need a separate heading.

Level 4 Heading

Text starts indented on the line under this level 4 non-indented heading.

Level 5 heading. Text starts on same line as this indented heading. Articles (Rong, 1984; Smart & Stuff, 1983) and student papers can be consulted for examples. According to Wright (1982) "proposal writing is good for one's soul" (p.13).

Give page number for direct quotes only.

Example 14

References

Rong, M. I. (1984). *How to write* (Report No. ABC1). Nowhere, VA: Computer Toys University. (Eric Document Reproduction Service No. ED1).

Do not indent

Journal title italicized. All beginning letters capitalized for journal title.

Smart, U. R., & Stuff, E. Z. (1983). Article title. *Journal Title*, 1(3), 121-130.

Post office designation for state

Wright, I. M. (1982). *Title: A book on God*. Virginia Beach, VA: CBN Publishing House.

Example 15

Capitalize after colon
Book title italicized. Only first word and proper nouns have beginning

Footnotes

¹Consult the Publication manual of the American Psychological Association (5th ed.) for further information.

DECLARATION OF VALUES Regent University School of Education

OUR VALUES:

We declare our thankfulness to Almighty God for the blessings He has bestowed on us, especially the gifts of vision, wisdom, and provision.

We declare that we value above all else our Christ-centered commitment to love and honor God and each other.

We declare our commitment to exemplary, Christ-centered education that compels us to strive for the highest academic and professional goals in developing leaders to transform the education systems of our world.

We declare our continuous commitment to apply relevant, biblically informed principles to all areas of the field of education. We will continue to prepare award-winning educators who will, in turn, influence thousands of children and their parents.

We declare our commitment to maintaining a diverse student body consistent with the mission of the University. We declare the value of drawing out the gifts and calling of each individual.

We declare that we will not let low expectations and fear be a bushel that covers the light of Holy Spirit-inspired wisdom and truth in the form of exemplary scholarship. We are doing this by developing distinguished faculty from within and drawing distinguished faculty to Regent who are currently outside our community.

In like manner, we declare a renewed commitment to the lifelong pursuit of scholarly excellence, creativity, intellectual curiosity, and academic freedom.

We declare our belief that in order to provide exemplary, Christ-centered education, we must continually strive to reflect Christ's attitudes and behaviors within the Regent community, throughout our profession, and eventually around the world.

We declare our commitment to serving our students at times and places convenient to them through both resident and distance programs.

We end our declaration by praying Paul's prayer to the Corinthians: "May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with us all. Amen."

STATEMENT OF COMMITMENT Regent University School Of Education

OUR PURPOSE:

Acknowledging the centrality of Christ in all things, the Regent University School of Education commits itself to providing learning opportunities which promote the skills, dispositions and understandings which will enable its graduates to seek knowledge and wisdom in order to serve and edify others. To this end, Regent School of Education graduates will manifest the following characteristics:

- ✦ *SEEKING KNOWLEDGE:* The School of Education graduate will...
 - ✦ formulate questions and answers that demonstrate critical thinking and reflection,
 - ✦ identify research-based solutions for current issues in the field,
 - ✦ design and develop frameworks and applications that are relationship sensitive, and solution oriented, and
 - ✦ demonstrate the scholarly characteristics of a life-long learner.

- ✦ *SEEKING WISDOM:* The School of Education graduate will...
 - ✦ demonstrate an understanding of a biblical world view and its application to learning and life, and
 - ✦ apply knowledge in a manner which demonstrates a God-given wisdom to create a world in which social justice and human dignity are valued.

- ✦ *SERVING OTHERS:* The School of Education graduate will serve others in a Christlike manner by...
 - ✦ speaking the truth in love,
 - ✦ treating others with dignity and respect,
 - ✦ supporting and encouraging others, and
 - ✦ displaying beatitudinal qualities.

- ✦ *EDIFYING OTHERS:* The School of Education graduate will...
 - ✦ inspire the learner to seek knowledge, orient the learner toward a lifelong search for wisdom, and support him/her in that pursuit,
 - ✦ enable and encourage the learner to grow in character, and to seek God's call and purpose for his/her life,

- ✦ demonstrate awareness of and sensitivity to the individual needs of their students, colleagues and community, and will strive to meet those needs in love and service, and
- ✦ exemplify a life of faithful service which will encourage others to do likewise.

PROFESSIONAL DEVELOPMENT FORM

Student _____ Faculty _____

Class _____ Date _____

Explanation: Evaluate the student's professional ability as Unsatisfactory = 1 to Outstanding = 7

GENERAL KNOWLEDGE 1 2 3 4 5 6 7

To what degree has the student developed the appropriate professional knowledge base needed for progress in the program?

APPLICATION SKILLS 1 2 3 4 5 6 7

To what degree can the student utilize the professional knowledge base and technical skills in practical situations that require analyses and syntheses?

INTEGRATION 1 2 3 4 5 6 7

To what degree does the student demonstrate the ability to integrate his/her faith and learning in a manner that reflects professional competence and an understanding of hermeneutics?

WORKMANSHIP 1 2 3 4 5 6 7

To what degree does the student demonstrate those qualities which exemplify a productive professional including such traits as attentiveness, diligence, perseverance, punctuality, self-motivation, decisiveness, honesty, and ethical behavior?

SELF-CONTROL 1 2 3 4 5 6 7

To what degree does the student possess the ability to conduct him/herself appropriately in professional relationships? Self-control is considered to be demonstrated in qualities that would include respectfulness, flexibility, temperateness, discreteness, humbleness, forgiveness, confidence, etc.

RELATIONSHIPS 1 2 3 4 5 6 7

To what degree does the student demonstrate the ability to initiate and sustain appropriate relationships as manifested by such qualities as sociability, sensitivity, discernment, concern, kindness, gentleness, etc.?

COMMUNICATION 1 2 3 4 5 6 7

To what degree does the student demonstrate the ability to communicate professional competence in both written and oral form?

Appendix 1- Case Study: Grant High School

This case study is constructed to include general background on the school setting and several documents that further define the issues.

In this case, you are to respond from the viewpoint of two fictitious principals: one as a rudimentary (or beginning) school leader performance level and the other at an accomplished level (one we all inspire to reach).

How should the principal respond to the first two questions? You will give a **rudimentary response and an accomplished response** to 1 & 2. (Four answers total)

The last three questions of this rubric outlines keys for improved performance. This type of rubric will allow you to use critical thinking and problem solving skills. **A minimum of 5 pages of well synthesized text is expected for this assignment.**

Scoring Rubric – Case Study: Grant High School

Criteria	Value
1. How should the principal respond to the concerns of the school community over the issues raised in the state testing plan? A. Rudimentary principal's response B. Accomplished principal's response	20
2. What steps should the principal take to enlist the support of the local school stakeholders in communicating these concerns to the state decision makers? A. Rudimentary principal's response B. Accomplished principal's response	20
3. What are the differences in the performance of rudimentary Principal A and accomplished Principal B?	20
4. What are the potential consequences of the continued performance of Principal A at the rudimentary level?	20
5. What are some strategies and suggestions on how to move from one level of performance to another level?	20
Total	100

Case Study

Grant High School 9-12 Suburban School

DOCUMENT 1: GRANT DAILY NEWS ARTICLE

Newspaper

Grant Daily News

High School Graduation Exams: It's About Time!

Last week the Governor signed into law the requirement that all students pass an exam before graduating. Our state has joined the other 23 states in the country that require similar exams, and our public school systems will be better off for it. For too long we've been handing out diplomas to students who couldn't read and sending off to universities and colleges graduates needing basic remedial education. The new law is an effective balance. It gives ample warning to students, taking effect with this year's entering freshmen. It requires schools to identify students early at risk of not passing and to provide remediation. More intensive remedial opportunities await students who fail on their first attempt. We applaud the Legislature's and Governor's courage in standing up to those who sought to water down the tests and grant exemptions.

Exit exams cannot be arbitrarily or capriciously imposed. They must be fair, they must measure what is taught in school, they must be challenging so curriculum does not become watered down, and they must be given early enough so students have a chance to learn where they stand and take corrective action. Our state's test meets these standards. It begins in tenth grade and students can retake it until they pass. It is based on rigorous English and mathematics coursework that is equivalent to a college preparatory program, and it includes rigorous field-testing.

The opponents of exit exams offer the usual litany of excuses and tales of woe. In the end, they remain afraid of accountability and remain willing to merely pass students along for sitting in class and behaving well, regardless of what they have or have not learned. We suspect that what scares the exams' opponents the most is fear of having to provide remediation to failed students. Parents and communities will now expect schools to effectively prepare students for the graduation exam and we encourage them to hold schools' feet to fire. We note that nations that have rigorous exit exams outscore those that do not by one to two grade levels.

Students who began as freshmen this year will be the first that must pass the exam to graduate. When they leave school, the citizens and businesses of the state will know that they have mastered challenging curricula. Our colleges and universities will know that their incoming students will not need remedial education, and the parents of our students will know how prepared their children were. Graduation exit exams were a long time coming, but now that they are here we welcome them and the era of accountability they bring with them.

DOCUMENT 2: STUDENT COUNCIL LETTER

letter

GRANT HIGH SCHOOL STUDENT COUNCIL

October 28

Dear Principal,

The student council is very concerned about the new testing law. The state passed a new law saying that we have to pass an exam to graduate, but no one asked any of us what we thought. Myself, I'm council president, play on two sports teams, am a member of the Honor Society, and get good grades. It doesn't seem fair that one single test will outweigh everything else I do in school. Several of us have been looking up information on graduation exams as part of our current events class and some things need to be brought to light.

- Classes like band, drama and art will be eliminated so that more English and math classes can be added.
- If I pass the exam as a sophomore, can I graduate then? It would seem so, since I've met the graduation criteria.
- If I'm in a class with students who failed the exam, will it just be exam prep, even if I passed already?
- We have students from foreign countries in our school; will they be able to pass the exam even if their English isn't very good?
- What if somebody's teacher is out sick or a student misses a lot of school? Will anything be done to help them get ready for the test?

We think that before the state passes a law about graduation, they should find out what students think. Some states have had their exams challenged with lawsuits. We would like to find out what we can do to change this law, even though it won't affect many of us on the student council now.

Sincerely,

Student Council President

DOCUMENT 3: GRADUATION EXAMINATIONS MEMO

memo...

Consolidated School District #27
Office of Instruction

Memorandum

TO: DISTRICT HIGH SCHOOL PRINCIPALS
FROM: SUPERINTENDENT
DATE: JANUARY 24
RE: GRADUATION EXAMINATIONS

The state legislature has recently enacted legislation requiring that every student pass a qualifying examination in order to receive a diploma. The requirement takes effect with this year's freshmen and this is not an optional requirement. It is now state law that unless the exam is passed there is no diploma. There are several important state requirements and local steps all district high schools will take.

1. The examination is first administered in grade 10. Students who fail the examination or enter the school system afterward are required to retake the examination in grade 11 and again in grade 12 if necessary. The examination is administered once annually, in March.
2. The examination has reading and mathematics components. The standards are set so that a student in a college preparatory program should be able to pass the examination in tenth grade. It is a performance-based test with multiple choice, short answer and an extended answer section in the reading component. The entire test takes four hours to complete and is administered over four days.
3. There are no exclusions, waivers, or accommodations for the test. It applies to every student, regardless of disability, language competence, or any other reason.
4. A copy of the complete regulations for the test is being sent under separate cover.

It is expected that the performance of schools and district will be measured by success on this test. The school committee has approved an action plan for the district in responding to the examination requirement. The following plan steps apply to high schools.

1. All programs of study, most critically in English and mathematics, are to be revised to assure that students have access to instruction that will prepare them for the examination. Specifically, low-level courses, typically below college preparatory, are to be eliminated and replaced with instruction targeted at examination aligned levels.
2. Courses that provide remedial intervention are to be added for grade 11 and 12 students who did not pass the examination. Earlier test results and a count of students enrolled in non-college preparatory coursework will provide a working estimate of students not expected to pass the examination. These courses are to be mandatory.
3. A specific remedial intervention plan shall be developed for each student who fails the examination in grade 10 or 11. This plan should include required remedial courses, but need not be limited to it. Special education and limited English services as well as other support should be applied on a case- by-case basis. The district is acquiring an examination aligned with the state test that can be used for planning and preparation purposes in remediation plans.
4. The district will host a facilitated work session with high school and district instructional personnel to develop shared strategies for creating high student success on the state examination. This will occur at the close of school.

DOCUMENT 4: FACULTY MEETING MINUTES

**Grant High School
Consolidated District #27**

Faculty Meeting Minutes
November 17

The topic of today's meeting was the new state graduation exam. The principal reviewed the Superintendent's memo outlining the requirements of the exam.

1. The exam requirement is in effect beginning with this year's freshmen.
2. They will first take the exam in March of grade 10.
3. The exam will be offered once annually in March.
4. Remedial plans are required for at-risk and failing students.
5. The exam covers English and mathematics.

Several faculty members wondered if there was anything that could be done to stop the exam. Several concerns were expressed about the exam.

1. There is a lot more that students learn in high school than can be covered in a single exam. It doesn't seem fair that one test alone determines whether or not someone graduates.
2. The exam only covers English and mathematics. Those two subjects are only about a quarter of what students take in high school now. Other subjects will be cut in order to prepare students for those two subjects, narrowing the curriculum.
3. Our bright students can pass the exam easily. What will challenge them to keep working when they pass as sophomores?

4. The legislation says the exam will be comparable to college prep courses. Many of our students are not in those classes and won't be able to pass the exam.
5. Students who come from different cultural backgrounds will be disadvantaged on the test, especially the English test, and will fail.
6. The test doesn't have any consideration for special needs students who don't test well; it discriminates against them and they need an exception.
7. Our classes will turn into just "teaching to the test." We do a lot of creative things in our classes and those will have to go to get kids ready for the exams.
8. A lot of our students don't care about education and doing well in school. They won't try on the exam and, when they fail, the newspapers and school committee will blame us. There's nothing we can do with unmotivated kids and parents who aren't involved.

Appendix 2 – Case Study: Roosevelt High School

The case study is constructed to include general background on the school setting and several documents that further define the issues.

In this case, you are to respond from the viewpoint of two fictitious principals: one as a rudimentary (or beginning) school leader performance level and the other at an accomplished level (one we all inspire to reach).

How should the principal respond to the first two questions? You will give a **rudimentary response and an accomplished response** to 1A, 1B, 2A and 2B. (Four answers total)

The last three questions of this rubric outlines keys for improved performance. This type of rubric will allow you to use critical thinking and problem solving skills. **A minimum of 5 pages of well synthesized text is expected for this assignment.**

Scoring Rubric – Case Study: Roosevelt High School

Criteria	Value
1. What plan could the principal present to the superintendent that might reverse the Board's decision? C. Rudimentary principal's response D. Accomplished principal's response	20
2. How might the principal use the apparent support from the PTO, local press and the faculty to build more programs that would address the needs of all students? C. Rudimentary principal's response D. Accomplished principal's response	20
3. What are the key differences in the performance of rudimentary Principal A and accomplished Principal B?	20
4. What are the potential consequences of the continued performance of Principal A at the rudimentary level?	20
5. What are some strategies and suggestions on how to move from one level of performance to another level?	20
Total	100

CASE STUDY

Roosevelt High School 9-12 Suburban School

DOCUMENT 1: LETTER FROM THE PRINCIPAL

OFFICIAL CORRESPONDENCE

Roosevelt High School
Office of the Principal

March 1

Mr. and Mrs. (Parents) Main Street

RE: Plagiarism of Multicultural Exposition Project

At the recent semester science fair, your child, Robert, submitted a project that was suspected as being plagiarized directly from a Web site. His world history teacher, guidance counselor, and I met with Robert to discuss and investigate this matter. Together, we discovered that Robert did, indeed, act with academic dishonesty in claiming to be the author of someone else's work.

As a student at Roosevelt High School, your child is held responsible for his/her own academic endeavors. The student handbook which you and Robert signed acknowledging receipt clearly states on page 77, rule 29 that "zero tolerance will be afforded to students found guilty of academic dishonesty/plagiarism." Staying in line with this rule, your child will receive a zero for his science project. Being that the project is worth 50% of Robert's grade, this zero will result in a failing grade for the course.

Your child will be afforded the opportunity to make up this loss of credit by attending summer school. Information pertaining to this program may be picked up in the counselor's office. As always, we appreciate your support and assistance in upholding Roosevelt High School's reputation for academic excellence. If you have any questions or concerns, feel free to contact me at 555-5555.

DOCUMENT 2: MEMO FROM THE SUPERINTENDENT

memo...

Superintendent -Bryant School District

To: Roosevelt High School Principal
From: Superintendent of Schools
Date: March 11
RE: Academic Dishonesty Policy

The Board of Education met on March 7 to discuss the recent infraction of academic dishonesty at the high school multicultural exposition. Although you acted within the purview of the student handbook and board approved policy, we have come to the conclusion that we cannot support your decision to fail the 15 students thus denying them credit for this course. We are directing you to change the grades to passing. The reasons behind our decision are as follows:

- 1) One infraction should not result in the loss of full course credit; thus, we are recommending that the multicultural exposition projects count no more than 25% of a student's grade allowing for individual success despite the single infraction that resulted in a zero.
- 2) We desire to seek feedback from the community and use it to strengthen relations between the school and the community; thus, our decision is based on the results of this joint effort.
- 3) Our vision is to promote the success of all students; thus, in changing the grades back to passing, we are providing an opportunity to foster this vision.

In speaking on behalf of the Board of Education, we appreciate your strict compliance with district policy, but we are directing you to uphold and carry out the decision of the Board to change the grades of the 15 world history students to passing.

DOCUMENT 3: ARTICLE FROM THE BRYANT WEEKLY NEWS

Newspaper

Bryant Weekly News

Breaking With Tradition

Suburban school, Roosevelt High, has been the center of much unwanted town is not the winning touchdown in attention. Typically, a model for rigorous academic standings with zero tolerance for academic dishonesties, Roosevelt High School's firm foundation has suffered a severe blow, and the whole school community is watching, waiting patiently to see if the institution can survive the jolt.

It seems a world history teacher gave 15 of her tenth grade students zeroes for plagiarizing their semester multicultural exposition projects from a Web site, and the zeroes placed their grades on "course failure" status. Angered, parents of the 15 students insisted that the Superintendent and School Board do something. The Board caved in to the parents' demands and ordered the principal to direct the teacher, Susan Sloan, to change the grades to passing. Ms. Sloan, holding fast to her understanding of concepts like integrity and honesty, resigned in protest.

Her simple stand has shaken the school community. The main item of

discussion on campus and around town is not the winning touchdown in last night's game but rather the topic rigorous of ethics. Now the residents are questioning the decision-making powers of the district asking what a grade means and who should determine it-angry parents or compliant School Board members.

The School Board should be celebrating educators like Susan Sloan for teaching her students how to conduct their lives rather than just using world history to study past life.

These students may learn a hard lesson in integrity from Ms. Sloan's class. Then again, they may learn what the School Board was promoting: That if enough of you bend the rules, get caught, and complain loud enough about being punished, you're wrong-doing will be overlooked.

The entire school community of Roosevelt High School may be learning a lesson, and not from those who put academic honesty on the back burner.

DOCUMENT 4: MINUTES OF THE PTO

**Roosevelt High School Parent Teacher Organization
Minutes of PTO Meeting
March 13**

Danny Spadoni called the meeting to order at 4:05 PM. Those present included president Danny Spadoni, vice-president Hazel Mays, secretary Stacey Mallett, reporter Doug McClain, treasurer Keith Browning, and 250 parent/community members.

Minutes from the last meeting were accepted on a motion by Doug McClain and seconded by Stacy Mallett.

Old Business: chairs were appointed for the following committees:
Meeting Room Chair: Keith Browning Agenda Chair: Hazel Mays
Activity Chair: Stacy Mallett
Refreshment Chair: Aimee Parley

The Agenda Committee met and prepared a draft for PTO members to distribute to solicit prospective members. The next scheduled PTO meeting will be April 10.

New Business: A heated discussion was held concerning the decision made by the Superintendent and Board of Education to change the grades from fail to pass of 15 world history students verified as plagiarizing. The high school principal and local press support the teacher's decision. The PTO wishes to show its support for dealing with violators of academic integrity in a fair and consistent manner that instills honesty and respect for hard work.

Amanda Slape made a motion for the PTO to support and encourage the principal to respond to the actions taken by the Board of Education. Glenda Pitzhugh made a second and the motion carried.

Craig Smith made a motion for the PTO to declare March 18 "Susan Sloan Day" in honor of her professional integrity and a second by Gloria Taylor adjourned the meeting at 4:55 PM.

Respectfully Submitted,

Stacy Mallett, PTO Secretary