Texas A & M University – Corpus Christi  
College of Education  

CURRENT TOPICS IN ADMINISTRATION:  
FOCUS ON LAW & FACILITIES  
EDAD 5361  

Fall 2014 Semester.  

Class Meeting Dates  
4:20-6:50 p.m.  
- October 22  
- October 29  
- November 12  
- November 19  

Dr. Steve Brown, Associate Professor  
steven.brown@tamucc.edu  
or  
drstevenmbrown@gmail.com  

262-813-0144  
(USE THIS FOR TEXT MESSAGES)  

Office Hours: To be Arranged  

Student advising modalities:  
Face-to-face, live Skype Video, text messaging and telephone.  

Course Description and Rationale  

Description:  
Structure and function of national, state and local agencies of educational governance; current issues in the politics and administration of education.  

Rationale:  
This course is designed to complement the mid-management and superintendency programs by focusing on the issues of school law and facilities. Theories, principles, and practices related to educational law and the functions of facilities will be dealt with, particularly as these two areas relate to planning, development, bond issues and the legal impact the courts and the legislature have on modern educational administration.  

Course Topics  

COURSE TOPICS:
Current Topics: Focus on Law & Facilities will examine the following topics during the semester: (Special Links for each topic)

- Various Sources of Law
- How to Interpret a Court Case
- Parental Rights in Texas
- Campus & District Decision-making
- Compulsory Attendance
- Safety & Environmental Issues I
- Safety Issues II
- Special Education
- Special Education Court cases
- Employment & Contractual Issues I
- Employment & Contractual Issues II
- Religion in the Schools I
- Religion in the Schools II
- First Amendment Rights of Students I
- First Amendment Rights of Students II
- Student discipline I
- Student discipline II
- Student discipline III
- Open Meetings in Texas
- Privacy Issues I
- Privacy Issues II
- Torts and Liability of School Districts, Officers, and Employees
- Liability of School Districts and School Personnel for Negligence - Duty, Breach of Duty, Injury, Causation, Defenses, Malpractice
- Bond Elections
- Finance Process
- Maintenance Issues from a Central Office Perspective
- Custodial Problems

This course examines the relationship between law, public policy, ethics and current issues in K-12 education. The College of Education is dedicated to preparing outstanding teachers and administrators for K-12 public and private schools. In order to adequately prepare leaders, a basic understanding of school law is crucial. Teachers and administrators need to understand school legal issues in order to create legally sound policies and to legally advocate for themselves and their students. As such, this course examines the current legal issues related to education and introduces students to legal reasoning and analysis. Its objectives are to (1) interpret the U.S. judicial and legislative systems and the formation of laws relating to public education; (2) understand the Illinois legal context within which schools function, (3) understand how legal and ethical issues interact within schools, (4) analyze current school practices from the standpoint of potential legal controversies, including the ability to practice “preventative law;” and (5) identify the dynamic nature of school law and locate resources utilizing available technology to remain current.

The standards published by the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituent Council (ELCC) establish specific performance goals for effective school leadership. This textbook for school leaders in training uses these standards as a framework for examining key aspects of the superintendent’s job.

STATE PROFICIENCIES (STANDARDS) AND TExES COMPETENCIES: IV.
The following Domains and competencies are related to the Superintendent TExES: (See the full TExES Texas Examinations of Educator Standards Field 064: Superintendent beginning on Page 13.)

Domain I--Leadership of the educational community
Competency 001--The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 004--The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district’s educational vision.

Domain III--Administrative leadership

Competency 008--The superintendent knows how to apply principals of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009--The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.

<table>
<thead>
<tr>
<th>Elements of Standards Evident in Course</th>
<th>Knowledge development</th>
<th>Skill Development: Projects, Activities, etc.</th>
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</thead>
<tbody>
<tr>
<td><em>The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district’s educational vision.</em></td>
<td><em>Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.</em></td>
<td>Case study and scenario-based learning are used to develop reasoning, problem-solving, and decision making skills as it relates to developing, articulating, implementing and stewardship of a vision of learning.</td>
</tr>
<tr>
<td>Develop a Vision</td>
<td><em>Candidates explain how data-based research strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</em></td>
<td>Case study and scenario-based learning are used to develop reasoning, problem-solving and decision making skills as it relates to developing, articulating, implementing and stewardship of a vision of learning.</td>
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<tr>
<td>Articulate a Vision</td>
<td><em>Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</em></td>
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<tr>
<td>Implement a Vision</td>
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Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through
the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Attendance & Other Matters**

**Regular attendance in class is essential.** However, at times professional responsibilities may create conflicts with class attendance. **Students must make decisions about these priorities.** If students must miss classes, then it is their responsibility to get materials, notes, and assignments from a class peer and to notify the instructor of the reason for the absence, before the missed class. In the event of emergency absences (e.g., personal illness, major accident, death of family member), students need to notify the instructor about the cause of the absence as soon as possible, preferably through e-mail communication. If there are any “in class activities” that result in points that are attributed to the regular “grade distribution,” students who miss class may not make up those assignments.

Additional assignments may be required if deemed necessary by the instructor because of the nature of the class missed or because of excessive absences (usually interpreted as more than two classes missed for unavoidable circumstances). Generally acceptable reasons for absences as (a) serious illness, (b) major religious holidays, and (c) other circumstances that are “reasonable cause for nonattendance.”

**Changes to Syllabus.** The instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as an addendum distributed electronically via email attachment and paper copy to the entire class.

**Grading Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
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<td>B</td>
<td>85–92</td>
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<td>C</td>
<td>78–84</td>
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<tr>
<td>D</td>
<td>72–83</td>
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</table>

**School Law Portfolio:** 30 Points  
**Take Home Final Examination:** 60 Points  
**Attendance, In-Class Activities and Participation:** 10 Points  
*No late papers accepted. (See Grading Rubrics at the end of this syllabus.)*

**The Course Portfolio**

**Video Assignments**

1. All students are required to view Parts I and II of the film “Separate but Equal.” The assignment is to write a 2 page summary of how the film depicts the role Thurgood Marshall played in crafting the plaintiffs’ position. (In both the Federal District Court and at the U.S. Supreme Court levels). In addition, include your own “executive summary” of the importance of Dr. Kenneth Clark’s “Doll Study” had on the U.S. Supreme Court’s decision in Brown v. Board of Education.

**Videos which will be viewed independently by students.**

Students will be given specific written assignments related to these videos throughout the semester, which will be included in the Portfolio.

The Separation of Church and State: What You OUGHT TO KNOW?

2. [http://www.youtube.com/watch?v=XAlzni13BQ](http://www.youtube.com/watch?v=XAlzni13BQ)
Morse v. Frederick

3.  http://www.youtube.com/watch?v=ht7dbgXWeRU&feature=related
Free Speech in the Schools

4.  http://www.youtube.com/watch?v=1n87_TS3-2g&feature=related
More on Students' Rights

5.  http://www.youtube.com/watch?v=t9QQCiT1e_w
School Strip-Search Case Win At Supreme Court

** (REQUIRED)  https://www.youtube.com/watch?v=kjbhxqtbyps
"Separate but Equal." Film, Part 1

** (REQUIRED)  https://www.youtube.com/watch?v=l58TMnarEFQ
"Separate but Equal." Film, Part 2

6.  https://www.youtube.com/watch?v=P2YQ3XqrA9I
Sixty years after Brown v. Board of Education, the question of how far we’ve come in eliminating segregated education is not a simple one. Gwen Ifill leads a discussion with Cheryl Brown Henderson of the Brown Foundation for Educational Equity, Excellence and Research, Sheryll Cashin of Georgetown University, Catherine Lhamon of the Department of Education and Ron Brownstein of Atlantic Media.

7.  http://txssc.txstate.edu/topics/bullying/
Bullying is one of the most prevalent and widely discussed topics pertaining to school safety and security. The 2011 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) reported that 20.1% of students had been bullied on school property and 16.2% of students had been electronically bullied (i.e., cyberbullied) during the 12 months before the survey. This type of conduct has been shown to have profound effects on youth which often continue into adulthood. Bullying behaviors in adolescence have been shown to increase the likelihood of mental health issues and negative social outcomes (Bauer, Lozano, & Rivara, 2007; Evers, Prochaska, Van Marter, Johnson, & Prochaska, 2007). Specifically, students who are bullied have shown higher levels of anxiety, higher levels of depression, and are more prone to sleeping disorders (Fekkes, Pijpers, and Vanhorick, 2004). In addition, incidents of bullying have shown to increase fear in the overall school environment, interfere with academic achievement, and foster a low level of trust in adults (Griffin, 2012). Overall, incidents of bullying create a negative school climate for teachers, staff, parents, students, and the community.

2. Select any three (3) of the other videos and write a one page executive summary of the video, emphasizing its content, focus, and your own personal point of view.

Tinker v. Des Moines Simulation
Students will be given four (4) simulations related to the 1969 Tinker v Des Moines decision. All responses will be included in the Portfolio.

Your PRIMARY Reading Material


Students are encouraged to subscribe to the National School Boards Association’s Legal Clips via email at (it is free): http://www.nsba.org/legalclips
Other reading materials are included in the syllabus as links to various sites. It is also possible that additional materials will be made available to students throughout the semester.

**Basic Information about Certification**

State certification for Texas school administrators consists of two types: full and probationary. Full certification is sought by students who have successfully completed their respective certification programs. Probationary certification may be obtained in special cases where students are hired in an administrative position prior to their completion of the required certification program. For more detailed information about full and probationary certification, refer to the State Board for Educator Certification (SBEC) website: [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

**TExES Preparation Manual**


Below is an outline of the content and activities in each unit of the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Related Activities</th>
<th>Textbook Chapter(s) and Important Landmark Court Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22</td>
<td><strong>Course Introduction.</strong> <strong>Overview and the Importance of School Law and Ethics.</strong> <strong>A Brief Tour of the Course Website.</strong> The Legal System; Sources of Law; Powers of the Court; Purpose of Law; “Stare Decisis;” Rule of law; How to read a case; The American Court system; <strong>The EQUAL PROTECTION CLAUSE OF THE U.S. CONSTITUTION.</strong> <strong>Chapter 2: America’s first school laws; System of education:</strong> Struggle for public schools; Education as a fundamental right under state constitutions, including Illinois; Tuition and fees in schools; <strong>Chapter 3:</strong> Sources of Federal role; Fundamental rights and education; Education as a unique governmental function. <strong>Separation of CHURCH AND STATE</strong> The Separation of Church and State: What You OUGHT TO KNOW? <a href="http://www.youtube.com/watch?v=f8Hy306pGmU&amp;feature=related">http://www.youtube.com/watch?v=f8Hy306pGmU&amp;feature=related</a></td>
<td>Everson v. Board; Engel v. Vitale; Abington v. Schempp; Lemon v. Kurtzman; Zelman v. Simmons-Harris; Lee v.Weisman; Wallace v. Jaffrie; Sante Fe; Westside Comm.</td>
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<tr>
<td>10/29</td>
<td><strong>Church and State.</strong> Historical background: The Wall of Separation; The writings of Jefferson and Madison; Public schools and religion; School vouchers; Equal Access Act; Flag salute; <strong>In-Class Focus Discussion Points (FDP)</strong> <strong>Discussion Focus:</strong> Does voluntary prayer, silent meditation, or graduation prayer violate the First Amendment? Must teachers and students recite the Pledge of Allegiance? To what extent can public schools teach about religion? <strong>Discussion Focus:</strong> How does the First Amendment apply to these cases? What is the difference between the Establishment Clause and the Free Exercise Clause? Do courts still use the Lemon test? <strong>Discussion Focus:</strong> What are some of the other tests that courts will consider? What is the Equal Access Act? Must you give equal emphasis to evolution and creationism in science class? To what extent can public schools teach about religion? May a teacher lead a prayer if no student objects? Can students pray at graduation or at sporting events? <strong>Discussion Focus:</strong> When students “meet at the pole” for prayer, may teachers join their students, even if the teachers are not leading the prayers? May coaches lead their team members in a prayer before a match or game?</td>
<td></td>
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</tbody>
</table>
**Student Speech and Expression: Clear and present danger; Material and substantial disruption; Threats of violence; Forum analysis; Student publications; The Internet and free speech; Federal appellate court issues en banc decision in Layshock v. Hermitage Sch. Dist.**

Schools v. Mergens; Good News

Attached is an article written by Dr. Bultinck and myself that was just published in the Phi Delta KAPPAN. It was written after Howard and I interviewed JOHN TINKER and KENNETH W.STARR as part of the 40th anniversary of the Tinker decision. Attached is an article written by Dr. Bultinck and myself that was just published in the Phi Delta KAPPAN. It was written after Howard and I interviewed JOHN TINKER and KENNETH W.STARR as part of the 40th anniversary of the Tinker decision.

The FULL INTERVIEW can be heard at the WGTD.ORG website, which aired on "Education Matters", of which I am executive producer. WGTD is a public radio station, based in Kenosha, Wisconsin.

Click here. **TINKER-STARR INTERVIEW**

**In-Class Discussion Focus:** Reflect on Justice Fortes’ famous quote “It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” Should students be permitted to wear clothing with political messages? How free are students to distribute unpopular or controversial views in school-sponsored and underground publications? Can schools censor off-campus speech? Do dress codes unconstitutionally restrict students’ freedom of speech? How do the First Amendment and Fourteenth Amendment apply to these cases?

**Discussion Focus:** How does the Eighth Amendment apply to corporal punishment? Does a temporary suspension require procedural due process? When a student is suspended, should s/he be given the opportunity to make up the work? When can school officials search student lockers, cars, possessions, and persons? How does the 4th Amendment apply? What is the difference between reasonable suspicion and probable cause? What does the data say about searches and students of color? What amendment prohibits illegal search and seizure?

**Desegregation of Public Schools. The Fourteenth Amendment; The American dilemma; Separate but equal (Plessy); Separate but equal challenged; Events leading up to Brown v. Board; Quotas and school busing; Defacto segregation;**

**In-Class Discussion Focus:** Why isn’t the “separate-but-equal doctrine more widely accepted? Why do you think so many people simply ignored the Fourteenth Amendment to the U.S. Constitution with respect to equal rights for Whites and Blacks? How did they get away with such discriminatory actions for so long? Do you think that racial segregation in public school hurts the separated races, assuming the schools are “equal” in terms of facilities, class size, teacher pay, etc?

**Discussion Focus:** Many schools today are virtually all white or all-minority, even though no law requires segregation. This is sometimes called “de facto segregation.” Do you think de facto segregation has a detrimental effect on students? If the Jim Crow South had actually followed the requirements of Plessy by providing its segregated schools with truly equal facilities, class size, teacher pay, and all other tangible ways, would an effort to challenge Plessy have succeeded? Would such an effort have been mounted in the first place? How would the country be different today if “separate but equal” were still the law?

**Discussion Focus:** 1. Was it the intention of the framers and ratifiers of the Fourteenth Amendment to completely desegregate schools? Have schools been desegregated? If not, why not? If the country is not desegregated, why is it still the law? Is desegregation still required by law? If not, why not? If it’s not required by law, why is it still the law? If it’s not required by law, why is it still the law? How would the country be different today if “separate but equal” were still the law?

**Video film clips from “With all Deliberate Speed.”**
Amendment to end racial segregation in public facilities?
2. Why do you think states such as Louisiana adopted the "one drop rule," classifying persons with as little as one-eighth African-American ancestry as black?
3. Why do you think many of the early challenges to segregated education were directed against segregation in law schools and other graduate programs?
4. Did Brown specifically overrule Plessy?
5. Given the basis for the Brown decision, what made segregation of other types of public facilities, such as beaches or golf clubs, unconstitutional?
6. Should the Court have ordered the immediate integration of public schools in 1954, rather than requiring integration "with all deliberate speed."? (There turned out to be a lot more deliberation than speed). What would have been the likely result of an immediate and massive integration of the public schools? Would it have been any worse than the problems associated with the long, slow march toward integrated schools?

Special Education. A history of neglect; EAHCA; IDEA; FAPE; LRE; Inclusion; Placement in private schools; Burlington test; Stay-Put provision; Section 504 of Rehabilitation Act;
General Definitions and Special Education Law
What is special education?
What is meant by disability, exceptionality and special needs?
What is IDEA? What is IDEIA?
What is Public Law 94-142?
Section 504
What is a 504 Plan?
What are the criteria for eligibility under a 504 Plan?
What is meant by "major life activities?"
Is the process leading to a 504 Plan similar to the IEP process?
Who is on the 504 Plan Team?

Torts and Liabilities. Definition of a tort; Strict liability; Negligence; The Tort of Bullying; Bully liability; Defenses for negligence; Educational malpractice
Videotape on Bullying.
Dr. Justin Patchin, University of Wisconsin-Eau Claire
<table>
<thead>
<tr>
<th>School Facilities</th>
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<tr>
<td><strong>School Facilities</strong></td>
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<tr>
<td><strong><a href="http://www.edlawcenter.org/issues/school-facilities-program.html">http://www.edlawcenter.org/issues/school-facilities-program.html</a></strong></td>
</tr>
<tr>
<td>Educators have long been aware that conditions in school buildings directly affect readiness to learn, student achievement, teaching quality, access to rigorous curriculum, and other issues. Research confirms that students learn best in an environment that is healthy, comfortable, naturally lit, clean, and in good repair.</td>
</tr>
<tr>
<td><strong><a href="http://parkplacepubs.biz/wordpress/5th-circuit-rules-that-school-district%E2%80%99s-facilities-did-not-violate-ada-building-regulations-2/">http://parkplacepubs.biz/wordpress/5th-circuit-rules-that-school-district%E2%80%99s-facilities-did-not-violate-ada-building-regulations-2/</a></strong></td>
</tr>
<tr>
<td>5th Circuit Rules that School District's Facilities Did Not Violate ADA Building Regulations. Issuing a decision of special interest to school facilities planners and architects, a Texas federal district court recently reversed its earlier decision in Greer v. Richardson ISD, a case pitting the mother of a junior varsity football player against the school.</td>
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<tr>
<td>Proper planning of school facilities is critical for all school districts no matter how large or small. When school districts properly plan for their school facilities they have better schools, more public use and higher value for public spending. This evaluation guide was designed for superintendents and school boards that are called on to sign off on plans presented by facility professionals and consultants, but who generally do not have experience with educational facility planning. It can also be used by community members to advocate for high quality educational facility planning.</td>
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<tr>
<td><strong><a href="http://www.ncef.org/safeschools/index.cfm">http://www.ncef.org/safeschools/index.cfm</a></strong></td>
</tr>
<tr>
<td>Safe School Facilities Checklist</td>
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<tr>
<td>NCEF provides a free <a href="http://www.ncef.org/safeschools/index.cfm">checklist</a> that combines the nation's best school facility assessment measures into one online source for assessing the safety and security of school buildings and grounds. It includes over 400 measures covering school surroundings, school grounds, buildings and facilities, communications systems, building access control and surveillance, utility systems, mechanical systems, and emergency power. The checklist is updated frequently and may be used for planning and designing new facilities or assessing existing ones.</td>
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<tr>
<td><strong>Includes videos.</strong></td>
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<tr>
<td>- Emergency preparedness for school facilities.</td>
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<tr>
<td>- Video discusses what the NCEF Safety and Security Checklist is, and how to use it.</td>
</tr>
<tr>
<td><strong><a href="http://www.ncef.org/pubs/emergency_response.pdf">http://www.ncef.org/pubs/emergency_response.pdf</a></strong></td>
</tr>
<tr>
<td>Information needed for managing school buildings, grounds, occupants, and rescue and recovery personnel during and after a crisis.</td>
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**Texas - South Texas Association of School Maintenance Officials**
Provides a forum to promote communication among all school officials and vendors involved in the maintenance of their district's facilities located throughout the Rio Grande Valley.

**Texas Education Agency Facility Funding and Standards**
Information on the state's Instructional Facilities Allotment (IFA) program and the federal Qualified Zone Academy Bond program, as well as state school facility standards and guidelines.

[http://txssc.txstate.edu/](http://txssc.txstate.edu/)
The Texas School Safety Center (TxSSC) is an official university-level research center at Texas State University, a member of the Texas State University System. The TxSSC is tasked in [Chapter 37 of the Texas Education Code](http://txssc.txstate.edu/) with key school safety initiatives and mandates that include planning, training, and drilling, and in the Governor's Homeland Security Strategic Plan. Toward this aim, the TxSSC serves as the central location for the dissemination of safety and security information, including research, training, and technical assistance for K-12 schools and junior colleges throughout the state of Texas. Specifically, the Center provides universal and regional services to students, educators, administrators, campus-based law enforcement, community organizations, state agencies, and colleges/universities in an effort to increase safety and security in Texas schools. In addition, the TxSSC also builds partnerships among youth, adults, schools, law enforcement officers, and community stakeholders to reduce the impact of tobacco on all Texans through prevention, training and enforcement initiatives.

**Videos which will be viewed independently by students.**
Students will be given specific written assignments related to these videos throughout the semester, which will be included in the Portfolio.


10. [http://www.youtube.com/watch?v=ht7dbgXWeRU&feature=related](http://www.youtube.com/watch?v=ht7dbgXWeRU&feature=related) Free Speech in the Schools

11. [http://www.youtube.com/watch?v=1n87_TS3-2g&feature=related](http://www.youtube.com/watch?v=1n87_TS3-2g&feature=related) More on Students’ Rights

12. [http://www.youtube.com/watch?v=t9QQCiT1e_w](http://www.youtube.com/watch?v=t9QQCiT1e_w) School Strip-Search Case Win At Supreme Court

** (REQUIRED) [https://www.youtube.com/watch?v=kjbhxqtbyps](https://www.youtube.com/watch?v=kjbhxqtbyps) “Separate but Equal.” Film, Part 1

**Brown v. Board of Education. Useful “study guide” materials.**

** (REQUIRED) [https://www.youtube.com/watch?v=l58TMnarEFQ](https://www.youtube.com/watch?v=l58TMnarEFQ)
“Separate but Equal.” Film, Part 2

13. [https://www.youtube.com/watch?v=P2YQ3XqrA9I](https://www.youtube.com/watch?v=P2YQ3XqrA9I)
Sixty years after Brown v. Board of Education, the question of how far we’ve come in eliminating segregated education is not a simple one. Gwen Ifill leads a discussion with Cheryl Brown Henderson of the Brown Foundation for Educational Equity, Excellence and Research, Sheryll Cashin of Georgetown University, Catherine Lhamon of the Department of Education and Ron Brownstein of Atlantic Media.

14. [http://txssc.txstate.edu/topics/bullying/](http://txssc.txstate.edu/topics/bullying/)
Bullying is one of the most prevalent and widely discussed topics pertaining to school safety and security. The 2011 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) reported that 20.1% of students had been bullied on school property and 16.2% of students had been electronically bullied (i.e., cyberbullied) during the 12 months before the survey. This type of conduct has been shown to have profound effects on youth which often continue into adulthood. Bullying behaviors in adolescence have been shown to increase the likelihood of mental health issues and negative social outcomes (Bauer, Lozano, & Rivara, 2007; Evers, Prochaska, Van Marter, Johnson, & Prochaska, 2007). Specifically, students who are bullied have shown higher levels of anxiety, higher levels of depression, and are more prone to sleeping disorders (Fekkes, Pijpers, and Vanhorick, 2004). In addition, incidents of bullying have shown to increase fear in the overall school environment, interfere with academic achievement, and foster a low level of trust in adults (Griffin, 2012). Overall, incidents of bullying create a negative school climate for teachers, staff, parents, students, and the community.

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**Grading RUBRIC**

**GRADING CRITERIA AND RUBRICS**

**EVALUATION OF STUDENT PAPERS, PROJECTS, AND PARTICIPATION**

The focus of the evaluation process is on improving professional performance. Just as there is no silver bullet, secret formula or set of foolproof steps for ensuring success as a school administrator, there is no magic formula for assigning grades in a graduate class focused on professional preparation. The value of the learning that occurs as a result of being in a class is the ultimate measure of success—not the grade that is assigned. Graduate students are generally evaluated on their overall performance in a course, not on a single criterion or performance. To facilitate the assigning of grades, a standard set of criteria and grading rubrics will be used in evaluating student performance. Use of the criteria and rubrics is at the discretion of the instructor. In all cases, the awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is satisfactorily completed. Accuracy and care in preparing materials are essential.

In addition to specific suggestions and/or criteria given in individual courses, the following grading criteria and rubrics will be used in the course. Rubrics are scoring guidelines (criteria) for evaluating work (a performance or a product) and for giving feedback. Students should check their work against the criteria to ensure they are providing evidence of quality work. It is important to let your audience know the purpose your work, what you have learned, and the level of mastery you have obtained. If you don’t show it or share it—it will not be known. Throughout the course students will be asked to evaluate their own work through reflection. Students will also be asked to evaluate the work of their cohort members through peer evaluation. Evaluation is used to support learning and growth, not to discredit or embarrass.

- **Collaborative Participation**

Prompt attendance and active, informed participation at all class meetings – both on line and face-to-face – is expected. When absence is unavoidable, students are expected to contact the professor prior to the beginning of the class session.
**Written Products**

Written work is evaluated on both content and style. Your writing demonstrates how you think and reason. It reflects your ability to communicate what you know or have discovered in a clear and organized manner. APA is the official style guide for written papers.

**Class Presentations**

Presentations are evaluated on both the content and the style of presentation. Students are expected to apply sound principles of oral communication, nonverbal communication, and adult learning when making presentations. The use of technology and effective graphics should enhance, not replace, the content of the presentation.

**Professional Portfolio**

Each student should have a professional portfolio organized by six topics linked to the eight standards for the Texas superintendent certificate. The artifacts in the portfolio should document knowledge, skills, and values related to each of the standards. A narrative discussion or reflection must be included with each artifact.

**CAVEAT:** The awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness and care in preparing materials are essential. In no case should materials be those submitted for another course; neither should the materials submitted be a collection of file materials. A grade of Incomplete will be given only in very unusual cases.

**COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
</table>

**Dimension 1: Engagement**

| Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective | Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective | Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior |

**Dimension 2: Summary**

<p>| Consistently demonstrates an organized, succinct, and polished synthesis of major themes and concepts | Generally demonstrates an organized and logical examination of major themes and concepts | Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth |</p>
<table>
<thead>
<tr>
<th>Dimension 3: Connections/Critique</th>
<th>Consistently contributes unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice</th>
<th>Generally offers clear and relevant connections and critique linking major themes/concepts, prior learning, current research and the field of practice</th>
<th>Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimension 4: Mechanics/Communication Skills</td>
<td>Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity</td>
<td>Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity</td>
<td>Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity</td>
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</table>

WRITTEN PRODUCT ASSESSMENT RUBRIC

<table>
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<tr>
<th>Dimensions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dimension 1: Engagement</td>
<td>Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion</td>
<td>Introduction, body, and conclusion provide logical flow of ideas that engages reader</td>
<td>Product lacks structure and coherence to engage reader in a meaningful flow of ideas</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dimension 2: Summary</td>
<td>Consistently demonstrates an organized, succinct, and polished synthesis of major themes and concepts</td>
<td>Generally demonstrates an organized and logical examination of major themes and concepts</td>
<td>Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth</td>
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</table>
### Dimension 3: Connections/Critique

- **Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice**
- **Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice**
- **Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice**

### Dimension 4: Mechanics/APA Format

- **Mechanically sound and follows APA format with less than two errors (mechanical or formatting)**
- **Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)**
- **Not mechanically sound; four or more mechanical and/or formatting errors**

### CLASS PRESENTATION ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Dimensions</th>
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<th>4</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1: Engagement</strong></td>
<td>Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion</td>
<td>Introduction, body, and conclusion provide logical flow of ideas that engages audience</td>
<td>Product lacks structure and coherence to engage reader in a meaningful flow of ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
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</tbody>
</table>
**Dimension 4: Mechanics/Communication Skills**

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors</td>
<td>Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation</td>
<td>Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.</td>
</tr>
</tbody>
</table>

**CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO**

<table>
<thead>
<tr>
<th>ASSESSMENT AREA</th>
<th>EXCEPTIONAL</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCEPTUALIZATION</td>
<td>Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Superintendent standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.</td>
<td>Selection of entries demonstrates knowledge of preparation goals and Texas Superintendent standards and dispositions, and an adequate understanding of their interdependence with professional practice.</td>
<td>Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Superintendent standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.</td>
</tr>
<tr>
<td>COHERENCE</td>
<td>Portfolio is enhanced by adherence to thematic framework grounded in student’s leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative development of ideas.</td>
<td>Student’s leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.</td>
<td>No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student’s leadership philosophy is unclear.</td>
</tr>
<tr>
<td>PERSONAL/PROFESSIONAL GROWTH</td>
<td>Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided self-assessment of learning and growth.</td>
<td>Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student’s work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.</td>
<td>Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.</td>
<td>Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.</td>
<td>Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract from the presentation.</td>
</tr>
</tbody>
</table>

**Texas Superintendent Certificate Standards.** The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).

**TExES**
Texas Examinations of Educator Standards
Field 064: Superintendent

Domain I—Leadership of the Educational Community (approximately 40%)
Domain II—Instructional Leadership (approximately 30%)
Domain III—Administrative Leadership (approximately 30%)

**DOMAIN I—LEADERSHIP OF THE EDUCATIONAL COMMUNITY**

**Competency 001**
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.
The superintendent knows how to:
• serve as an advocate for all children.
• model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
• implement policies and procedures that promote district personnel compliance with The Code of Ethics and Standard Practices for Texas Educators.
• apply knowledge of ethical issues affecting education.
• apply laws, policies, and procedures in a fair and reasonable manner.
• interact with district staff and students in a professional manner.

Competency 002
The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.
The superintendent knows how to:
• establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.
• facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
• implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
• use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
• institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
• facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
• recognize and celebrate contributions of staff and community toward realization of the district's vision.
• maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
• encourage and model innovative thinking and risk taking and view problems as learning opportunities.
• promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.

Competency 003
The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.
The superintendent knows how to:
• serve as an articulate spokesperson for the importance of public education in a free democratic society.
• develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
• analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
• establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
• implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
• communicate and work effectively with diverse social, cultural, ethnic, and racial groups in the district and community so that all students receive appropriate resources and instructional support to ensure educational success.
• develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members.
• use effective consensus-building and conflict-management skills.
• articulate the district's vision and priorities to the community and to the media.
• influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
• communicate effectively about positions on educational issues.
• use effective and forceful writing, speaking, and active listening skills.

Competency 004
The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.
The superintendent knows how to:
• analyze and respond to political, social, economic, and cultural factors affecting students and education.
• provide leadership in defining superintendent-board roles and establishing mutual expectations.
• communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.
• work with the board of trustees to define mutual expectations, policies, and standards.
• access and work with local, state, and national political systems and organizations to elicit input on critical educational issues.
• use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
• prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 005
The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.
The superintendent knows how to:
• facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
• implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
• implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.
• develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content, and alignment.
• use assessment to measure student learning and diagnose student needs to ensure educational accountability.
• evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
• integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.
• facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.
• facilitate the effective coordination of district and campus curricular and extracurricular programs.

Competency 006
The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.
The superintendent knows how to:
• apply knowledge of motivational theories to create conditions that encourage
staff, students, families/caregivers, and the community to strive to achieve the
district's vision.
• facilitate the implementation of sound, research-based theories and techniques
of classroom management, student discipline, and school safety to ensure a
school district environment conducive to learning.
• facilitate the development of a learning organization that encourages educational
excellence, supports instructional improvement, and incorporates best practice.
• facilitate the ongoing study of current best practice and relevant research and
encourage the application of this knowledge to district/school improvement
initiatives.
• plan and manage student services and activity programs to address developmental,
scholastic, social, emotional, cultural, physical, and leadership needs.
• establish a comprehensive school district program of student assessment,
interpretation of data, and reporting of state and national data results.
• apply knowledge of special programs to ensure that students with special needs
are provided with appropriate resources and effective, flexible instructional
programs and services.
• analyze instructional resource needs and deploy instructional resources
effectively and equitably to enhance student learning.
• analyze the implications of various organizational factors (e.g., staffing patterns,
class scheduling formats, school organizational structures, student discipline
practices) for teaching and learning.
• develop, implement, and evaluate change processes to improve student and
adult learning and the climate for learning.
• ensure responsiveness to diverse sociological, linguistic, cultural, psychological,
and other factors that may affect student development and learning and create
an environment in which all students can learn.

**Competency 007**
The superintendent knows how to implement a staff evaluation and development
system to improve the performance of all staff members and select appropriate
models for supervision and staff development.
The superintendent knows how to:
• enhance teaching and learning by participating in quality professional development
activities and studying current professional literature and research.
• develop, implement, and evaluate a comprehensive professional development
plan to address identified areas of district, campus, and/or staff need.
• facilitate the application of adult learning principles to all professional development
activities, including the use of support and follow-up strategies to facilitate
implementation.
• implement strategies to enhance professional capabilities at the district and
campus level.
• work collaboratively with other district personnel to plan, implement, and evaluate
professional growth programs.
• deliver effective presentations and facilitate learning for both small and large
groups.
• implement effective strategies for the recruitment, selection, induction, development,
evaluation, and promotion of staff.
• develop and implement comprehensive staff evaluation models that include both
formative and summative assessment and appraisal strategies.
• diagnose organizational health and morale and implement strategies and
programs to provide ongoing assistance and support to personnel.

**DOMAIN III—ADMINISTRATIVE LEADERSHIP**

**Competency 008**
The superintendent knows how to apply principles of effective leadership and
management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

The superintendent knows how to:
• apply procedures for effective budget planning and management.
• work collaboratively with stakeholders to develop district budgets.
• facilitate effective account auditing and monitoring.
• establish district procedures for accurate and effective purchasing and financial record keeping and reporting.
• acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
• use district and staff evaluation data for personnel policy development and decision making.
• apply knowledge of certification requirements and standards.
• apply knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.
• manage one's own time and the time of others to maximize attainment of district goals.
• develop and implement plans for using technology and information systems to enhance school district operations.
• apply pertinent legal concepts, regulations, and codes.

**Competency 009**
The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

The superintendent knows how to:
• apply procedures for planning, funding, renovating, and/or constructing school facilities.
• implement strategies that enable the district's physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
• apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
• develop and implement procedures for crisis planning and for responding to crises.
• apply procedures for ensuring the effective operation and maintenance of district facilities.
• implement appropriate, effective procedures in relation to district transportation services, food services, health services, and other services.
• apply pertinent legal concepts, regulations, and codes.

**Competency 010**
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

The superintendent knows how to:
• implement appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
• implement processes for gathering, analyzing, and using data for informed decision making.
• frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
• use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus.
• encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.
• apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.
• analyze and manage internal and external political systems to benefit the educational organization.

**WRITING STANDARDS**

As noted in the COURSE SYLLABUS, here are the WRITING STANDARDS for this course:

1. Written assignments must be organized into paragraphs. Each paragraph must have a topic sentence which is followed by statements which provide elaboration or supporting data.

2. Written assignments must demonstrate coherence. Ideas must be presented clearly and concisely. Transition statements should be used to link paragraphs.

3. Written assignments must clearly address the specified topic and conform to the required format. The reader should not have to guess how or why the writer's statements are linked to the assigned topic.

4. All written assignments must use standard sentence structure. Sentence fragments are not acceptable.

5. Written assignments must conform to standard rules of grammar, including punctuation rules. (If you are uncertain about comma usage rules, please seek assistance from a grammar text. Do not be creative with punctuation.)

6. Essays should include an introductory paragraph and a concluding paragraph.

7. If you have questions about any of these requirements, ask for clarification before you begin writing.

8. Always revise your work several times. Never hand in your first draft!

9. You may be asked to rewrite and resubmit a written assignment that does not communicate effectively.

10. All written assignments must conform to the length and format indicated on the syllabus.

11. All written assignments must be typed unless specifically noted otherwise.

12. Use of APA style is required for papers citing research

Discussion Questions provide a forum for students to seek clarification and answer important questions about the course material. The discussion also allows students to receive feedback from the instructor and other students in the class. A discussion question grade will be posted to the grade sheet for each Unit using the following grading criteria.

**Paper Submissions**

APA manuscript style dictates how your paper should appear on the page. There are two types of APA manuscripts: copy manuscripts (those submitted for publication) and final manuscripts (those not submitted for publication). Copy manuscripts are much more formal and may contain multiple sections. Specifically, they will have an abstract (a one-paragraph summary of the paper). The papers you produce for most University classes will be final manuscripts. Unlike copy manuscripts, final manuscripts do not, unless specifically required by an instructor, require an abstract. They do include:

- A title page
- The paper itself (the "discussion")
A title page contains three items: a running head (a short version of the title), the paper's title, and the author's name. Traditionally, the author's affiliation (the university he or she attends or works for) appears below the author's name; however, many college instructors prefer students to put the course and section number in this place (since we all know which institution we are at). The running title appears in the top right corner of every page, including the title page, right before the page number. The title, the author's name, and the author's affiliation (or course and section number) appear in the center of the title page.

Formatting the discussion, or body, of the paper, is also quite straightforward. APA final manuscripts are generally double-spaced (unless your instructor requests otherwise). As mentioned above, the running head appears in the top right corner of each page, right before the page number. The full title also appears, but only on the first page of the discussion. For subsequent pages, the running head is the only "title" present.

New paragraphs should be indented (which is the default setting for the Tab key) and there should not be an extra blank line between paragraphs.

The last thing required is the references page. This page, like the others, has the running head and page number in the upper-right hand corner. Sources should be alphabetized by the author's last name (or, for sources without authors, by the first letter in the title) and the second line of each source should be indented a half inch (the first line is not indented).

Here are a few additional formatting standards to keep in mind:

- Use standard margins: 1" on all sides.
- Use standard 12-point font size.
- Use standard double-spacing: average of 22 lines per page, and between 20 and 24 lines per page.
- Use left-aligned text. Do not right-justify.
- There should be no subtitles or spaces between paragraphs within the paper.
- When citing a quote of more than four lines, you should indent the entire quoted passage 10 spaces from the left margin. It is not necessary to indent these block quotes from the right margin. Continue with the usual double-spacing, and give the usual acknowledgements at the end of the quote. Block quotes do not require quotation marks.