Personal Note from Professor to Learners

Welcome to Law and Governance in Higher Education. This course, similar to all courses at Regent University, is taught from a Christian perspective, or worldview, which is described well by Arthur Holmes (1977, pp. 126-127):

“...to think ‘Christianly’ is to think ‘worldviewishly.’ This means we locate each field of inquiry within a Christian understanding of life as a whole, and that we interpret what we know in that larger context. The key ingredients of such a worldview will include the biblical conceptions of nature, of man, and of history, in relation to the God we know in Christ. To think Christianly is to bring these concepts into our thinking about everything else...It is here that the Christian rests his confidence that rational and scientific inquiry can bring good results, that the technology we develop can either bless us or curse us, according to the wisdom and morality with which we use it. Here too rests the Christian artist’s belief that he can take matter and shape a thing of beauty, for man was made by God, a created creator, to create things that God himself only made possible....To think Christianly, we must locate our arts and sciences, our educational and our social tasks, within this Christian view of nature.”


The subject considered in this course is broad, and the readings lengthy. I therefore encourage you to be actively and continually engaged in this course throughout its duration. Please contact me by e-mail, phone, or in person with any questions or comments you have.

Finally, a valid criticism of the three semester system is that there is no break to “recharge batteries.” Another valid criticism is that we try and cram papers and
discussion boards into the same weeks. We will address this by compressing 13 weeks of material into nine weeks, but also giving you a week off for your papers. We will complete the class in early August, giving you at least some time off prior to beginning a new semester.

**COURSE DESCRIPTION:**

This course will examine higher education law and governance from the perspective of academicians and leaders. It will focus on an overview of postsecondary education law, and particularly focus on the relationship between colleges and trustees, faculty, students, community, state and federal governments, educational associations, and business. This course seeks to help you understand how law influences practices in the everyday life of colleges and universities.

**COURSE COMPETENCIES**

At the conclusion of this course, the learners will demonstrate that they can:

1. Understand and apply critical issues concerning the law of higher education.
2. Understand and discuss legal issues and areas of possible litigation.
3. Understand the impact of law on the daily affairs of colleges and universities.
4. Describe factors that may enhance or hinder college and university liability.
5. Engage in dialogue in a scholarly manner while investigating some of the constructs of college and university law.

**COURSE PROCEDURES**

Students are required to (a) complete all assigned readings, (b) complete and submit assigned exercises (graded by the instructor), and (c) participate in the Discussion Board.

**METHOD OF EVALUATING STUDENT PERFORMANCE**

**Research Paper and Quizzes (70% of Grade)**

The principal assessment tools in this course are a research paper (two if you are in the EdD program) and four quizzes based on the text and other materials I provide. The quizzes are each 10% of your grade (40% total) and the research paper is 30% of your grade (if a doctoral student with two papers, the first paper is 10% of the grade and the second paper will constitute 20%). All papers must be in the format of 12 point Times New Roman, double-spaced. Exclusive of cover page and bibliography, each paper must be at least ten pages in length (but no more than 15 pages).

All written submissions will be graded using the following percentages:
By “Thoroughness,” I mean researching and writing with sufficient rigor and exactitude to explore a subject in depth consistent with graduate-level studies. All papers must have at least fifteen sources outside of the class texts and Scripture, and not more than six of these sources can be from the internet (yes, you must find books from the library or material from Regent Library’s electronic databases). By “Organization,” I mean arranging the paper in such a way that it logically flows from point to point. By “Quality of Writing,” I mean using proper punctuation, spelling, grammar, and a concise and precise writing style, so that thoughts and concepts are clearly presented. See my document entitled “Paper Expectations” in the Course Materials of Blackboard for help and information regarding writing style (in fact, I have found that wise students review “Paper Expectations” prior to beginning a writing assignment, review it during the assignment, and then review it one more time before submitting the assignment). By “Citation Format,” I mean that citations and format must be according to APA Style (Government students note the change from my normal requirements).

Please submit all papers as e-mail attachments to me (jdavids@regent.edu). These documents must be formatted in WORD and sent by twelve o’clock midnight EDT on their respective due dates. Late submissions will automatically have one point deducted every four hours or fraction thereof from their final assessment (e.g., one point will be deducted if the paper is submitted between 12:01 – 4:00 a.m., two points will be deducted if the paper is submitted between 4:01 and 8:00 a.m., etc.).

**Dialogue Sessions Throughout the Course (30% of Grade)**

The purpose of dialogue in this course is first and foremost for you to acquire and test your understanding of the required and recommended literature. You can read the material, but the test of whether you have some mastery of the concepts is the extent to which you can discuss and apply the concepts. If we met in class, we could discuss the topics verbally. The threaded discussion dialogues replace classes. As Masters and doctoral level students, you should eagerly look forward to testing your understanding of every concept with your study group members and professors. You will find some topics and concepts more useful than others or easier to understand and apply. Not everyone will see things the way you do, so we will all benefit from your comments if you find something particularly useful - or if you find something particularly worthless. The idea is to contribute to the common learning.

Dialogue etiquette requires that posts not be longer than about 200 words (I will admit that I do not rigorously enforce this, since sometimes a post is flowing really well and to develop a thought fully requires more than 200 words). A characteristic of good writing is to be able to say what you mean in well-crafted tightly-worded documents. The focus of dialogue is on critical thinking about the material and how well you can engage in scholarly discourse with your colleagues. You are expected to use the discussions and other weekly interaction assignments to show your understanding of, questions about, and application of the content of the readings.
Evaluation of dialogue considers a balance of quality and quantity. Dialogue is a process rather than an assignment thus it is important that you engage other students early on in the forum's time period and continue to engage learners throughout the open time period. You should pose new thoughts and questions as well as respond to the thoughts and questions of other learners. It is important that you demonstrate mastery of the material through new application or evaluation of the material. Evaluation also includes how well you introduce outside reading materials. By this stage of your higher education program you should be adept at using Regent's on-line databases to locate full-text articles to help you explore the topics. **As a scholar, it is important that you use the work of others in the literature to support your own claims and positions.**

**Since we have no class discussions, the only way I can assess whether you are reading the assigned material is if you cite the material in your posts.** Including references to the text will earn you good marks in the Bb dialogue. Failure to cite the text in your posts will lead me to believe that you are not reading the text, and therefore not completing your assignments. This, of course, will adversely affect your grade.

**Specific Evaluation Criteria for Dialogue**

**Grade A (3 points each week of posting)**
Posts three or more substantive messages each week; responds not only to the assigned Group Discussion Questions, but also responds to the questions of others, while posing additional questions to stimulate dialogue; posts in a timely manner; cites text frequently.

**Grade B (2 points each week of posting)**
Posts two substantive messages each week; responds minimally to the posted questions and to the questions of others; rarely asks additional questions to stimulate dialogue; infrequently cites text.

**Grade C (1 points each week of posting)**
Posts one substantive message each week; responds only to the questions of others, or merely posts a question, thus does not enter the dialogue; does not cite text.

**Grade F (0 points each week of posting)**
Does not participate in posts.

During the course of the week, I may participate in the discussion. If I do, it typically will provide encouragement, a little direction, or some insights I may have into the matter.

In summary, I will give the following weight to each of the areas of assessment:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Class Bb Dialogue</td>
<td>30%</td>
</tr>
</tbody>
</table>
### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Score Range</th>
<th>Rationale &amp; Meaning of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100%</td>
<td>Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity and writing.</td>
</tr>
<tr>
<td>A-</td>
<td>93-96%</td>
<td>Excellent work overall, but may be lacking in relation to some aspect of the professor's expectations. Excellent content in writing assignments.</td>
</tr>
<tr>
<td>B+</td>
<td>89-92%</td>
<td>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 (see professor's comments on course work).</td>
</tr>
<tr>
<td>B</td>
<td>85-88%</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>81-84%</td>
<td>Fair work in most areas: serious disregard for professor's expectations or standard writing and style procedures. Attention to written instructions may have significantly improved the project.</td>
</tr>
<tr>
<td>C+</td>
<td>77-80%</td>
<td>Passing work, but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations.</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>Passing work, but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations; below professional quality standards.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;73%</td>
<td>Failing; little conformity to professor's expectations; not graduate quality work; requires repeat of the course and meeting with the professor and advisor</td>
</tr>
</tbody>
</table>

### RESOURCES

**Required Text**


The required 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 http://www.cbamatthews.com/regent/.

Supplemental Material


The Chronicle of Higher Education: www.chronicle.com

National Association of College & University Attorneys: www.nacua.org

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 9-15</td>
<td>Introductions</td>
<td>Read Worldview Lessons 1 &amp; 2 (both in the Course Materials), General Introduction in Kaplin &amp; Lee (pages 1-8), and the syllabus, introduce yourself, ask questions concerning the course and syllabus, and participate in Bb dialogue</td>
</tr>
<tr>
<td>May 16-22</td>
<td>Overview</td>
<td>Read_Kaplin &amp; Lee, Chapter 1 (pages 9-59) and App. A – C (pp. 659-669), &amp; participate in Bb dialogue. and take Quiz 1 on Saturday, May 22</td>
</tr>
<tr>
<td>May 23-29</td>
<td>Legal Liability &amp; Dispute Resolution</td>
<td>Read_Kaplin &amp; Lee Chapter 2 (pp. 60-77), participate in Bb dialogue, and take Quiz 1 on May 29</td>
</tr>
<tr>
<td>May 30 – June 5</td>
<td>College’s Authority &amp; Liability</td>
<td>Read_Kaplin &amp; Lee Chapter 3 (pp. 83-116), Appendix D (pp. 671-677), &amp; participate in Bb dialogue</td>
</tr>
<tr>
<td>June 6-12</td>
<td>College &amp; Its Employees</td>
<td>Read_Kaplin &amp; Lee Chapter 4 (pp. 117-182), review Appendix D (pp. 671-677), &amp; participate in Bb dialogue</td>
</tr>
<tr>
<td>June 13-19</td>
<td>Employment of Faculty</td>
<td>Read_Kaplin &amp; Lee Chapter 5, participate in Bb dialogue, and take Quiz 2 on June 19 First paper for doctoral students due June 24</td>
</tr>
<tr>
<td>June 20-26</td>
<td>Faculty Academic Freedom</td>
<td>Read_Kaplin &amp; Lee Chapter 6 (pp. 239-290) &amp; participate in Bb dialogue</td>
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<tr>
<td>Week</td>
<td>Topics</td>
<td>Reading/Assignment</td>
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<tr>
<td>June 27-July 10</td>
<td>Student/College Relationship</td>
<td>Read Kaplin &amp; Lee, Chapter 7 (pp. 291-406) &amp; participate in Bb dialogue (Note extra week given for amount of text and July 4th holiday)</td>
</tr>
<tr>
<td>July 11-17</td>
<td>Rights &amp; Responsibilities of Students</td>
<td>Read Kaplin &amp; Lee Chapter 8 (pp. 407-512), participate in Bb dialogue, and take Quiz 3 on July 17</td>
</tr>
<tr>
<td>July 18-24</td>
<td>Student Organizations</td>
<td>Read Kaplin &amp; Lee Chapter 9 (pp.513-590) &amp; participate in Bb dialogue</td>
</tr>
<tr>
<td>July 25-August 7</td>
<td>Colleges and Government/Assns./Business</td>
<td>Read Kaplin &amp; Lee, Chapters 10 &amp; 11, participate in Bb dialogue and take Quiz 4 on August 7</td>
</tr>
<tr>
<td>August 8-14</td>
<td></td>
<td>Work on Research Paper due by midnight on August 14</td>
</tr>
</tbody>
</table>

**INTEGRATION OF FAITH AND LEARNING**

The Law and Governance of Higher Education is an integral part of discerning to what extent our system of jurisprudence coincides with the Judeo-Christian principles upon which the United States was established. As a result, this course will examine the direction and/or compromise of those principles to determine whether they have been strengthened or diluted by recent Court decisions in higher education.

**INTERNET CONSIDERATION**

Blackboard - Distance education courses are conducted using Blackboard. Students may access Blackboard at [http://regent.blackboard.com/](http://regent.blackboard.com/) You will need a username and password to enter the system. Prior to taking a distance course, you are required to successfully complete the Distance Education Online Orientation. If you have not done so, or if you have questions about your username or password, contact Jackie Bruso, Coordinator of Distance Programs, at 757-226-4259 or by e-mail at jacqbru@regent.edu.

Resources – Please see the following web sites for information about distance education student resources: School of Education - [http://www.regent.edu/education](http://www.regent.edu/education)
- Regent Library - [http://www.regent.edu/lib](http://www.regent.edu/lib)
- Regent Home Page - [http://www.regent.edu](http://www.regent.edu)
- Blackboard Basics/Instructions – [http://www.regent.edu/admin/ctl/onlinetraining/blackboard/resources/student.cfm](http://www.regent.edu/admin/ctl/onlinetraining/blackboard/resources/student.cfm)
- Textbooks – [http://www.regent.edu/acad/schedu/students/textbooks.htm](http://www.regent.edu/acad/schedu/students/textbooks.htm)
School of Education General Course Policies

A. Regent University’s Academic Honor Code & Disciplinary Policy: The School of Education adheres to the policy set forth by the University.

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: Students are responsible for knowing what constitutes plagiarism, how to avoid it, and what constitutes dishonesty. Students are also responsible for understanding that if they allow a fellow student to cheat or plagiarize, or if they complete an assignment for a fellow student, they are accomplices to academic dishonesty and are subject to the same penalty.

To read Regent University’s Academic Honor Code & Disciplinary Policy, please go to http://www.regent.edu/acad/schedu/pdfs/honor_code.pdf.

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 considered in a regular course only for legitimate deficiencies due to illness, emergencies or other extraordinary reasons acceptable to the professor and/or Academic dean, including equipment breakdown or shortages, and not because of neglect on the student’s part. Incomplete grades require the final approval of the school dean or his or her authorized representative. A regular grade will be given by the instructor if all requirements for the course are submitted by the end the term following the granting of an incomplete. If all work is not submitted by the end of the following term, a grade of FX (NP for pass/fail courses) will be posted automatically. The FX shall be counted as an F in the computation of the GPA. For more information regarding Regent University’s incomplete grades policy please see the current academic catalog located on the Registrar’s Office website at http://www.regent.edu/admin/registrar/.
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. **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.

I. **Student Papers:** 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.

J. **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.
Appendices

A. Conceptual Frame Graphic
B. School of Education Statement

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.
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."
STAN BYMENT 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, members of the Regent School of Education community will be encouraged to support a school culture that values the following principles:

✦ SEEKING KNOWLEDGE: such as to...
  + 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: such as to...
  + 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: such as to...
  + speaking the truth in love,
  + treating others with dignity and respect,
  + supporting and encouraging others, and
  + displaying beatitudinal qualities.

✦ EDIFYING OTHERS: such as to...
  + inspire others to seek knowledge and wisdom and support them in that pursuit,
  + enable and encourage others to grow in character, and to seek God’s call and purpose for their lives,
  + 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.
Acknowledging the centrality of Jesus Christ in all things, the Regent University School of Education is committed to an ethos of...

...seeking knowledge

...seeking wisdom

...serving others

...edifying others
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?