EDUC517

Course Summary

Course : EDUC517 **Title :**
Length of Course : 8
Prerequisites : N/A **Credit Hours :**

Description

Course Description:

Course Scope:

This course provides an overview of the laws and policies that affect higher education institutions. Students will have an opportunity to explore the ethical issues associated with upholding these laws and policies and learn multiple approaches for addressing their requirements.

Objectives

After successfully completing this course, you will be able to:

1. Evaluate technical terms, facts, and principles as related to the legal system and how they influence the operations of higher education institutions.
2. Explain the issues involved in legal and policy decisions, and in terms of ethics.
3. Recommend ethical solutions to resolve conflicts and dilemmas facing higher education professionals
4. Analyze legal and policy issues in higher education, especially through a social justice lens.
5. Assess key court rulings, laws, and policies that establish legal parameters in higher education.
6. Explain the concept of "state action" between public and private institutions.

This course addresses professional competency areas for Student Affairs educators established by the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) as well as the standards established by the Council for the Advancement of Standards in Higher Education (CAS).

The sets of standards are based on the following organization: ACPA/NASPA Standards

2018 ACPA & NASPA Professional Competency Standards

1. **Personal and Ethical Foundations**

- Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, refection, and self-authorship.

2. Values, Philosophy, and History

- Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.

3. Assessment, Evaluation, and Research

- Focuses on the ability to design, conduct, critique, and use various assessment, evaluation, and research methodologies and the results obtained from them, to utilize assessment, evaluation, and research processes and their results to inform practices and to shape the political and ethical climate surrounding assessment, evaluation, and research AER processes and uses in higher education.

4. Law, Policy, and Governance

- Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.

5. Organizational and Human Resources

- Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

6. Leadership

- Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.

7. Social Justice and Inclusion

- While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

8. Student Learning and Development

- Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

9. Technology

- Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.

10. Advising and Supporting

- Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.

Outline

Week 1: Foundations in Law, Policy, and Ethics in Higher Education

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Learning Outcomes

- LO1: Evaluate the history of higher education law (CO1, CO5)
- LO2: Explain the role of ethics in higher education (CO2)
- LO3: Conclude your own personal ethics as a higher education professional (CO3)

Required Readings

Readings posted in Lesson 1 Reading & Resources in Classroom

Assignments

There are no additional assignments this week.

Forums

- Introductions
- Forum 1-1 - Distinguishing Between Law and Policy
- Forum 1-2 - Judicial Precedence and Decision-Making
- Student Lounge - Optional

Week 2: Introduction to Higher Education Law

Learning Outcomes

- LO1: Compare and contrast issues related to the public/private dichotomy in higher education (CO3, CO6)
- LO2: Analyze the relationship between religion and higher education (CO5, CO6)
- LO3: Assess the value and function of legal planning (CO1, CO2)

Required Readings

Readings posted in Lesson 2 Reading and Resources in Classroom

Assignments

- Week Two: Case Study

Forums

- Forum 2-1 - The Supreme Court and the Establishment Clause
- Forum 2-2 - Sweezy v. New Hampshire
- Student Lounge - Optional

Week 3: The Higher Education Institution and the Faculty

Learning Outcomes

- LO1: Explain the significant issues related to faculty employment (CO1, CO5)
- LO2: Critique views related to academic freedom and freedom of expression (CO2, CO3)

Required Readings

Readings posted in Lesson 3 Reading & Resources in Classroom

Assignments

There are no additional assignments this week. However, you should arrange/schedule an interview for the assignment that is due in week 4.

Forums

- Forum 3-1 - Teacher Free Speech?
- Forum 3-2 - Employment Rights of Teachers
- Student Lounge - Optional

Week 4: The Higher Education Institution and Students

Learning Outcomes

- LO1: Analyze the legal status of students (CO2, CO4)
- LO2: Distinguish the college-student relationship (CO5)
- LO3: Explain FERPA and its use (CO3, CO4)
- LO4: Evaluate instances of academic misconduct (CO2, CO5)

Required Readings

Readings posted in Lesson 4 Reading & Resources in Classroom

Assignments

- Week Four: Social Justice Interview

Forums

- Forum 4-1 - Classroom Technology and Ethical Decision-Making
- Forum 4-2 - FERPA and Technology
- Student Lounge - Optional

Week 5: Discrimination, Bias, and Sexual Harassment

Learning Outcomes

- LO1: Explain legal and ethical issues associated with employment discrimination, sexual harassment, and civil rights in higher education. (CO2, CO3)
- LO2: Evaluate how Title IX affects legal and ethical decision-making of higher education professionals. (CO3, CO4)

Required Readings

Readings posted in Lesson 5 Reading & Resources in Classroom

Assignments

There are no additional assignments this week.

Forums

- Forum 5-1 - Higher Education News
- Forum 5-2 - Title IX Scenario
- Student Lounge - Optional

Week 6: Student Safety, Conduct, and Discipline

Learning Outcomes

- LO1: Distinguish the legal and ethical concerns associated with campus security. (CO1, CO2)
- LO2: Assess the legal and ethical issues related to student discipline, student housing, student organizations, and athletics. (CO3, CO4, CO5)

Required Readings

Readings posted in Lesson 6 Reading & Resources in Classroom

Assignments

There are no additional assignments this week.

Forums

- Forum 6-1 - Negligence in Higher Education
- Forum 6-2 - Fourth Amendment Rights
- Student Lounge - Optional

Week 7: Admissions and Affirmative Action

Learning Outcomes

- LO1: Evaluate the legal and ethical issues associated with admissions, affirmative action, and financial aid. (CO1, CO2)
- LO2: Propose the differences between public and private institutions on the legal and ethical issues regarding admissions, affirmative action, and financial aid. (CO2, CO5, CO6)
- LO3: Produce a research and analysis paper regarding a legal issue or policy affecting higher education administrators and/or student affairs professionals. (CO1, CO2, CO5, CO6)

Required Readings

Readings posted in Lesson 7 Reading & Resources in Classroom

Assignments

- Week Seven: Research and Analysis, Part 1 - Final Paper

Forums

- Forum 7-1 - Legal/Ethical Differences in Public/Private Institutions
- Student Lounge - Optional

Week 8: Anticipating the Future of Higher Education Law, Ethics, and Policies

Learning Outcomes

- LO1: Conclude how ethical concepts, law and policy should be applied in consideration for future roles and expectations of higher education professionals. (CO3, CO4)
- LO2: Compose a class presentation based on the research and analysis paper from week 7. (CO1, CO2, CO5, CO6)

Required Readings

Readings posted in Lesson 8 Reading & Resources in Classroom

Assignments

- Week Eight: Research and Analysis, Part 2 - Presentation

forums

- Forum 8-1 - Presenting Findings from your Literature Review
- Student Lounge - Optional

Evaluation

Ethical Case Study (CO3, CO5)

A case study associated with an ethical dilemma in higher education will be provided. Students will identify the ethical issues inherent in the case studies, the applicable professional standards involved, and use an ethical decision making model in resolving the dilemmas. This Case Study Assignment will be presented in an APA style paper (minimum of 5 pages, 1500 words, not counting Title page and References page; no Abstract is required) and is due on Sunday of Week 2 by 11:55 ET. See associated rubric for clarity on grading values.

Social Justice Interview (CO2, CO3, CO4, CO5)

Interview a leader in a higher education institution, such as a dean, department chair, program chair, vice chancellor, chancellor, director of student services, etc. Create a series of interview questions that address a social justice issue on campus that requires ethical decision-making on the part of the leader. In your interview summary, use a case or law that supports the leader's decision. Use the Case Study Template to provide the case/law details and add the Template as an appendix to your paper. Make your appointments early as the assignment is due in week 4. See associated rubric for clarity on grading values.

Final Paper and Presentation – Two-part assignment.

Part 1 – Research and Analysis Paper (CO1, CO2, CO5, CO6)

This 8-10 page research paper (2,500+ words minimum, not counting Title Page, References, and Abstract) will provide students with the opportunity to develop and demonstrate an understanding of

legal implications of administrative decisions in higher education. The paper's topic must concern a legal issue or a policy affecting Higher Education Administration or Student Affairs in a specified context, whether a public or private institution. The paper should state the topic, summarize relevant statutory, case, or administrative law and/or policy, highlight any ethical issues involved, and evaluate how the law and higher education policy should determine the resolution or impact of the topic. Research sources should include law review articles, case law, policy documents and higher educational administration literature. Use APA format (include an abstract). This assignment is due at the end of week 7, and a date set for the presentation of the paper (Part 2) must be set for week 8. See associated rubric for clarity on grading values.

Part 2 – Presentation of Research and Analysis (CO1, CO2, CO5, CO6)

Prepare a 20+ slide PowerPoint presentation that summarizes the essential elements of your research and Analysis paper from week 7. The presentation will be given in a live Adobe Connect or Zoom session pre-arranged with the instructor to be held during the final week of the course. Present the most important aspects of the topic and how it is being applied to campuses. **References should be listed on the final slide and appropriate citations (APA) should be included throughout the presentation. NOTE: The date and time of the presentation should be agreed upon with the professor prior to the end of week 7 in order to advise/invite other students to attend as they are able. (The Instructor may elect to record the presentations and post them in the classroom.)** See associated rubric for clarity on grading values.

NOTE: Each part of the two-part assignment will be graded separately using separate rubrics. See associated rubric for clarity on grading values for each part.

Forums: Please join the forums each week. Note that there are TWO required forums most of the weeks of this course! Students must post an initial reply to each forum and reply to at least 2 other students for each Forum. This means that each "two-forum week" you should have 2 initial posts and 4 responsive posts, and for each "one-forum week" you should have 1 initial post and 2 responsive posts.. Replies must be posted in the week due and replies after the end of each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites. Please observe specific directions as given for each forum.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 250 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 100 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Grade Instruments	% of Final Grade
Weekly forum discussions	**30%**
Ethical Case Study	**20%**
Leader Interview	**10%**
Research Paper (part 1)	**25%**

Research Presentation (part 2)	15%
Total	**100%**

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, e.g., "grapple" with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and schooling;
- Clarity of expression and logical connection among ideas expressed;
- Writing that reflects precise and concise thinking;
- Excellent grammar, syntax, and spelling.

Grading:

Name	Grade %

Materials

Course Required Readings: See the Week Course Breakdown.

Recommended readings for the degree program:

- Council for the Advancement of Standards in Higher Education: http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A
- ACPA/NASPA Professional Competency Areas for Student Affairs Educators
- https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf

Students should read higher education journals and publications on a weekly basis. All of these publications have online formats:

- *Chronicle of Higher Education*
- *Inside Higher Education*
- *Diversity in Higher Education*

Additionally, when preparing assignments, students should be aware of and seek references from the following:

- *Journal of Student Affairs Research and Practice (formerly NASPA Journal--National Association of Student Personnel Administrators)*
- *Journal of College Student Development (ACPA/College Student Educators International)*
- *Journal of Counseling and Development (American Counseling Association)*
- *Journal of Higher Education*
- *Journal of College & Character*
- *About Campus (publication of ACPA/College Student Educators International)*
- *Change Magazine*
- *NACADA Journal*

Course Guidelines

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

• Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

• Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

• Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

Disclaimer Statement: Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor*.com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your

online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

    If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu.](mailto:librarian@apus.edu)

Grading Scale

Grade	GPA / Percent	Description
A	4.0 / 100 - 94	Very high quality, clearly above average work
A-	3.67 / 93-90	
B+	3.53 / 89-87	
B	3.0 / 86-84	Expected performance level
B-	2.67 / 83-80	
C+	2.33 / 79-77	
C	2.0 / 76-73	
C-	1.67 / 72-70	Unsatisfactory
D+	1.33 / 69-67	Failing
D	1.0 / 66-64	Failing
D-	.67 / 63-60	Failing
F	0.0 / 59-0	Failing

University Policies

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.