The University of Toledo

New Program Proposal Form

Please list the proposed program structure. Attach additional pages as necessary.

<table>
<thead>
<tr>
<th>College: CSJHS</th>
<th>Dept: School Psychology, Higher Education, and Counselor Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person: Snejana Slantcheva-Durst</td>
<td>Phone: 5673</td>
</tr>
<tr>
<td>Email: <a href="mailto:snejana.slantchevadurst@utoledo.edu">snejana.slantchevadurst@utoledo.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Name: Higher Education Administration Certificate</td>
<td></td>
</tr>
<tr>
<td>☐ Minor ☐ Major (new major requires OBOR approval)</td>
<td></td>
</tr>
<tr>
<td>Program Level: ☒ Graduate ☐ Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Degree to be granted (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Minimum number of credit hours for completion: 12</td>
<td></td>
</tr>
</tbody>
</table>

**DESCRIBE PROGRAM:**

The four courses included in this Certificate program provide knowledge and understanding of the administration and functioning of institutions of higher education, and impart abilities needed by higher education professionals in their daily efforts to create learning environments for all members of the academic community. The four courses include:

- HED 6510 American College Student
- HED 6530 Theories of Student Development
- HED 6640 Governance and Administration of Higher Education
- HED 6730 Legal Aspects of Higher Education

**PROPOSED EFFECTIVE TERM: Spring 2014**

**DELIVERY METHOD: HYBRID**

**APPROVAL:**

<table>
<thead>
<tr>
<th></th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Curriculum Authority:</td>
<td>[Signature]</td>
<td>11/18/2013</td>
</tr>
<tr>
<td>Department Chairperson:</td>
<td>[Signature]</td>
<td>11/19/2013</td>
</tr>
<tr>
<td>College Curriculum Authority:</td>
<td>[Signature]</td>
<td>12/10/2013</td>
</tr>
<tr>
<td>College Dean:</td>
<td>[Signature]</td>
<td>12/13/2013</td>
</tr>
</tbody>
</table>
After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240).

<table>
<thead>
<tr>
<th>FS Acad. Programs or Graduate Council:</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-21-2014</td>
</tr>
<tr>
<td>Office of the Provost:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registrar's Office:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale:
Many graduate students take courses from the Higher Education program in order to augment their higher education administration knowledge and skills. With this certificate, the program faculty will be able to guide them to the courses that packaged together offer the optimal compilation of knowledge and skills beneficial to higher education administrators, as well as provide them with the certificate recognition for completing the set of needed courses.
HED 6510: The American College Student
SYLLABUS

COURSE DESCRIPTION
The purpose of "The American College Student" is to provide an opportunity to study the character and nature of student populations in contemporary American colleges and universities. In addition, the course will consider the impact of campus environments and experiences on student interaction, development and learning.

COURSE OBJECTIVES
- To develop a learning community that engages in the study, exploration, and analysis of the American college student;
- To examine the way the college student is portrayed in the popular press, media, novels, internet, and other forms of popular culture;
- To provide an historical perspective on the nature of college students, of student life, and student activism;
- To review society’s expectations of the higher education community;
- To provide a forum to compare and contrast major types of campus environments and their relationships to the development and impact on students;
- To study the attitudes, characteristics, values and goals of contemporary American college students;
- To examine campus subcultures and peer influence on contemporary college campuses;
- To develop an understanding of college student development by examining selected developmental constructs and theorists; and
- To identify who attends institutions of higher education and determine why they attend.

READINGS
- All other assigned readings are available on the Epsilon course site at www.epsilon.com. I have designed this site in an effort to maintain continuous and collaborative learning environment throughout this semester. The site is organized to follow each course session; it contains the syllabus, the required readings, and related materials and presentations, and offers all of us constant e-mail communication and a discussion forum space.
- You should also at least skim the Chronicle of Higher Education or check the Inside Higher Ed web site each week if you do not already do so.

* The syllabus and assignments are subject to change to reflect course enrollment fluctuations. In addition, unit-reading assignments may be updated.
ACADEMIC DISHONESTY
Academic dishonesty can incur severe penalties. All submitted written work must be a product of your own thoughts and ideas. When other sources are used, they should be fully acknowledged. If you are uncertain how to cite or credit another person’s idea or work, please check with me. UT’s Academic Honesty Policy is presented in detail at:
http://www.utoledo.edu/offices/provost/file/curriculum/academic_honesty_policy.ppt

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for and active participation in class discussions</td>
<td>26</td>
</tr>
<tr>
<td>2. Personal Reflection Paper</td>
<td>26</td>
</tr>
<tr>
<td>3. Student Subpopulation Report</td>
<td>26</td>
</tr>
<tr>
<td>4. Student News Report</td>
<td>26</td>
</tr>
<tr>
<td>5. College Slang Project</td>
<td>8</td>
</tr>
<tr>
<td>6. Campus Newspaper Report</td>
<td>26</td>
</tr>
<tr>
<td>7. Student Profile Analysis</td>
<td>52</td>
</tr>
<tr>
<td>8. Student Activism Lexicon</td>
<td>8</td>
</tr>
<tr>
<td>9. Academic Novel Analysis</td>
<td>39</td>
</tr>
<tr>
<td>10. Case Study</td>
<td>52</td>
</tr>
</tbody>
</table>

**TOTAL:** 289 points

**Important:** Late submissions will not be accepted - you will not receive any points for assignments if your submissions are not posted by 11:45 pm on the Sunday before the class they are due on. Evaluation rubrics for assignments are available on the course web site.

1. **Preparation for and active participation in class discussions** 26 points
   Active class participation is essential for successful completion of this course. Through thoughtful engagement in class discussions, presentations, and team work, students are expected to demonstrate that they have read the materials assigned and are familiar with the course content. Students should read all assigned readings prior to class, noting questions and issues to discuss in class. I strongly discourage class absence. Prior notification for missing a session is required in case of emergencies and unavoidable conflict.

2. **Personal Reflection Paper** 26 points
   The goal of this paper is to encourage you to reflect upon how college affected you. Identify the critical points or incidents that occurred in your own undergraduate college development and experience. This paper should be 1,000–1,250 words long. It should chronicle your personal perspective of your experience at your undergraduate college or university. Post your reflection paper in the Personal Reflection Paper Drop Box by 11:45 pm on the Sunday before class.
   a. You should describe what influenced your choice of attending your undergraduate college or university.
   b. Provide a short summary of the salient characteristics that profiles the undergraduate institution you attended (i.e. public or private, institutional and student values, type of students, resident vs. commuter, size, etc.). You may want to include a picture of your alma mater and a hyperlink to its webpage.
   c. Describe several experiences you had during your collegiate career that impacted your values, career choice, or educational development, etc.
d. Identify the major societal (national or local) and/or political event that occurred during your collegiate career. How did it impact you?

e. Describe the book or piece of literature that you read during college that has had a continuing influence on you.

f. Describe a faculty member that made a difference in your life.

g. Discuss what you believe was the major impact of college on you.

3. Student Subpopulation Report 26 points
Each one of you will be assigned a chapter on a specific student subpopulation. Review the chapter and synthesize the main points you want to share with your classmates on a one-sheet handout. Your handout should contain main points along the following 5 main categories:

- Demography and Trends
- Differences and Similarities
- Student Development and Needs
- Retention and Graduation
- Campus Successes

Organize your hand-out creatively using shapes, colors, or anything that you think will help your classmates grasp the main points from the hand-out. You will have 5 min. to present your subpopulation to the class (have a copy of the handout for all participants) – the more creatively you design the hand-out, the easier it will be to present your main points in the short time you have for your presentation. Submit the hand-out in the respective Drop Box by 11:45 pm on the Sunday before class. Hand-outs will be evaluated both on their content and their creative formats.

4. Student News Report 26 points
Each of you will synthesize and present the news on students in American colleges and universities as reported in The Chronicle of Higher Education, The New York Times, or Inside Higher Ed. For your report, you are expected to read, analyze, and summarize at least 4 articles in the news that focus on college students. Each article summary should be a minimum of 250-300 words (amounting to a final report of a min. of 1,000-1,200 words). The final report should be uploaded in the respective Drop Box of our course website by 11:45 pm on the Sunday before the class that it will be presented on.

5. College Slang Project 8 points
The American Collegiate Dictionary defines slang as “language particular to a group of people.” Feldman notes: “slang is a subset of a language used by one particular group. It consists of words and expressions that will not be found in the dictionary, and can be distortions of existing words or entirely invented terms. It is used in informal situations. It is not appropriate in formal situations.” As we investigate American college students, you will be asked to contribute three words (and their definitions) to a “College Student Slang Dictionary” that are commonly used by students at The University of Toledo. Upload your three words to the respective Drop Box on the course site by 11:45 pm on the Sunday before the class they are due on.

6. Campus Newspaper Report 26 points
Each student in the class will be assigned an online university or college student newspaper to analyze and review. Starting from the second week of the semester, you are to analyze the campus through the coverage provided by the student paper. Your analysis will end in a final report that is to be submitted in the respective Drop Box by 11:45 pm on the Sunday before class
(February 24th). Reports should be a min. of 1,300-1,500 words; a brief presentation of your reports is scheduled for February 25th. Your report should:

1) introduce the institution and its campus newspaper including campus profile (type of institution, size, control, enrollment, budget, curriculum, highest degree awarded, number of full time faculty, etc.), name of newspaper, type of paper (independent vs. institutional), size of budget, funding sources (student fees, advertising, institutional support) size of staff, circulation, frequency of publication, and description of website. If the website does not provide you with all of the data needed to complete this assignment, you may find it necessary to email or contact the newspaper editor and/or the Vice President of Student Affairs of the institution;

2) describe major events, issues, and activities that are occurring on the specific campus under review during the weeks of your coverage.

The campus student newspapers include:

The Collegian – Penn State University (Aaron)
The Hilltop – Howard University (Quintin)
The Harvard Crimson – Harvard University (Emily)
The Florida Alligator – The University of Florida (Erin)
The Voice – Cuyahoga Community College (Andrea)
The Dartmouth – Dartmouth College (Dayna)
The Badgerherald – The University of Wisconsin Madison (Krystal)
The College World – Adrian College (Adam)
The Daily Bruin – UCLA (Elicia)
The Outlook – Owens Community College (Jackson)
The Daily Illini – The University of Illinois (Arielle)

7. Student Profile Analysis 52 points

Several of our texts are based on interviews and surveys of American college students. This class activity will provide you with the opportunity to augment these texts with your own first-hand investigation of students' hopes, fears, plans, development, interests, impact of college, etc. You are to interview three students. One student may be a freshman (first-year student); one student may be a sophomore, junior or senior; and the third student may be a graduate student (not majoring in higher education). The key to the activity is to interview three students with diverse experiences. This may also be one university student, one community college student, and one graduate student. In addition, in selecting your students, you will want to consider various demographic characteristics that will allow you to gain a diversity of perspectives about the collegiate experience (i.e. race, gender, age, on-campus, off-campus, etc.).

You should develop a list of interview questions and send them to me for review. You may want to either take detailed notes or tape record the interviews for later analysis. Your interviews are expected to be face-to-face interviews (not email or telephone interviews). You are to write a profile report that summarizes your findings and analysis of “your college students.” It should provide a descriptive analysis of the impact and difference that college is making on your interviewees. Just as the authors of our textbooks utilize direct quotes to provide a reality base to their observations, you will want to utilize quotes from your interviews. You need to insure the anonymity of those students that you interview. The paper should be at 3,250-3,500 words long and should be submitted in the respective Drop Box by 11:45 pm on March 10.
8. Student Activism Lexicon

As a part of the unit on student activism you will participate in creating a class student activism dictionary of terms. Using the WWW, you will create a short definition (three, four, or five sentences) for a minimum of three words, phrases, terms, people, places, or issues representative of the student unrest era. Why did you select these words as important? Upload your words and their definitions in the respective Drop Box by 11:45 pm on the Sunday before the class they are due on.

9. Acceptance – Academic Novel Analysis

One of the objectives of this course is for each student to become familiar with various types of literature that pertain to students in American colleges and universities. To accomplish this objective you are to read an academic novel that is related to American college students. The novel that has been selected this semester examines many of the issues and areas that we will focus on during this course. Prepare, and submit in the respective Drop Box, an analysis of the novel that discusses issues related to college students, referencing concepts and ideas from our readings. Your analysis should be a min. of 2,500 words.

10. Case Study – “Is Information on Facebook Fair Game”?

We will conclude the class with a final team project. It is case study that has been selected to allow you to utilize the knowledge you have gained in “The American College Student” in addressing a current campus problem and issue. It will entail working in assigned groups to solve a problem and offer suggestions about the resolution of the situation. The case is entitled “Is Information on Facebook Fair Game?” The case is complex and involves a number of contemporary student and institutional issues. I have designated class time for your group discussion on April 1. The group will present their case on the last day of class. Presentations should be no longer than 30 min. and each member of the group should present. Final presentations should be uploaded in the respective Drop Box by 11:45 pm on April 21.

GRADING

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% – 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% – 94%</td>
<td>A−</td>
</tr>
<tr>
<td>87% – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% – 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% – 82%</td>
<td>B−</td>
</tr>
<tr>
<td>77% – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% – 76%</td>
<td>C</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE

➤ **January 7th, Monday, 5:30 pm – 8:00 pm**
Introduction to the course.

**Readings:** The syllabus.

➤ **January 14th, Monday, 5:30 pm – 8:00 pm**
Life of Students in America: A Backward Glance

**Readings:**

**Due:** Personal Reflection Paper (upload in Drop Box by 11:45 pm on Jan. 13)

➤ **January 21st, Monday, 5:30 pm – 8:00 pm**
No class – Happy Martin Luther King Day!

➤ **January 28th, Monday, 5:30 pm – 8:00 pm**
Today’s College Student

**Readings:**
- Renn and Reason, Chapter 1;
- Gohn and Albin, Chapters 2 and 18.

**Due:** Student Subpopulation Reports based on Gohn and Albin (upload hand-outs in Drop Box by 11:45 pm on Jan. 27):
  Chapter 4: African American Students (Arielle)
  Chapter 6: First Generation College Students (Krystal)
  Chapter 7: Students with Disabilities (Andrea)
  Chapter 8: Native American Students (Emily)
  Chapter 9: Non-traditional Students (Quintin)
  Chapter 11: Students Living in Residence Halls (Jackson)
  Chapter 13: International Students (Erin)
  Chapter 14: Transfer Students (Dayna)
Chapter 15: Latino/a/Hispanic Students (Adam)
Chapter 16: LGBT Students (Elicia)
Chapter 17: Asian American Students (Aaron)

➤ **February 4th, Monday, 5:30 pm – 8:00 pm**
Getting to College.

**Readings:**
- Renn and Reason, Chapter 2;
- Howe and Strauss, Chapters 1, 2, 3, and 4;
- Baum, S., Ma, J., & Payea, K. (2010). Education pays: The benefits of higher education for individuals and society. The College Board. (course web site)

**Due:** Student News Reports 1 - presenters Emily and Adam (presenters should upload their reports in the Drop Box by 11:45 pm on Feb. 3)

➤ **February 11th, Monday, 5:30 pm – 8:00 pm**
Going to College. The Millennials.

**Readings:**
- Renn and Reason, Chapter 3;
- Howe and Strauss, Chapters 5 through 12.

**Due:** Student News Reports 2 - presenters Krystal and Erin (presenters should upload their reports in the Drop Box by 11:45 pm on Feb. 10)

➤ **February 18th, Monday, 5:30 pm – 8:00 pm**
Going to College. The “Traditional Age Community College Dominant.”

**Readings:**
- Mullin, C. (2012). It’s a matter of time: Low-income students and community colleges. AACC. (course web site)

We will watch the PBS Documentary: “Discounted Dreams: High Hopes and Harsh Realities at America’s Community Colleges”

**Due:** College Slang Project (upload in Drop Box by 11:45 pm on Feb. 17)
➤ **February 25\textsuperscript{th}, Monday, 5:30 pm – 8:00 pm**

The College Environment.

Readings:
- Renn and Reason, Chapters 4 and 5;

Due: Campus Newspaper Report (upload reports by 11:45 pm on Feb. 24)

➤ **March 4\textsuperscript{th}, Monday, 5:30 pm – 8:00 pm**

No class – Spring Break!

➤ **March 11\textsuperscript{th}, Monday, 5:30 pm – 8:00 pm**

Social Networking.

Readings:
- Case study

Due: Student Profile Analysis (upload papers in Drop Box by 11:45 pm on March 10)

➤ **March 18\textsuperscript{th}, Monday, 5:30 pm – 8:00 pm**

Student Activism.

Readings:
- Altbach, Ph. (). American student politics: Activism in the midst of apathy. *ASHE Reader on the History of Higher Education*. (course web site)
• The Port Huron Statement of the Students for a Democratic Society, 1962. (course website)

• Due: Student Activism Lexicon (upload in Drop Box by 11:45 pm on March 17)

➤ March 25th, Monday, 5:30 pm – 8:00 pm
The Developmental Experience.

Readings:
• Renn and Reason, Chapters 6 and 7;
• Case Study

Due: Student News Reports 3 - presenters Arielle and Quintin (presenters should upload their reports in the Drop Box by 11:45 pm on March 24)

➤ April 1st, Monday, 5:30 pm – 8:00 pm
Academic Novel Discussion and The Facebook Case Study

➤ April 8th, Monday, 5:30 pm – 8:00 pm
Student Outcomes.

Readings:
• Renn and Reason, Chapters 8, 9, and 10;
• Howe and Straus, Chapters 13, 14, and 15

Due: Academic Novel Analysis (upload papers in Drop Box by 11:45 pm on April 7)

Due: Student News Reports 4 - presenters Dayna and Andrea (presenters should upload their reports in the Drop Box by 11:45 pm on April 7)

➤ April 15th, Monday, 5:30 pm – 8:00 pm
Values.

Readings:
political, and economic challenges (pp. 315-339). Johns Hopkins University Press.
(course web site)
- Sallie Mae. (2009). How undergraduate students use credit cards. (course web site)
- Wilson, S. (2009). The influence of technology on college student values. Student Affairs
  On-Line, 8(3). (course web site)
- Stiles, C., & Gair, G. (2010). Examining the culture of academic integrity: A study of risk
  factors. Journal of College Character, 11(1). (course web site)
  patterns of college student spirituality. Journal of College and Character, 7(8). (course
  web site)

Due: Student News Reports 5 - presenters Elicia, Aaron, and Jackson (presenters should
upload their reports in the Drop Box by 11:45 pm on April 14)

➢ April 22nd, Monday, 5:30 pm – 8:00 pm
Wrap up and Facebook Case Study Presentations.

Team 1: Krystal, Quintin, and Adam
Team 2: Jackson, Arielle, and Elicia
Team 3: Andrea, Aaron, and Dayna
Team 4: Erin and Emily

Due: Case Study Presentation (teams upload presentations in Drop Box by 11:45 pm on
April 21)
# CALENDAR OF COURSE TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Due*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 7</td>
<td>Introduction &amp; Overview</td>
<td></td>
</tr>
<tr>
<td>Jan 14</td>
<td>The College Student: A Backward Glance</td>
<td>Personal Reflection Paper – upload by 11:45 pm on January 13</td>
</tr>
<tr>
<td>Jan 21</td>
<td>No class – MLK Day</td>
<td></td>
</tr>
<tr>
<td>Jan 28</td>
<td>Today’s College Student</td>
<td>Student Subpopulation Report - upload hand-outs by 11:45 pm on Jan. 27</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Getting to College</td>
<td>Student News Reports 1 – presenters Emily and Adam (presenters upload by 11:45 pm on Feb. 3)</td>
</tr>
<tr>
<td>Feb 11</td>
<td>Going to College</td>
<td>Student News Reports 2 – presenters Krystal and Erin (presenters upload by 11:45 pm on Feb. 10)</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Going to College</td>
<td>College Slang Project (upload by 11:45 pm on Feb. 17)</td>
</tr>
<tr>
<td>Feb 25</td>
<td>The College Environment</td>
<td>Campus Newspaper Reports (upload reports by 11:45 pm on Feb. 24)</td>
</tr>
<tr>
<td>Mar 4</td>
<td>No class – Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar 11</td>
<td>Social Networking</td>
<td>Student Profile Analysis (upload papers by 11:45 pm on March 10)</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Student Activism</td>
<td>Student Activism Lexicon (upload by 11:45 pm on March 17)</td>
</tr>
<tr>
<td>Mar 25</td>
<td>The Developmental Experience</td>
<td>Student News Reports 3 – presenters Arielle and Quintin (presenters upload by 11:45 pm on March 24)</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Academic Novel Discussion and Case Study</td>
<td></td>
</tr>
</tbody>
</table>
| Apr 8 | Student Outcomes | Academic Novel Analysis (upload papers by 11:45 pm on April 7)  
Student News Reports 4 – presenters Dayna and Andrea (presenters upload by 11:45 pm on April 7) |
| Apr 15 | Values | Student News Reports 5 – presenters Elicia, Aaron, and Jackson (presenters upload by 11:45 pm on April 14) |
| Apr 22 | Facebook Case Study Presentation | Upload Presentation (teams upload presentations by 11:45 pm on April 21) |

**Notes:**
* Each submission should be posted in the respective Drop Box by 11:45 pm on the Sunday before it is due. Late submissions WILL NOT be accepted.
HED 6530 Student Development Theory

COURSE OUTCOMES
At the end of this course I will expect that you can:
1. Understand & apply various developmental theories to student life 2. Understand and critique how theory is developed and used 3. Judge/evaluate the value of various theories and their application in the real world 4. Design and lead topical discussion 5. Use APA appropriately in academic papers 6. Analyze student development from a personal, or “other” person perspective 7. Write effectively and clearly 8. Design an activity and lead a group with a learning goal in mind 9. Find peer reviewed research sources and write annotated bibliographies

REQUIRED RESOURCES & MATERIALS
In addition to identified readings, the student should bring her/his giant cranium, willingness to participate, and a sense of humor. Participation is assumed as this is a master’s level class with a discussion focus. Your participation may determine a higher/lower grade. Please be mindful of the depth and frequency of your participation. There is a difference between informed, thoughtful, and meaningful participation, and simply talking.

Reading
All reading assignments are expected to be completed prior to class for which the reading is being assigned. Your reading will be meaningful if you read with an intent to truly understand, apply, and question what you are reading. Your class engagement will be deeper if you prepare and read beforehand.

Required Texts

**YOU WILL NEED TO ACCESS BLACKBOARD AS A SUPPLEMENT FOR ADDITIONAL READINGS, POWERPOINTS, ASSIGNMENT GUIDELINES, GRADES, SYLLABUS, etcetera

EXPECTATIONS
What you can expect from me……. You can expect me to come to class prepared and eager to see you every single week. You can expect me to do my very best to engage you in a learning community. You can expect me to provide a fair and democratic classroom. You can expect me to provide reasonably timely and thoughtful feedback on assignments. You can expect me to give my “best self” in order that you learn. Keep in mind that I AM human and sometimes I may be tired, sad, grumpy, hungry, sneezy, silly, or any other adjective that may apply.

What I expect from you……..
Respect
I believe that all growth happens in an environment in which people and ideas are respected and valued. You will be expected to treat all classmates and myself with respect and courtesy as well as with an open mind.

Take an interest in your own learning and academic growth
This class will be what you & I make of it together. I ask that you become an engaged learner and do your very best; if you need help to improve academic performance my door is always open (well, ok, sometimes I do close it…….)

Respecting the Academic Forum
This course you have signed up for is an academic forum designed to engage your mind and heart in academic matters. This is not a place for Facebook, texting, instant messaging, sleeping, checking football scores or reading E! Weekly and the like. If I notice that you spend time engaging in non academic activities I will begin counting you absent for each class I notice this type of behavior UNLESS the activity is course related. I will not notify you if I counted you absent, thus your final grade may be negatively impacted without your prior knowledge.

Academic Integrity
Plagiarism or any other forms of academic dishonesty in the classroom has severe & negative repercussion, which may include reporting of the incident to the Dean of Students and both failure of the assignment and failure of the course along
with required expulsion from the program. If you ever have any questions about any issue of academic honesty, talk to me in ADVANCE so that I can help you make the right decisions and attribute credit where credit is due. All written assignments should use APA format for citation purposes and referencing.

**Attendance**
Students may be absent for ONE three hour period once during the semester without consequence. Further absences negatively impact your final course grade. Required work responsibilities or documented crisis or illness may not count toward absences but documentation will be required; excessive work obligations or illness WILL impact your final grade.

**Cell Phone Use**
I recognize that students in this class might be the first responder during a family or work crisis. If this is the case, please notify me at the beginning of class and place your cell phone in a vibrate position.

**Contacting Me Outside of Class**
I am sincerely interested in your growth as a student. I cannot stress enough the value of dropping by my office hours or scheduling an appointment if you have questions, or if you just want to chat. I would like to emphasize the following:

1. **Use common sense in writing e-mail**
   - If you want advice/clarification on something, **ask at least 36 hours before it is due.**
   - Think before you hit the send button
2. **Wait 24 hours before asking me about a grade.** Use that time to look over all of my comments and try to really understand them – there is a reason I spend time responding to your work.
3. **I usually do not check email on the weekends until late Sunday evening**
4. **If you pop in on me in my office (please do!) and I am busy I may have to ask you to stop by later**

**Late Assignments**
Because the real world operates under deadlines I require all work to be submitted on time, the day it is due. If you turn in late work it will be penalized 10% of the total points for each late day – this is in addition to whatever else I may deduct based on assignment guidelines. You are allowed to make up only ONE missed quiz. If you miss an assignment due date due to illness or crisis you must provide evidence in order that lateness does not impact your grade; the assignment will then be due the following week in class at the latest. I will not accept assignments beyond one week post the due date.

**Students with Disabilities**
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Accessibility at the University of Toledo at 419-530-4981.

**Group Work**
I understand that working in a group can be highly beneficial or highly challenging, or both. As a member of a group I give you the right to fire any member of your group (by consensus) that is underperforming or over-controlling (or whatever the issue). Part of working in groups is learning to: communicate and even supervise; learning to be a valuable contributing member, and learning when you are not pulling your weight. If you are firing a group member I need to be notified in an email with the stated reason(s) for firing. The “fired” person is then responsible for following up with me. The remaining group members will then need to carry out the group project with one less person.

**ASSIGNMENTS & PERCENTAGE OF GRADE OVERVIEW**
All work should be type written and produced using 6th edition of the APA style manual. Written work that deviates from APA style will be marked down. I consider learning the specifics of APA an important part of your professional education & development & therefore I check your APA style. What this means: all papers should have a title page, running head, appropriate margins and spacing, headings for sections, proper citations, pagination, and references unless indicated otherwise in class or in assignment guidelines.

1. **In class reflective writings** (10 @ 5 points each = 50 points) **BRING A LAPTOP TO CLASS IF YOU HAVE ONE**
2. **Leading A Class Activity & Discussion Linked to a Developmental Theory** (= 50 points)
3. **Movie analysis** (= 75 points)
4. **Annotated bibliographies** (5 @ 5 points each = 25 points)
   200 TOTAL POINTS
**I do not give grades of Incomplete lightly, to earn an Incomplete you must have finished 50% of the course in good academic standing and show evidence of need based upon documented serious illness or crisis. A grade of “I” turns to an “F” if the work has not been completed in the following semester. The “F” cannot be removed from the transcript and the course will have to be re-taken.**

**GRADING SCALE**

A work = This is work that could be used as an example for others to follow and is clearly a model of excellence. It addresses all aspects of assignment in whatever form it takes, it sets a standard of excellence and has very few omissions or errors. It clearly shows attention to detail, care in preparation, thoroughness, and thoughtfulness. It exhibits a high level of understanding and/or application or synthesis of material.

B work = This is above average work but may have one or two weak spots. It may not fully address the assignment or follow guidelines, may lack in detail in some respects. It shows an above average understanding and/or application or synthesis of material. Needs some “tweaking.”

C work = This is average work in all respects and shows an average understanding and/or application or synthesis of material. Needs work in all or most areas of assignment.

D work = Below average work in all respects. Needs major revisions. Shows very little understanding or application of course material or little care in preparation.

90% and above = A 80% and above = B 70% and above = C 60% and above = D

**SCHEDULE**

Week 1 (1/8) Some kind of silly icebreaker, intro to course & syllabus overview, discuss assignments. I will post assignment guidelines to BB; read thoroughly so you know what I am asking you to do -- you may need to ask questions about specific assignments.

Week 2 (1/15) nature and use of student development theory; discussion of the Student Personnel Point of View and its relevance to the course (read chapter 1). Find a copy of the SPPV, read, bring to class (look on NASPA or ACPA website) Kolb’s Theory of Experiential Learning (chapter 8) & activity (Dr. Gentry will lead activity).

Week 3 (1/22) Psychosocial identity development (chapters 2 & 3) & activity group 1

Week 4 (1/29) Chickering’s Theory of Identity Development (chapter 4) & activity group 2

Week 5 (2/5) Perry’s theory of Intellectual Development (chapter 5) & activity group 3; Adult Development & Learning theory (reading on BB), Cognitive Structural Theories (chapter 7)

Week 6 (2/12) Moral Development (chapter 6) & activity group 4

Week 7 (2/19) Ecological impact on student development (chapter 9); & activity group 5

Week 8 (2/26) Self authorship (chapter 10) & activity group 6

Week 9 (3/5) SPRING BREAK – get your grooves on

Week 10 (3/12) Faith and spirituality (chapter 11) & activity group 7 annotated bibliographies due in class

Week 11 (3/19) Transition Theory (chapter 12) & activity group 8

Week 12 (3/26) Social identity (chapter 13); Racial identity Development & Multiracial (chapters 14 & 16) activity group 9

Week 13 (4/2) Ethnic identity (chapter 15) & activity group 10

Week 14 (4/9) Sexual and gender identity development (chapters 17 & 18) activity group 11

Week 15 (4/16) In class movie = bring movie food!

Week 16 (4/23) CLASS WILL NOT MEET
Week 17 (4/30) movie discussion, written movie analysis due in class
last class and wrap up, course evaluations
HED 6640: Governance and Administration of Higher Education
SYLLABUS*

COURSE DESCRIPTION
This course is designed to introduce students to the governance and administration of academic organizations. Particular attention is paid to the utility of the theoretical models to the administration of institutions of higher education. In this course, students will examine U.S. higher education and its current context, discuss defining characteristics of academic organizations, explore theoretical models of organizational functioning and their application to colleges and universities, explore governance and administration structures particular to American institutions with a focus on shared governance and dualistic authority structures, and analyze sources of authority and decision-making in academic institutions.

COURSE OBJECTIVES
By the end of this course, students will be able to:
- relate basic concepts from organizational theory and leadership to the internal governance of colleges and universities;
- distinguish the roles of governing boards, faculty, administration, and students in the governance and administration of institutions of higher education;
- identify and analyze the impact of environmental challenges on institutional governing and administrative behavior;
- define an organizational problem, analyze it through different theoretical lenses, and render a recommendation for addressing that problem based on the information collected through the analysis;
- review, synthesize, and distinguish multiple perspectives in literature on the governance and administration of colleges and universities;
- research and write a graduate analytic paper;
- work individually, and in teams of two and more by collaborating on specific projects.

READINGS
Required:
- All other assigned readings are available on the Blackboard course site. I have designed this site in an effort to maintain continuous and collaborative learning environment throughout this semester. The site is organized to follow each course session; it contains the syllabus, the required readings, and related materials and presentations, and offers all of us constant e-mail communication and a discussion forum space.

*Syllabus is subject to changes when needed.
• You should also review the *Chronicle of Higher Education* and/or check the *Inside Higher Ed* web site each week if you do not already do so. I highly recommend that you regularly check *Academe* and *Change* as well.

**Recommended:**
  This is an ASHE Reader book compilation, which includes foundational literature on the organization and governance of higher education. We will be reading several articles out of this reader (you have access to scanned copies of those articles through the Blackboard course web site).
  Morgan uses an expanded set of perspectives (images or metaphors) to analyze organizations.

**ACADEMIC DISHONESTY**
Academic dishonesty can incur severe penalties. All submitted written work must be a product of your own thoughts and ideas. When other sources are used, they should be fully acknowledged. If you are uncertain how to cite or credit another person’s idea or work, please check with me. UT’s Academic Honesty Policy is presented in detail at: [http://www.utoledo.edu/offices/provost/file/curriculum/academic_honesty_policy.ppt](http://www.utoledo.edu/offices/provost/file/curriculum/academic_honesty_policy.ppt)

**COURSE REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation for and active participation in class discussions (14x3=42 points)</td>
<td>42 points</td>
</tr>
<tr>
<td>2. Writing Papers – Assignment</td>
<td>15 points</td>
</tr>
<tr>
<td>3. Focused Class Discussion</td>
<td>15 points</td>
</tr>
<tr>
<td>4. Organizational Problem Identification and Analysis Paper</td>
<td>45 points</td>
</tr>
<tr>
<td>- Paper Contribution uploads (10 points)</td>
<td></td>
</tr>
<tr>
<td>- Final Paper (35 points)</td>
<td></td>
</tr>
<tr>
<td>5. Team Audit Project</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>147 points</strong></td>
</tr>
</tbody>
</table>

**Note:** Late submissions will not be accepted. Please do not forward submissions via email.

1. Preparation for and active participation in class discussions (14x3 pts.)  42 points

Active class participation is essential for successful completion of this course. Through thoughtful engagement in class discussions, presentations and team work, and submission of items that the class worked on during a session (such as for example the Chart comparing universities and businesses), students are expected to demonstrate that they have read the materials assigned and are familiar with the course content. Students should read all assigned readings prior to class, noting questions and issues to discuss in class. I strongly discourage class
absence. Prior notification for missing a session is required in case of emergencies and unavoidable conflict.

For this course, you are also asked to stay current on developments in higher education as reported primarily through the *Inside Higher Ed* or the *Chronicle of Higher Education*. We will devote the start of each class session to a brief summary of the major higher education developments of the preceding week. As part of your preparation for and participation in this class, I expect that you will have something to share with the class during most of these time periods.

2. Writing Papers – Assignment

Writing papers at the graduate level is a critical skill that can be learned and further strengthened over time. This is a writing-intensive graduate course in which we will constantly endeavor to improve that skill. For this assignment, you are asked to prepare a short graduate paper that defends an argument, has a clear organization and structure, and follows APA writing style. The paper needs to develop your position (either for or against) the statement: *Colleges and universities are no different than any other kind of business.* Use at least 2 journal articles, 2 newsletter articles, and 2 on-line texts to support your points. The paper should be at least 900 words long. The evaluation rubric is posted on the Blackboard course site.

3. Focused Discussion

In teams of two, you will sign up to co-lead a discussion on a specific topic or concept under study. Your goal is to facilitate the understanding of that topic/concept for all class participants. The readings for the given class session should provide sufficient information that will help you develop your major points of discussion. To enhance the class’s learning, you might also want to develop an activity that can assist people in better understanding the material, and/or you can use real-life examples and illustrations. Handouts/discussion plans and materials should be submitted by the deadline noted in the syllabus. Both/all team members should present (no credit will be given to those not presenting). The discussion should not exceed 20-25 min. The team’s efforts will be evaluated by all class participants (the evaluation rubric is available on the Blackboard course site). In addition, each team member will evaluate the performance of her/his team peers (the Peer Team Evaluation form is available on the Blackboard course web site).

4. Organizational Problem Identification and Analysis Paper (10 + 35)

Over the course of this semester, you will develop a course paper (15-16 pages of length, font size 12, double-spaced, APA style formatted). For most of the sessions, you will submit a portion of the evolving paper (in this syllabus, each portion is called Paper Contribution and is numbered for clarity). Your paper will study an organizational problem from different lenses, and suggest recommendations to address the problem.

You will start by identifying a problem within the academic organization you currently work in or have worked in the past. Then, in separate Contribution Papers, you will use organizational lens, models, and concepts reviewed in class during the selected weeks, in order to interpret and analyze the problem. Each Paper Contribution will be due at Blackboard course site. The submission drop box will automatically close at 11:59 pm on the Tuesday before the given Wednesday. Each submission will receive feedback and a number of points (2 maximum) based on the quality of analysis and understanding of the issues.

Paper Contribution 1 – describe the organization and the problem (2-3 pages)
Paper Contribution 2 – analyze the issue through the bureaucratic/structural lens (1-2 pages)
Paper Contribution 3 – analyze the issue through the human resource lens (1-2 pages)
Paper Contribution 4 – analyze the issue through the political lens (1-2 pages)
Paper Contribution 5 – analyze the issue through the cultural lens (1-2 pages)
Final Paper – combine and synthesize your analyses

Paper Contribution 1 – describe the organization and the problem (2-3 pages)
Develop your problem carefully, give enough context on the organization to be able to situate the problem appropriately. This is perhaps the hardest part of the task.
- Make sure it is an organizational problem. Parking on campus might be an organizational problem, but it might be an architectural issue.
- It needs to be a problem, not a description of a situation. Narrow down, avoid listing an assortment of problems. The paper needs focus.
- You need to provide evidence of the symptoms of the problem. Convince me it exists!

Paper Contributions 2 through 5
- A common problem in those short papers is to move astray from the problem and to analyze the organization in general. Stay focused on the problem at all times.
- Another concern is not relating the chosen concepts to the problem. Look for links and similarities.
- It will be impossible to discuss every concept from within a given frame that relates to your problem. Choose 2-3 most significant and work with them.

Final Paper
The final paper should incorporate your analysis of the problem through the different lens and discuss the one(s) most useful in analyzing the problem and in suggesting recommendations. It should also advance those recommendations for solutions. Use additional literature to further advance your understanding of the problem and support your recommendations. The paper should be well-structured as a research paper, and should follow APA writing style. The Evaluation Rubric for the Final Paper is available at the Blackboard course site.

5. Team Audit Project 30 points

Students (in groups of at least 3) will team in a semester-long project of analyzing one institutional body involved in college/university governance. The choices include:

Governing Board (only one). Faculty Senate, Faculty Association, Faculty Union, Student Government, Student Association

Your aim in this project is to draw an informed and clear picture of the mission and goals of this body, of its nature as defined by the specific type of the college or university it is situated in, of its structure and functioning, of its culture and composition, of its role in the shared governance of the institution. To respond to these questions, the team will conduct interviews with members of this body as well as with institutional representatives (in order to ascertain the level of shared governance on this campus and the place of this particular team in it as leaders from outside this body see it). The team will present their findings to the class. All team members should present (no credit will be given to those not presenting); presenters should prepare hand-outs for all class
participants. Presentations should not exceed 40 min. Presentations will be evaluated by the whole class (the evaluation form is available on the course web site). In addition, each team member will evaluate the performance of her/his team peers (the Peer Team Evaluation form is available on the Blackboard course web site).

**Grading Scale:**

- 95% - 100%  
  A
- 90% - 94%  
  A-
- 87% - 89%  
  B+
- 83% - 86%  
  B
- 80% - 82%  
  B-
- 77% - 79%  
  C+
- 73% - 76%  
  C

**CALENDAR OF REQUIRED SUBMISSIONS:**

- September 10, 11:59 pm – Writing Papers – Assignment
- September 17, 11:59 pm – Filled-out Chart  
  Student Discussion Team 1
- September 24, 11:59 pm – Contribution Paper 1  
  Student Discussion Team 2
- October 1, 11:59 pm – Student Discussion Team 3
- October 8, 11:59 pm – Revised Contribution Paper 1
- October 15, 11:59 pm – Contribution Paper 2  
  Student Discussion Team 4
- October 22, 11:59 pm – Contribution Paper 3
- October 29, 11:59 pm – Student Discussion Team 5
- November 5, 11:59 pm – Contribution Paper 4  
  Student Discussion Team 6
- November 12, 11:59 pm – Contribution Paper 5
- November 19, 11:59 pm – Team Audit Presentations ALL TEAMS
- December 8, 11:59 pm – Final Paper

**Note:** Late submissions will not be accepted. Please do not forward submissions via email.

**COURSE SCHEDULE**

- **August 21st, 2013, Wednesday, 5:30 pm – 8:00 pm**
  Introduction to the course. Introductions, overview of syllabus and assignments, formation of teams, and initial discussions.

- **August 28th, 2013, Wednesday, 5:30 pm – 8:00 pm**
Writing papers and making presentations.

Readings:
- **Hint:** Start reading Bolman and Deal!

➤ **September 4th, 2013, Wednesday, 5:30 pm – 8:00 pm**
American higher education: Trends and critical issues. Types of higher education providers and emerging forms of higher education provision.

Readings:
- Listen to the first 30 min. of the MOOC Moment Webinar, May 20, 2013, at [http://www.insidehighered.com/audio/2013/05/30/mooc-moment](http://www.insidehighered.com/audio/2013/05/30/mooc-moment)
- Watch Chapter 1 and 2 (or more) of *College Inc.*, the PBS Frontline documentary, available at [http://www.pbs.org/wgbh/pages/frontline/collegeinc/](http://www.pbs.org/wgbh/pages/frontline/collegeinc/)

➤ **September 11th, 2013, Wednesday, 5:30 pm – 8:00 pm**
Main characteristics of the academic organization. Is a college different than a business (Corning Inc. and Virginia Tech.)?

Readings:
- Birnbaum, Preface and Part 1;

Due by 11:59 pm on September 10:
Writing Papers - Assignment

➤ **September 18th, 2013, Wednesday, 5:30 pm – 8:00 pm**
Reframing Organizations. Organizations as bureaucratic structures.

Readings:
- Bolman and Deal, Parts 1 and 2;

Due by 11:59 pm on September 17:
Filled-out Chart
Student Discussion Handouts: Team 1. The professional bureaucracy (Monica and Cheryl)

➤ September 25th, 2013, Wednesday, 5:30 pm – 8:00 pm
Organizations as human and as collegial institutions.

Readings:
• Bolman and Deal, Part 3;

Due by 11:59 pm on September 24:
Contribution Paper 1
Student Discussion Handouts: Team 2: Administrative and professional authority (Carlos and Tera)

➤ October 2nd, 2013, Wednesday, 5:30 pm – 8:00 pm
Organizations as political systems. and as symbolic systems or cultures.

Readings:
• Bolman and Deal, Parts 4 & 5.

Due by 11:59 pm on October 1:
Student Discussion Handouts: Team 3. Life cycle of management fads (Aaron and Ahmed)

➤ October 9th, 2013, Wednesday, 5:30 pm – 8:00 pm
Colleges and universities as bureaucracies. The strategic leaders: Boards and presidents.
Guest Speaker: A university/college leader.

Readings:
• Birnbaum, Chapters 3 and 5:
  (Blackboard course web site)
• Trombley, L. (2007, July/August). The care and feeding of presidents. Change, 39, No. 4, pp. 14-17. (Blackboard course web site)

Due by 11:59 pm on October 8:
  Revised Contribution Paper 1

➢ October 16th, 2013, Wednesday, 5:30 pm – 8:00 pm
Institutions of higher education as collegial and human institutions.

Readings:
• Birnbaum, Chapter 4;

Due by 11:59 pm on October 15:
  Contribution Paper 2
  Student Discussion Handouts: Team 4. Evolution of university organization (Brandi and Elicia)

➢ October 23rd, 2013, Wednesday, 5:30 pm – 8:00 pm
Student participation in university governance.
  Guest Speaker: UT Student President.

Readings:

Due by 11:59 pm on October 22:
  Contribution Paper 3

➤ October 30th, 2013, Wednesday, 5:30 pm – 8:00 pm
Colleges and universities as political systems.
  Guest Speaker: University PR/lobbyist.

Readings:
- Birnbaum, Chapters 6 and 7

Due by 11:59 pm on October 29:
  Student Discussion Handouts: Team 5. The organized anarchy (Krystal and Erika)

➤ November 6th, 2013, Wednesday, 5:30 pm – 8:00 pm
Colleges and universities as symbols and cultures.

Readings:

Due by 11:59 on November 5:
  Contribution Paper 4
  Student Discussion Handouts: Team 6. Academic culture and climate (Emily, Brittanie, and Alexandra)

➤ November 13th, 2013, Wednesday, 5:30 pm – 8:00 pm
Integrating models and characteristics of organizational functioning.

Readings:
- Bolman and Deal, Part 6;
- Birnbaum, Chapters 8 and 9.

**Due by 11:59 pm on November 12:**
Contribution Paper 5

➢ **November 20th, 2013, Wednesday, 5:30 pm – 8:00 pm**
Presentations of Team Audit Projects

Team 1: Brittanie, Alexandra, and Carlos (BOT of Lourdes)
Team 2: Tera, Cheryl, and Brandi (SG at UT)
Team 3: Aaron, Ahmed, and Elicia (GSA at UT)
Team 4: Monica, Emily, and Krystal

**Due by 11:59 pm on November 19:**
Team Audit Presentations ALL TEAMS

➢ **December 4th, 2013, Wednesday, 5:30 pm – 8:00 pm**
Overview, sample comprehensive exam questions, assist with final paper

**Final Papers are due December 8th by 11:59 pm**
HED 6730 Legal Aspects of Higher Education

COURSE DESCRIPTION
This course is designed to provide aspiring higher education professionals with knowledge and skills in the area of higher education law. Specifically, the course exposes students to the legal environment of higher education in both the academic and student affairs arenas. Students will learn about important sources of law that have affected higher education and its management and engage the material in such a way that practical applications for administrative practice are identified. Hence, it is not a law course as would be found in a school of law but rather takes an applied perspective in the sense of how legal principles and case law can be used to inform management activities in institutions of higher education.

GOALS AND LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Goals</th>
<th>Specific Learning Objectives (Students will be able to...)</th>
</tr>
</thead>
</table>
| To be better consumers of the law and legal resources. | • Articulate the different sources of law as it affects different types of institutions.  
• Recognize legal resources that can be utilized to assist in evaluating legal implications of institutional activity.  
• Articulate the roles and responsibilities of university counsel. |
| To understand key legal cases and concepts relevant to administrative practice in higher education. | • Describe important areas of the law that have developed over the years impacting upon higher education.  
• Articulate key legal cases that have affected how colleges and universities handle or approach issues with two primary internal stakeholder groups, faculty and students.  
• Identify emerging areas of law related to particular activities in higher education. |
| To understand the important legal principles that should be considered when making policy or practice decisions. | • Evaluate actions in light of institutional public or private status and religious affiliation if any.  
• Articulate how issues such as academic freedom, tenure, civil rights, the first and fourth amendments, contracts, and torts have shaped higher education practice. |
| To recognize opportunities for administrative practice in light of higher education's legal environment. | • Evaluate the utility of particular administrative practices in light of an informed knowledge of the law.  
• Apply knowledge gained to specific issues associated with faculty and students. |

COURSE MATERIALS

Required:


Recommended:


**STUDENT EXPECTATIONS**

This course is designed to be participative. Hence, students are expected to come to class prepared to discuss the readings, periodically take leadership roles in the presentation of material or the facilitation of exercises, and in general, be responsible for their own and others learning. Additionally…

1. Be aware of all due dates for assignments as no points will be given for late submissions.
2. Students are expected to adhere to the guidelines in the *Code of Student Conduct* and to be familiar with the policies associated with academic dishonesty.
3. I reserve the right to make adjustments to this syllabus should circumstances warrant (e.g., we don’t cover all that is listed for a particular day, etc.).
4. APA style is expected for all assignments.
5. Papers are to be single spaced with 1 inch margins.
6. I grade for spelling, typos, and grammatical errors.

**COURSE ASSIGNMENTS**

**Class Participation – 60 points (12%)**

As would be expected in a graduate course, students are to actively engage in class discussion. Class participation is based on the quality and quantity of your participation.

**Pre-Assignment: Student Legal Briefs – 90 points (3 @ 30 points each) (18%)**

Students will produce three legal briefs from the list of cases found underneath the reading assignments on the course schedule section of this syllabus. Briefs should be no more than two single-spaced pages in length and include (1) the complete citation, (2) case topic, (3) concise summary of the issues and facts of the case, (4) court decision, and (5) importance to higher education administrators. A sample case brief can be found on the course web site. The briefs are packaged in this way such that they can be helpful to you in preparation for the final exam. You may be called upon to discuss your case on the date listed on the syllabus. After receiving feedback from me, revise your brief (as/if needed), and send it to all of your classmates. I will have a sign-up sheet for you at the first course session.

**Case Facilitation or Debate Exercise & Write-Up – 150 points (30%)**

Teams of three students will either (1) facilitate an in-class case study or (2) engage in an affirmative action debate exercise on the date listed in the syllabus. Selection of option choices will occur at the first session of the course.
Case Exercise Assignment Option
Regarding the case assignment, student teams will facilitate a 45 minute exercise built around the case. The purpose of these case exercises is to engage students with real problems faced by college administrators that have substantive legal and practice implications. Teams are to identify key learning objectives with the case (i.e., identification of relevant issues, information sources useful for problem solving including sources of law, development of solution alternatives, and selection of “best” course of action with rationale) and facilitate it in such a way that it stimulates self-discovery as well as offers specific teaching points that you offer. Grading will be based upon the degree to which teams meet the aforementioned objectives and use creativity in its delivery (i.e., not just lecturing to the class but rather incorporating active learning techniques).

As part of this assignment, teams will turn in a three page single-spaced case write-up that includes (1) a brief synopsis of the case that summarizes the facts/issues involved, (2) a discussion of the possible decision alternatives and their consequences, and (3) a well supported recommendation for the appropriate course(s) of action. Write-ups are to be written in the form of a consultant’s letter (you are the consultants) to the appropriate institutional leader described in the case dealing with the problem. Evaluation of this assignment will be based on the quality, thoroughness, and effort with the case facilitation and the completeness of the write-up based on the established criteria described above. Students will also provide a copy of their learning objectives for the case facilitation component of this assignment.

Debate Exercise Assignment Option
The team of 3-4 that chooses this assignment will engage in a “mock” affirmative action in admissions debate. A pro and a con position on the question of affirmative action as a tool for making college admission decisions will be debated by your team. Just like in a real debate, each side will have a designated period to present their arguments (10 minutes each) followed by a 5 minute rebuttal period. Afterwards, the team will invite questions from the audience (the rest of us) and facilitate a discussion of the issues and positions. As part of this assignment, teams will submit a three page single-spaced paper that (1) succinctly summarizes the importance of this issue for higher education, (2) clearly defines the issues and arguments from the pro AA perspective and con AA side respectively, and (3) offers an informed opinion as to what college and university administrators can or should do in light of recent and pending litigation and state legislative action. In addition, teams will submit their list of learning objectives associated with the discussion facilitation component of this assignment.

Final Exam – 200 points (40%)
There will be a comprehensive final exam in this course based on content covered in class that builds from the core texts. The exam will consist of a combination of short answer and essay type questions. Further information about the exam will be provided in class with mock exam questions provided and answers discussed.

GRADING
There are a total of 500 points available for this course with the following grading breaks:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>460 - 500</td>
<td>A</td>
</tr>
<tr>
<td>434 - 459</td>
<td>B+</td>
</tr>
<tr>
<td>400 - 433</td>
<td>B</td>
</tr>
<tr>
<td>384 - 399</td>
<td>C+</td>
</tr>
<tr>
<td>350 - 383</td>
<td>C</td>
</tr>
<tr>
<td>334 - 349</td>
<td>D+</td>
</tr>
<tr>
<td>300-333</td>
<td>D</td>
</tr>
<tr>
<td>300</td>
<td>F</td>
</tr>
</tbody>
</table>

Below
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction, review of syllabus, &amp; legal scavenger hunt</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cases for Briefs:&lt;br&gt;Trustees of Dartmouth College v. Woodward&lt;br&gt;4 Wheat 518 (1819) – states &amp; private vs. public institutions</td>
</tr>
<tr>
<td>Session 3</td>
<td>The Four (Five?) Eras</td>
<td>- The Rights, 3-16, 17-34&lt;br&gt;- Case Study</td>
</tr>
<tr>
<td>Session 4</td>
<td>Basics of Legal Research -sources of information regarding legal issues in higher education -working with electronic databases -working with governmental/regulatory databases -techniques in reading cases, statutes, regulatory materials, etc.</td>
<td>- Shaer v. Brandeis University&lt;br&gt;- US DOE Office for Civil Rights Letter to Spring Arbor University&lt;br&gt;- Code of Federal Regulations (C.F.R. Title II ADA) paying special attention to § 35.139 Direct Threat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cases for Briefs:&lt;br&gt;Bob Jones University v. United States&lt;br&gt;461 U.S. 574 (1983) – limits of religious institutions</td>
</tr>
</tbody>
</table>
| Session 7 | Employment Law Part 1: Introduction to Employment Law & Faculty Employment  
**Guest Presenter:** UT General Counsel |
| --- | --- |
|  | **Overview**  
-4th Amendment and Seizures/Private Issues  
-Investigations  
-White Collar Crime Regulatory Process Overview  
- **Commonwealth v. Carr**  
- **In Re: Matter of Search Warrant (Clixte)**  
- Optional: Freeh Report on Penn State  
- K&L pp. 117-120; 185-197; 202-209; 213-239.  
  - **Web sites:**  
    - Browse AAUP statements on renewal, nonrenewal, and dismissal of faculty as well as collegiality as a criterion for faculty evaluation: [http://www.aaup.org/AAUP/pubsres/policydocs/contents/](http://www.aaup.org/AAUP/pubsres/policydocs/contents/)  
  - **Cases for Briefs:**  
    - Board of Regents of State Colleges v. Roth  
      408 U.S. 564 (1972) – faculty dismissals for cause  
    - University of Pennsylvania v. EEOC  
      493 U.S. 182 (1990) – access to tenure files  
| Session 8 | Student and Employee Civil Rights and Empowerment  
- "Equal Protection" and Civil Rights Laws  
  1. Race  
  2. Sex/Gender/Orient.  
  3. Class  
**Guest Presenter:** Affirmative Action Officer |
| --- | --- |
|  | **Overview**  
- Foundations, 231-241  
- 2 cases sent to you electronically  
- **Cases for Briefs:**  
    - Brown v. Board of Education  
      347 U.S. 483 (1954) – non-discrimination  
    - United States v. Fordice  
      505 U.S. 717 (1992) – non-discrimination  
<table>
<thead>
<tr>
<th>Session 9</th>
<th>Due Process: Conduct Codes and Alternatives</th>
</tr>
</thead>
</table>
|  | **Overview**  
- Beyond Discipline, chapter 3 and 4  
- Foundations, 179-195  
- US DOE OCR Dear Colleague Letter on Title IX, April 4, 2011  
- University of Missouri v. Horowitz  
- University of Michigan v. Ewing  
- Flaime v. Medical College of Ohio  
- **Cases for Briefs:**  
    - *Tort Audio Recordings*  
<table>
<thead>
<tr>
<th>Session 10</th>
<th>Liability: Contracts &amp; Torts</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| | * Foundations, 241-247, 197-231, 227-231  
| | * Case Study: Professor Angell’s Agenda (will be sent to you electronically).  
| | Web Sites:  
| | * Browse AAUP Statements on academic freedom & tenure:  
| | * http://www.aaup.org/AAUP/pubsres/policydocs/contents/  
| | Case for Briefs:  
| | * Board of Curators of the University of Missouri v. Horowitz 435 U.S. 78 (1978) – academic dismissal & deference to university judgment  
| | * Rosenberger v. Rector and Visitors of the University of Virginia 515 U.S. 819 (1995) – funding religious organizations  
| | * Christian Legal Society Chapter v. Martinez (08-1371) – decision pending from U.S. Supreme Court in June 2010 – funding religious organizations  
<table>
<thead>
<tr>
<th>Session</th>
<th>Sexual Harassment and Assault Team Case 2: TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
| | * Foundations, 91-178  
| | * US DOE OCR Dear Colleague Letter (April 4, 2011)  
| | * OCR Resolution Letter and Agreement with Yale University  
| | * OCR Agreement with Xavier  
| | * OCR/DOJ Resolution Letter and Agreement with University of Montana  
| | * OCR DCL on Retaliation  
| | * Sander, Libby. (2010, April 20). Education department nixes bush-era policy on Title-IX compliance. Chronicle of Higher Education. (PRO)  
| | Cases for Briefs: |
|---------|-------------------------------------------------------|--------------------------|------------------------------------------------------------------|

**Web Sites:**


**Case for Briefs:**

- Regents of the University of California-Davis v. Bakke  
  438 U.S. 265 (1978) – *affirmative action*

- Hopwood v. State of Texas  
  78 F.3d 932 (5th Cir. 1996), cert denied – *affirmative action*


| Session | Safety and Wellness  
|---------|----------------------------------------------------------|
| 14      | -Safety Law Overview – Negligence, Clery Act, SaVE Act, Safe and Drug-Free Schools Act  
|         | -AOD Risk, Liability Prevention  
|         | -Insurance/ Administrative Liability  
|         | -Sovereign Immunity  
|         | -Hazing  
|         | Team Case 3: *TBA*  
|         | • Foundations, 91-178, 227-231, 153-154, 190-191  
|         | • *Freeman v. Bush*  
|         | • *Bradshaw v. Rawlings*  
|         | • *Nova Southeastern v. Gross*  
|         | • Optional: Chapter 6 of *Rights and Responsibilities* |

| Session | Models of Student Engagement Mental Health/Care Teams  
|---------|---------------------------------------------------------|
| 15      | • *Beyond Discipline*, Chapters 1 and 5  
|         | • *Rights and Responsibilities*, Chapter 6  
|         | • *Foundations*, 165-170  
|         | • *Shin v. MIT*  
|         | • *Balancing Safety and Support on Campus* (Jed/HEMHA)  
|         | • URMIA, *Campus Threat Assessment and Management Teams* |

| Session | FINAL EXAM  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>