Law and Higher Education  
EDH 7405  
Educational Administration & Policy  
Fall 2014

<table>
<thead>
<tr>
<th>Contact Information:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>JoCynda Hudson, M.Ed.</td>
<td>By Appointment</td>
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<tr>
<td>Corner 13th and Museum, Main Housing Office</td>
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<tr>
<td>352-392-2171 ext. 10141</td>
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<tr>
<td><a href="mailto:jocynhad@housing.ufl.edu">jocynhad@housing.ufl.edu</a></td>
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Course Description:
The goal of the course is to provide a substantial framework and reference for higher education administrators and related professionals in evaluating the potential legal dimensions of their responsibilities and activities. The history and philosophy of legal issues will be explored, along with the practical side of the profession.

Course Objectives:
- Demonstrate knowledge and understanding of the United States legal system and how it pertains to higher education.
- Explain the concept of “state action” and the difference between public and private institutions.
- Understand federal, state, and local compliance issues facing administrators today.
- Describe how policy is developed at the institution, state, and federal level.
- Learn about institutional governance.
- Develop the ability to identify legal issues and emerging trends related to students and higher education.
- Become familiar with the primary types of legal issues confronting entry level practitioners and the parameters of the law related to:
  - a) Campus Housing
  - b) Student Organizations
  - c) Student Discipline
  - d) Free Speech, Student Press, and Campus Demonstrations
  - e) Employment
- To understand several basic parameters of the legal liability of Student Affairs administrators and utilize critical thinking skills in how to manage risk.

Required Reading:
- Text Book: No official text is required. Cases must be looked up by the student on their own.
- United States Constitution: [http://www.senate.gov/civics/constitution_item/constitution.htm](http://www.senate.gov/civics/constitution_item/constitution.htm)
- Supplemental Readings: Will be emailed periodically or distributed during class.
- Suggested Materials:
**Course Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>On going</td>
<td>100</td>
</tr>
<tr>
<td>Case Briefs (5 total briefs)</td>
<td>TBA in Class</td>
<td>100</td>
</tr>
<tr>
<td>Reaction Paper 1</td>
<td>October 7</td>
<td>50</td>
</tr>
<tr>
<td>Reaction Paper 2</td>
<td>November 4</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>December 9</td>
<td>100</td>
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</table>

Total Points = 400

Due to the nature of the course topic, your active participation in the class sessions is vital to a successful educational experience. Students are expected to actively and thoughtfully engage in class discussions, read and study the assigned readings prior to class, and thoughtfully respond to any assignments. If you are absent, for any reason, you will lose 5 points for that day.

**Case Briefs – TBA** 100 points

Each student will submit 5 case briefs over the course of the semester, due dates TBA. Briefs should be typed using a single-spaced format. The complete citation, the important facts of the case, the key issue(s) in question form, answer(s) to the issue(s) (Yes or No), the reasoning of the court, and relevance to higher education should be provided. My expectation is that you will read, analyze, interpret, and summarize the case. Additional comments may be used to address broader legal issues raised by the case or address arguments raised in dissenting opinions. Briefs are just that—brief, and should typically not be more than two pages long. I prefer one page.

**Reaction Papers – October 7 & November 4** 100 points

Reflection papers are assigned after each guest speaker and are intended for you to apply class materials to practical real-world application. You will synthesize what you learned from the speakers, reflect on class readings and discussion, and present your understanding of the topic in a paper that should be a minimum of 2 pages and no longer than 3 pages. Make sure you include a title page and format in APA style.

Your paper should demonstrate your ability to:

- Synthesize the information in class shared by the speaker.
- Relate concepts discussed prior in class to the speaker’s presentation.
- Reflect on how you may use the information in your future work as a higher education professional.

**Final Exam – December 9** 100 points

A final exam will be administered in order to evaluate your comprehension of the course material. The exam will cover material presented in class and from the readings.

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
Grading Scale:

<table>
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<tr>
<th>Assigned Grade</th>
<th>Percent Range</th>
<th>Quality of work</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
<td>Excellent work, exceeds course expectations and submits quality work</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>Very good, clearly and substantially meets course requirements</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>Good, meets the minimum standards of the course requirements</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
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</tr>
<tr>
<td>D+</td>
<td>69-65</td>
<td>Below average performance, does not meet most of the course standards</td>
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<tr>
<td>D</td>
<td>64-60</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>60-below</td>
<td>Unacceptable performance, does not sufficiently meet the course standards</td>
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https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Class Attendance:
Attendance will not be taken over the course of the semester, but you will notice that class participation is required and important concepts will be covered in class. There is no need to contact me if you need to miss a class; however, I do expect you to communicate extenuating circumstances that may result in prolonged absence. Furthermore, I encourage you to reserve your absences for critical moments such as illness or family emergencies.

Missed Exam & Late Assignments:
- Missed exams cannot be made up, except for in extreme circumstances. You should contact me as soon as you are aware that you must miss an exam so that an appropriate course of action and be established.
- Generally, points will be deducted for turning in assignments late (2 points per day).
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Professionalism:
- It is appropriate to take breaks as needed, without seeking permission, provided you do not disrupt class in a significant way and you attempt to keep such breaks to a minimum.
- Cell phones should be silenced, if not turned off.
- Text messaging is not permitted.
- Given the seminar nature of this course, the use of a laptop is permitted only in referencing reading materials. Please see me if this is an inconvenience for you.
- You are encouraged to schedule a meeting with me should you find yourself having difficulties in this course.
**ADA Accommodations:**
The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to the Disability Resource Center (http://www.dso.ufl.edu/drc) in the basement of Reid Residence Hall (392-8565), and 2) Bring a letter to the instructor from the DRC indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

**Religious Accommodations:**
Any student who requires academic accommodations for a religious observance should provide me with a written request for a reasonable modification. This written request should be submitted no later than the end of the class session during the second week of classes. Feel free to contact me after class, during my office hours, or by individual appointment to discuss this further.

**Academic Honesty:**
An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at http://www.dso.ufl.edu/secr/process/student-conduct-honor-code/ and ask the instructors to clarify any expectations you do not understand.

**Evaluation:**
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

**Gatorlink E-mail:**
Students are required to have and use their GatorLink account for all UF related e-mail functions. Official university communications are sent to students at this email address.
Appendix A:
List of Professional Organizations

- American College Personnel Association (ACPA)
- National Association for Student Personnel Administrators (NASPA)
- American Association for Employment in Education (AAEE)
- American Counseling Association (ACA)
- American College Counseling Association (ACCA)
- Association of Collegiate Conference & Events Directors-Int'l (ACCED-I)
- American College Health Association (ACHA)
- Association of College Honor Societies (ACHS)
- American College Personnel Association (ACPA)
- Association of College and University Housing Officers -- International (ACUHO-I)
- Association of College Unions International (ACUI)
- Association of Fraternity Advisors (AFA)
- Association on Higher Education and Disability (AHEAD)
- Association for Student Judicial Affairs (ASJA)
- Canadian Association of College and University Student Services (CACUSS)
- Collegiate Information and Visitor Services Association (CIVSA)
- Council for Opportunity in Education (COE)
- College Reading and Learning Association (CRLA)
- National Association for Campus Activities (NACA)
- National Academic Advising Association (NACADA)
- National Association of College Auxiliary Services (NACAS)
- National Association of Colleges and Employers (NACE)
- National Association of College Stores (NACS)
- National Association of College and University Food Services (NACUFS)
- National Association for Developmental Education (NADE)
- NAFSA - Association of International Educators (NAFSA)
- National Association of Student Affairs Professionals (NASAP)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Student Personnel Administrators (NASPA)
- National Clearinghouse for Commuter Programs (NCCP)
- National Clearinghouse for Leadership Programs (NCLP)
- National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender
- Resources in Higher Education (Consortium)
- National Council on Student Development (NCSD)
- National Intramural and Recreational Sports Association (NIRSA)
- National Orientation Directors Association (NODA)
- National Society for Experiential Education (NSEE)
- National Women's Studies Association (NWSA)
- The Network: Addressing Collegiate Alcohol and Other Drug Issues (The Network)
- Southern Association for College Student Affairs (SACSA)
Appendix B:
List of Select Legal and Policy Professional Organizations

- National Association of College and University Attorneys (www.nacua.org)
- Association of Student Conduct Administration (www.theasca.org)
- American Association of Collegiate Registrars and Admission Officers (www.aacrao.org)
  Click on AACRAO Transcript and AACRAO SecureU for updates on legal issues
- Campus Legal Information Clearinghouse, Office of General Counsel, The Catholic University of America (http://counsel.cua.edu)
- National Center for Higher Education Risk Management (www.ncherm.org)
- National Immigration Law Center (http://www.nilc.org)
- Foundation for Individual Rights in Education (http://www.thefire.org)
- Federal Judiciary Homepage (http://www.uscourts.gov/courtlinks.html)
- Higher Education Compliance Alliance (http://www.higheredcompliance.org)
- Illinois Board of Higher Education (http://www.ibhe.org)
- Illinois Community College Board (http://www.iccb.org)
- Illinois Compiled Statutes (ILCS) (http://www.ilga.gov)
- UCLA Civil Rights Project (http://www.civilrightsproject.ucla.edu)
- Center for Individual Rights (CIR) (http://www.cir-usa.org/)
- Alliance Defense Fund (ADF) (http://www.alliancedefensefund.org/)
- Student Press Law Center (http://www.splc.org)
- Inside Higher Education (http://www.insidehighered.com) (see section on ‘Quick Takes’)
- The Chronicle of Higher Education (http://www.chronicle.com) (see section on ‘The Ticker’).