

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5760
3. Short title: Legal & Ethical Issues
4. Long title: Legal & Ethical Issues in Higher Education
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☒ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2019
8. **Catalog course description:** This course is designed to equip students with a working knowledge of current, past and potential laws and legal issues affecting higher education, and to apply ethics standards and ethical decision making into all aspects of professional practice.
9. **Course attributes:**
General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active
10. **Instructional delivery**
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:
☒ Face to Face ☒ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction. (60/40)
11. **Course(s) to be deleted from the catalog once this course is approved.** None.
12. **Equivalent course(s):** None.
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. **Prerequisite(s):** None.
 - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
 - b. Minimum grade required for the prerequisite course(s)? ☐
 - c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No
 - d. Who may waive prerequisite(s)?
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)
14. **Co-requisite(s):** None.

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student
- b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

16. Repeat status: x May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: x Standard ___ CR/NC ___ Audit ___ ABC/NC

19. Special grading provisions:

- ___ Grade for course will not count in a student's grade point average.
- ___ Grade for course will not count in hours toward graduation.
- ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____
- ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students: None.

Supplemental Materials or Software _____

Course Fee ___ No ___ Yes, Explain if yes _____

21. Community college transfer: None.

- ___ A community college course may be judged equivalent.
- ___ A community college may not be judged equivalent.
- Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. x Course is required for the major(s) of College Students Affairs

___ Course is required for the minor(s) of _____

___ Course is required for the certificate program(s) of _____

___ Course is used as an elective

2. Rationale for proposal: To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course

Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5760 – Legal & Ethical Issues in Higher Education

2. Catalog description - This course is designed to equip students with a working knowledge of current, past and potential laws and legal issues affecting higher education, and to apply ethics standards and ethical decision making into all aspects of professional practice.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students' development. (A/S)	1,3
b) Explain the difference between public, private, and for profit education with respect to the legal system. (LPG)	1, 2, 3
c) Describe how country and state/provincial constitutions and laws influence the constituents within a college community and affect their professional practice. (LPG)	1, 2, 3
d) Describe evolving laws, policies, and judicial rulings that influence the student-institutional relationship and how they affect professional practice. (LPG)	1, 2, 3
e) Know when and how to consult with one's immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications.(LPG)	1, 3
f) Explain concepts of risk management, reasonable accommodation, and enact liability reduction strategies. (LPG)	1, 2, 3
g) Demonstrate awareness of inequitable and oppressive ways that laws and policies are enacted on vulnerable student populations at national, state/provincial, local, and institutional levels. (LPG)	1, 3
h) Describe ethical hiring techniques and institutional hiring policies, procedures, and processes (OHR)	1, 2, 3
i) Explain the basic tenets of personal or organizational risk and liability as they relate to one's work. (OHR)	1, 2, 3
j) Articulate one's personal code of ethics for student affairs practice, informed by the ethical statements of professional student affairs associations and their foundational ethical principles. (PEF)	1, 2, 3
k) Describe the ethical statements and their foundational principles of any professional associations directly relevant to one's working context. (PEF)	1, 2, 3
l) Identify ethical issues in the course of one's job. (PEF)	1, 3
m) Explain how one's behavior reflects the ethical statements of the profession and address lapses in one's own ethical behavior. (PEF)	1, 2, 3
n) Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity how they affect one's integrity and work with others.(PEF)	1, 2, 3
o) Learn and articulate the principles of professional practice. (VPH)	1, 2, 3

4. Course materials.

Kaplin, W., & Lee, B. (2014) *The law and higher education, 5th ed. Student version.* San Francisco: Jossey-Bass.

Lake, P.F. (2013). *The rights and responsibilities of the modern university: The rise of the facilitator university*, 2nd ed. Durham, NC: Carolina Academic Press.

5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Introduction to course, syllabus, and assignments	150 Minutes	
2	Overview of Postsecondary Law	150 Minutes	K&L, Sections 1.2-1.5 (pp.16-46); Lake, Ch 1
3	The Public-Private Dichotomy	150 Minutes	K&L, Sections 1.6-1.7 (pp 46-65); Lake, Ch 2; White: Handout
4	College Trustees, Administrators & Staff	150 Minutes	K&L, Sections 3.1-3.2 & 4.4 (pp. 93-124, 144-159)
5	Risk Management Strategies	150 Minutes	K&L, Section 2.4 (pp. 86-90); Lake, Ch 4 & 5
6	The College & the Federal Government	150 Minutes	K&L, Sections 11.1-11.5 (pp. 749-815)
7	The College & The Faculty	150 Minutes	K&L, Sections 7.1-7.3 (pp. 343-446); 9.1 (pp 569-580)
8	Midterm	150 Minutes	
9	Personal and Professional Codes of Ethics	150 Minutes	Professional Codes of Ethics for ACPA, NASPA, & CAS.

10	Ethical Issues	150 Minutes	Handouts
11	The College & Educational Associations * Guest Speaker – Joshua Smith (NCAA Compliance)	150 Minutes	K&L, Sections 12.1-12.2 (pp.816-831)
12	The College as Employer	150 Minutes	K&L, Sections 4.1-4.3 (pp.136-143); K&L, Sections 4.5 – 4.7 (pp.159-203)
13	Speech on Campus, Legal Issues & Student Affairs	150 Minutes	K&L, Sections 9.4-9.5 (pp 602-636); K&L, Sections 7.4-7.8 (pp. 446-506)
14	CASE STUDY PRESENTATIONS	150 Minutes	
15	CASE STUDY PRESENTATIONS	150 Minutes	
16	Final Exam		

6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Attendance/Participation	10%
Legal Briefs - 3	30%
Mid-Term Exam	10%
Case Study Project	20%
Ethical Standards Paper	20%
Final Exam	10%

Attendance/Participation: Students are expected to contribute actively and positively to the class discussion. Because students are responsible for their own learning, involvement in the class discussions are critical to the overall success of each student.

Legal Briefs: Students will be required to brief a court decision. Instruction on how to brief a case will be discussed in class.

Mid-Term Exam: There will be a mid-term exam on discussions and readings from the first half of the course.

Case Study Project: Students will be assigned to groups of 3-4 to work on a case study provided by the instructor. The students will be required to present to a panel of judges for evaluation. Students will have two weeks from receiving the case study to present their resolution

Ethical Standards Paper: Students will research and identify the appropriate professional ethical standards with as well as any 'missing' that they feel should be included.

Final Exam: A final exam covering readings and material from the second half of the course will be administered.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Attendance/Participation	a, b, c, d, e, f, g, h, i, j, k, l, m, n, o
Legal Briefs - 3	d, f, g
Mid-Term Exam	a, b, c, d, f, g, h, i
Case Study Project	b, c, e, f, g, j, l, n, o
Ethical Standards Paper	a, e, f, g, i, j, k, l, m, n, o
Final Exam	a, b, c, d, f, g, h, i

Date approved by the department or school: 4/11/18

Date approved by the college curriculum committee: 4/23/18

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: CGS: May 1, 2018