

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5760
Legal and Ethical Issues in College Student Affairs

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: **CSD 5760**
2. Title (may not exceed 30 characters, including spaces): **Legal and Ethical Issues in CSA**
3. Long title, if any: **Legal and Ethical Issues in College Student Affairs**
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: **3-0-3**
5. Term(s) to be offered: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☒ Fall ☐ Spring ☐ Summer Year: **2013**

7. 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.

8. Registration restrictions:

a. Equivalent courses

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). **None**
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No

b. Prerequisite(s):

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. **None**
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).
☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): **None**

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any:
Undergraduates

9. Special course attributes: **None**

10. Grading methods (check all that apply): ☒ **Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

Through readings, lecture, assignments and active class participation, students will

- a. identify and analyze the differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions.
- b. identify and discuss the evolving legal theories that define the student-institution relationship and how they affect professional practice.
- c. explore how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses.
- d. explore and apply the concept of risk management and liability reduction strategies including when to consult with one's immediate supervisor and campus legal counsel about those matters that may have legal ramifications.
- e. explore federal and state/province law's and institutional policies regarding non-discrimination.
- f. articulate one's personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles.
- g. identify ethical issues related to college student affairs and how to utilize intuitional and professional resources.
- h. utilize ethical decision-making strategies and when appropriate, utilize referral practices.
- i. demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices, an ethical commitment to just and sustainable practices as well as identify institutional actions which are not consistent with ethical standards.

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

Learning Goals	Objectives
• Depth of content knowledge	a - i
• Effective critical thinking and problem solving	d, h
• Effective oral and written communication	a - e, h - i
• Advanced scholarship through research or creative activity	

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

a. identify and analyze the differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions.	Case Briefs, Special Issues Research Paper; Mid-term
b. identify and discuss the evolving legal theories that define the student-institution relationship and how they affect professional practice.	Case Briefs, Special Issues Research Paper; Mid-term
c. explore how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses.	Case Briefs, Special Issues Research Paper; Mid-term
d. explore and apply the concept of risk management and liability reduction strategies including when to consult with one's immediate supervisor and campus legal counsel about those matters that may have legal ramifications.	Special Issues Research Paper; Mid-term

e. explore federal and state/province law's and institutional policies regarding non-discrimination.	Research Paper
f. articulate one's personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles.	Ethical Decision Making Paper; Final
g. identify ethical issues related to college student affairs and how to utilize institutional and professional resources.	Case Briefs, Ethical Decision Making Paper; Final
h. utilize ethical decision-making strategies and when appropriate, utilize referral practices.	Case Briefs, Ethical Decision Making Paper; Final
i. demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices, an ethical commitment to just and sustainable practices as well as identify institutional actions which are not consistent with ethical standards.	Case Briefs; Ethical Decision Making Paper; Final

- **Class Participation (10%)**

Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material. Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process.

- **Case Briefs & Panel Discussion (25%)**

Students will be assigned to groups of 3-4 to research and present on a legal case assigned by the instructor. The brief should be typed and no more than 3 pages and include the following:

- (1) identification of specific legal issues and rulings by the court;
- (2) college/university administrator options, implications of court decisions for students and other constituencies;
- (3) differences in how the case law would apply for private versus public institutions; and
- (4) possible global implications for American higher education.

Panel Discussions should be no longer than 25 minutes and a moderator must be identified to lead the discussion.

- **Special Issues Research Paper (25%)**

Students are to select a higher education legal issues topic approved by the instructor and complete a 10 page APA style paper. The paper should include a minimum of 15 references and may include cases, articles appearing in law review journals, books, etc. The paper should emphasis the nature, statutory case history and relevance to college student affairs practice.

- **Ethical Decision Making Paper (10%)**

Students will write a 5-7 page paper based on the decision making process identified by the instructor. The case will be assigned by the instructor on a current ethical issue related to higher education.

- **Mid-Term (15 % each)**
There will be a mid-term covering legal issues.

- **Final (15 % each)**
There will be a final covering ethical issues.

2. Explain how the instructor will determine students' grades for the course:

Grades will be based on the following criteria:

Class Participation	10%
Case Brief and Panel Discussion	25%
Special Issues Research Paper	25%
Ethical Decision Making Paper	10%
Mid-Term	15%
Final	<u>15%</u>
Total	100%

3. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

N/A

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- Describe how the integrity of student work will be assured:
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

4. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A

- course objectives;
- projects that require application and analysis of the course content; and
- separate methods of evaluation for undergraduate and graduate students.

5. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction to Course.
2	Overview of Post-Secondary Law.
3	Private – Public Education and Legal Issues.
4	College Trustee, Administrator and Staff (Institutional Management of Liability);
5	Risk Management Strategies; Case Briefs.
6	The College and Faculty (Contracts, Bargaining, and Personnel Decisions); Case Briefs.
7	The College and Students (Legal Status, Admission, Financial aid Disciplinary and Grievance Systems); Case Briefs.
8	The College and the Federal Government (Regulations, Taxation, Federal Aid and Civil Rights Compliance); Case Briefs.
9	The College and Education Associations.
10	Midterm
11	Personal and Professional Code of Ethics
12	The Role of Beliefs and Values in Personal Integrity and Professional Ethical Practices
13	Ethical Issues Related to College Student Affairs
14	Ethical Decision- Making Models and application
15	Ethics and Ethical Decision-Making

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
- b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
The program has dropped the second internship as a required course. Student may use a second internship as an elective.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

Required for graduate students admitted to M.S. in College Student Affairs.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Qualified Graduate Faculty in the Department of Counseling and Student Development.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

No additional costs to students.

3. Text and supplementary materials to be used (Include publication dates):

Kaplan, W., & Lee, B. (2006). *The law of higher education: A comprehensive guide to legal implications of administrative decision making*. San Francisco: Jossey-Bass.

Selected monographs (1990—2013) published by the *National Association of College and University Attorneys*; the *National Association of Student Personnel Administrators*; the *National Association of Student Affairs Professionals*; the *Chronicle of Higher Education*.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/23/13

Date approved by the college curriculum committee: 2/25/13

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

Date approved by CAA: Not applicable CGS: 4/16/13

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
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Center**

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