

EDHE 5620 (Online)

Student Risk Management in Higher Education

Instructor Contact

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Office Hours: By appointment via Zoom

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Communication Expectations:

By appointment preferred; I would prefer that most general questions go through the Q & A forum in the Discussion Board area. If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner).

Online meeting option: <https://unt.zoom.us/j/3195992323>; Zoom ID: 319-599-2323

Course Description

This course will examine legal aspects and risk management of student-related issues in higher education. Topics include, but are not limited to, federal and state laws and their legal implications as they relate to areas such as student rights and responsibilities, privacy, freedom of speech, academic freedom, due process, and harassment.

Course Structure

This class is 100% online. This is a 10 week course with 10 modules, and this class will cover one module per week.

Course Prerequisites or Other Restrictions

There are no prerequisites for this course.

Course Objectives

By the end of this course, students will be able to:

1. Students will summarize current research and case law in higher education as it relates to students and risk management.
2. Students will apply case law to a scenario to make informed decisions that have legal implications in higher education administration.
3. Students will identify and explain areas of risk in their work by analyzing case law.
4. Students will plan a program to eliminate or minimize risk to students in a particular area of higher education.

Materials

Recommended Book:

Miller, T.E. & Sorochty, R.W. (2015). Risk management in student affairs: Foundations for safety and success. San Francisco: Jossey-Bass. (not required; some chapters will be provided in Canvas.)

In addition, you can access case law through Nexis Uni (<https://iii.library.unt.edu/record=b5879738~S12>) as well as readings from current books, journals, and newsletters available online.

Teaching Philosophy

A document which highly influenced the field of higher education entitled “Seven Principles for Good Practice in Undergraduate Education” is a reference I often refer to regarding student engagement. These principles include student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning (Chickering and Gamson, 1987). I strongly feel that these principles can be applied to graduate students. My role as an instructor has been enhanced by working with demographically diverse learners who bring a wide range of interests and skills into the classroom.

I strive to create a supportive learning environment that nurtures individual and group differences and encourages engaged, honest conversations. It is my intent that everyone feels comfortable to share and explore ideas. In the course of class discussions, I welcome disagreements in the spirit of critical thinking and challenging ideas, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation etc. will not be tolerated. Please be aware of your social positionality, and utilize reflection of self and others to gain a deeper understanding of course topics.

Technical Requirements & Skills

Minimum Technology Requirements

- Computer: PC or Mac
- Internet access (high speed preferred - will be slow with dial up)
- Microsoft Word or a Word compatible program
- Adobe Acrobat Reader (available here: [adobe.com/uk/products/acrobat/readstep2.html](http://hwww.adobe.com/uk/products/acrobat/readstep2.html) ([Links to an external site.](http://hwww.adobe.com/uk/products/acrobat/readstep2.html)) (<http://hwww.adobe.com/uk/products/acrobat/readstep2.html>)
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

Computer Skills & Digital Literacy

Minimum technology skills for successful completion of this course include:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Downloading documents

- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail

See these [Netiquette Guidelines](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) (<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>) for more information.

Success in an Online Course

Communication online is different than that of face-to-face classes. Try to use good "netiquette" when communicating with your classmates. Remember that your fellow students can't see your facial expression, hear you laugh, or notice your gestures. All of these elements add to our face-to-face communication every day without us really noticing it. So, please keep this in mind when you are commenting on others ideas, giving constructive criticism on a writing project, or just interacting with the class in general.

You may also want to think about the fact that just because individuals take an online course, it doesn't mean that they are necessarily at a distance from each other. During your introductions, take a minute to let others know what town and state you live in. You may find that you actually have a classmate that you can meet at the local coffee shop or library and continue a conversation with.

Also, think about the many ways that you can collaborate and interact with the others in class. You can send email, make phone calls, meet in a chat room, trade your papers via email, etc. Feel free to interact!

Also visit ["How to Succeed as an Online Student"](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online) (<https://clear.unt.edu/teaching-resources/online-teaching/succeed-online>).

Getting Help

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Student Affairs Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
- [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

Course Requirements

List all required assignments and graded activities for the course, along with a short description and the points possible. Best practice is to clearly indicate both points and percentages if you are using both in the course. Here is a table example below:

<i>Assignment</i>	<i>Points Possible</i>	<i>Percentage of Final Grade</i>
<i>Assignment 1 – Collaborative Weekly Summaries (1 week assigned)</i>	<i>50 points</i>	<i>10%</i>
<i>Assignment 2 – Midterm Exam Paper</i>	<i>100 points</i>	<i>20%</i>
<i>Assignment 3 – Case Law Application Paper</i>	<i>75 points</i>	<i>15%</i>
<i>Assignment 4 – Final Exam Paper</i>	<i>125 points</i>	<i>25%</i>
<i>Participation</i> <ul style="list-style-type: none"> • <i>4 Discussion Forums @ 25 points ea.</i> • <i>2 Participation Posts for Collaborative Weekly Summaries (2 unassigned weeks) @ 25 points ea.</i> 	<i>100 points</i> <i>50 points</i>	<i>30%</i>
<i>Total Points Possible</i>	<i>500 points</i>	<i>100%</i>

Grading

Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:

A = 450-500

B = 400-449

C = 350-399

D = 300-349

F = 299 and below

Module Assignments

Each class module includes individual assignments or group online discussions. These activities are designed to assess the student's understanding of the course topic and the ability to apply course concepts. While this course does not have a set meeting time, all assignments will be due on **Friday by 10 pm unless otherwise noted**. Please refer to the course schedule for specific due dates.

Group Assignments

Collaborative Weekly Summaries

You will be assigned to a group which will be responsible for leading discussion on at least one topic area. Topic areas will be selected during the first week of class in module 1.

For your assigned date, your group will provide an overview/summary of all of the cases for that week, due on the Friday of your week by 10 pm. This includes defining any key terms before you summarize each case. You will upload a power point in the discussion board, summarizing the main issue(s) of each case, providing any facts/laws that the court used to come to a decision, and identifying

the decision of the court. You will also point out interesting facts that you learned as a conclusion for the power point.

To summarize the week's cases, you will present an activity for the class. This can be in the form of a video, news article, etc., scenario, but you must provide 3 discussion questions on the discussion board. The individuals in the group for that week will not be required to post responses.

ALL STUDENTS IN THE COURSE ARE EXPECTED TO READ ALL CASES FOR EVERY WEEK, EVEN IF YOU ARE NOT SUMMARIZING THE CASES FOR THAT WEEK. READING IS REQUIRED FOR YOU TO BE ABLE TO FULLY PARTICIPATE IN THE DISCUSSION AND ALSO HAVE KNOWLEDGE OF THE CASES TO COMPLETE THE MIDTERM AND FINAL.

Online Discussions Forums

There are a total of 4 online group discussions. Each student will be assigned to a small group for course discussion. Questions to be addressed by the group are located within the module. It is suggested students set aside 1-1.5 hours to complete online group discussions.

Participation in online group discussions will be evaluated on the following criteria:

- Ability to create clear and detailed answers to prompts
- Quality of responses to peer-published posts
- Ability to connect to the textbook, assigned case law, and current news articles.
- Level of consideration for others
- See grading rubric at the end of the syllabus for more details

Individual Assignments

Midterm Exam Paper

You will be given a scenario for which you will have to identify the risks apparent, relate those risks to specific law cases and state how you would address the dilemma presented in the scenario. **Masters students must cite at least 3 law cases for a minimum of a five-page paper and doctoral students must cite at least 5 law cases for a minimum of a six-page paper.** This page total does not include the cover page and references.

Utilize the following steps to analyze the case:

1. What are the triggers?
2. What are the parameters?
3. What facts are essential for understanding & dealing with the issues?
4. What additional information must be gathered before making a decision?
5. Who are the principal decision makers/influencers & what roles do they play?
6. What law cases are relevant to making a decision?
7. What possible decisions (alternatives) are available & what are the consequences of those alternatives?
8. What course of action (short-term & long-term) will be taken?

Case Law Application Paper

Each student will prepare a review of a case associated with one topic of student law/risk management. In that paper, you will (a) discuss the major points of the case in question (b) relate that case to a campus student issue, and (c) recommend how you would plan program, services, etc. to limit or

eliminate risk in that program. Be very specific as to how you would identify the risk and address each step of the planning process to minimize that risk.

Part 1: You will write a legal brief for your assigned court case. This is a one page summary (single-spaced) of the case that includes the following parts: 1) the title of the case; 2) the main facts of the case; 3) what was the main issue(s) (in question form); 4) the answer (yes or no); and 5) the reasoning of the court (Your brief must be in the format of the example legal briefs provided on Canvas). YOU CANNOT BASE THIS ASSIGNMENT OFF OF A CASE THAT WAS IN THE WEEK OF YOUR COLLABORATIVE WEEKLY GROUP ASSIGNMENT.

Part 2: In 5-7 double-spaced pages (see guidelines for masters and doctoral students below) you will relate this case to a current campus student risk management issue (hazing, campus safety, academic dishonesty, etc.). In that paper, you will:

- (a) discuss why this case is relevant to understanding the issue (focus on how that case can be applied to what is currently occurring around your issue on college campuses)
- (b) provide your professional expertise with why you agree/disagree with the reasoning of the court (what have you experienced or learned about higher education processes that connect to the case)
- (c) recommend how you would plan a program, services, etc. in order to limit or eliminate risk around your issue. Be very specific as to what the program would entail, how you would identify risks (i.e., campus assaults, likelihood of student injury in event planning, possible discrimination), and how the planning process will help minimize those risks. Please include the following considerations:
 - What would be the goals of the program?
 - In what department will your program be housed? (What are some opportunities for collaboration with other departments?)
 - What are some specific considerations you will need to address before, during, and after your program is implemented on campus?
 - What are some anticipated challenges to how the program will be received by various groups on campus (i.e. students, staff, and administrators)?
 - How will you assess the success of your program?

Masters students need to reference at least 3 outside sources (i.e. national organizations, higher education webpages/news articles, including 1 scholarly research source) that aide you in addressing your issue. Doctoral students need to reference at least 5 outside sources (i.e. national organizations, higher education webpages/news articles, including 2 scholarly research sources). These sources are particularly helpful for the content of Part 2, section A in discussing why your issue is important in the current context of what is happening on college campuses. While you may reference (and properly cite) what is being done on other campuses, the purpose of this paper is to apply your own understanding of the law to conceptualize what you think responsible programming should look like. Utilize proper headings/subheadings and include an introduction and conclusion. **Everyone will have a one page single-spaced brief summarizing their law case; master's students must have five-double spaced pages for part 2 and doctoral students must have seven double-spaced pages for part 2.** The cover page and the reference list (the court case and additional references) are not included in the page numbering.

Final Exam Paper

In the final exam you will be given an additional scenario for which you will identify the risk, relate those risks to specific law cases and state how you would address the dilemma presented in the scenario. The final exam paper should reflect progress in your thinking from the mid-term exam. **Masters students must cite at least 5 law cases for a minimum of a seven page paper and doctoral students must cite at least 6 law cases for a minimum of an eight page paper.**

Utilize the following steps to analyze the case:

1. What are the triggers?
2. What are the parameters?
3. What facts are essential for understanding & dealing with the issues?
4. What additional information must be gathered before making a decision?
5. Who are the principal decision makers/influencers & what roles do they play?
6. What law cases are relevant to making a decision?
7. What possible decisions (alternatives) are available & what are the consequences of those alternatives?
8. What course of action (short-term & long-term) will be taken?

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Course Policies

Assignment Policy

Please check the due dates on Canvas for each assignment. You will find assignment instructions here in the syllabus as well in the assignment details on each assignment page within Canvas. Please save all files as Word documents (DOC) and turn in in on Canvas and also send to me by email (for a backup copy in the event that there are Canvas technical difficulties). The document in Canvas will be submitted through Turnitin for verification of originality. An originality score of more than 15% will result in a rewrite. Exams are considered to be papers. For all emailed assignments, please name your individual assignments with your last name: "Last Name_assignment" before the file extension. For example, if your last name is Baldwin and you are turning in the midterm, please name the file for your assignment "Baldwin_midterm." This will help me keep track of individual students' assignments instead of receiving a large group of assignments with the same file name.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

You may use all of your case law and other class related materials on both the midterm exam and final exam papers. However, you are not allowed to collaborate with or contact your classmates in any way to discuss your answers. There are no make-ups for any of your assignments. Make sure that you send me all of your assignments through email as a backup copy. Please contact the Student Helpdesk and document the remedy ticket number before contacting me with a technical issue.

Instructor Responsibilities and Feedback

My responsibilities in this course are to facilitate your success. That includes clear instructions for your assignments, answering any questions, identifying additional resources as necessary, providing grading rubrics, and reviewing and updating course content.

You can expect your assignments to be graded and for you to receive feedback on discussion board posts within a 7 days of submission. If you email me regarding questions about the course, you can expect an answer within 24 hours.

Late Work

Assignments must be turned in on the due date. Assignments turned in within one day of the due date will result in a 10% reduction to the assignment grade; assignments turned in within two days of the due date will result in a 40% reduction to the assignment grade. Assignments will not be accepted (0 points awarded) more than two days following due date. No extra credit assignments are available in the course, so please contact me in advance if you anticipate a problem.

Attendance Policy

An absence may be excused for the following reasons: a religious holy day; active military service; participation in an official university function; illness or other extenuating circumstances; pregnancy and parenting under Title IX; and when the University is officially closed by the President. The student is responsible for requesting an excused absence in writing as early in the semester as possible, and personally delivering to me satisfactory evidence to substantiate the excused absence.

Visit the [University of North Texas' Attendance Policy](http://policy.unt.edu/policy/15-2-) (<http://policy.unt.edu/policy/15-2->) to learn more.

Class Participation

Because of how important communication is in the online environment, I will expect each of you to log in to the course at least 3 evenly spaced times a week. Please check the Announcements area first, since that is where I will put important information.

Syllabus Change Policy

This syllabus is a working document. I reserve the right to change this syllabus at any time. You will be able to access updated versions on the Canvas website.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of

academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Schedule

<i>Date</i>	<i>Topics/Readings</i>	<i>Due Dates</i>
Module 1, Week 1 June 1	Introductions Review of Syllabus Introduction to Student Risk Management and Nexis Uni Public v. Private Personal Risk v. Institutional Risk Assignment to Collaborative Weekly Summary Groups & Discussion Groups	Group Discussion #1
Module 2, Week 2 June 8	U.S. Constitutional Amendments: Miller, pp.1-42 <u>Harnish v. Widener University School of Law</u> , 931 F. Supp. 2d 641 (2013). Students and Free Speech <u>Healy v. James</u> , 408 U.S. 169 (1972). <u>Widmar v. Vincent</u> , 454 U.S. 263 (1981). <u>Gay Student Services v. Texas A&M University</u> , 737 F.2d 1317 (1984). <u>Gilles v. Davis</u> , 427 F.3d 197 (3rd Cir. 2005). <u>Tatro v. University of Minnesota</u> , 800 N.W.2d 811(Minn. Ct. App. 2011).	Group Discussion #2

Date	Topics/Readings	Due Dates
Module 3, Week 3 June 15	<p>Regulatory Challenges: Miller, pp. 43-68</p> <p>Federal and State Regulations</p> <p>Financial Aid - FERPA <u>Gonzaga University v. Doe</u>, 536 U.S. 273 (2002).</p> <p>Student with Disabilities <u>Southeastern Community College v. Davis</u>, 99 S. Ct. 2361 (1979); 601 Ed. 2d 980. <u>Ferris v. University of Texas at Austin</u>, 558 F. Supp. 536 (W.D. Tx. Austin 1983). <u>Johnson v. University of Iowa</u>, 431 F.3d 325 (2005). <u>Rodriguez v. Widener University</u>, U.S. Dist. LEXIS 84910; 35 I.E.R. Cas. (BNA) 1753 (2013). <u>Wong v. Regents of the University of California</u>, 410 F.3d 1052 (2005). <u>Garrett v. Board of Trustees of the University of Alabama</u>, 507 F.3d 1306 (2007).</p>	Collaborative Weekly Summaries (Group 1)
Module 4, Week 4 June 22	<p>Discriminatory Practices: <u>Sweatt v. Painter</u>, 339 U.S. 629 (1950). <u>Mississippi University for Women v. Hogan</u>, 458 U.S. 718 (1982). <u>Iota Xi Chapter of Sigma Chi Fraternity v. George Mason University</u>, 993 F.2d 386 (4th Cir. 1993). <u>Grutter v. Bollinger</u>, 539 U.S. 306 (2003). <u>Gratz v. Bollinger</u>, 539 U.S. 244 (2003). <u>Dambrot v. Central Michigan University</u>, 55 F.3d 1177 (6th Cir. 1995). <u>Day v. Sebelius</u>, 376 F. Supp. 2d 1022 (2005).</p>	Group Discussion #3 Midterm Exam Paper distributed on June 26
Module 5, Week 5 June 29	<p>Regulatory: Responsibilities of the College or University for Safety Clery Act <u>Havlik v. Johnson & Wales University</u>, 509 F.3d 25 (2007).</p> <p>Due Process <u>Dixon v. Alabama State Board of Education</u>, 294 F.2d 150 (5th Cir. 1961). <u>Tinker v. Des Moines Independent Community School District</u>, 393 U.S. 503 (1969). <u>University of Texas Med. School v. Than</u>, 874 S.W. 2d 839 (Tx. App. Houston 1994); <u>University of Texas Med. School v. Than</u>, 901 S.W. 2d 926 (Tex. 1995). <u>Nash v. Auburn University</u>, 812 F.2d 655 (11th Cir. 1987).</p>	Midterm Exam Paper Due July 3 at 10 pm

Date	Topics/Readings	Due Dates
Module 6, Week 6 July 6	<p>Torts: Student Activities & Athletics – Focus on Torts & Safety Miller, 71-81 <u>Stineman v. Fontbonne College</u>, 664 F. 2d 1082 (8th Cir. 1981). <u>Hartman v. Bethany College</u>, 778 F. Supp. 286 (N. Dn. W. Va. 1991). <u>Ross v. Creighton University</u>, 957 F.2d 410 (7th Cir. 1992). <u>Board of Regents of University of Wisconsin v. Southworth</u>, 529 U.S. 217 (2000). <u>Nova Southeastern University, Inc. v. Gross</u>, 758 So. 2d 86 (2000). <u>Stephen F. Austin University v. Flynn</u>, 228 S.W.3d 653 (2007).</p>	Collaborative Weekly Summaries (Group 2)
Module 7, Week 7 July 13	<p>Hazing & Student Organizations Miller, pp. 83-93 <u>Furek v. University of Delaware</u>, 594 A. 2d 506 (Del. 1991). <u>Haben v. Anderson</u>, 232 Ill. App. 3d 260 (1992). <u>Pi Lambda Phi v. University of Pittsburgh</u>, 229 F.3d 435 (3rd Cir. 2000). <u>Pro-Life Cougars v. University of Houston</u>, 259 F. Supp. 2d 575 (S.D. Tex. 2003). <u>Justice for All v. Faulkner</u>, 410 F.3d 760 (2005). <u>Alexander v. Kappa Alpha Psi Fraternity, Inc.</u>, 464 F. Supp. 2d 751 (M.D. Tenn. 2006). <u>Christian Legal Society v. Martinez</u>, 561 U.S. 661 (2010).</p>	<p>Collaborative Weekly Summaries (Group 3)</p> <p>Case Application Paper due July 18 at 10 pm</p> <p>Final Paper distributed on July 18</p>
Module 8, Week 8 July 20	<p>Tort Issues Alcohol/Search and Seizure Miller, pp. 95-105 <u>Bland v. Scott</u>, 279 Kan.962, 112 P3d 941 (2005). <u>Moore v. Troy State</u>, 284 F. Supp. 725 (M.D. Ala. 1968). <u>Piazzola v. Watkins</u>, 442 F. 2d 284 (5th Cir. 1971). <u>Commonwealth v. Carr</u>, 458 Mass. 295 (2010).</p> <p>Counseling Services Providing a Safe Environment Miller, pp. 107-125 <u>Tarasoff v. Regents of University of California</u>, 17 Cal. 3d 425 (1976). <u>Mullins v. Pine Manor College</u>, 449 N.E.2d 331 (Mass. 1983). <u>Dimas v. Texas State University System</u>, 201 S.W.3d 260 (Tex. Ct. App. 2006). <u>Regents of University of California v. Superior Court</u>, 4 Cal. 5th 607 (2018).</p>	Group Discussion #4

<i>Date</i>	<i>Topics/Readings</i>	<i>Due Dates</i>
	Final Exam Paper Due July 25 at 10 p.m.	

**Rubric for Evaluating Discussion Board Postings & Participation
(25 points total)**

	Unsatisfactory 0-1 points	Satisfactory 2-3 points	Excellent 4-5 points
Engagement (5 points)	Student is not fully engaged in discussion and/or analysis of assigned course readings	Student is generally engaged in discussion and/or analysis of assigned course readings	Student is always engaged in discussion and/or analysis of assigned course readings
Key Ideas (5 points)	Key ideas are unclear, underdeveloped or difficult to grasp	A limited number of key ideas are developed	Key ideas are clear and well developed
Grounded in course readings (5 points)	Content is not grounded in course readings	Content is generally, but not always grounded in course readings	Content is primarily grounded in course readings
Building on prior knowledge & experience (5 points)	Student does not build upon prior knowledge & experience in critiquing & discussing course readings & other assignments	Student generally builds upon prior knowledge & experience in critiquing & discussing course readings & other assignments	Student always builds upon prior knowledge & experience in critiquing & discussing course readings & other assignments. Student demonstrates ability to identify & discuss potential implications of course readings & other assignments for policy, practice, and/or future research.
Implications for higher education research & practice (5 points)	Student does not demonstrate awareness of implications of course readings & other assignments for higher education research & practice.	Student generally demonstrates awareness of implications of course readings & other assignments for higher education research & practice.	Student demonstrates exceptional insight into the potential implications of course readings & other assignments for higher education research & practice

*Rubric adapted from M.B. King and L. Havlik, UW Madison, Instructional Leadership and School Improvement and U. Tran-Parsons, UNT Program of Higher Education

**Collaborative Weekly Summaries
(50 points total)**

Criteria	Ratings			Pts
Overview of legal terms	0-4.5 Groups gives a limited summary of the key legal terms and concepts reviewed in this week's cases.	4.5-9 Groups gives a general summary of the key legal terms and concepts reviewed in this week's cases.	9-15 Group gives a comprehensive summary of the key legal terms and concepts reviewed in this week's cases.	15
Summary of cases	0-4.5 Groups provides a limited summary of the facts, issues, and outcomes of each case.	4.5-9 Groups provides a general summary of the facts, issues, and outcomes of each case.	9-15 Groups provides a comprehensive summary of the facts, issues, and outcomes of each case.	15
Activity/Discussion Provided	0-4.5 Group provides an activity not related to the cases and fails to provide 3 discussion questions.	4.5-9 Group provides a satisfactory activity followed by 3 general discussion questions.	9-15 Group provides a comprehensive activity followed by 3 insightful discussion questions.	15
Group Collaboration	0-1 Group demonstrates limited ability to collaborate & work together to provide a summary of the week's cases, with not all members fully engaged.	1-3 Group demonstrates general ability to collaborate & work together to provide a summary of the week's cases, with all members satisfactorily engaged.	3-5 Group demonstrates excellent ability to collaborate & work together to provide a summary of the week's cases, with all members fully engaged.	5

**Rubric for Case Law Application Paper
(75 points total)**

Criteria	Ratings				Pts
Legal brief	0-8 Student fails to or barely describes the main facts, issues, answers, and reasoning of the court.	8-12 Student somewhat describes the main facts, issues, answers, and reasoning of the court.	12-15 Student adequately describes the main facts, issues, answers, and reasoning of the court.	15-18 Student exceedingly describes the main facts, issues, answers, and reasoning of the court.	18
Relevance of the case to current issue	0-6 Student fails to or barely discusses why this case is relevant to understanding the issue and how the case is applicable to what is currently occurring on college campuses.	6-9 Student somewhat discusses why this case is relevant to understanding the issue and how the case is applicable to what is currently occurring on college campuses.	9-12 Student adequately discusses why this case is relevant to understanding the issue and how the case is applicable to what is currently occurring on college campuses.	12-15 Student exceedingly discusses why this case is relevant to understanding the issue and how the case is applicable to what is currently occurring on college campuses.	15
Professional opinion/expertise	0-6 Student fails to or barely provides their professional expertise with why they agree/disagree with the reasoning of the court based what they have experienced or learned about higher education processes that connect to the case.	6-9 Student somewhat provides their professional expertise with why they agree/disagree with the reasoning of the court based what they have experienced or learned about higher education processes that connect to the case.	9-12 Student adequately provides their professional expertise with why they agree/disagree with the reasoning of the court based what they have experienced or learned about higher education processes that connect to the case.	12-15 Student exceedingly provides their professional expertise with why they agree/disagree with the reasoning of the court based what they have experienced or learned about higher education processes that connect to the case.	15
Program elements	0-10 Student fails to or barely describes the goals, where the program will be housed, considerations before, during, and after implementation, anticipated	10-16 Student somewhat describes the goals, where the program will be housed, considerations before, during, and after implementation, anticipated	16-20 Student adequately describes the goals, where the program will be housed, considerations before, during, and after implementation,	20-24 Student exceedingly describes the goals, where the program will be housed, considerations before, during, and after implementation,	24

	challenges, and assessment of the program.	challenges, and assessment of the program.	anticipated challenges, and assessment of the program.	anticipated challenges, and assessment of the program.	
APA/Grammar	0 Student fails to use APA, has excessive grammar issues, and/or does not include references.	1 Student has excessive APA/grammar issues and does not include at least 3-4 references.	2 Student has some significant APA/grammar issues and/or does not include at least 3-4 references.	3 Student provides a paper free of APA/grammar issues and does include at least 3-4 references.	3

**Rubric for Midterm Exam Paper
(100 points total)**

Criteria	Ratings				Pts
Triggers/Parameters	0-6 Student fails to or barely describes the triggers and parameters.	6-9 Student somewhat describes the triggers and parameters.	9-12 Student adequately describes the triggers and parameters.	12-15 Student exceedingly describes the triggers and parameters.	15
Facts	0-6 Student fails to or barely describes the facts essential to understanding and dealing with the issue.	6-9 Student somewhat describes the facts essential to understanding and dealing with the issue.	9-12 Student adequately describes the facts essential to understanding and dealing with the issue.	12-15 Student exceedingly describes the facts essential to understanding and dealing with the issue.	15
Additional Information	0-4 Student fails to or barely discusses additional information that must be considered before making a decision.	4-6 Student somewhat discusses additional information that must be considered before making a decision.	6-8 Student adequately discusses additional information that must be considered before making a decision.	8-10 Student exceedingly discusses additional information that must be considered before making a decision.	10
Decision Makers	0-2 Student fails to or barely describes the principal decision makers and their roles.	2-3 Student somewhat describes the principal decision makers and their roles.	3-4 Student adequately describes the principal decision makers and their roles.	4-5 Student exceedingly describes the principal decision makers and their roles.	5
Cases	0-8 Student fails to or barely describes law cases relevant to the issue and their use in decision making (Master's students = min. of 3 cases; Doctoral students = min. of 5 cases).	8-12 Student somewhat describes law cases relevant to the issue and their use in decision making (Master's students = min. of 3 cases; Doctoral students = min. of 5 cases).	12-16 Student adequately describes law cases relevant to the issue and their use in decision making (Master's students = min. of 3 cases; Doctoral students = min. of 5 cases).	16-20 Student exceedingly describes law cases relevant to the issue and their use in decision making (Master's students = min. of 3 cases; Doctoral students = min. of 5 cases).	20

Alternatives	0-6 Student fails to or barely describes possible decisions and consequences of alternative actions.	6-9 Student somewhat describes possible decisions and consequences of alternative actions.	9-12 Student adequately describes possible decisions and consequences of alternative actions.	12-15 Student exceedingly describes possible decisions and consequences of alternative actions.	15
Actions	0-8 Student fails to or barely describes short-term and long-term courses of action.	8-12 Student somewhat describes short-term and long-term courses of action.	12-16 Student adequately describes short-term and long-term courses of action.	16-20 Student exceedingly describes short-term and long-term courses of action.	20

** Points will be taken off for excessive APA/grammar issues (one point for every 10 issues).*

**Rubric for Final Exam Paper
(125 points total)**

Criteria	Ratings				Pts
Triggers/Parameters	0-8 Student fails to or barely describes the triggers and parameters.	8-12 Student somewhat describes the triggers and parameters.	12-16 Student adequately describes the triggers and parameters.	16-20 Student exceedingly describes the triggers and parameters.	20
Facts	0-6 Student fails to or barely describes the facts essential to understanding and dealing with the issue.	6-9 Student somewhat describes the facts essential to understanding and dealing with the issue.	9-12 Student adequately describes the facts essential to understanding and dealing with the issue.	12-15 Student exceedingly describes the facts essential to understanding and dealing with the issue.	15
Additional Information	0-6 Student fails to or barely discusses additional information that must be considered before making a decision.	6-9 Student somewhat discusses additional information that must be considered before making a decision.	9-12 Student adequately discusses additional information that must be considered before making a decision.	12-15 Student exceedingly discusses additional information that must be considered before making a decision.	15
Decision Makers	0-2 Student fails to or barely describes the principal decision makers and their roles.	2-3 Student somewhat describes the principal decision makers and their roles.	3-4 Student adequately describes the principal decision makers and their roles.	4-5 Student exceedingly describes the principal decision makers and their roles.	5
Cases	0-10 Student fails to or barely describes law cases relevant to the issue and their use in decision making (Master's students = min. of 5 cases; Doctoral students = min. of 6 cases).	10-15 Student somewhat describes law cases relevant to the issue and their use in decision making (Master's students = min. of 5 cases; Doctoral students = min. of 6 cases).	15-20 Student adequately describes law cases relevant to the issue and their use in decision making (Master's students = min. of 5 cases; Doctoral students = min. of 6 cases).	20-25 Student exceedingly describes law cases relevant to the issue and their use in decision making (Master's students = min. of 5 cases; Doctoral students = min. of 6 cases).	25
Alternatives	0-8 Student fails to or barely describes possible decisions and consequences of alternative actions.	8-12 Student somewhat describes possible decisions and consequences of alternative actions.	12-16 Student adequately describes possible decisions and consequences of alternative actions.	16-20 Student exceedingly describes possible decisions and consequences of alternative actions.	20

Actions	0-10 Student fails to or barely describes short-term and long-term courses of action.	10-15 Student somewhat describes short-term and long-term courses of action.	15-20 Student adequately describes short-term and long-term courses of action.	20-25 Student exceedingly describes short-term and long-term courses of action.	25
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** Points will be taken off for excessive APA/grammar issues (one point for every 10 issues).*