University of North Texas
College of Education
Department of Counseling and Higher Education
Program of Higher Education
EDHE 5620 Student Risk Management in Higher Education (Online)

Spring 2022

Instructor Contact
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Office Location: Matthews Hall, 214E
Office Phone: (940)369-8287
Office Hours: Monday and Wednesday, 12-3 (online); appointment required

Communication Expectations: By appointment preferred (most questions can be addressed via email)
For most general questions, go through the Q & A forum in the Discussion Board area.
For private questions, please contact me via email and I will respond within 24 hours on weekdays.
Online meeting option: https://unt.zoom.us/j/3195992323
Zoom ID: 319-599-2323

*This syllabus is current as of January 2022 as 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.

Description of the Course
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.

Objectives of the Course
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.

Required Text
Additional Required Resources:
In addition, you will use case reports provided through Nexis Uni (https://iii.library.unt.edu/record=b5879738~S12) as well as readings from current books, journals, monographs, and newsletters available online.

Recommended Reading (not required):

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)
- Canvas Technical 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).
- 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) 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 find classmates that you can potentially connect with outside of class. 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, etc. Feel free to interact!

Also visit “How to Succeed as an Online Student” (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.
For support hours, contact information and service alert notices, visit: https://it.unt.edu/helpdesk

Class Norms:
• 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.
• Please stay on top of the readings each week. A majority of the work we will do in class will involve group discussions based on the readings – so if you do not prepare adequately before class, you will not only hurt your chances to learn, but you will also affect the learning of other students. While we will deliberately revisit some topics and ideas in the discussions, we will probably not be able to cover everything in the readings. The readings are for your benefit and will ultimately make you successful in your assignments; therefore, you need to read. All discussion should be grounded in the text.
• Please let me know at least two weeks ahead if you will need time accommodations because of a religious observance.
• If attending a zoom call for the course, please refrain from using the web for other reasons than accessing class materials or taking notes during class discussion and/or learning. Place all cell phones on silent.
Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 – Collaborative Weekly Summaries</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>(1 week assigned)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 2 – Midterm Exam Paper</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3 – Case Brief for Current Court Case</td>
<td>75 points</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 4 – Final Exam Paper</td>
<td>125 points</td>
<td>25%</td>
</tr>
</tbody>
</table>

Participation
- 4 Discussion Forums @ 20 points ea.
- 2 Participation Posts for Collaborative Weekly Summaries (1 unassigned week) @ 10 points ea.

| Total Points Possible | 500 points | 100% |

Grading
A = 450-500
B = 400-449
C = 350-399
D = 300-349
F = 299 and below

Module Assignments
Class modules include 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. All assignments will be due on Saturday by 10 pm unless otherwise noted. Please refer to the course schedule for specific due dates.

Groups 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. One person from the group will upload the presentation in the discussion board; in your presentation, the group will define any key terms associated with the case, summarize the main issue(s) of each case, provide any reasoning of the court or laws that the court used to come to a decision, and identify the decision of the court. You can 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 Discussion 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. **Master's students must cite at least 3 law cases for a minimum of a five-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?

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. **Master's students must cite at least 5 law cases for a minimum of a seven-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 Summary Brief of a Current Issue in Higher Education
You will select a court case on Nexis Uni within the last 4 years (2018 and beyond) that deals with an area of interest to you that we covered this semester (discrimination, due process, hazing, counseling, etc.) You will then write a legal brief for your selected 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). I will approve all cases to ensure that all students have a different case.

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 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 7 days of submission. If you email me regarding questions about the course, you can expect an answer within 24 hours on weekdays.
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.

Writing Style
All written work for this course and all graduate courses must be original work and conform to the American Psychological Association Style Manual (2019), 7th Edition. All papers must be typed and double-spaced with 1-inch margins on all sides, Times New Roman in size 12 font. The page number count for papers does not include the cover page or the reference list and points will be deducted for pages under the required number. Please make sure you work is properly formatted and proofread before submitting assignments. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. I am available to discuss your writing if you have any concerns, so please schedule appropriate time before assignments are due.

Attendance
Students are expected to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

COVID-19 Impact on Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to submit the COVID-19 Positive Reporting Form to self-report a positive COVID test result. Contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, or potential exposure.

Face Coverings
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.
Academic Integrity Policy
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

ADA Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at https://studentaffairs.unt.edu/office-disability-access. You may also contact them by phone at 940.565.4323.

Prohibition of Discrimination, Harassment and Retaliation
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate. For more information, see: Policy 16.004

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 Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

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 Canvas 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 students’ 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.

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. The Code of Student Conduct can be found at https://studentaffairs.unt.edu/dean-of-students

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).

Sexual Discrimination, Harassment, & Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: https://studentaffairs.unt.edu/survivor-advocate. UNT’s Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)
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 and 14 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 at www.spot.unt.edu or email spot@unt.edu.
Academic Support & Student Services

Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

For additional Chosen Name information, visit: https://idea.unt.edu/names-unt

Pronouns
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

For additional Pronouns Tips and Resources, visit: https://idea.unt.edu/pronouns
Additional Student Support Services

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

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

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENTS</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td><strong>Introductions</strong>&lt;br&gt;Review of Syllabus&lt;br&gt;Introduction to Student Risk Management and Lexis-Nexis&lt;br&gt;Public v. Private&lt;br&gt;Personal Risk v. Institutional Risk&lt;br&gt;Assignment to Collaborative Weekly Summary Groups &amp; Discussion Groups</td>
<td>Introduce yourself due 1/22</td>
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<tr>
<td>Module 1,</td>
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<tr>
<td>Week 1</td>
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<tr>
<td>Module 2,</td>
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<tr>
<td>Week 2</td>
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<tr>
<td>January 31</td>
<td><strong>Regulatory Challenges:</strong>&lt;br&gt;Miller, pp. 43-68&lt;br&gt;Federal and State Regulations&lt;br&gt;Financial Aid - FERPA&lt;br&gt;Gonzaga University v. Doe, 536 U.S. 273 (2002).</td>
<td>Group Discussion #1 Due 2/5</td>
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<tr>
<td>Module 3,</td>
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<tr>
<td>Week 3</td>
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<tr>
<td>Date</td>
<td>Module, Week</td>
<td>Topic</td>
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</tbody>
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Collaborative Weekly Summaries (Group 1) due 2/12
Collaborative Weekly Summaries (Group 2) due 2/26
<table>
<thead>
<tr>
<th>Date</th>
<th>Module, Week</th>
<th>Topics</th>
<th>References</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 14</td>
<td>Module 9, Week 9</td>
<td><strong>Spring Break</strong></td>
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<td></td>
</tr>
</tbody>
</table>
| April 4 | Module 12, Week 12 | **Torts:**  
Duty to Train  
Duty to Maintain Equipment and Property  
COVID and other Natural Disasters/Emergencies  
Cases TBD |
| April 11 | Module 13, Week 13 | **Contracts:**  
**Student Discipline**  
Miller, pp. 165-173  
**Financial Aid**  
| April 18 | Module 14, Week 14 | **Academic Dismissal, Cheating, & Integrity**  
Board of Curators of the University of Missouri v. Horowitz, 435 U.S. 78 (1978).  
Goodreau v. Rector and Visitors of the University of Virginia, 116 F. S 694 (W.D. Va. 2000).  
| April 25 | Module 15, Week 15 | **Current Cases in Higher Education**  
You will upload a court case within the last 4 years (2018 and beyond) that deals with an area of interest to you that we covered this semester (discrimination, due process, hazing, counseling, etc.) along with a one-page summary brief. |
| May 2 | Module 16, Week 16 | **Reading Day** (use this week to work on the final) |
| May 7 | | **FINAL EXAM DUE** |

*Portions of this syllabus adapted from Bush, V. B. (2016, Spring) EDHE 6850 Student Risk Management in Higher Education, University of North Texas, Denton, TX.*
# Rubric for Evaluating Discussion Board Postings & Participation

(20 points total)

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

*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
(100 points total)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview of legal terms</strong></td>
<td>0-10</td>
<td>11-21</td>
</tr>
<tr>
<td>Groups gives a limited summary of the key legal terms and concepts reviewed in this week’s cases.</td>
<td>Group gives a general summary of the key legal terms and concepts reviewed in this week's cases.</td>
<td>Group gives a comprehensive summary of the key legal terms and concepts reviewed in this week’s cases.</td>
</tr>
<tr>
<td><strong>Summary of cases</strong></td>
<td>0-10</td>
<td>11-21</td>
</tr>
<tr>
<td>Groups provides a limited summary of the facts, issues, and outcomes of each case.</td>
<td>Groups provides a general summary of the facts, issues, and outcomes of each case.</td>
<td>Groups provides a comprehensive summary of the facts, issues, and outcomes of each case.</td>
</tr>
<tr>
<td><strong>Activity/Discussion Provided</strong></td>
<td>0-10</td>
<td>11-21</td>
</tr>
<tr>
<td>Group provides an activity not related to the cases and fails to provide 3 discussion questions.</td>
<td>Group provides a satisfactory activity followed by 3 general discussion questions.</td>
<td>Group provides a comprehensive activity followed by 3 insightful discussion questions.</td>
</tr>
<tr>
<td><strong>Group Collaboration</strong></td>
<td>0-3</td>
<td>4-7</td>
</tr>
<tr>
<td>Group demonstrates limited ability to collaborate &amp; work together to provide a summary of the week’s cases, with not all members fully engaged.</td>
<td>Group demonstrates general ability to collaborate &amp; work together to provide a summary of the week's cases, with all members satisfactorily engaged.</td>
<td>Group demonstrates excellent ability to collaborate &amp; work together to provide a summary of the week's cases, with all members fully engaged.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Triggers/Parameters</strong></td>
<td>0-6</td>
<td>6-9</td>
</tr>
<tr>
<td>Student fails to or barely describes the triggers and parameters.</td>
<td>Student somewhat describes the triggers and parameters.</td>
<td>Student adequately describes the triggers and parameters.</td>
</tr>
<tr>
<td><strong>Facts</strong></td>
<td>0-6</td>
<td>Student fails to or barely describes the facts essential to understanding and dealing with the issue.</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Additional Information</strong></td>
<td>0-4</td>
<td>Student fails to or barely discusses additional information that must be considered before making a decision.</td>
</tr>
<tr>
<td><strong>Decision Makers</strong></td>
<td>0-2</td>
<td>Student fails to or barely describes the principal decision makers and their roles.</td>
</tr>
<tr>
<td><strong>Cases</strong></td>
<td>0-8</td>
<td>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).</td>
</tr>
<tr>
<td><strong>Alternatives</strong></td>
<td>0-6</td>
<td>Student fails to or barely describes possible decisions and consequences of alternative actions.</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
<td>0-8</td>
<td>Student fails to or barely describes short-term and long-term courses of action.</td>
</tr>
</tbody>
</table>

*Points will be taken off for excessive APA/grammar issues (one point for every 10 issues).*
## Rubric for Final Exam Paper

(125 points total)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Triggers/Parameters</strong></td>
<td>0-8</td>
<td>8-12</td>
</tr>
<tr>
<td></td>
<td>Student fails to or barely describes the triggers and parameters.</td>
<td>Student somewhat describes the triggers and parameters.</td>
</tr>
<tr>
<td><strong>Facts</strong></td>
<td>0-6</td>
<td>6-9</td>
</tr>
<tr>
<td></td>
<td>Student fails to or barely describes the facts essential to understanding and dealing with the issue.</td>
<td>Student somewhat describes the facts essential to understanding and dealing with the issue.</td>
</tr>
<tr>
<td><strong>Additional Information</strong></td>
<td>0-6</td>
<td>6-9</td>
</tr>
<tr>
<td></td>
<td>Student fails to or barely discusses additional information that must be considered before making a decision.</td>
<td>Student somewhat discusses additional information that must be considered before making a decision.</td>
</tr>
<tr>
<td><strong>Decision Makers</strong></td>
<td>0-2</td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>Student fails to or barely describes the principal decision makers and their roles.</td>
<td>Student somewhat describes the principal decision makers and their roles.</td>
</tr>
<tr>
<td><strong>Cases</strong></td>
<td>0-10</td>
<td>10-15</td>
</tr>
<tr>
<td></td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td><strong>Alternatives</strong></td>
<td>0-8</td>
<td>8-12</td>
</tr>
<tr>
<td></td>
<td>Student fails to or barely describes possible decisions and consequences of alternative actions.</td>
<td>Student somewhat describes possible decisions and consequences of alternative actions.</td>
</tr>
<tr>
<td>Actions</td>
<td>0-10</td>
<td>10-15</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Student fails to or barely describes short-term and long-term courses of action.</td>
<td>Student somewhat describes short-term and long-term courses of action.</td>
</tr>
</tbody>
</table>

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