SAHE 5346
Higher Education Law & Policy
Fall 2023

Course Credits: 3 hours
Instructor: Andrew J. Dies, Ed.D.
Office: Rusk 301
Course time: Wednesdays, 6:00pm – 8:30pm
Office Hours: HERE or by appointment
Phone: (936) 468-7249
Email: andrew.dies@sfasu.edu

ABOUT THE INSTRUCTOR:

Required Text/Readings:

Blue and yellow cover. Amazon has it for $65 to buy (Amazon doesn’t rent books anymore)

Suggested Supplemental Materials:
• APA Manual (7th Edition)
• National Association of College and University Attorneys – www.nacua.org

Course Description:
Students will explore basic legal concepts and their application to higher education, primarily through case briefs and discussion. Topics covered in this course will include due process mandates, non-discrimination in educational programs, mental health issues and the law, and academic freedom. Students will become familiar with relevant statutes, regulations, and judicial precedent that impacts higher education.

Course Requirements:
This course meets for 16 weeks with an Issue Outline due during the last two weeks of the semester. Students have significant weekly reading assignments. In this course, students have assignments that allow them to explore the field of student affairs and contemporary issues faced by practitioners. In order to prepare for class, students spend on average at a minimum 8-10 hours of work each week to prepare outside of reviewing content modules. Through regular attendance, writing projects, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, SAHE 5346 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the student affairs and higher education curriculum, practicum experiences, and assessments.
Student Affairs & Higher Education Program Learning Outcomes

At program completion SAHE students are expected to have the knowledge, skills, and perspectives to serve college students and to foster the learning and development of college students in a wide variety of student affairs or student success areas. The following specific program objectives are consistent with the current program assessment plan:

1. Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.
2. Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.
3. Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.
4. Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.
5. Students will demonstrate practical and technical competence necessary to be an effective Student Affairs professional.

Individual Course Learning Outcomes

1. Students will be able to identify statutes, regulations, and judicial decisions relevant to higher education institutions.
2. Students will gain knowledge of higher education institutions as legal entities and how this impacts operations.
3. Students will be able to discuss current and emerging legal issues in higher education and apply basic legal principles in addressing such issues.

Grading Policies:

Withheld Grades Semester Grades Policy: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Attendance Policy: Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. If you miss class it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e. illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed prior to the missed exam or assignment. Course assignment due dates listed are definite to provide you an opportunity to plan accordingly.

Expected Student Behavior Professionalism: While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt
the lecture, which is not fair to those students who do arrive on time. If you must leave early for some reason, please let me know ahead of time to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Code of Student Conduct and Academic Integrity). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

**COURSE INFORMATION:** This is a livestream class. Students are expected to actively participate in class discussion. Disruptive, distracting or disrespectful behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. You are expected to log on to Brightspace at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Discussions are a very important part of the course. I encourage questions and comments at all times.

**COURSE EVALUATIONS:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**STUDENT ETHICS AND OTHER POLICY INFORMATION:**

**Students with Disabilities** - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Integrity:** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or
semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA.

Stephen F Austin Statement on Diversity and Inclusion: At Stephen F. Austin State University, our commitment to diversity and inclusion is more than words – it is actions. We believe diversity and inclusion are keys to promoting more engaged individuals locally and globally. We at SFA are committed to amplifying a campus culture that nurtures belonging and embraces similarities while celebrating that every Lumberjack will be different. Those differences are valued, acknowledged and supported purposefully.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body, and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
Course Assignments & Activities

All decisions about the evaluation/grading of student material rest with the professor.

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**Case Briefs**
Case briefs serve as an opportunity to identify the facts of the case, the issue(s) at hand in the case, and the response and reasoning of the court. Each case brief should follow the supplied template and be submitted by 11:59pm every Friday. Briefs should be no longer than two pages. Each case brief is worth 10 points.

**Issue Outline**
Where case briefs focus on one specific case, the Issue Outline focuses on an issue in its entirety and can/should include multiple examples from case law. This issue should be current and applicable to higher education. You will pick the topic and should submit this topic to me for approval no later than October 15, 2023. Length should be between 8-10 pages.

**Position Arguments**
The class will be split into two groups. Each group will argue one side of a topic, chosen by the instructor. Arguments should be reinforced with case law, precedent, and best practice. Groups will receive one group grade for the exercise.

**Discussion Posts**
Each student should post an original response to the question posed and also respond to at least one student’s original post. Original and replied to posts should happen by 11:59pm each Sunday night. Five total points each week for original and replied to post.

**Participation**
Participation in class is crucial for all students to learn and grow. Readings will be assigned each week and will help to inform the conversation. You do not have to be a lawyer to actively participate and engage in the discussions each week. Total participation score is 50 points.

**Total Scoring**
- Case Briefs: 120 points
- Position Arguments: 50 points
- Issue Outline: 100 points
- Discussion Posts: 60 points
- Participation: 50 points

**Total Points:** 380 points