

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Prefix and Number: CCL 8233

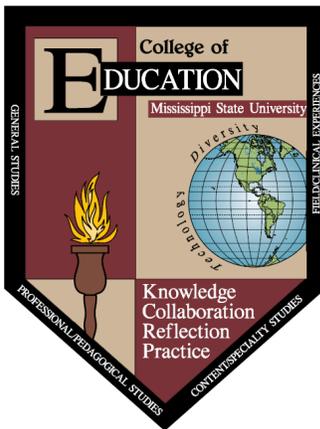
Course Title: Community College Legal Issues

Credit hours: 3 semester hours

Type of Course: Lecture

Catalog Description: Three hours lecture. In-depth analysis of the legal/policy issues pertaining to students, faculty, and administrators of community colleges.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

- 1. KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
- 2. COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
- 3. REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
- 4. PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

The objectives of this course will be met as a hybrid via three intensive weekend seminars as well as via electronic correspondence via email/WebCT/Blackboard Vista and are as follows:

1. The student will become acquainted with and evaluate legal issues pertaining to the students who attend community colleges
2. The student will become acquainted with and evaluate legal issues pertaining to faculty who teach at community colleges
3. The student will become acquainted with and evaluate legal issues pertaining to administrative officials who work within the community college system
4. The student will become acquainted with and analyze the policy issues that surround the community college legal environment
5. The student will analyze the historical development of current legal and policy issues within the community college system
6. The student will learn and analyze future legal and policy issue trends within the community college system

Topics to Be Covered:

All topics will be discussed via three intensive weekend seminars and/or online bulletin board and/or chat in which frequent participation is mandatory.

1. Comprehensive and analysis of reading and presenting appellate cases (5 hours)
 - a. The legal status of students in community colleges (Outcome 3).
 - b. The disciplinary and grievance systems within community colleges (Outcome 3).
 - c. the disciplinary rules and regulations within community colleges (Outcome 3).
 - d. The procedures for suspension, dismissal, and other sanctions within community colleges (Outcome 6).
2. Comprehension and analysis of issues that concerns students (5 hours)
 - a. The legal and policy issues pertaining to student protests on community colleges (Outcome 3).
 - b. the legal and policy issues pertaining to hate speech and and its affect on the student population on community college campuses (Outcomes 2, 3).
 - c. The legal and policy issues pertaining to the student press on community college campuses (Outcome 3).
3. Comprehension and analysis of issues concerning faculty (5 hours)
 - a. The legal and policy issues pertaining to faculty employment contracts at community colleges (Outcome 3).
 - b. the legal and policy issues pertaining to standards and criteria for faculty personnel decisions at community colleges (Outcome 3).
 - c. The legal and policy issues pertaining to the procedures for faculty personnel decisions at community colleges (Outcome 3).
4. Comprehension and analysis of issues concerning employment discrimination (10 hours)
 - a. The history of discrimination laws and policies in higher education with an emphasis on the community college (Outcome 3).
 - b. The legal and policy issues pertaining to non-discrimination in

- employment on community college campuses (Outcome 3).
5. Comprehension and analysis of issues concerning privacy, open meetings, and open records (10 hours)
 - a. The legal and policy issues pertaining to student files and records at community colleges (Outcome 3).
 - b. The legal and policy issues pertaining to state and regulatory laws that affect post- secondary education programs (Outcome 3).
 6. Comprehension and analysis of issues concerning liability (10 hours)
 - a. The legal and policy issues pertaining to institutional liability for “acts of others” (Outcome 3).
 - b. The legal and policy issues pertaining to personal liability of trustees, administrators, and the Staff Colorado Governmental Immunity Act (Outcome 3).

Text:

Kaplan, W. A. (1978). *The law of higher education: Legal implications of administrative decision making*. San Francisco: Jossey-Bass.

Suggested Student Activities:

Students will be required to complete the following activities and submit during the intensive weekend seminars and/or online via WebCT/Blackboard Vista:

1. Write a 5-page report, in APA format, detailing a pre-assigned legal case (5-10 hours preparation; Outcome 4).
2. Prepare a presentation on the pre-assigned legal class to the class in a seminar (5-7 hours preparation; Outcome 1).
3. Take a mid-term examination. The mid-term examination will be taken in-seminar and will be in the short answer and essay/analysis format (5 hour examination time; Outcome 3).
4. Take a final examination. The final examination will be sent electronically for downloading and printing at home and will be in the short answer and essay/analysis format (5 hour examination time; Outcome 3).

Methods of Instruction:

The content will be delivered through the use of intensive weekend seminars and/or WebCT/Blackboard Vista and use one or more of the following methods: seminar, individual activities, electronic partner and cooperative learning, and electronic/seminar posts/discussion and participation.

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at

all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

Disability:

Students with disabilities will be afforded appropriate accommodations. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:

There will not be a field component.

Assessment of Concepts and Skills/Evaluation of Student Progress:

Electronic Teamwork & Class Participation 10%

Case Presentation 30%

Mid-Term Examination 30%

Final Examination 30%

Total Percentage Points 100%

100 - 90 A

89 - 80 B

79 - 70 C

69 - 60 D

Below 60 F

Bibliography:

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Devarics, C. (2000). "Feds give new look to college research." *Community College Week*, 11(22), 3.

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- Lindenstein, W. M. (1999). "Rethinking the policy assumptions that shape the academic enterprise." *Adult Learning*, 10 (3), 21-25.
- McPherson, M. S., Schapiro, M. O. (1999). "Tenure issues in higher education." *Journal of Economic Perspectives*, 13 (1), 84-102.
- Nowell, C. S. (1998). "Higher education policy examined in historical context." *Black Issues in Higher Education*, 15 (20), 43.
- Reisberg, L. (1998). "When a student drinks illegally, should colleges call mom and dad?" *Chronicle of Higher Education*, 45 (15), A39-A41.
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- Stefkovich, J. A., & Leas, T. (1994). "A legal history of desegregation in higher education." *Journal of Negro Education*, 41 (2), A40-A42.
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- Wellbrook, R. D. (1999). "Sexual harassment policies and computer-based training." *Community College Review*, 26 (4), 61-69.
- Yates, E. L. (2000). "Survey: States cough up more money for higher education." *Community College Week*, 12 (12), 12-14.