

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number: COE 8543

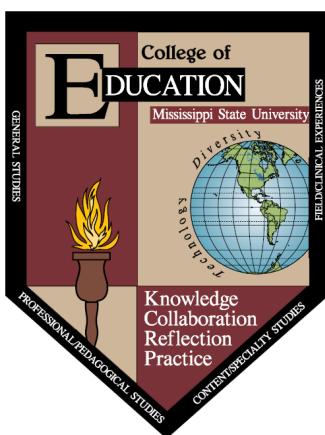
Course Title: Legal Issues in Student Affairs

Credit Hours: 3 hours

Type of Course: Lecture

Catalog Description: Three hours lecture. Legal and ethical issues in student affairs and counseling.

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:

appropriate use of technology.

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

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.

Counseling Programs Mission Statement:

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health

settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Course Overview:

This course is designed to provide student affairs practitioners with a basic understanding of the legal issues they may confront both in the student affairs field and throughout US higher education. Topics to be discussed include but are not limited to: the basis from which higher education law comes, current (case, state, and regulatory) law, speech, religion, affirmative action, financial aid, hiring practices, and many others. Additionally, the course will focus on how to weigh and balance the sometimes competing rights and responsibilities of institutions, faculty, staff, and students.

Learner Outcomes: (Last Updated 4/2012)

Students participating in this course will:

1. Develop a basic understanding of the US legal system and its processes as they relate to higher education and student affairs (CFPO #1, 3, 12, 14).
2. Become familiar with and able to identify general legal and ethical principles and current legal issues that affect the practice of student affairs professionals (CACREP SACC – A.2, CFPO #1, 14).
3. Develop a more in-depth understanding of a legal issue of particular interest and present the materials to the class (CFPO #3, 5).
4. Develop skills in locating, reading, and understanding statutory and case law pertaining to student affairs (CFPO #10, 13).
5. Understand the legal impact of crises, disasters, and other trauma-causing events on people in both student affairs and the higher education community (CACREP SACC – A.11, CFPO #1, 14).
6. Understand the operation of an institution's emergency management plan and the legal roles of student affairs professionals during crises, disasters, and other trauma-causing events (CACREP SACC – A.12, CFPO #1, 14).
7. Understand the legal and political issues surrounding diversity, equity, and efficacy in US higher education (CACREP SACC – E.6, CFPO #2).
8. Advocate for policies, programs, and services that are equitable and responsive to the unique needs of higher education students (CACREP SACC – F.6, CFPO #2).
9. Understand history and trends as they relate to legal issues in student affairs (CACREP SACC – A.1).
10. Recognize current trends in higher education and the diverse character of postsecondary education environments (CACREP SACC – A.7).
11. Demonstrate the ability to apply and adhere to ethical and legal standards in student affairs (CACREP SACC – B.1).
12. Understand the effect of discrimination and oppression in postsecondary education as it relates to legal issues (CACREP SACC – E.4).

13. Recognize the special legal needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students (CACREP SACC – E.5).
14. Understand multicultural legal issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values). (CACREP SACC – F.5).
15. Understand how to critically evaluate research relevant to the practice of student affairs (CACREP SACC – I.1).
16. Apply relevant research findings to inform the practice of student affairs (CACREP SACC – J.1).
17. Demonstrate an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions. (CACREP SACC – B.7).

*References to CFPO (Conceptual Framework Program Outcomes) numbers are based on the Mississippi State University College of Education Advanced Graduate Program Conceptual Framework.

*References to CACREP (Council for Accreditation of Counseling and Related Educational Programs) refer to the CACREP Standards for Student Affairs and College Counseling programs.

Caveat:

This is an education course, not a law school offering. This course is NOT designed to provide legal training or advice.

Topics to be Covered:

Topic	Assignments/Readings Due
Introductions Course Overview	Read: Syllabus, Begin <i>The Majesty of the Law</i> (due in three weeks)
Foundations of US Law Review of Legal Terminology	CLI: Dr. Heiselt Read: The United States Constitution & Bill of Rights, <i>Marbury v. Madison</i> – 5 U.S. 137 (1803). See “Websites”/LexisNexis below.
Overview of Higher Education Law Legal Resources and Research (Library Visit)	CLI: _____ Read: Michaelson, M. (2003). Beneath the surface: The practice of law at U.S. colleges and universities. <i>Change</i> , 35(3), 10-15. (WebCT) Read: Kaplin and Lee (KL) 1.1-1.4.5 Read: Bickel and Lake (BL) Introduction Paper Topics Discussion

Overview of Higher Education Law (Continued) Public/Private Dichotomy	CLI: _____ Read: KL 1.5-1.7 Read: BL Chapter II
Postsecondary Law & Student Affairs Academic Deference	CLI: _____ Read: KL Chapter 2-2.2.3 Read: KL Chapter 3 Read: BL Chapter II
The Legal Status of Students	CLI: _____ Read: KL Chpt. 7.1-7.1.5 Read: BL Chpt. IV
The College and the Faculty Academic Freedom The College and Employees	CLI (2): _____ Read: KL Chpt. 6-6.4 Read: KL Chpt. Sections 4.4 & 4.5
The Disciplinary Process	CLI (2): _____ Read: KL Chpt. 8-8.4.4 Read: BL Chapter V Read: Wood, N. & Wood, R. (1996). Due process in student discipline: A primer. <i>Journal of College and University Student Housing</i> , 26(1), 11-18. (WebCT)
Admissions and Financial Aid Residential Life	CLI (2): _____ Read: KL Chpt. 7.2-7.4
Student Support Services/ADA International Students	CLI (2): _____ Read: KL 7.7, 10.5.4 Other Assigned Readings
Athletics Student Organizations, Greek Life	CLI (2): _____ Read: KL Chpt. 9 (exclude 9.3), Sec. 10.5.3
Students' Freedom of Expression	CLI: _____ Read: KL Chpt. 7.5, 8.5, 8.6 & 9.3

Student Records, FERPA	CLI: _____
Campus Security Plans/BIT	Read: KL Chpt. 7.6 & 8.7
Crisis Management	Other Assigned Readings
Student Research Presentations	Legal Rights for Students
Student Research Presentations	Legal Rights for Students

Syllabus adapted from Drs. Dennis Gregory, Thomas Bourgeois, and Maureen Wilson. This syllabus is a work in progress. Thus, it may be revised as needed to cover the material properly

Required Text(s):

Lee, B. A., and Kaplin, W.A. (2007). *The law of higher education: Student edition* (4th Ed). San Francisco, CA; Jossey-Bass Publishers.

Bickel, R., and Lake, P. (1999). *The rights and responsibilities of the modern university*. Durham, NC: Carolina Academic Press.

O'Connor, S. D. (2003). *The majesty of the law: Reflections of a Supreme Court justice*. New York, NY: Random House Publishers.

**Students will also be expected to read other assigned readings and supplemental materials as required by the professor.

Recommended Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Method of Instruction:

Lecture

Student Activities/Course Assignments:

1. Active Class Participation and Preparation – 10 points. To meet the learning objectives stated above, you must be present and participate actively in the discussion and experiential aspects of the course. Attendance, promptness, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. If you are unable to attend class due to an emergency or other similar circumstance, you are expected to notify the professor in advance whenever possible. In the event of illness or other situation resulting in your absence, you are expected to contact the professor as soon as possible. **Treat class as you would a job; notify the professor as you would a supervisor.**

All students are expected to be fully prepared to engage in class discussions by **completing all assigned readings prior to class**. Periodically, I will give spontaneous “minute papers” on our readings. You will be expected to provide information about the topic, case, etc. in order to convey that you have read the assigned readings. These will be graded assignments toward your participation points.

Please note: You are responsible for everything that is covered, distributed, or announced during class. If you miss more than one class period, or are repeatedly late, your final grade will be affected. Ten percent of your final grade is based on the expectation of your full participation in every class.

- **Excellent** – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking (9-10 points).
- **Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and reflection (6-8 points).
- **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (3-5 points).
- **Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the process of the discussion exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contribution of others (0-2 points).

2. Current Legal Issues in Higher Education (CLI) – 5 points. Each student is expected to read about current legal issues in higher education that have implications for student affairs. Each student will present an article (not a “Ticker” or “Opinion” piece) he/she read for their CLI in class. When it is your turn to discuss, **BRING A HARD COPY OF THE ARTICLE AND THREE QUESTIONS FOR EACH STUDENT IN THE CLASS AND FOR THE INSTRUCTOR**. A CLI will be modeled in class. The discussion will be conducted by you and should take approximately ten minutes. **DUE DATE: Determined by sign-up date.**

NOTE: The Chronicle of Higher Education is the recommended source for these assignments. Other sources include (but are not limited to) the *Journal of Student Affairs Research and Practice* or the *College Student Affairs Journal*. Newspapers and magazines are not to be used for this assignment unless cleared by the professor first. Please contact the professor if you are unsure of your CLI information. (CACREP SACC: A.1, A.2, A.7, E.6; Learner Outcomes #1, 2, 7, 9, 10).

3. Legal Issue Research Paper– 20 (+2 proposal)= 22 points. This paper is intended to provide you with the opportunity to develop and demonstrate an in-depth understanding of a current legal issue of importance to student affairs. Work done in previous classes may not be submitted for this assignment. You will clear the topic with the professor via a written proposal of 500-750 words (not including references). The proposal should contain a concise statement of your plan for the paper, including at least five (5) references (in APA style) you intend to use. A clear outline that indicates the organization for the proposed paper is recommended. **DUE DATES: Research topic proposal – February 16, 2011.**

Research paper - April 6, 2011 (electronic and hard copy). (CACREP SACC: A.2, B.1, E.6, I.1, J.1; Learner Outcomes #1, 2, 3, 4, 7, 12).

The final paper should be a MINIMUM of ten (10) double-spaced pages (references not included) and contain a MINIMUM of ten (10) professional (see “appropriate sources” below) references. You may work in groups of two if desired.

Papers will be graded on both substance and form. In terms of substance, the paper should demonstrate the importance of the issue, it should be thoroughly researched, the key concepts and legal principles found in the literature (including important cases) should be well integrated and logically synthesized, and your reactions and recommendations should be thoughtful and demonstrate depth of understanding. In terms of form, the paper should be well organized, written in clear and unambiguous prose, and free of grammatical and typographical errors.

Topics WILL BE APPROVED by the professor. *Once they are approved, topics may not be changed.* Papers will be graded on the following criteria: (a) scholarly quality, including evidence of careful and thorough research, and appropriate use of the literature; (b) original/critical thinking; (c) good writing style (APA format); and (d) correct word usage, spelling, and punctuation.

Proofread your paper carefully! I strongly recommend you have at least one other person read it for flow or “readability.” The harder a paper is to follow, the harder it is to give credit for the ideas it contains. Drafts are encouraged. Good writing is rewriting. I will review and provide feedback on rough/early drafts submitted no later than two weeks before the due date.

I am happy to work with you to help you define/refine your topic. As you think about topics, please consider what is of interest to you and important to the profession (an idea list is included in the syllabus).

Appropriate Sources of a scholarly research paper of this type include legal cases, statutes, journal articles, law review articles, and books. Newspaper and magazine articles and websites should be used sparingly, if at all. The books required for the course may help you find ideas or entry points into the literature, but they should be only a starting point and not a source of major reliance.

4. Oral presentation of the legal rights for students paper – 10 points. Each student will give an oral presentation to the class that summarizes his/her research paper and ENGAGES the class in exploration of the ideas contained therein. The presentation will be graded on both form/style and content. Please incorporate technology (of some form) and dress professionally. Handouts are encouraged; reading to the class is not. Plan on a 20 minute presentation. **DUE DATE: Determined by sign-up date.** (CACREP SACC: F.6, A.1, A.7, E.4, E.5, F.5, I.1, J.1; Learner Outcomes #8-10, 13-17).

5. Crisis Management, Legal Issues, and Student Affairs Administration Paper – 10 points. More and more student affairs administrators are called upon not only to participate, but to lead and guide campus crisis management teams. This paper requires each student to design a mock crisis and then to interview a senior student affairs administrator (10 plus years in student affairs administration) in regards to his or her legal roles as it relates to both pre- and post-crisis. Be sure to discuss the legal issues of the administration as they relate to campus, students, staff relationships, communication, physical and mental health, and technology use (social media). (CACREP SACC: A.2, A.11, A.12, A.7, B.7; Learner Outcomes #2, 5, 6, 10, 17).

6. Legal Rights for Students Paper (20 points +3 proposal) = 23 points. There are a variety of students attending colleges today including commuters, distance learners, student with disabilities, adult learners, student athletes, first-generation, veterans, international, illegal immigrants, former homeschooled students, and more. This paper requires each student to choose one type of student and explore their historical and current background as it relates to legal issues. Work done in previous classes may not be submitted for this assignment. Each student will clear the topic with the professor via a written proposal of 500-750 words (not including references). The proposal should contain a concise statement of your plan for the paper, including at least five (5) peer-reviewed references (no earlier than 2003) you intend to use. A clear outline that indicates the organization for the proposed paper is recommended. This will include a discussion of discrimination, oppression, and the legal background of these students within US higher education. Each student will also decide on a unique aspect of this student's experience and advocate for this type of student's legal needs. (CACREP SACC: F.6, A.1, A.7, E.4, E.5, F.5, I.1, J.1; Learner Outcomes #8, 9, 10, 13, 14, 15, 16, 17). **DUE DATES: Research topic proposal – February 16, 2011. Research paper - April 6, 2011 (electronic and hard copy).**

The final paper should be a MINIMUM of ten (10) double-spaced pages (references not included) and contain a MIMIMUM of ten (10) professional (see "appropriate sources" below) references.

Papers will be graded on both substance and form. In terms of substance, the paper should demonstrate an understanding of the type of student chosen, their historical and current relationship as it relates to US higher education law. The information should be thoroughly researched, with key concepts and legal principles found in the literature (including important cases) being well integrated and logically synthesized. In terms of form, the paper should be well organized, written in clear and unambiguous prose, and free of grammatical and typographical errors.

Topics WILL BE APPROVED by the professor. *Once they are approved, topics may not be changed.* Proofread your paper carefully! I strongly recommend you have at least one other person read it for flow or "readability." A rubric will be provided for this paper. The harder a paper is to follow, the harder it is to give credit for the ideas it contains. Drafts are encouraged. Good writing is rewriting. I will review and provide feedback on rough/early drafts submitted no later than two weeks before the due date.

Appropriate Sources of a scholarly research paper of this type include legal cases, statutes, journal articles, law review articles, and books. Newspaper and magazine articles and websites should be used sparingly, if at all. The books required for the course may help you find ideas or entry points into the literature, but they should be only a starting point and not a source of major reliance.

7. Final Examination – 20 points. The final examination will require identification of legal issues, application of legal principles, and considerable synthesis and integration. Additional information will be discussed about this in class. (CACREP SACC: A.2, A.1, B.1, E.4; Learner Outcomes #1, 2, 9, 12).

Academic Integrity/Honor Code Policy:

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."

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Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student 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 Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

Academic Integrity and Misconduct:

In light of MSU's Honor Code and your personal integrity, you will be held accountable to the highest standards for academic integrity in this course. Students are expected to be honest in all academic activities. Students should immediately ask about assignments and group work before beginning assignments. Academic misconduct will be taken very seriously in this course. Sanctions for violating MSU's Honor Code range from an XF (failure of the course with a notation on your transcript) to removal from graduate school and suspension. ANY act of academic dishonesty will be reported to the university, will result in a grade of zero for the relevant assignment, and may be grounds for failure in the course.

Technology:

Not an integral aspect of this course.

Nondiscrimination Policy:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. Their phone number is (662) 325-3335 and their web address is <http://www.sss.msstate.edu/>

Field Experience:

None

Student Evaluation/Grading Scale:

Class Participation and Preparation 10 points

Current Legal Issue 5 points

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Legal Issues Research Paper	20 points
*Proposal	2 points
Legal Rights for Students Paper	20 points
*Proposal	3 points
Legal Rights for Students Presentation	10 points
Crisis, Legal, & Student Affairs Administration Paper	10 points
Final Examination	<u>20 points</u>
Total Points Possible:	100 points

Grade Determination:	A = 90 – 100 points
	B = 89 – 80 points
	C = 89 – 70 points
	D = 79 – 60 points
	F = 59 points and below

***Please Note:** All assignments are due at the BEGINNING of class on the dates indicated on the schedule. Late assignments will NOT be accepted unless we have made other arrangements *prior to class*. Late assignments may receive little or no written feedback.

Papers and citations should be submitted in APA Style (6th edition). You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade.

Incomplete Grades

A grade of "I" (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of "I" must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an "I" grade during the specified time will result in an automatic grade of "F". Once a grade of "I" has been converted to an "F" because of a student's failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

Cell Phone and Technology Policy

In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.

Civility Statement

Our class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, overly sarcastic, disrespectful COE 8543 Legal Issues in Student Affairs – Revised Spring 2014

speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and the creation of a variety of ideas and opinions, respect must be shown to all.

Department Retention Policy

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Absences

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

Missed Exams

There will be no makeup exams without instructor permission.

Missed Assignments

All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be

the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

E-mail Policy

Each student at MSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course. The e-mail and MyCourses systems are helpful for maintaining communication between the instructor and students.

Legal Issue Research Paper Topic Ideas

The following are some ideas and questions that may inspire you when thinking about your research topic. This is a place to begin brainstorming and is not a requirement. You are encouraged to create your own idea when writing your research paper proposal.

1. What Is a University? Does It Matter What State You Live In?
2. Student Organizations – Rights and Responsibilities
3. Hazing And University Responsibility – Law And Policy
4. What Is “Academic Malpractice”, and What Do The Courts Say About Whether It Can Occur?
5. Is a Student Handbook A Contract?
6. Affirmative Action in Admissions: A Review of The Case Law
7. Liability and Study Abroad
8. Due Process in Student Conduct Hearings
9. Academic Due Process: Extent and Limitations
10. Public Private Distinctions
11. The Family Educational Rights and Privacy Act (FERPA) – The Status of The Law
12. The Law of Students with Disabilities
13. The Law of Search and Seizure in Residence Halls
14. Free Speech On Campus: Who Can Speak - Where and Why?
15. Alcohol and College Students: Institutional Liability
16. Working with International Students and Scholars: What does an International Programs Office Need To Know About The Law
17. Campus Safety: What is the Responsibility of the University and What are they Doing to Make Campuses Safer?
18. Guns on Campus: Current Status of the Law
19. The Law of Student Suicide
20. Student Athletes and the Law: Are Athletes Public Figures? Can their Behavior be Limited by Coaches?
21. The Legal Relationship Between the NCAA and the University
22. Legal Challenges Faced by For Profit Colleges
23. Does the Church Related College have More or Less Legal Freedom?
24. Defamation and University Presidents: Is a President a “Public Figure”, and if so What does That Mean?
25. Residence Hall Search and Seizure

Websites Which Deal with Legal Issues Related to Higher Education

The United States Constitution - <http://www.law.cornell.edu/constitution/index.html>
The First Amendment Center – <http://www.firstamendmentcenter.org/default.aspx>
The Freedom Forum First Amendment Center - <http://www.freedomforum.org/>
Foundation for Individual Rights in Education - <http://www.thefire.org/>
The National Archives Freedom Center –
http://www.archives.gov/national-archives-experience/charters/bill_of_rights_transcript.html
American Civil Liberties Union - <http://www.aclu.org/>
Center for Democracy and Technology - <http://www.cdt.org/>
Findlaw - <http://www.findlaw.com/#>
Legal Information Institute - <http://www.law.cornell.edu/>
The View of the Student Press Law Center on Freedom of College and University publications
<http://www.studentpress.org/acp/trends/~law0705college.html>

FEDERAL GOVERNMENT LINKS

[FEDWORLD](#)
[OFFICE OF FAMILY POLICY COMPLIANCE - FERPA](#)
[LIBRARY OF CONGRESS](#)
[NATIONAL CENTER FOR EDUCATIONAL STATISTICS](#)
[THOMAS-U.S. CONGRESS ON THE INTERNET](#)
[U.S. CENSUS BUREAU QUICK FACTS](#)
[U.S. DEPARTMENT OF EDUCATION](#)
[U.S. DEPARTMENT OF JUSTICE](#)
[U.S. HOUSE OF REPRESENTATIVES](#)
[U.S. SENATE](#)
[U.S. STATE AND LOCAL GOVERNMENT GATEWAY](#)
[UNITED STATES CODE](#)
[WHITE HOUSE](#)

STUDENT ACKNOWLEDGMENT OF COURSE POLICIES

Please provide the following information (and please print legibly!):

Name:

Address:

Home Phone:

Work/Cell Phone:

E-mail:

Please note with a () the easiest way to reach you (email, cell phone, etc.).

Your signature below acknowledges your receipt of this syllabus and your agreement that you 1) understand, 2) are willing to abide by the policies and procedures delineated therein, and 3) will uphold the following MSU Honor Code statement:

As a member of the MSU community, I pledge to hold myself and my peers to the highest standards of honesty and integrity.

THIS FORM MUST BE RETURNED TO DR. HEISELT BY THE SECOND DAY OF CLASS DURING THE ACADEMIC TERM IN WHICH YOU ARE ENROLLED IN THIS COURSE; failure to do so will result in your being dropped from enrollment in the course.

Signature _____ Date _____

NOTE: The information listed above will only be used by me and will not be shared with the class without your permission.