



Graduate School of Education Course Syllabus

Course Information

Course Title:	Higher Education Law and Policy
Course Number:	EDU 6219
Term and Year:	Fall 2022
Credit Hour:	4
Course Format:	Online/Canvas
Login URL:	https://canvas.northeastern.edu/
Start / End Dates:	September 19 –December 17, 2022

Instructor Information

Instructor Name:	Dan Volchok
Instructor E-mail:	d.volchok@northeastern.edu
Instructor Phone Number:	978-270-0627
Communication:	E-mail is the best way to communicate. If a telephone call is preferred, it is best to e-mail to set up a time to talk

If for any reason you wish to express a concern about anything that may impact your success in a course, first speak directly with your Instructor. If you need additional support, please contact your Academic Advisor.

Technical Requirements

Courses are available on Northeastern University's Canvas at the following link:

<http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.

Each student is responsible for their access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

Note regarding e-mail/voicemail: If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

Course Prerequisites

None

Course Description

Offers an overview of the major aspects of the legal and political environments that impact institutions of higher education, ranging from access, affordability, readiness, and completion to gainful employment. Offers students an opportunity to learn multiple approaches for addressing these requirements and understanding and influencing policy development at all levels, both internal and external.

Course Materials

Required:

The Law of Higher Education 6th ed. (Student Version) William A. Kaplin, Barbara A. Lee, Neal H. Hutchens, Jacob H. (2020) Jossey-Bass

ISBN: 978-1119271918

Available at:

<https://ebookcentral.proquest.com/lib/northeastern-ebooks/detail.action?docID=6119410>

Recommended Text:

Law Dictionary 7th ed. (2016) Gifis, Steven H.

Barron's Education Series ISBN: 978-1438006956

Program Learning Outcomes (PLOs) ()

Based on satisfactory completion of this course, a student should be able to:

- Analyze law and policy regulations within a higher education context.
- Analyze, generate, and propose innovative solutions to contemporary issues in higher education, driven by data and applied theory.
- Integrate principles of social justice and inclusion for concrete actions in higher education.
- Articulate methods to continuously hone and upgrade professional skills in key higher education competencies.
- Effectively present ideas through multiple mediums for targeted audience in higher education administration.

Course Learning Outcomes

Based on satisfactory completion of this course, a student should be able to:

- Learn technical terms, facts, and principles related to the legal system and how it broadly influences the operations of a post-secondary institution. Should be able to discuss these facts and concepts and explain them to others.
- Explain how the legal structure and governance of higher education affect current policies and practices as well as how the judicial system and governmental policies affect the organizational structure.
- Apply the knowledge and understanding gained through this course to situations that present themselves in professional settings or simulated settings. An example of demonstrating application of knowledge would be defining issues or problems involved in the situation.
- Analyze this knowledge by identifying points of similarity and differences in what is read in the text, what is found in professional literature or newspaper articles on higher education, and through the assessment of cases used in class and extrapolating this information to determine ways of impacting daily operations in a higher education setting.

- Articulate key court rulings, laws and policies that establish legal parameters and to write about this field and effectively communicate work through clearly expressed ideas in assignments.

Building your ePortfolio

As you progress through your M.Ed. Program, in each course you will incorporate one or more “signature assignments” into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard.

Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit. All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed. Beyond one week time, if there is an absence or lateness in participation (1) faculty must be notified in advance; (2) grades will be adjusted accordingly

Policy on late work

All written assignments (Case Summaries, Interview Paper and Signature Assignment paper) must be turned in via Turnitin via the link in Canvas in the appropriate week. All references in posts and written work should be cited in proper APA style. For anyone not familiar with APA, please see the Purdue Online Writing Laboratory.

Assignments must submit by the deadline in the time zone noted in the syllabus and/or in Canvas. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. Work submitted late without prior communication with faculty will not be graded

Late assignments will be graded down by 10% for every day the assignment is late (24 hours from time on the day the assignment is due). No assignment will be accepted more than 4 days late, unless special arrangements have been made with the instructor in advance of the original due date.

Students are responsible for saving all assignments correctly, so you can turn them in electronically. They should be comfortable using word processing software and have reasonable keyboarding skills. No assignments will be accepted in handwritten or hardcopy form.

Faculty / Student Communications

Please post course-related questions and comments in the Discussion Board “Ask the Instructor” thread rather than via email so that all students can benefit from each other’s learning. When sending emails to me, please include EDU 6219 in the subject line. If you need to speak on the telephone, send me an email to arrange a date and time. I will respond to all student inquiries within 48 hours, usually sooner.

Course Methodology

Each week, students will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Conduct some independent research to add to the Canvas discussions.

5. Participate in the Canvas discussion board.
6. Complete and submit all assignments by the due date.

A challenge for many programs in management and leadership is bridging the gap between theory and skill and their application by students to higher education settings. The case method is a well-established tool for this purpose. The case method is used in this course to promote the development of assessment, analytical, and conceptual skills necessary for effective problem solving. As such, legal cases will be used extensively in class to reinforce the knowledge gained through course reading assignments and the text.

Synchronous Class Meetings

There will be periodic optional synchronous class meetings held via Zoom. These meetings will provide the opportunity, for those students who wish to attend, to discuss the course, assignments and content. There will not be formal lectures, but rather an informal discussion to aid students in the course. Dates and times for these sessions are available in Canvas.

Grade Scale

95-100%	A	87-89.9%	B+	77-79.9%	C+	69.9% or below	F
		84-86.9%	B	74-76.9%	C		
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-		

Grade Breakdown:

For the purpose of a final grade, the course requirements will be weighted accordingly:

- 24 points - Participation / Discussion Board Posts
- 24 points - Interview and Paper
- 20 points - Case Summary (2 Summaries @ 10 points each)
- 32 points - Signature Assignment
- 100 points – TOTAL

Late assignments will be graded down by 10% for every day the assignment is late (24 hours from time on the day the assignment is due). No assignment will be accepted more than 4 days late, unless special arrangements have been made with the instructor in advance of the original due date.

Participation/Discussion Board – 24 points (2 points every week)

In an online course, the Discussion Board is the heart of the learning community. Participation in the discussion is similar to being an active and prepared participant in a traditional classroom.

The beauty of the online community is that you can participate at your convenience, and you may take time to research and prepare your contributions. Personal illness, urgent family business, work-related issues, and similar occurrences will always be considered, but students must contact the instructor via email prior to a due date to discuss why a post or assignment will be late.

In addition to instructor posted questions, to spark discussion and to enable student generated threads, students will be assigned to post case summary questions. A minimum of three posts are required each week. Guidelines and details regarding the discussion board expectations are posted in Canvas.

Interview and Paper – 24 points

This assignment is three parts. First you will select and interview an administrator who works with the legal/policy aspects of a higher education institution. The choice of interviewee is up to you and can be from your institution or another college or university. Second, you will write a 6 – 8-page summary and analysis of the interview. Finally, you will post a short presentation to the discussion board summarizing your interview/paper. Complete assignment details are posted in Canvas.

DUE DATE: Monday of Week 7

Case Summary – 20 points (10 points each)

Students will write **two case summaries** on assigned cases based on a schedule to be posted in Canvas. Writing the summary will give you practice in reading cases in their original format and rendering them down to their essence. Complete assignment details are posted in Canvas.

DUE DATE: The summary must be submitted no later than 11:59 pm on Tuesday of the week due and the students will then begin the discussion of the case on the discussion board that week.

Signature Assignment – 32 points

The signature assignment is also a two-part assignment.

Part 1 – Research and analysis paper

This assignment is intended to provide you with the opportunity to develop and demonstrate an understanding of legal implications of policy in higher education. The specific topic is to be selected by the student but must concern a legal issue or a policy affecting your institution (or a generic higher education institution). The research will thoroughly explore the topic through a variety of external research sources and then you will recommend policy that the institution should enact/revise regarding the issue. Research sources should include law review articles, case law, policy documents and higher educational administration literature.

Part 2 – Presentation to the class

Prepare a short presentation that you would give to your campus administration regarding the policy recommendations. You will want to present the most important aspects of the topic and how policy should be implemented/changed on the campus. The presentation should be presented to the class through PowerPoint, Prezi or some other presentation software with video and/or audio voice over.

Complete assignment details will be posted in Canvas.

DUE DATES: Paper: Sunday of Week 11, Presentation: Monday of Week 12

Course Schedule

Week	Topic	Reading	Exercises/Assignments with due date
1	Intro - Foundations of Law and Policy	Text, Cases and Material in Canvas	
2	Institutional and College/Student Relationships	Text, Cases and Material in Canvas	Cases – Due September 27
3	Student Rights, FERPA and the Duty to Protect	Text, Cases and Material in Canvas	Cases – Due October 4

4	Title IX	Text, Cases and Material in Canvas	Cases – Due October 11
5	International Study Abroad	Text, Cases and Material in Canvas	Cases – Due October 18
6	International Students - Legal Issues/DACA	Text, Cases and Material in Canvas	
7	Interview Presentations Initial Affirmative Action Readings	Text, Cases and Material in Canvas	Interview Project and Presentation – Due October 31
8	Affirmative Action	Text, Cases and Material in Canvas	Cases - Due November 8
9	Freedom of Speech/Academic Freedom	Text, Cases and Material in Canvas	Cases – Due November 15
NOVEMBER 21 - 27 - THANKSGIVING WEEK - NO CLASS			
10	Faculty Employment	Text, Cases and Material in Canvas	Cases Due - November 29
11	Copyright/IP	Text, Cases and Material in Canvas	Signature Assignment – Due December 11
12	Final Project Presentations		Final Presentation – Due December 12

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

Student Well-Being

All students have access to We Care – 617-373-7591 wecare@northeastern.edu for health concerns, referrals for mental health and assistance with leaves of absence. Additionally we have FIND@ Northeastern - Available 24/7/365 1-877-233-9477 (domestic) 1-781-457-7777 (international) <https://www.northeastern.edu/uhrs/find-at-northeastern/>

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

Wyzant Tutoring Services

Northeastern University's College of Professional Studies is covering the cost of twenty-five hours per academic year of tutoring from Wyzant to help ensure your success in challenging courses. Tutors on Wyzant have helped thousands of students in 300+ subjects ranging from College Algebra to Academic Writing, Statistical Analysis to Microbiology. To access your free Wyzant Tutoring for students in the College of Professional Studies, please complete the following steps:

- Login to Northeastern University's **Canvas** platform and click on your active course.
- Once you are logged in your class, scroll to the bottom red link on the left side of the course navigation that says "Wyzant Tutoring".
- After clicking this link, you will be prompted to access your free tutoring using your Northeastern login credentials. Indicate your program, time zone, the course you'd like support in, and the specific topics or materials you'd like help with.
- You'll receive an activation email from Wyzant for Higher Ed. (If you don't see it, check your spam or junk folders.) From the email, click on the activation button.
- Potential tutors will begin reaching out to you. Their messages will be sent to your Northeastern email inbox and will be accessible via your Wyzant account dashboard.
- Respond back to the tutors you believe might be a good fit to schedule an online session when it's convenient for you — even late at night!

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: help@northeastern.edu

ITS Customer Service Desk: 617-373-4357 (help)

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including students, faculty and staff of all gender identities.

If you or someone you know has been a survivor of a Prohibited Offense, ***confidential*** support and guidance can be found through **University Health and Counseling Services** staff (<http://www.northeastern.edu/uhrs/>) and the **Center for Spiritual Dialogue and Service clergy members** (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within **The Office for Gender Equity and Compliance** at: titleix@northeastern.edu and/or through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator.

In case of an emergency, please call 911.

Please visit www.northeastern.edu/ouec for a complete list of reporting options and resources both on- and off-campus.

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The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates