

Week 1 – Nature of Law

You all are getting a good introduction to the various sources and types of legal rulings in Ch. 1. What questions come to your mind about how to the sources of law that will apply to your job in higher education? What is the main difference between statutory law and common or case law? Why is that difference important in terms of an institution of higher education?

The textbook introduces external and internal sources of law for higher education. To apply this knowledge to my job working at the international office, I will need to understand both categories. One of external sources is foreign and international law (1.4.2.5). I would like to learn more details about this source, especially if I want to establish new connections at a global scale. At this point, the textbook only talks about the most basic concepts for foreign partnership.

The main difference between statutory law and common or case law is how it is created. Statutory law includes the Constitution for the federal and state level, the statutes published in U.S.C. or U.S.C.A. for the federal level and some codifications for the state level, the final regulation published in Fed. Reg. or C.F.R. for the federal level and state level (Kaplin, 2009, pg. 16-18). Therefore, the statutory law is issued by government agencies. While common law includes state common law as an external source and campus common law as an internal source. Case law or judicial opinions interpret other different sources of law. Therefore, the common law or case law are created by courts or judges themselves. And campus common law must be established by “clear and satisfactory evidence” (Kaplin, 2009, p. 22).

It is very important to understand the difference between statutory law and common or case law in terms of an institution of higher education for three obvious reasons. First, the institution must regulate under a broad cover by the statutory law. Second, based on the specific situation of the institution, the institution can establish its own campus common law in order to better perform specific tasks. Third, if there is any new legal issues that do not have definite law can assert them, case law may help to solve the problem more practically.

Kaplin, W. A. & Lee, B.A. (2009). A legal guide for student affairs professionals. San Francisco: Jossey-Bass Publishers.

Week 1 – Course Expectations

Now that more of you are getting into the class, I wanted to start a thread that examined what your expectations of this course might be. Be sure that you have read the Course Learning Outcomes on page 2 of your Syllabus. Are the goals listed consistent with what you are expecting to achieve? What are your thoughts on the Specific Learning Outcomes? Are there things missing that you thought you would be getting from the course that you do not see in the Syllabus? How do you see yourself using the content of this course in your future work?

The goals listed in the syllabus are consistent with what I am expecting to achieve from this class. These three summarized goals will be my primary goals for this course. These foundational course learning outcomes will prepare me to a basic level for the competency area of law, policy, and governance. I will be able to understand, identify and describe major legal issues of higher education. While taking this class, it is also necessary to check myself whether I can apply the theoretical knowledge in practical scenarios and train myself to the next higher level of learning outcomes. Another expected outcome can be added is students will be able to apply the basic understanding during their daily study and life and also advocate the understanding to other people on campus or in the community. As planning to work at the international office in the future, I can use the content of this course to help international students with student conduct, immigration regulations, and to establish new connections at a global scale.

Week 2 – Religion and the Public-Private Dichotomy

No where does the Public-Private Dichotomy become so apparent as when religion enters the picture. You all can see how this is playing out in many areas of higher education. If you remember last year's kerfuffle over the application of cross decals to the helmets of players on the [ASU football team](#) as a way to honor a former player. While many view this as a restriction of free speech, the constitution and courts have consistently upheld the objective of government "neutrality." How do you view the two clauses in the constitution that protect religious freedom? How will these protections influence your work with students?

These two clauses are distinct from each other although both are used to uphold the objective of governmental "neutrality". The establishment clause prohibits government from "establishing"

religion; the free exercise clause protects individuals' "free exercise" of religion from governmental interference (Kaplin & Lee, 2009, p. 35).

In my opinion, I think these two clauses can be used to support each other on protection of religious freedom. For instance, in the case of ASU football helmet, the athletics director Terry Mohajir might think it was simply a way to honor the player and equipment manager and wearing the helmet with the "cross" and their initials on was totally voluntary. While the university wanted to maintain its "neutrality" as a tax-supported, public institution, especially since the football team was representing the university to play games in public. Personally, I think both sides were trying not to violate the First Amendment and made different decisions based on two clauses. However, I wish they could think about the other clause before making any further movement. If a similar case happened to a private institution, the situation will be a lot easier since the establishment clause indicates private institutions having no obligations to maintain "neutrality".

In the future, if I can work at the international office, these protections will guide me when dealing with religious issues and ensure my students, office, and institution to avoid legal issues caused by religious conflicts. For international students, they will have different religious or they are atheists. When organizing an event or a program, I need to be careful that there is no coercive religious activity. It is also important to educate my students and other parts of the campus to understand and respect different religions and cultures.

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Week 2 – Tort Liability

Institutions of higher education (including employees who embody the institution) are generally held to have a duty of care for their students and those who come onto the campus. This creates some uncomfortable situations particularly when working with young adults who are experience freedom of action for perhaps the first time. What are your thoughts about how to maintain that "special duty" (Kaplin & Lee, 2011, p. 120) towards your students as you offer services and opportunities?

The tort law “requires a college and its agents to refrain from injuring any individual to whom the college owes a duty”. Negligence is one of classic torts that most frequently happened in higher education (Kaplin & Lee, 2009, p. 109). During cocurricular and social activities, the institution also owes a “special duty” when there is a special relationship existing between the institution and the invitees or the public. In such cases, to determine the tort liability, the court usually decide based on whether there is a reasonable supervising duty by the institution and whether the incident is foreseeable. Working at a postsecondary institution, we have the responsibility to identify the “special duty” and to make fast and wise decisions to avoid injuries.

I think every “special relationship” is unique and fact sensitive. When I offer services and opportunities to my students, I need to make sure other staff members in my office also understand the “special duty” so that they can pay more attention as supervising an event or a program. To better maintain this “special duty”, we need to keep ourselves updated on standard procedures of general job tasks as well as emergency reaction. During some professional meetings within the institution, state, or nation, we can share some case scenarios with other colleagues in order to learn from each other and think of better solutions for the future.

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Week 3 – Perpetuating the Endless Adolescence on Campus

The following article was written by one of my favorite student affairs legal minds, Gary Pavela. He has been a university attorney, involved in student judicial and academic integrity work, and someone you will be reading quite a bit from in the next weeks. The article plays out from a question on one of the discussion boards in one of the two Legal Issues classes that I am teaching that asks about the difference in responsibility and maturity assumed by young people who go directly into the military as opposed to those who proceed to college. There are some questions near the end of the article that I would love to see you all address. Enjoy.

After reading this article and thinking about the cause of this endless adolescence phenomena, Sanford’s Challenge and Support student development theory first crossed my mind. If the environment presents too little challenge, students can get bored and do not progress. Of course, if we give students too much challenge without adequate support, students can regress. So the

key is how we achieve a balance of challenge and support so that our students will develop better.

Here is my personal experience. Since I was very little, my mom would set a quite high and strict standard for me on lots of things. She wants me to be independent with relatively enough skills as well. I was responsible of doing my homework, preparing for my events, cleaning home, etc. since the school age. I can ask her how to do one thing, but she would not do it for me. My grandma had so many arguments with her about her high expectations on me. Now, I actually appreciate my mom for teaching me all these things. My families and I probably would be so worried about me studying abroad at the age of 17 if I did not have enough life experience.

As the article says, all of these education issues return to trust. We need to trust more on young adults. Parents and educators need to release some space for students to learn, to try, to make mistakes, and to solve problems. To give sufficient trust, we also need to understand well on the level of knowledge that a student has in order to provide enough backside support. It is like sending soldiers to the frontline, we first need to train them well first and ensure them enough equipment and medical guarantee behind the frontline. Every student is unique because of so many factors. Therefore, it is our responsibility to better know every student in order to give them appropriate challenge and support.

Week 3 – Contractual Relationship of Students and Institutions

Dixon v. Alabama Board of Education created the standard by how institutions relate to their students and showed that it is basically a contract between two parties. They also eroded the longstanding practice of in loco parentis (in place of the parent) by which higher education had maintained a relationship with students since Colonial times. How does this standard impact the work that we do in Student Affairs? What are some considerations that must be made when working with students in particular functional areas of the university? Give examples.

I think this concept compared and contrasted between parents-children relationship and institutions-students relationship. Working in higher education gains this special relationship with students. We teach them inside and outside classrooms and we also take care of them before, during, and after their studies here. However, we need to distinguish this broad coverage from what parents do for their kids. Our main job is to educate students in different ways. And

this education relationship is under a contracted condition, which means each side has its own responsibilities and rights for certain things.

This standard for institutions-students relationship has impacted on the work that we do in Student Affairs now. We do not want to be like “helicopter educators”. We also do not want to leave our students perplexed. So we need to keep in mind that we are supporting these young adults to learn and prepare themselves better for the real-world life after they graduate from here. For how much and what format of support we need to provide students with, it really depends on the function area type. For example, for Campus Life, the key is to provide resources and let student try out themselves. Students can better learn about leadership, time management, team player, and so on from their own involving experience. However, for International Office, sometimes we just have to double check what they have done and keep reminding them of important things because there are certain mistakes we definitely want to avoid happening. Therefore, with these considerations, we need to identify the role we are really playing and set it as our mission to work on.

Week 4 – Education Records under FERPA

One of the terms that might be difficult to interpret under FERPA is "education records." What do you consider to be an education record for your own preferred functional area? What about disciplinary records? Do they fall under education records or law enforcement records?

My preferred functional area is International Student Programs and Services. An education record in this case will include immigration documents, emergency contact person information, test scores, academic record, disciplinary record, medical record, and other personal identification information. As long as the disciplinary record happens in the education setting, it should be considered as education record. These education records are protected by FERPA, as well as immigration laws. In some institutions, including ATU, the international office also processes international student admission. Therefore, it is especially important to organize, preserve and protect student files either paper or electronically. As a staff working in international office in the future, I need to keep myself updated on regulations related international and exchange students.

Week 4 – FERPA Experience

If you have worked in higher education, and student affairs in particular, for any length of time, you have run upon questions/problems with FERPA. Please share your experience with the class and how you resolved it at the time, and if you would do anything differently after learning a bit more with this week's reading.

When I was the student worker at International & Multicultural Student Services Office (IMSSO) during my undergraduate, I often received phone calls that asking about address, phone number and birthday information of an international student. At first, without the knowledge of FERPA and how ATU defines “directory information”, I thought it would be a lot more convenient for both sides if we just gave this basic information to banks, property renting agencies or other business. Before I made any mistakes, I was told that I should only tell these third parties about student’s email address or I can get hold of that student for them.

After learning about FERPA this week, I think it definitely will be more beneficial if student workers are also trained well about FERPA and how it regulates specifically at each institution. “Without consent, schools actually may disclose “directory” information such as student’s name, address, phone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them” (FERPA). We are responsible to notify students and parents about their rights of FERPA annually. We especially need to refer our international students and their parents to University Counsel webpage about FERPA. At work, we need to keep some frequently used FERPA regulations at our fingertips so that everyone is clear on general procedures.

The link below directs to the form of Request for Non-Disclosure of Directory Information. It is interesting to see how different institutions define their directory information differently.
http://www.atu.edu/ucounsel/documents/FERPA_Non-Disclosure_Directory.pdf

FERPA. General laws and guidance. Retrieved from:
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Week 5 – Sexual Harassment

Sexual harassment is an area of great liability for institutions. Most have detailed policies for employees and mandated training. What experience have you had with such training? How do you incorporate this into your work? Are there particular actions that you take or do not take when working with students due to this type of regulation?

When I was doing my practicum this summer at University of Louisiana at Lafayette, I completed a mandatory Sexual Harassment Training provided by HR. To know more details about how they organize trainings, please visit the following link.

<http://humanresources.louisiana.edu/training-development/mandatory-sexual-harassment-ethics-training>

This training is located on their Moodle (similar panel like our Blackboard). There are a PowerPoint about detailed institutional policy about sexual harassment and an E-course about this topic to complete as well. The course has three sections along with some interactive quizzes. At the end, there is also a multiple-choice/true or false test to pass. Although this training can be a little time-consuming if you go through each slide carefully, it is very helpful to instruct all employees and comfortable to study this topic personally.

When I work with international students, I also need to be careful with religious or cultural customs from different countries. For example, I need to ask for permission first before taking a picture in which a lady wearing hijab is including in the frame. Although we are on the land of the United States, we still need to respect and always be open-minded to different cultures from other countries. At work, we also want to inform or remind our colleagues and student workers about the knowledge of sexual harassment and ethics regulations to create a safe and comfortable environment for everyone.

Week 5 – Academic Standards

In cases pertaining to academic standards in higher education, courts have long been loath to impose judgments on matters related to grades and degrees. What do you see as the basis for this reluctance? What are some of the situations in which courts will address grades, awarding of degrees, etc.? How do these rulings impact your work?

I think courts are loath to impose judgments on matters related to grades and degrees because evaluation of grades and awards is more the expertise of the faculty or educational institution rather than the judicial courts. Generally, students have the right to appeal within their institutions first about improper or unfair grades and awards. Courts will need to address grades and awarding degrees when the situation is clear to be arbitrary and capricious. When the institution is not following its procedures to assign or change grades or award degrees, the court will also adjudicate the dispute with addressing grades and awarded degrees. At work, I need to have a good knowledge about the institutional procedures and stay consistent with every case in order to avoid any further legal issues involving grades or degrees argument. In university orientation class, we can also address this topic to educate our students about what they should do when they have academic concerns. With international students, we especially need to inform them of this unfamiliar concept and their educational rights in the beginning of their first semester here.

Week 6 – Residence Life and Housing Regulations

Many colleges have policies that require students to live on campus. While students feel that it is simply a money-making venture for the institution, student affairs practitioners in particular are aware of the educational rationale behind residential life. What are your thoughts on the way that courts have decided when students have claimed violation of their Fourteenth Amendment rights? How would you form your argument when confronted by a student claiming that their rights of freedom of association or right to privacy were being violated by the requirement to live on campus?

This type of housing issue has happened in the case of *Prostrollo v. University of South Dakota*, 507 F.2d 775 (8th Cir. 1974). Students may think the housing policy that requires only freshmen and sophomores to live on campus is violating their Fourteenth Amendment. The court actually granted the right to the institution to formulate such rational and educational policy. The term of “educational policy” reminds me of a previous topic on “educational records” versus law enforcement records. Therefore, I think the institution has such authority to make its own housing policy in an educational setting as long as the policy is constitutional. If a student argues that living on campus violates the right-to-privacy and freedom-of-association, I will tell the student the educational and social benefits s/he can get from this experience and give some

suggestions on what s/he do to get more involved with the residence hall as well as what we have done to protect their privacy. When the student understands the reasons behind the housing policy, I think the student will value and appreciate the housing experience.

Week 6 – Risk Management

Have you ever thought about doing a risk assessment in your particular functional area? What might be some of the hazards or risks that you need to be aware of in the area or programs for which you are responsible? Planning them out beforehand is a good way to account for any possible contingencies. What might be a simple protocol that you would (or have) put in place to address such situations? Why might it be important to do so?

When doing programming before in the international office, we would discuss potential risks and do our best to avoid risks. But we never did a formal risk assessment for our programs. One potential risk in international affairs will be outdoor events. There are so many uncertainties in a constantly changing environment and participants. For example, students may get hurt during a paintball event. Some students may get offended because of different religions or cultures. Some students may have trouble understanding the instruction due to the language barrier.

A risk assessment is definitely proactive to reduce the risk for the ongoing event and the next event. We can think thoroughly before carrying out the event and write down what we will do to eliminate certain risk. After the event, we can review the initial risk assessment and evaluate how well we have managed the risk and what else we should do to avoid or deal with other risks. This type of written assessment will help us visualize the progress and make improvements in the future.

Week 7 – History of Student Discipline

After reading the Dannells' pieces, what are your thoughts on the current state of student discipline in higher education? Since the administration of student conduct has typically mirrored the social norms of the day, how do you think student conduct should be addressed today? Are there different issues that we currently face that were not part of earlier society or are they simply the same ones packaged in shinier paper?

This is a very interesting historical article to read. Compared with some major status of student discipline in the past, the current state seems milder, but it is more systematic. Students are treated like young adults. And administration of student conduct has helped students establish a more professional and positive relationship with faculty and other staff on campus.

Today, considering the mission of an educational institution, the student conduct has more responsibilities to make sure students understand the student discipline and other policy from the student handbook and ensure students have equally fair chance to defend themselves. This will help students become qualified citizens and succeed in college life with holistic development.

In the past, student discipline is more related to academic honor code and housing regulations. Now, we also need to face more issues from student extracurricular behavior. But the principle of student discipline is still same. We need to distinguish and be consistent on student development rather than punishment and on educational outcomes rather than legal issues.

Week 7 – Due Process

In regards to student discipline, what two procedural conditions must be met to ensure procedural due process (or a fair process) [hint* They are found in *Dixon v. Alabama State Board of Education* 294 F.2d 150 (5th Cir. 1961)]? Why are these two principles so important in your opinion? This is the KEY case for all student discipline precedent.

In regards to student discipline, two procedural conditions that must be met to ensure procedural due process are notice and hearing. “Notice should be given of both the conduct with which the student is charged and the rule or policy that allegedly proscribes the conduct.” “The hearing provides students with an opportunity to speak in their own defense and explain their side of the story” (Kaplin, 2009, p. 463).

These two minimum requirements for procedural due process are so important for both sides, the student and the institution. The institution needs to follow its own procedures carefully and rights of students are ensured by the constitutional requisites. When I was on the Student Conduct Board, I have seen some students not utilizing the opportunity of preliminary hearing or the final hearing. Most of our students do not have enough knowledge about the procedural due process,

and this is something we should educate our students in the beginning of their college life before any violations take place.

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Week 8 – Alcohol Liability

One of the topics this week that is not assigned reading in your text (but you did read it during Week 2) covers Alcohol Liability (generally covered under Tort Liability). As we all know, alcohol abuse is one of the perennial problems on a college campus, and you will see it on a regular basis as a student affairs professional. The articles that I have placed in the Week Eight folder offer you some context for the problem and the things that EVERY student affairs administrator should know regarding this very serious problem. While colleges and universities have particular mandates from government, and legal precedent that also helps to guide how we address the consumption of alcohol by students, each of us needs to have our own well-considered point of view that can be supported and that, hopefully, supports the principles of your particular institution.

Please consider the following questions from the Vicary and Karshin (2002) article, and offer your insights.

Are young people to be taught to drink responsibly and with care, or is alcohol use to be further restricted and punished?

Should we be preventing underage use, or dangerous use by youth, or both—and at what ages?

Young people definitely need to be educated to drink responsibly and with care, which means simply forbid students to drink on campus is not effective. The author gives some recommendations for a comprehensive approach to deal with drinking issues on campus. We need education, enforcement, enhance, encourage, evaluation, and environment. These are all critical components to better reduce the underage drinking and alcohol abuse.

In my opinion, I think we can lower the drinking age to 18. First, for students who are between 18 and 21 on campus, they are attracted so much by students who are old enough to drink

lawfully. Because of their curiosity and lack of self-control, they are easily to violate the drinking policy. If we lower the drinking age to reduce this eager of trying and also educate these young adults to be responsible for drinking, the situation might be improved. No matter the drinking age is 21 or 18, we all need to try our best to prevent underage use and alcohol abuse to establish a strict enforcement.

Week 8 – Right to Associate

Explain the concept of "time, place, and manner." How this concept is practically applied on a public university campus? Use your own institution and any examples you might have.

Time, place, and manner restrictions are permissible under the First Amendment law. A reasonable time, place, and manner regulation must be “justified without reference to the content of the regulated speech, must be narrowly tailored to serve a significant governmental interest, and must leave open ample alternative channels for communication of the information” (Kaplin, 2009, p.489). This concept is an important restriction for freedom of speech.

Time, place, and manner are addressed for any speech-type activities on a public university campus. For example, universities will confine certain areas on campus as “free speech zone”. However, regulations that limit free speech to just one or two areas of campus or require prior administrative approval for all expressive activity are not reasonable time, place, and manner regulations.

At Arkansas Tech University, Doc Bryan Student Services Center, Lecture Hall, West Courtyard, Hindsman Tower are designated for various forms of expression (ATU, 2015, pg.97-98). These areas are clearly defined on location, available dates and time. It is necessary to confine these specific areas so that the institution can make sure the activity taking place there is constitutional and easier to ensure the safety. Student organizations especially need to know these regulations so that they will not violate the institutional policy.

Arkansas Tech University. (2015). 2015-2016 Student handbook. Retrieved from http://issuu.com/arkansastechuniversity/docs/studenthandbook-2015_final-revised_

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Week 9 – Student Press

From your review of The Student Press Law Center website, what are some of the major areas of concern that student journalists (and their advisors) need to be aware of? Choosing one of those topics, how would you advise your students to proceed if they faced such an issue on your campus?

The website provides a handful of legal guides for students and advisors. Some major areas of concerns needed to be aware of include Press Freedom & Censorship, Protecting Sources & Information, Access to Records, Meetings, & Places, etc. A common question is about the copyright of pictures. If I were an advisor, I would tell my student journalists to be careful using pictures from other sources. If the picture is from an online source, the permission from the owner is probably needed. We cannot just use it without making sure that and simply crediting where it comes from. A fair, ethical use of picture is also important. For example, for certain religions, we also need to ask for permission to use it even the photo is taken by the student press. Therefore, student journalists need to be educated on these issues and advisors also have responsibilities to review and ensure the correct procedure is followed.

Week 9 – Greek Life Redux and the Place of Media

You all likely heard about the scandal with SAE at the University of Oklahoma last year at about this time. Just last week we were looking at the place of Greek Life on campus. What do you think of President Boren's (president of UofO) actions? Do you think they are legally supportable or might we see some lawsuits forthcoming? If so, what basis do you think student's might use?

<https://www.insidehighered.com/quicktakes/2015/03/09/fraternity-caught-video-singing-racist-song>

I agree with what President Boren wrote except for the sentence that the chapter will no longer remain on campus. I think this type of anticipated decision should not be posted to the public on social media without any investigation yet. But the main part of this post is good to show the firm standing point of him representing the whole institution.

About the actions that expelling involved students and closing the chapter on UofO, we had lots of arguments over it. Although I do not see any potential law suits on the action, I am not 100%

supporting this strict decision. My concern is whether two expelled students can get a second chance in the future when they realize the significance of the incident. A main part of institutional mission is to educate our young adults not only academically but also on the holistic development. Yes, what they did is reprehensive, but there must be other factors caused that behavior. We need to eliminate those negative factors, not simply expelling two students from one campus. Maybe we should decide on probation rather than expelling in order to eventually achieve the goal of education.

Week 10: Reauthorizing the Higher Education Act

The Higher Education Act of 1968 has been routinely reauthorized by the federal government and used for a variety of purposes. The Clery Act, various financial aid amendments, as well as other regulations have made their way into the Act to regulate the way that institutions of higher education operate. What are your thoughts on the place of federal regulation in the provision of higher education in individual states? Do you think there is a place for federal policy? Why or why not?

I think the influence of federal regulation on higher education is expanding. Even it may seem that individual states are regulating their own specific statutes and the federal government is relying on the private accrediting agencies, the federal regulation still plays a significant role in higher education by placing a same standard for all institutions.

Therefore, I think there is a place for federal policy. “The federal government’s major function regarding postsecondary education is to establish national priorities and objectives for federal spending on education and to provide funds in accordance with those decisions” (Kaplin & Lee, 2009, p. 722). More and more federal laws and amendments have been helping to shape the legal operation of higher education. And some federal statutes and regulations, such as the Clery Act, the Drug-Free Schools and Communities Act Amendments, and the Student Right-to-Know Act, actually affect colleges and universities in particular circumstances.

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Week 10: Local Communities and Colleges

College campuses are magnets for outside groups. All manner of groups are anxious to access the sheer numbers of students and faculty and staff members on campus every day, postsecondary institutions provide an excellent forum for lectures, conferences, and exhibits, as well as leafleting, posting of notices, circulation of petitions, and other kinds of information exchanges. In addition, cultural, entertainment, and sporting events attract large numbers of outside persons. The potential commercial market presented by concentrations of student consumers may also attract entrepreneurs to the campus, and the potential labor pool that these students represent may attract employment recruiters (Kaplin & Lee, 2011, p. 611).

What are some of the considerations that an institution (and please specify whether you are discussing public or private) must consider when attempting to arrange for, and manage, the “public forum” that many institutions constitute.

I think the relationship between the college and its community is two-way direction. On one hand, the college wants to integrate into the community to gain its support. As what I have seen at a four-year public university, the institution hosts lots of events, such as concerts, sport games, and some entertaining events, which are open to the public. A main issue for this type of informal relationship is the safety. If the event is inside, we need to make sure the total number of attendees is less than the maximum capacity. We also need to have enough public safety staff be at the event in case any possible emergency may happen.

On the other hand, the public may also have needs to request the “public forum” on the college campus for various purposes. As we have learned last week, the institution has its own regulation on the use of university facilities and space by non-university entities. For this type of relationship, I think the institution should have a well-developed system to assist the public with the access to use the university facilities and space properly.

Week 13 – Private Entities

Choose one of the private entities mentioned in this week's reading and describe what you believe to be its biggest impact on higher education.

No matter public or private institutions, private business is integrating more into the campus as auxiliary services, such as child care, bookstore, soft drink products, even cleaning, etc. I think

its biggest impact on higher education would be issues related to the contract relationship. For legal counsel, there must be lots of things needed to be clarified in the contract signed with the private business on policies and regulations about budget, authority, operation, liability and others. While student affairs practitioners, we need to be clear on the institutional policy involved with the private business on campus. For example, when we are planning to host an event on campus, we probably need to request catering services from certain private business that has a contract with our institution. Therefore, educating ourselves of the policy and regulation related to the private business on campus will be helpful when we start to work on a different campus.

Week 13 – Higher Education Act

After reading the article in the folder for Week Thirteen, you will be aware of the range of items that this Act has impacted over the last 50 years. 1) Give you response to whether or not you feel that the Act has done what it was intended to do or not. Make sure that you frame/support your answer with passages from the article. 2) What new program or initiative do you think should be added for the next reauthorization and why?

I think the HEA has done a lot that what it was intended to do. Even there are still lots of space for improvement, the effort and achievement so far cannot be undermined. Based on the line graph in the article, it is obvious to conclude that enrollments have increased greatly over 50 years, especially in public institutions. “There’s no question that the bill has swung open the door for some low-income families. In 1970 only 46 percent of 18-to-24-year-old high-school graduates in the lowest-income quartile went on to college; today that figure is up to 62 percent.”

As the purpose of HEA to help high-school seniors attend college with financial support, we still have a long way to work on the income gap. “The gap in the college-going rate between students from low-income and high-income families was the same in 2013 as it was in 1975.” Therefore, I think we need to develop new program to better assist students from low-income families going to college and being able to complete the college education with enough finance. Moreover, the article also mentioned that the financial aid money has not kept pace with rising college tuitions since 1965. With the continuous increasing of tuition, we need to make sure we have the

correlated means to react to the increasing and take initiatives to help our students be able to get enough fund and be able to pay off as well.

Week 14 – Impressions of Legal Issues

There have been a lot of principles and concepts that you all have had to absorb this semester. Which one made the biggest impression on you, and why? How will it affect your work going forward?

It is really hard to pick one the most impressed principle/concept. But with the interest in the functional area of International Student Programs and Services, I will like to talk more on Liability Risk. International students choose to study broad and have overcome so many obstacles to be successful in American college life. During their living and studying here, the International Office is like their second home. It not only provides all essential services and host events, but more importantly helps advising international students and making sure they are safe in terms on different aspects, such as mental health, academics, campus involvement, immigration status, etc. When international students have an incident, the International Office is usually immediately contacted. Thus, risk management skill is especially important for me to learn and practice in preparing the future career.

Week 14 – Course Outcomes

Please refer back to your syllabus and the Learning Outcomes on page 2. Do you feel that you are able to articulate those learning outcomes? Please list the 3 outcomes that most impressed you, the 2 most useful concepts you will take from the course, and the 1 thing you still need to learn more about.

It feels so accomplished and proud to look back the learning outcomes at end of the semester. I think I have reached all the broad goals. To articulate these specific learning outcomes, I feel more comfortable to refer to the textbook when needed. More practice can better help me fully master these legal principles/concepts in the future.

3 outcomes that most impressed me:

- Act in accordance with federal and state/province laws and institutional policies regarding non-discrimination.

- Explain when to consult with one's immediate supervisor and campus legal counsel about those matters that may have legal ramifications.
- Explain the concepts of risk management and liability reduction strategies.

2 most useful concepts:

- Affirmative Action
- Disciplinary Rules and Regulations

1 thing I still need to learn more about:

- Be able to apply what I have learned to the daily work in my interested functional area in order to improve the legal awareness by developing a policy manual for the office in accordance with the departmental, institutional, state, and federal policies/laws.