

UNIVERSITY OF CENTRAL ARKANSAS
ACADEMIC ASSESSMENT PLAN
College Student Personnel Administration (CSPA)

Requirements

1. *Submit with New Program Proposal*
 - a. *Programs are encouraged to consult with the Office of University Assessment.*
 - b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: College Student Personnel Administration (CSPA)

College: Education

Department: Leadership Studies

Program Level (check all that apply)

- ☐ Associate's
- ☐ Bachelor's
- ☐ Undergraduate Certificate
- ☒ Master's
- ☐ Doctoral
- ☐ Graduate Certificate

Date Plan Submitted:

College Dean & email: Vicki Groves-Scott, vickigs@uca.edu

College Curriculum Committee Chairperson & Email: Michael Mills, mmills@uca.edu

Department Chairperson & email: Louis Nadelson, lnadelson@uca.edu

Department Curriculum Committee Chairperson & email: Shelly Albritton, shellya@uca.edu

1. Introduction (identify college, unit, and degree programs)

- Purpose
- Unit Mission Statement

The purpose of the CSPA program is to provide professional preparation for students seeking student affairs and higher education administration positions at both two-year and four-year postsecondary institutions.

The mission of the CSPA program is to assist in the development of the intellectual breadth and specialized training necessary for a successful career in student affairs and higher education administration.

2. Student Outcomes

Students will be expected to develop the conceptual understanding and technical skills required to serve as scholar-practitioners who can recognize and adapt quickly to contextual realities and changes within the higher education enterprise. While the program does not have accreditation standards to meet, the program design is informed by the standards and beliefs stated by the American College Personnel Association (ACPA): College Student Educators International, National Association of Student Personnel Administrators (NASPA): Student Affairs Administrators in Higher Education, and the Council for the Advancement of Standards (CAS). The three outcomes below were selected as they are identified as core aspects by all three organizations above and represent the critical areas of ethical practice, interpersonal skills, and research and assessment for higher education professionals.

Student Learning Outcomes (SLO)	Key Assessment
1. Students will apply an understanding of the legal and ethical responsibilities required of higher education professionals.	CSPA 6320
2. Students will demonstrate interpersonal communication skills.	LEAD 6330
3. Students will utilize qualitative and quantitative approaches to assessment, evaluation, and research to investigate and solve problems related to higher education.	LEAD 6321

3. Assessment Cycle

Placement of the CSPA program in the university assessment cycle may be periodic, the data we will collect for the assessment reports is collected yearly.

Course	When Assessed
CSPA 6320	Once per year
LEAD 6330	Once per year
LEAD 6321	Once per year

4. Curriculum Map

The following curriculum map provides details of the depth of coverage of topics that are associated with the three student learning objectives (SLOs) we have selected for program assessment.

Course	SLO 1	SLO 2	SLO 3
CSPA 6310	R	-	R
LEAD 6330	R	A	-
CSPA 6391	I	R	I
LEAD 6321	R	-	A
CSPA 6360	R	R	-

CSPA 6365	R	-	R
CSPA 6392	R	R	-
CSPA 6370	R	-	R
LEAD 6320	R	R	-
CSPA 6320	A	-	-
CSPA 6325	R	-	R
CSPA 6V95	R	-	R
CSPA 6311	R	R	-
CSPA 6318	R	-	R
CSPA 6340	-	R	-

Note. I = Introduced; R = Reinforce and opportunity to practice; A = Assessment evidence collected

5. Assessment Methods and Measures (Formative and Summative recommended)

The assessments we will use include both direct measures (i.e. exams, projects) and indirect measures (i.e. grades, surveys of student learning).

	Assessment Method	Assessment Measure Type	Assessment Measure	Assessment Point
SLO 1	Law & Ethics Exam	Direct	Exam	CSPA 6320
SLO 2	Skills Video	Direct	Rubric	LEAD 6330
SLO 3	Research Proposal	Direct	Rubric	LEAD 6321
SLO 1-3	Course Grades	Indirect	GPA	1x / semester
SLO 1-3	End of Program Survey	Indirect	Survey	At program exit
SLO 1-3	Post-Graduation/ Alumni Survey	Indirect	Survey	1-year post-graduation

6. Data Collection and Review

The following table provides additional details of the data to be collected and reviewed for the CSPA program assessment.

	When will data be collected?	How will data be collected?	What will be benchmark/target?	Who is responsible?
SLO 1	CSPA 6320	Law & ethics exam score	80% scores at B (80%) or above	Program Coordinator
SLO 2	LEAD 6330	Skills video rubric	80% scores at meet or exceeds expectations	Program Coordinator
SLO 3	LEAD 6321	Research proposal rubric	80% scores at good or accomplished	Program Coordinator
SLO 1-3	1x / semester	Course grades	90% course grades at 3.0 GPA or higher	Program Coordinator

SLO 1-3	At program exit	End of program survey	Mean scores at or above COE advanced program average	COE Assessment Director
SLO 1-3	1-year post-graduation	Post-graduation/ alumni survey	Mean scores at or above COE advanced program average	Office of IR

7. Participation in Assessment Process

The CSPA program coordinator will work closely with the COE Assessment Director (AD) to coordinate data collection. Program coordinator will work with COE AD to plan data collection on semester-by-semester basis communicating directly with faculty involved in teaching relevant courses. Program coordinator will analyze data first, then collaborate with AD for data interpretation, then share to faculty and external advisory groups before finalizing annual report due to COE Dean's office each October 15th and to the UCA Assessment Director's office each November 1st.

8. Data Analysis

UCA COE already has a standard protocol in place for program assessment. The program coordinator writes an annual assessment report and submits it to the COE Dean's Office and to UCA Office of Assessment (due October 15). Program faculty commit to annual meeting to discuss compiled data in late fall/early winter and make recommendations for program changes. The program coordinator will track data trends and analyze data disaggregating by markers appropriate to the enrolled population. Data are also shared to COE faculty in the annual assessment day event held in the latter half of October.

The CSPA program coordinator will be initially responsible for analyzing the data and will collaborate with COE Assessment Director and department chair in this process. Data will then be presented to faculty and advisor board for further in-depth analysis for program improvement.

9. What are the plans to evaluate students' post-graduate success?

COE already has protocols in place with UCA institutional Research office to conduct post-graduation surveys at the 1-, 2-, and 3- year post graduation marks. IR administers the survey aligned to program's unique "End of Program" survey each May. Data are received by the COE AD to stage and share with programs during summer term with faculty interpreting and responding to data in fall term.

10. What are the plans to evaluate teaching effectiveness?

UCA course evaluation system will be used to evaluate teaching effectiveness. Faculty teaching CSPA courses meet with department chair annually to discuss student evaluations of courses. Summaries of the meeting discussion and student data are shared annually to COE Dean for additional review.

11. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation

LEAD 6330 Skills Video Assignment

As a partial fulfillment of this course, you will submit three (3) video recordings over the course of the semester in which you demonstrate your helping skills. Evaluation of your helping skills will be based upon the Carkhuff Model we are learning this semester.

Video # 3

In this video, I expect to see a demonstration of the full Carkhuff model, *without the use of notes or prompts*, including *attending, responding, personalizing, initiating, and recycling (as needed)*. The video should be **15-20 minutes** in length.

In this video, you should demonstrate fuller development of your responding skills than what were represented on videos #1 and #2, plus the addition of *personalizing, initiating, and recycling (as needed)*.

The students you “help” cannot be family members or fellow LEAD 6330 classmates. You may “help” a CSPA student who is not enrolled currently in LEAD 6330, or you may solicit another student you know on campus. **In all circumstances, you must secure written consent (form located on Blackboard-no substitutes) prior to recording your “helping session.” In addition, you must secure verbal consent at the beginning of the recording.** Failure to secure consent *twice* (written and verbal) could result in a failing grade on your video. **Please note:** having have a third person in the room for the purpose of video recording negates confidentiality. Therefore, **the only individuals in the room during this assignment should be you (the graduate student) and your “helpee.”**

**CSPA Helping Skills Video #3 Rubric for
LEAD 6330 – Individual/Group Counseling Process and Skills**

Date: _____

Score _____ x 1.5 for a total of _____ out of 150

Student Name: _____

ATTENDING	Level 1 – Does not Meet Expectations 0-1 points	Level 2 – Needs Improvement 2-3 points	Level 3 – Meets or Exceeds Expectations 4-5 points	Comments	Score (25 possible)
Body Language & Appearance	Fails to maintain open, relaxed, confident posture. Fails to maintain appropriate posture. Multiple distractions.	Maintains open, relaxed, confident posture most of the time. Maintains appropriate posture most of the time.	Maintains open, relaxed, confident posture consistently. Maintains appropriate posture. Disallows distractions.		
Eye Contact	Fails to maintain appropriate eye contact	Maintains appropriate eye contact most of the time	Maintains appropriate eye contact consistently		
Minimal Encouragers	Fails to use prompts (uh huh; okay; right) to let the helpee know s/he is heard. Fails to use silence in helpful manner or uses silence inappropriately. Fails to use nods and body gestures to encourage helpee to talk.	Uses prompts (uh huh; okay; right) appropriately most of the time to let the helpee know s/he is heard. Uses silence in helpful manner most of the time. Uses nods and body gestures appropriately most of the time to encourage helpee to talk.	Uses prompts (uh huh; okay; right) consistently and appropriately to let the helpee know s/he is heard. Uses silence in helpful manner. Uses nods and body gestures appropriately and consistently to encourage helpee to talk.		
Vocal Tone	Fails to match the sense of the session and session goals. Vocal tone fails to communicate caring and connection with the helpee.	Matches the sense of the session and session goals consistently most of the time. Vocal tone communicates caring and connection with the helpee most of the time.	Matches the sense of the session and session goals consistently. Vocal tone communicates consistent caring and connection with the helpee.		
Verbal Tracking	Fails to stay on topic that helpee presents. Fails to repeat key words or phrases appropriately.	Stays on topic that helpee presents most of the time. Repeats key words or phrases appropriately most of the time.	Consistently and appropriately staying on topic that helpee presents. Repeats key words or phrases appropriately.		

ATTENDING SCORE: _____

BASIC LISTENING	Level 1 – Does not Meet Expectations 0-2 points	Level 2 – Needs Improvement 3-5 points	Level 3 – Meets or Exceeds Expectations 6-7 points	Comments	Score (35 possible)
Selective Attending	Fails to attend selectively to key aspects of helpee communication.	Attends selectively to key aspects of helpee communication most of the time.	Is consistent in attending selectively to key aspects of helpee communication.		
Directions and Encouraging Helpee to Talk; Exploratory Statements	Fails to use “tell me more about...” or similar statements that encourage the helpee to talk about specific aspects of the helpee’s communication	Uses “tell me more about...” or similar statements most of the time, which encourages the helpee to talk about specific aspects of the helpee’s communication	Is consistent in using “tell me more about...” or similar statements that encourage the helpee to talk about specific aspects of the helpee’s communication		
Paraphrasing (Reflections of Content)	Fails to engage in brief, accurate, and clear rephrasing of what the helpee has expressed	Engages most of the time in brief, accurate, and clear rephrasing of what the helpee has expressed	Engages consistently and appropriately in brief, accurate, and clear rephrasing of what the helpee has expressed		
Reflecting Feeling/Meaning	Fails to state succinctly the feeling experienced by the helpee (“You feel _____” or “You feel _____ when _____.” Fails to tailor Feeling/Meaning statements to the helpee in “you feel” statements	Most of the time, states succinctly the feeling experienced by the helpee (“You feel _____” or “You feel _____ when _____.” Most of the time, Feeling/Meaning statements are tailored to the helpee in “you feel” statements	Is consistent in stating succinctly and appropriately the feeling experienced by the helpee (“You feel _____” or “You feel _____ when _____.” Feeling/Meaning statements are tailored to the helpee in “you feel” statements		
Summarizing	Fails to make statements at key moments in the session that capture the overall sense of what helpee has been expressing	Makes statements, most of the time, at key moments in the session that capture the overall sense of what helpee has been expressing	Is consistent in making statements at key moments in the session that capture the overall sense of what helpee has been expressing		

BASIC LISTENING SCORE: _____

DEEPING THE SESSION	Level 1 – Does not Meet Expectations 0-3 points	Level 2 – Needs Improvement 4-7 points	Level 3 – Meets or Exceeds Expectations 8-10 points	Comments	Score (20 possible)
Personalizing (assisting helpee [a] in internalizing his/her understanding of self; [b] understanding where s/he is in relation to where s/he wants to be) “You feel _____ when/because you _____”	Fails to assist helpee in internalizing/owning the meaning of his/her experience by creating an interchangeable base (responding skills); personalizing meaning (identifying common themes, formulating and communicating implications and assumptions), and personalizing problems (internalizing/specifying deficits); goals (where helpee wants to be in relation to where s/he is), and decision-making (courses of action for achieving goal/s)	Most of the time, assists helpee in internalizing/owning the meaning of his/her experience by creating an interchangeable base (responding skills); personalizing meaning (identifying common themes, formulating and communicating implications and assumptions), and personalizing problems (internalizing/specifying deficits); goals (where helpee wants to be in relation to where s/he is), and decision-making (courses of action for achieving goal/s)	Consistently and appropriately assists helpee in internalizing/owning the meaning of his/her experience by creating an interchangeable base (responding skills); personalizing meaning (identifying common themes, formulating and communicating implications and assumptions), and personalizing problems (internalizing/specifying deficits); goals (where helpee wants to be in relation to where s/he is), and decision-making (courses of action for achieving goal/s)		
Initiating/Facilitating Action (assisting helpee in acting upon his/her understanding)	Is inconsistent in assisting helpee with defining goals, developing programs, designing and implementing a schedule and reinforcements, and planning check steps	Most of the time, assists helpee with defining goals, developing programs, designing and implementing a schedule and reinforcements, and planning check steps	Is consistent in assisting helpee with defining goals, developing programs, designing and implementing a schedule and reinforcements, and planning check steps		

DEEPING THE SESSION SCORE: _____

MISC	Level 1 – Does not Meet Expectations 0-7 points	Level 2 – Needs Improvement 8-14 points	Level 3 – Meets or Exceeds Expectations 15-20 points	Comments	Score (20 possible)
Question Reframes	Fails to keep questions to a minimal; fails to reframe questions into exploratory statements	Keeps questions to a minimal most of the time, instead reframing questions into exploratory statements	Keeps questions to a minimal consistently, instead reframing questions into exploratory statements		

Research Proposal – LEAD 6321 Research Methods

As the culminating project for this course, students will prepare an individual research proposal for a topic relevant to higher education. Proposals should include an introduction to the topic, review of relevant literature, and section outlining planned methods for the project. The literature review should incorporate a minimum of ten peer-reviewed sources.

Research Proposal Rubric

Category	Accomplished	Good	Satisfactory	Needs Improvement	Score
Introduction (25 points)	Clear and concise introduction that creates interest for the study and places the study within the larger context of the literature. Following aspects are adequately addressed: -Research Problem (broad need) -Significance of study -Key terms/definitions -Limitations	Clear and concise chapter that creates interest for the study though some lack of clarity or unneeded information may exist. Following aspects are mostly addressed: -Research Problem (broad need) -Significance of study -Key terms/definitions -Limitations	Somewhat clear and concise chapter that creates minimal interest for the study. Topic's position within larger context of the literature is unclear. Some but not all areas below addressed: -Research Problem (broad need) -Significance of study -Key terms/definitions -Limitations	Excessive irrelevant information or extreme lack of clarity. Failure to address most of areas identified.	
Lit Review					
Introduction to Lit Review (10 Points)	Clear and concise introduction that outlines structure of the literature review and identifies key areas that will be discussed.	Clearly written discussion that at least adequately identifies structure and topic areas of literature review. Writing may be less concise or clear.	Loosely structure introduction that minimally identifies structure and topic areas of literature review. Content is present but not clearly communicated and could cause confusion for reader.	Failed to include introduction.	
Evaluation of Sources (30 Points)	Clear and concise discussion and evaluation of sources. Displays ability to identify and communicate key concepts, findings, & Implications of sources. Discusses reliability, validity, and/or trustworthiness of measure when appropriate.	Adequate discussion and evaluation of sources. Displays moderate ability to identify and communicate key points. May include some unneeded or confusing information. Adequately discusses reliability, validity, and/or trustworthiness.	Some sources not adequately discussed and/or failure to include relevant amount of sources. Minimally discusses reliability, validity, and/or trustworthiness. OR includes abundance of unneeded information/essentially restates large portions of sources instead informing reader and evaluating.	Did not included at least half of the required number of sources OR failure to adequately discuss and evaluate. Failed to display ability to identify key information.	
Comparison of Sources (20 Points)	Clear and concise comparison of sources when appropriate. Discusses supporting or contradictory findings. Identifies relationships that may not be immediately apparent (when appropriate).	Some comparison of sources when appropriate. Limited discussion of supporting or contradictory findings. May fail to identify some clear relationships across sources.	Minimal comparison of sources. Writing more so reflects multiple independent evaluations with only minimal discussion of sources with direct or theoretical relationships.	Fails to connect sources to one another in anyway. Simply provides <u>stand alone</u> evaluation.	
Synthesis (40 Points)	Clearly and concisely answers the "So what?" questions for identified areas of literature and within an overall evaluation/critique of literature. <u>Begins</u> identifying gaps or problematizing existing literature and begins to build argument for specific research problem/need.	Adequately answers the "So what?" questions for identified areas of literature and within an overall evaluation/critique of literature. Minimally <u>begins</u> identifying gaps or problematizing existing literature and begins to build argument for specific research problem/need.	Minimally answers the "So what?" questions for identified areas of literature and within an overall evaluation/critique of literature. Does not being identifying gaps or problematizing existing literature and begins to build argument for specific research problem/need.	Fails to answer the "so what?" questions concerning the identified literature. Fails to speak to the needs/implications of identified areas of the literature.	

Methods					
Purpose Statement & Research Question(s) (30 points)	Clearly expresses the purpose of the research (or research problem) as informed by the literature and identifies research questions congruent with the stated purpose.	Identifies purpose (or problem) and congruent research questions. Purpose somewhat supported with literature or lacks some clarity or minor incongruence between purpose and research questions.	Alludes to but fails to clearly state purpose (problem) OR fails to support state purpose through literature. Incongruence between purpose and research questions.	Fails to identify a research purpose (or problem) and/or research questions OR stated purpose & questions are entirely incongruent.	
Population & Sampling (30 Points)	Clear and concise discussion the population and sampling procedures for the study. Specific sampling approach is identified and evaluated. Speaks to strengths and weaknesses of chosen approach and provides justification/reasoning for chosen approach.	Adequate discussion of the population and sampling procedures for the study. Specific sampling approach is identified and evaluated. Minimally speaks to strengths and weaknesses and minimally provides justification/reasoning for chosen approach.	Adequate discussion of the population and sampling procedures for the study. Sampling approach vaguely identified OR approach clearly identified but little to no evaluation, justification, and reasoning for chosen approach is provided.	Fails to discuss or minimally discusses population and sampling approach. Specific approach is not identified and overall lacks clarity of how sample will be obtained.	
Data Collection Procedures (40 Points)	Clear and concise discussion of data collection procedures including discussion and evaluation of collection instrument and specific collection processes. Instrument discussion should address researcher as instrument for qualitative methods where appropriate. Instrument discussion should address reliability and validity for quantitative instrumentation. Some unknowns at this point in project are acceptable.	Adequate discussion of data collection procedures including discussion and evaluation of collection instrument and specific collection processes. Instrument discussion addresses some key aspects but neglects other needed aspects such as discussing reliability but not validity.	Adequate discussion of data collection procedures including discussion and evaluation of collection instrument and specific collection processes. Minimally evaluates the data collection instrument and/or data collection procedures are unclear OR procedures do not align with identified question.	Fails to adequately discuss data collection procedures including instrument evaluation and collection procedures.	
Data Analysis & Interpretation (40 Points)	Clear and concise discussion of data analysis and interpretation plan. Plan is consistent with identified research questions. Quantitative identifies specific statistics or tests to be used in analyzing data and supports choices made. Qualitative provides detailed description including how trustworthiness is supported.	Adequate discussion of data analysis and interpretation plan. Plan is consistent with identified research questions. Quantitative identifies specific statistics or tests and only minimally supports decisions. Qualitative provides adequate description and minimally addresses trustworthiness.	Adequate discussion of data analysis and interpretation plan. Plan is mostly consistent with identified research questions. Quantitative identifies specific statistics or tests but fails to support or displays inaccuracies in support for choice. Qualitative provides vague description and minimally addresses trustworthiness.	Fails to provide adequate discussion of data analysis and interpretation plan. Specific analyses aspects are not identified and aspects that are identified are not supported.	
APA Style & Grammar (35 Points)	Free of grammar or APA style errors. Including in-text situations, quotes, reference section, and overall format.	Minimal grammatical and APA style errors.	Consistent minor grammatical and APA style errors.	Consistent and significant grammatical and APA style errors.	
Total					

Law Exam- CSPA 6320 Law in Higher Education

CSPA 6320 - Law & Ethics
Exam #2
100 points (+6 bonus points possible)

1. A _____ is a contract that is so harsh and unfair to one of the parties to the agreement that a reasonable person would not freely and knowingly agree to it. (1 point)
 2. A _____ is a contract offered by one party to the other party on a "take it or leave it" basis, with no opportunity to negotiate the terms. (1 point)
 3. In Arkansas, at what age may a person legally enter into a binding contract? _____ (1 point)
 4. When will an institution of higher education be liable for "peer sexual harassment"? (you may base your answers on guidelines from the U.S. Department of Education or from U.S. Supreme Court case law) (3 points)
 - a. _____
 - b. _____
 - c. _____
 5. What are two of the three main constraints that universities face with regard to admission standards? (2 points)
 - a. _____
 - b. _____
 6. What are three legal basis (laws) for challenging a racial discrimination claim in higher education? (3 points)
 - a. _____
 - b. _____
 - c. _____
- /11

7. True or False: A private institution may maintain admissions policies that discriminate against students on the basis of race. (1 point-circle the correct answer)
8. _____ is the primary law governing sex discrimination in higher education. (1 point)
9. List the two types of institutions/programs that may legally have single-sex admission standards: (2 points)
- a. _____
- b. _____
10. Jo was in a horrific automobile accident at the age of 12. As a result of the accident, Jo has been confined to a wheelchair and has had no use of her lower extremities for the past six years. She is now an 18 year old applicant for physical therapy school at State University. She is denied admission to the program based on her physical limitations. May State University legally deny her admission to the program? Why or why not? (2 points)
- _____
- _____
- _____
- _____
11. What are the two laws that prohibit disability discrimination in higher education? (2 points)
- a. _____
- b. _____
12. What is affirmative action? (1 point)
- _____
- _____
- /9

13. Which of the following is NOT a type of affirmative action plan? (1 point)

- a. voluntary
- b. remedial
- c. flexible
- d. mandatory
- e. race conscious
- f. race neutral

14. In order for a university to use "race" as a factor in admission decisions, what must a university do? (1 point)

15. What is one difference between a "service animal" and a "support/comfort" animal? (1point)

16. Name two situations in which administrators may legally conduct a search of a student's on-campus room: (2 points)

- a.

 - b.

-

17. When criminal activity takes place on a university campus, a court will consider 3 factors in order to determine the university's liability. What are 2 of those 3 factors? (2 points)

- a.

 - b.

- /7

18. The Clery Act requires colleges and universities to perform 8 tasks. What are 2 of those tasks? (2 points)

a. _____

b. _____

19. Alpha Beta Chi is a social fraternity at State University. ABC owns its own fraternity house, and the house is located about 5 blocks from the main campus. At a party last weekend, a non-fraternity member was arrested for aggravated assault on a member of the fraternity. Does State University have to report this crime pursuant to the Clery Act? (1 point)

YES OR NO (Circle one answer)

20. The Family Educational Rights and Privacy Act (FERPA) provides 3 basic rights for students at higher education institutions. What are 2 of those rights? (2 points)

a. _____

b. _____

21. How often must students be notified of their "FERPA rights"? (1 point)

22. Pursuant to FERPA, provide two situations in which an educational institution may release personally identifiable information from a student's record without the consent of the student: (2 points)

a. _____

b. _____

23. Which of the following protects a student's freedom of speech at a public institution of higher education? (1 point)

a. state statute

b. state constitution

c. First Amendment to the U.S. Constitution

d. internal rules and regulations

e. all of the above

/9

24. _____ is an area of campus that is traditionally, or by official policy, available to students, the entire campus community or the general public for expressive activities. (1 point)
25. When a speaker is disrupted by members of the audience, who then become the protestors, this is referred to as _____. (1 point)
26. The _____ doctrine provides that regulations of speech must be narrowly tailored to avoid sweeping within its coverage, speech activities that would be constitutionally protected under the 1st Amendment to the U.S. Constitution. (1 point)
27. The _____ doctrine provides that regulations of conduct must be sufficiently clear so that persons to be regulated can understand what is required or prohibited and can conform their conduct accordingly. (1 point)
28. If a university requires that protest activity be approved before the activity takes place, this restriction is typically not valid. However, if the restriction is _____, and not based on the message it is to convey, the restriction is usually upheld. (1 point)
29. *Clark v. Community for Creative Non-Violence* and *Ward v. Rock Against Racism* established a three-prong test for time, place and manner restrictions. What are the three parts to this test? (3 points)
- a. _____
- b. _____
- c. _____
30. If a university decides to extend its student code of conduct to off-campus activities, the code will usually be upheld by a court unless the action was: (3 points)
- a. _____
- b. _____
- c. _____
31. TRUE OR FALSE: Due process is required at every stage during a judicial proceeding regarding a student disciplinary matter. (1 point-circle the correct answer)
- /12

32. TRUE OR FALSE: Students do not have a constitutional right to an attorney during a disciplinary process at a public institution of higher education. (1 point-circle the correct answer)
33. If a student's misconduct results in both criminal charges and university disciplinary action, does the fact that the student is convicted in criminal court mean that the student should automatically be suspended? Why or why not? (2 points)
- _____
- _____
34. A student may challenge a public university's disciplinary rules and regulations based on three legal reasons. What are two of those legal challenges? (2 points)
- a. _____
- b. _____
35. When an institution establishes procedures that apply to the imposition of sanctions in disciplinary actions, the law typically requires that those procedures be followed. However, three exceptions to this general rule apply. What is one of those exceptions? (1 point)
- _____
- _____
36. At public institutions, the 14th Amendment to the U.S. Constitution requires _____ and _____ before students at tax-supported institutions are expelled for misconduct. (2 points)
37. What are two factors that may enhance the fairness of a disciplinary proceeding but that are not legally required? (2 points)
- a. _____
- b. _____
38. Although private institutions do not have to comply with federal due process requirements, courts have held private institutions to a standard of _____ with regard to student disciplinary matters. (1 point)
39. What legal theory do students at private institutions typically use when challenging disciplinary sanctions by the university? (1 point): _____

/12

40. In which of the following situations may a student be immediately removed from a university: (1 point)
- a. Sue cheats on a "Higher Education Law and Ethics" exam, and the instructor finds a copy of the answer key in Sue's backpack.
 - b. Joe violates the university's alcohol and drug policy by bringing alcohol into his residence hall. He is reported to his RA by his roommate.
 - c. Jane states the following on Facebook, which is reported to the Dean of Students by Jane's friend: "I am so angry at my roommate for always coming in our room at 2 and 3 a.m. and waking me up, that I am going to stab her in the back with a kitchen knife the next time she does it."
 - d. none of the above
41. Give one reason why a public institution may decline to recognize a student organization without violating the organization's constitutional rights: (1 point)
-
42. TRUE OR FALSE: A public institution of higher education may require that a student be a member of a student government association or any other extracurricular organization. (1 point-circle the correct answer)
43. In which of the following situations would a court be more likely to find an institution liable? (1 point-circle the correct answer):
- a. Luke is a member of Alpha Delta Rho fraternity. He and his girlfriend attend a toga party at his fraternity house, where he consumes an excessive amount of beer. His girlfriend has only had water to drink, and insists that she drive the two of them home; however, he will not give her his keys and takes off in his truck, alone. On his way home, he runs off the road and hits a tree, killing him instantly. His parents sue the university for negligence.
 - b. State University has recently sanctioned Omega Sigma Chi for multiple hazing violations by not allowing the fraternity to participate in intramural sports and homecoming activities. However, the university has continued to allow the fraternity to recruit members. At a recent recruitment function, several members of the fraternity approach Jake, a recruit, and tell him that in order for him to become a member of the fraternity, the members are going to burn the Greek symbols for "Omega Sigma Chi" into his forehead. The members then hold Jake on the ground and burn his face. The next day, after the effects of the alcohol consumption from the night before wear off, Jake is in pain and is very embarrassed by the burn marks on his face. He calls his parents, who are obviously extremely upset about the hazing incident. Jake has to see a plastic surgeon to repair his face and a counselor to help with the emotional

stress of the burning incident. Jake and his parents file suit against the university for negligence.

44. Local governments and the Federal Government have _____ powers and state governments have _____ powers. (2 points)
45. _____ is the power by which the state may take private property for public use (1 point)
46. Name any two federal laws that apply to situations arising in higher education. (2 points)
- a. _____
- b. _____
47. _____ is the largest and most influential national association that regulates intercollegiate athletics. (1 point)
48. BONUS: Pursuant to the _____ Amendment to the US Constitution, all powers not expressly conferred to the Federal Government are reserved to the states. (1 point)
49. BONUS: Short Answer (5 points)

Richard Ropes is a 30-year-old sophomore at Green College, a private, four-year liberal arts college. Ropes is living in a coed residence hall on campus. College administrators were informed at the time of Ropes' matriculation that he had served six years in prison for assault and drug charges. Until last Saturday, however, he has not caused a problem for the residence hall staff or for anyone else, for that matter. Underage drinking is common in the residence hall, but there is no indication that Ropes has been involved in any of the drinking. Green College has a policy against underage drinking anywhere on campus, but enforces it only outside the residence halls.

After a big soccer match last Saturday, several residents of Ropes' residence hall invited him to a party. Ropes brought five six-packs of beer, as did several of the other sophomores, all of whom were under age 21. During the party, a dispute developed over one of the plays in the soccer match. One of the younger students shouted at Ropes and taunted him, calling him "old man." Ropes responded by striking the student in the face several times, causing severe facial injuries and permanent disfigurement.

The injured student's parents have sued Green College, its trustees, the president, the vice president for student affairs, and the residence hall advisor, a 23-year-old graduate student. They argue that the college should have advised all occupants of the residence hall that Ropes was an

ex-felon, and that allowing Ropes to live with “young, impressionable students” was inappropriate and evidence of gross negligence.

1. Please advise the president and trustees of the likelihood of these parents prevailing in court.
2. Also, please discuss at least two revisions that Green College might wish to make in its policies with regard to residence halls or student conduct.

/16

Essay # 1: Title IX and *April 4, 2011, Dear College Letter* issued by the Office of Civil Rights (10 points)

Sam is a first-year student at State University. Early Sunday morning he notified his resident assistant that he had been sexually assaulted by two men at an off-campus party. He believes that at least one of his assailants is a student at State University; he is not sure about the second. He does not want to file a complaint against the student, nor does he want to file a police report.

Sam's roommate later told the resident assistant that Sam had told him the name of the assailant, but that he doesn't want to disclose it because that will make Sam angry. The roommate is concerned because he has heard rumors that this individual has assaulted other students – both male and female, but the student is an athlete and no one wants to have to confront him. Furthermore, that assailant has many friends who will very likely retaliate against anyone who complains.

- A. What should the resident assistant do?
- B. What should the institution's response be?
- C. How can the institution avoid potential Title IX liability?

/10

Essay #2: Codes of Conduct and Disciplinary Rules and Regulations (10 points)

A few months ago, Northern State University adopted an Off-Campus Misconduct Policy. This policy authorizes disciplinary sanctions against students who participate in "misconduct" that does not take place on the campus or other university property IF: "(a) the misconduct takes place at an event sponsored or sanctioned by the university or one of its schools or academic departments; or (b) the misconduct is detrimental to the interests of the university."

"Misconduct" is defined to include most of the same types of actions that are covered by the Campus Student Code regarding on-campus misconduct. A notice was sent to all students informing them of the university's new policy.

Last Saturday evening, the university's largest fraternity held its annual "Drink 'til you Drop" party. The fraternity's house is located in a residential neighborhood just outside the university's campus. Students arrived by the dozens to celebrate.

There was enough beer to last through the night, and the D.J. cranked the music up so high that the walls began to vibrate. By midnight the house was packed, and students began to gather outside. Some sat around the fire pit behind the house and sang drinking songs; others chased one another up and down the street, carelessly tossing their empty beer cans and half-eaten hot dogs on the neighbors' lawns.

On Monday morning, the university received many complaints from the residents of the neighborhood. Two of the students had mistakenly barged into a neighbor's house looking for the fraternity party. Several students urinated on the lawns of other neighbors. One woman claimed that a brick thrown by one of the party-goers shattered her dining room window. A man claimed that students drove a car across his lawn and left deep ruts. Other residents protested that they received little or no sleep as a result of the noise and thumping of the music that blared throughout the night.

University student affairs staffers have identified the officers of the fraternity who sponsored the party, the student who threw the brick, one of the urinating students, and a number of other students who attended the party late into the night. The university plans to invoke its Off-Campus Misconduct Policy against all of these students, and has advised each student of its intentions. The students claim they will challenge the legality of the policy and its application to them.

A. Is the policy valid and can it validly be applied to each of the identified students?

B. Could the fraternity be disciplined?

C. What changes in the wording of the policy, or its particular applications, would be advisable?

/10

Essay # 3: Student Protests and Freedom of Speech (10 points)

State University has approximately 15,000 students. The campus includes various open areas, including outdoor recreation areas; a main plaza (a large, grassy area with trees and sidewalks); and smaller plazas in front of various buildings, including the main library and the student union. In the past, students often used lampposts, trees, and the doors and outside walls of buildings in these open areas to post notices of student activities. To alleviate the litter and clutter that resulted from these postings, the university's administrators installed information "kiosks" on the plazas in front of the library and the student union, and on the lawns outside of various other buildings. Students are directed to post their informational posters and other notices on these kiosks rather than on trees, lampposts, walls, or other outdoor places.

The information kiosks are approximately 7 feet high, 4 feet wide, and 4 feet in depth, covered by a simple roof with an overhang that protects notices from the elements.

The Director of Student Activities manages the informational kiosks and has informed students that any student or student organization may place a poster or other notice on a kiosk on a first-come, first-served basis; and the person posting the notice is also responsible for removing it.

There following are the only rules with regard to postings:

- (1) each notice must display the date on which it was posted, and the student posting the notice must remove it not later than two weeks after the posting; and
- (2) no notice may be posted on top of another student's posting, nor may any student remove someone else's posting to make room for his/her own posting.

The kiosks are primarily used to post notices of student organizations' meetings and events. In the past couple of years, however, students have increasingly used the kiosks for notices that make controversial political statements. There have been posted notices, for example, that glorify the use of marijuana, condemn homosexuality, and support abortion.

There also have been large increases in notices that criticize particular university administrators, usually by name. For example, there have been notices that criticize the Admissions Director for using racial preferences in admission policies and that charge several named faculty members with coercing students to have sex with them. Most of these notices, as well as the notices making political statements, have been posted anonymously.

In addition, during the past couple of years, many of the posters and other notices have increased in size and have often been posted so that most of the notice protrudes outside the 4 ft. by 4 ft. posting area of the kiosk. The overall effect has been to give the kiosks an unkempt look that university administrators think would be displeasing to campus visitors.

The Director of Student Activities, and the Director's boss, the Vice-President for Student Life, are concerned about all the changes in the types of posters and notices being placed on the information kiosks. They have asked for advice from the university counsel's office on whether, under the First Amendment, they may create additional rules to alleviate the new problems that have arisen regarding kiosk postings.

If you are the Director of Student Activities, what proposals would you make for additional rules or procedures regarding the kiosks or related matters?

/10

12. Submit Assessment Plan

- Send completed form electronically to assessment@uca.edu