

**NOVA SOUTHEASTERN UNIVERSITY
THE FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES**

GRADUATE LEADERSHIP STUDIES

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

**LDR 9120
EDUCATIONAL BUDGETING, FINANCE, AND LAW:
GOVERNING FACTORS AND CHANGE**

Online Study Guide

Revised Fall 2002

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PREFACE

This study guide is designed for Nova Southeastern University (NSU) students who want to know more about the complexities of school budgeting, finance, and law. The study guide will also serve those who want to learn more about the culture in which diverse learning organizations should operate in the 21st Century. The legal aspect emphasizes the schools' authority to make and enforce rules governing student and staff conduct. Discussions abound regarding schooling, church and state conflicts, control over curriculum, equal opportunity, bilingual education, sex discrimination, harassment, verbal abuse, special education, and many other related topics. Such being the case, this course explores the issues that impact these areas. Likewise, it examines the disputes among and between parties who are seeking the facilitation of the court to render a decision on a particular issue. A decision corroborates the judgment of the court and delineates the rationale for the decision. Students will study judicial decisions and will seek to answer (1) why judicial authorities take a particular course of action, (2) what the facts of the dispute are, and (3) what court is writing the decision. Essentially, this course will address the issues listed above as well as court challenges, equal opportunity, and other current issues related to school law in the 21st Century.

Equally important, this study guide is designed for students who want to learn more about school finance systems. In their book, Financing Public Education in an Era of Change, Jordan and Lyons (1992) assert, "Development and maintenance of public school finance system is a complex process, requiring continuous monitoring and updating." The authors believe that these circumstances are caused by the changing economic and demographic conditions in a given community. Notwithstanding these complexities, they highlight several simple but critical school finance concerns: (1) who to fund, (2) what to fund, (3) what amount to fund, (4) where to get the money, and (5) how to share the funding among different levels of government. After all, leaders have debated these issues for decades, and we see the same debate continuing across America today. For example, in a recent MSNBC broadcast (2001), analysts discussed these exact issues in great detail and offered no immediate solutions. Knowing this information, one could conclude that the diverse economic, legal, and social concerns will not disappear soon. Many believe that special interest groups will continue to keep enormous attention on the issue of financing public schools in the United States. Such being the case, this course, EDL 9120, will address financing from local, state, federal, and private sources. Students will study the effects of funding provisions on school-level decisions and increase their knowledge about the resources necessary for education. The course also covers tax bases and their consequences, court challenges, equity issues, and other current issues related to the future of school finance systems.

Specifically, this study guide provides an overview of topics for students to review once they embark on their studies. The guide contains (1) learning outcomes, (2) a schedule of reading and writing assignments, and (3) learning resources in school budgeting and finance. This arrangement makes a difficult process easier because it is organized in a systematic fashion. Since it is not possible to complete all of the extensive ideas in the course concurrently, the concepts are arranged and designed to build on each other. The intent is to create a design which all students can broaden perspectives and increase their knowledge base. Please read the guide and ask for assistance, if necessary.

COURSE DESCRIPTION

In EDL 9120, students will explore specific governing factors and change in financing education and in school law. Students will ascertain the relevance of these specific factors in the decision-making process at the state and federal levels. The course will include state and federal statutory and regulatory provisions as well as tort and contract liability. Moreover, students will demonstrate in-depth knowledge of research studies that focus on the rights of students and educators as guaranteed by the Constitution and its amendments and display in-depth analysis of statutes and cases that have impacted school policy and structure. The course is also designed to develop and increase each student's breadth and depth of knowledge in budgeting and finance and to focus that erudition on specific problems in schools and other learning organizations. Students will analyze and synthesize historical and current school finance concepts and apply state funding procedures for computation, accounting, auditing, and reporting. Students will also analyze, plan, develop, implement, and evaluate a school budget.

LEARNING OUTCOMES

- Review the literature and integrate knowledge of specific aspects of tort law applicable to school districts.
- Demonstrate in-depth knowledge of the authority and responsibilities of the State Board of Education Commissioner of Education, local school boards, superintendents, and principals.
- Analyze the requirements and procedures of administrative law.
- Identify and know the laws and court decisions applicable to certification, selection, evaluation, dismissal, reprimand, and non-renewal of professional personnel.
- Acquire advanced skills in recognizing the purpose and intent of federal laws prohibiting discrimination in public schools.
- Evaluate state guidelines for minimum competencies, compulsory school attendance, curriculum, facilities, and finance.
- Adopt and develop a position on the individual rights of students and teachers guaranteed by the First Amendment, Fourth Amendment, and Fourteenth Amendment.
- Delineate the legal authority governing personnel files and records including procedures for placement of derogatory material in a personnel file and procedures for accessing confidential records.
- Construct a rationale for fine tuning a process that deals with misconduct of school employees in relation to school board rules, policies, and other appropriate standards of performance.

- Delineate and explain the basic tenets that underlie the principal's responsibility in termination proceedings including "due process guidelines."
- Identify, describe, compare, and evaluate various aspects of school law as related to racial and sex discrimination.
- Demonstrate a repertoire of strategies for understanding concepts tested in major school finance litigation.
- Relate techniques to appropriate legal and administrative contexts in budgeting and finance.
- Demonstrate advanced skills in understanding the purpose of a budget in a learning organization.
- Assess, interpret, and communicate information related to the contribution of education to the economy.
- Analyze federal, state, and local historical developments in public school funding.
- Correlate federal, state, and local purposes in the funding of public schools.
- Communicate the results of a research-based investigation on measures of educational resource needs.
- Describe the revenue sources for each of the budget plans.
- Provide evidence of competence in employing the major strengths and weaknesses of the FEFP, especially child-equity and taxpayer equity.
- Examine with depth and critical analysis each of the requirements necessary for school district participation in the FEFP.
- Analyze separate major sources of taxation used to support public education.
- Use synthesis techniques to identify relationships among accounting classifications of objects, function, and programs.
- Examine principles of cost attribution.
- Communicate the results of an investigation on the purposes and types of fiscal audits.
- Apply principles of fiscal control and accountability.
- Communicate the results of an investigation, which delineates the factors that cause change in the school budget.

COURSE CONDUCT

Students should keep in mind that the topics for this course are organized in 15 sessions. Before each session, students are expected to use the World Wide Web and the Internet to help in accomplishing the objectives. Thus, students should plan to spend a minimum of five hours per week reading, preparing assignments, and working online exploring interesting and exciting Internet sites. It should be noted that the sites are extensive and the participants have thousands of books and articles from which to choose. Also, offline activities include taking action on the required reading assignments from the textbook(s) and executing the background work necessary for assignment preparation. Again, the **LDR 9120 Study Guide** provides an outline of topics for students to study and contains specific information about written assignments in the Assignments section. Moreover, the instructor will post the activities and assignments for weeks 1 to 15 as messages in the course area.

Finally, participants are encouraged to explore deeply and apply the concepts and principles to everyday practice. Too often, participants miss these connections and fail to apply relevant leadership theories to real situations. Enlarging one's conceptual knowledge concerning these connections is an essential element of the course. Also, acquiring more information about leadership approaches in 21st Century learning organizations is critical to this course. Furthermore, increasing one's knowledge of the web-based management system and of the software will increase one's efficiency as well. Please read the guide and do not hesitate to ask for assistance for online sessions.

AMERICANS WITH DISABILITIES ACT <http://www.usdoj.gov/crt/ada/adahom1.htm>

*Nova Southeastern University provides reasonable accommodations for students with disabilities. If you have a disability for which you believe you require accommodations, please contact: Dr. Mark Seldine [seldines@nova.edu] or telephone 1-954-8617 or 1-800-338-4723 x8617. You need to submit proper documentation one month prior to the first class meeting.

REQUIRED TEXTBOOKS

School Law

Fischer, L., Schimmel, D., & Kelly, C. (1999). *Teachers and the Law* (5th ed.). White Plains, N.Y.: Longman.

Budgeting and Finance

Burrup, P.E., Brimley, V., & Garfield, R. (2002). *Financing Education in a Climate of change*. (8th ed.). Boston: Allyn and Bacon.

RECOMMENDED TEXTS

School Law

- Alexander, K., & Alexander, M. D. (1998) *American public school law* (4th ed.). Belmont, Ca.: Wadsworth.
- Imber, M., & Van Geel, T. (1993). *Education law*. New York: Mc-Graw Hill, Inc.
- Hudgins, H.C., & Vacca, R. S. (1995). *Law and education* (4th ed.). Charlottesville: Michie.
- LaMorte, M. W. (1996). *School Law: Cases and concepts* (5th ed.) Boston: Allyn and Bacon.
- McCarthy, M.M., Cambron-McCabe, Nelda H., & Thomas, Stephen B. (1998). *Public school law: Teachers' and students' rights* (4th ed.) Boston: Allyn and Bacon.
- Valente, W.D., & Valente, C.M. (1998). *Law in the schools* (4th ed.). Upper Saddle River, N.J.: Merrill.

Budgeting and Finance

- Odden, A.R., & Picus, L.O. (1992). *School finance: A policy perspective*. New York: McGraw-Hill, Inc.
- Rebore, W. T., & Rebore, R. W. (1993). *Financial and business administration in public education*. Boston: Allyn and Bacon.

GENERAL COURSE REQUIREMENTS

Learning activities for LDR 9120 consists of readings, writing assignments, and interactive learning experiences (chats).

Writing quality: Written work submitted must show completeness, higher thought processes, proper documentation, profound concepts, convincing theories, and good evidence in all written work. Consequently, students are required to use analyses, syntheses, evaluation, and extrapolation in their writing. This course aims to instill a consciousness of clear and effective writing into each participant's professional practice. Accordingly, Toni Morrison, a Nobel Prize-winning author, states that the writer's words are the windows through which the writer and the reader gain knowledge. This being the case, leaders at all levels of responsibility should use an effective writing plan in the workplace. After all, quality writing represents a commitment to clear thinking and good communication. Arthur E. Lehr has written an article for *Phi Delta Kappan* entitled, "Why School Administrators Should Be Model Writers," (*Kappan*, June, 2001, pp. 762-764). His concluding statements merit our attention, "When administrators put their ideas into writing, they produce a public record that continues to exist well past the time of its creation. Because of this durability, an administrator's paper trail should compliment rather than haunt its creator."

Readings: In order to maximize the chances of learning in the course, students must read and prepare for the class. Again, students should keep in mind that the topics for the course are organized in 15 sessions. Before each class/chat, students must prepare for the sessions. For example, prepare and review notes, study the assigned readings, and review supplementary relevant class materials. During each session, students are expected to contribute to the discussions and demonstrate mastery of content. Moreover, students should **integrate** the content of reading assignments. Also, during each chat session, students may outline questions and/or outline responses to questions regarding any challenges or clarification.

Readings are taken from required and recommended texts. Students do not have to buy all the recommended texts, but they are responsible for knowing the information discussed in each topic.

Chats: Seven chats are required with the instructor and five chats with cohorts. One or more students will be designated as chat leader(s). **There will be no faculty participation.** All chats will be saved as electronic files and posted on Embanet for future review. Chiefly, the chat session will build a clear picture of the assignments in progress and will allow individuals to take specific action if questions should arise.

Please note that each student is required to attend each chat session and to prepare **informal briefs** (memos) prior to the chat session (1-2 pages). These briefs will contain an overview of assignments to be discussed. Above all, chat attendance counts as a part of the final course grade. See Grading Criteria.

SPECIFIC COURSE REQUIREMENTS

Learning activities for LDR 9120 consists of :

1. Readings from:
 - a. Textbooks
 - b. Web articles
 - c. Professional Journals
 - d. Monographs
 - e. Newspapers
2. Writing Assignments
 - a. Writing assignments - Assignments are due by Sunday midnight.
 - b. Weekly response to lecture must be posted by students in weekly folders where I post the lectures.
 - c. Writing Assignment 1 – Principal Interview
 - d. Writing Assignment 2 - 5 Case Briefs on School Law Topics
 - e. Writing Assignment 3 – 5 Case Briefs on School Finance Topics
 - f. Writing Assignment 4 – Integrative Paper or Project –MUST BE ON SCHOOL LAW AND/OR SCHOOL BUDGETING AND FINANCE
3. Chats (interactive learning experiences).
 - a. Seven with instructor (instructor led chat)
 - b. Five with classmates (cohort chats – one student will be designated for each chat as leader or co-leader)
4. Examinations
 - a. Law Examination
 - b. Finance Examination

ASSIGNMENT	TOPIC	DUE DATE	POINTS
Weekly Response	Weekly Lectures	Weekly	10
Principal Interview	Principal and Law		10
Brief Law Cases	5 Law Cases		10
Law Exam	School Law		20
Brief Finance Cases	5 Finance Cases		10
Integrative Paper	Law and Finance		20
Finance Exam	Finance		20
		Total	100

ASSIGNMENT OUTLINE

1.	Responding to Weekly Lectures and Chats	10
2.	Principal Interview	10
3.	Brief Five School Law Cases	10
	Each student will be required to brief these two cases:	
	<i>Brown v. Board of Education of Topeka, Kansas</i> , 347 U.S. 483 (1954)	
	<i>Tinker v. Des Moines Independent School District</i> , 393 U.S. 503 (1969)	
	Student selects remaining three school law cases.	
4.	Brief Five Finance Cases	10
	Each student will be required to brief these two cases:	
	<i>San Antonio Independent School District v. Rodriguez</i> , 411 U.S. 1 (1973)	
	<i>Serrano v. Priest</i> , 478 P.2d 1241 (Cal. 1971)	
	Student selects remaining three school finance cases.	
5.	Major Paper or Project	20
6.	Law Exam	20
7.	Finance Exam	<u>20</u>
	Total	100

EXPLANATION OF ASSIGNMENTS

1. Responding to Weekly Lectures and Chats.

Each lecture closes with questions about the topic. You have your choice of doing one of the following:

- a. Discuss the application of the topic to some action or activity at your school in one or two pages. Post it.
- b. Select one of the questions at the end of a lecture session and respond to it.
- c. Find several web sites that apply to a particular question, write a brief statement about the site(s), and submit them.

2. Principal or Supervisor Interview

Due Week 4

You must use these twelve questions and you must ask at least three of your own questions. Suggestion: Submit your question in writing to the principal or supervisor prior to the interview.

The 12 Required Questions :

1. How do you use your School Advisory Committee to carry out the mission of your school?
2. How do you and your teachers accommodate and discipline exceptional education students?
3. Cite one case where you as the principal had to consider both teacher and student rights?
4. Describe how you work with employee union representatives?
5. Have you ever recommended a teacher or support employee for termination or non-recommended the employee? Why?

6. Have ever had employee(s) file a grievance? Why? What provisions of the contract were said to have been violated?
7. What is your policy on a teacher's right to speak on controversial issues in the classroom? Must they get prior permission from you? What if they insist on speaking on a controversial subject, what do you do?
8. What precautions have you enacted when students or employees are using computers at school?
9. How do you instruct teachers and support staff to report child abuse cases? Have you reported any as either a teacher or administrator? Have you or staff report any child abuse cases this school year?
10. How do you enforce the copyright law for copying class handouts? Do you restrict teachers and their use of videos in their classes?
11. How do you inform parents of their rights to inspect their child's student records? When do you inform them of their rights to inspect their child's records?
12. Do you have a school safety plan? Does it deal with bomb threats and a lockdown of school? Do your teachers and students know it? Have you rehearsed it with them? Have you prepared and distributed to your teachers a guide to the safety plan?
13. Your question and the principal's answer.
14. Your question and the principal's answer.
15. Your question and the principal's answer
16. **Your reaction to the principal's responses to the questions.** Was the principal pleased with your interest and questions about the various tasks a principal is responsible for at a school? Conversely, was the principal displeased with your questions?

Principal Interview Paper Format

1. Title Page - Your name and date; Name of administrator, position, school/office, date
2. Page 2 – Describe your school AND your position:
 - a. Name and grade level of school,
 - b. Name of County or city it is located in; Type of community – city, suburb, or rural;
 - c. Composition of school – minorities, free and reduced lunch statistics,
 - d. Curriculum of school – magnet, charter, any special curriculum, test data, ESE population;
 - e. Subject(s) and grade level that you teach.
3. Page 3 –and following:
 - Q1. How do you use your School Advisory Committee to carry out the mission of your school?
 - A. I consult with the chair on

REPEAT THIS FORMAT FOR THE NEXT 14 QUESTIONS.

Final page(s) of your paper: Your reaction to what you learned about the application of law and policies while talking to the principal.

3. **Brief Five School Law Cases**

Due Week 5

Format for Typing Your Brief

Citation: *Perry Education Association v. Perry Local Education Association*, 460 U.S. 37 (1983)

Argued: October 13, 1982.

Date Decided: February 23, 1983

Vote: _____ 5-4: Preferential access to a school mail system does not violate the First Amendment and the differential access afforded rival unions does not constitute impermissible content discrimination.

Facts of Case:

A union was elected as the exclusive bargaining agent for the teachers of a school district. Per its collective bargaining agreement with the school board, only the representative union would have access to the interschool mail system and teacher mail folders. A rival union, contending the preferential-access system violated the First Amendment and the equal-protection clause of the Fourteenth Amendment, brought suit. The district court entered a judgment for the defendants. The court of appeals reversed, holding that the school district's preferential-access policy violated both the First Amendment and the equal-protection clause of the 14th Amendment.

Legal Principles at Issue:

Whether the denial of equal access to an internal mail system within a school district to representative and rival unions violated the First Amendment and the equal protection clauses of the 14th Amendment.

Legal Basis for Decision:

The Court adopted a three-part framework to evaluate different types of government-owned property. In traditional public forums, "places which by long tradition or by government fiat have been devoted to assembly and debate," the rights of a state to limit expressive activity are more closely scrutinized. In such forums, the government may not prohibit all communicative activity and may enforce content-based restrictions only to the extent that such regulation is necessary to serve a compelling state interest and that it is narrowly drawn to achieve that end. A second category of property is the limited public forum, public property, which the state has opened for use by the public for expressive activity. Although a state is not bound to retain the open character of the property indefinitely, as long as it does so it is bound by the same standards as apply to traditional public forum. Public property that is not by tradition or designation a public forum is designated as a nonpublic forum. The state may reserve the forum for its intended purposes as long as the regulation on speech is reasonable and not an effort to suppress expression because public officials oppose the speaker's view. The Court determined that the school mail facilities at issue were a nonpublic forum. The Court based its decision on the fact that the school mail system was not open to the public and permission had to be obtained from the school principal. The record indicated that permission had been granted only to a

few outside organizations, such as the YMCA, Cub Scouts, and other civic and church organizations. Citing *Greer v. Spock*, 424 U.S. 828, 838 (1976), the court stated that this type of selective access does not transform government property into a public forum.

Quotable: “The existence of a right of access to public property and the standard by which limitations upon such a right must be evaluated differ depending on the character of the property at issue.”

Writing for the Majority:

Justice White delivered the opinion of the court in which Burger, .J.; Blackmun, Rehnquist, and O’Connor, J.J., joined

Writing dissenting opinion(s):

Justice Brennan filed a dissenting opinion in which Marshall, Powell and Stevens, J.J., joined.

How to Find a Supreme Court Case to Brief:

- A. Select a case from footnotes or case index in textbook ; or you may select cases that you are interested in briefing as they pertain to job or you have an interest in a certain field of school law and wish to learn more.
- B. Go to your internet web provider’s Search Function - click on Google as your Search Engine.
 - a) Type in Findlaw - hit enter
 - b) Select second link - Supreme Court
 - c) Scroll down to Name Search and type in Perry Education Association
 - d) Read the case and complete the brief.
- C. You may also just go to GOOGLE and type in the name of a Supreme Court Case.
- D. Once you find the case- read the syllabus and then scroll down to read **THE WHOLE OPINION!**

How to Brief a Case:

by Professor Lucy A. Marsh for Barcharts®

FOUR COLOR BRIEFING:

This process will require you to print out the entire case.

- A. First – read the entire case through and do not underline or mark anything
- B. Second, read the case and put checkmarks besides statements you think are important
- C. Third, Underline in Color:
 - RED** = Who sued whom for what and who won.
 - BLACK** = The rules of law which were applied to make the winner win..
 - GREEN** = The few specific Facts which made the law apply to this case.
 - BLUE** = Anything else especially important to the case.

N.B. You do not have to use this method but you might wish to try it for the required cases and see how it works for you.

4. Brief Five Finance Law Cases

Due Week 10 - same format as School Law Cases

REMEMBER: YOU MUST BRIEF THE REQUIRED TWO CASES FOR LAW AND THEN THE REQUIRED TWO CASES FOR FINANCE. THE OTHER THREE CASES IN EACH ASSIGNMENT ARE YOUR CHOICE OF SCHOOL LAW CASES AND SCHOOL FINANCE CASES.

5. Major Paper / Integrative Paper / Learning Organization Improvement Project

Due Week 14

Employing the tools, techniques, and resources of a learning organization, each student will design a plan for improving a public or private institution. The student should perform as if he/she is a member of a learning organization leadership team that will make recommendations for improvement. The project should reflect some of the principles of leadership necessary for planned, organizational change, and the project should have a school budgeting, financing, and law emphasis.

Must have instructor's prior approval.

The student's specific assignment is as follows: Target an organization's procedures, processes, policies, or other real issues and expound upon an example of a pressing need that requires immediate action. Student will give (1) an overview, (2) a statement of the main issues, (3) pertinent theoretical linkages, (4) court cases when applicable (5) recommendations, and (6) conclusion.

Paper should be a minimum of twelve to fifteen pages in length with a minimum of ten (10) sources or references in the bibliography.

A sample format is as follows:

- A. Overview of the case
- B. Case description (case history: who, what, when, why)
- C. Statement of the main issues
- D. Inclusion of theoretical linkages
- E. Recommendations
- F. Conclusions using acquired knowledge and integration of school budgeting, finance, and law .

Paper Format:

- a. Title Page with title of the paper, your name, course name and number, date, and submitted to Dr. Robert J. Safransky;
- b. Executive summary – one page long – An executive summary is a synopsis of your paper – it tells the reader what you investigated, why, and what you found.
- c. Foreword, if you want to write one;
- d. Table of Contents if you need one;
- e. Paper – **minimum of twelve (12) or more pages of text**; cover page, summary, foreword, and table of contents do not count towards the twelve pages.
- f. Prefer One inch margins in the paper however APA Style Manual says you may use 1 ½ inches; Times Roman 12 point type; full margins;
- g. Bibliography – minimum of ten (10) sources; **do not use the textbook as a reference**; web sites, articles, interviews are sources; and
- h. Follow the Publications Manual of the American Psychological Association , 5th edition. **See below for changes.**

PROOF READ Your Work! Graduate written work should be as close to error free as is humanly possible. Remember to use spell and grammar check on your computer program!

Major Changes in APA Manual, 5th ed. (2001)

1. Pagination. Upper Right Hand Corner of the page throughout; no small Roman numerals for front matter; no pagination of the title page.
 2. Spacing. Double-space throughout, except for long tables and figures. References and Bibliographies are single spaced within entries and double-spaced between entries. Consistent with OL's Form and Style.
 3. References and Bibliography. Hanging indent of one tab for all lines under author's name. Cities known as publishing centers can be listed without the state identifiers.
 4. References titles in text or back matter. Underscoring replaced by *italics*.
 5. Margins. Now permits 1 ½ margin at left to allow binding of document.
 6. Numbers in text. If you begin a sentence with a number, it must be spelled out as a word, while numerals are permitted within sentences. EXAMPLE: "Two thousand sports fans attended the event but 110 picketed outside the arena."
 7. Web-based online resources. There is significant new information about these resources and how to cite them.
6. **Law Exam**
There will be a number of identification questions which will require a **minimum of two sentences**. Several essays. Students will be able to use notes and texts to respond to exam.
7. **Finance Exam**
Same format as Law Exam

GRADING CRITERIA

1. Weekly Written Response to lectures	10 pts
2. Writing Assignment 1 –Principal Interview	10 pts
3. Writing Assignment 2 – Brief five law cases	10 pts
4. Writing Assignment 3 – Brief five finance cases	10 pts
5. Integrative Paper or Project	20 pts
6. Law Exam	20 pts
7. Finance Exam	<u>20</u> pts
	100 pts

Points	Grade
90-100	A
80-89	B

Grades issued in this course are A, B and F. There are no plus and minus grades given with the final grade. Professors may issue C, D as well as plus and minus grades on assignments as indicators of quality.

The student must negotiate the incomplete (I) grade with the professor. An I is given at the discretion of the professor and is only considered in a case where the student has completed most of the course assignments. The professor will determine the time extension given to each student. The time extension may not exceed one term, or 15 weeks.

A student who does not complete any assignments is not entitled to an I grade and will receive an F. Students who receive F's will be placed on probation and will be expected to take the course over again.

Each student is responsible for knowing the guidelines for probation and dismissal. Information is provided in the Student Handbook located on the web site <http://www.fgse.nova.edu/orgleader>

COURSE ASSIGNMENT OUTLINE

WEEK ONE

Embanet orientation
Examine all assignments, Grading Policy, etc.
Read Study Guide
Read Fischer, Schimmel, and Kelly Chapters 1, 2, 3
Review Principal Interview Paper: ASSIGNMENT #1 (due week 4)
Respond to Lecture 1: Overview

WEEK TWO

Read Fischer, Schimmel, and Kelly, Chapters 4,5,6, & 7
Review Principal Interview Paper: ASSIGNMENT #1 (due week 4)
Review Case Briefs: Assignment #2 (due week 5)
Respond to Lecture 2
Chat # 1 with Instructor

WEEK THREE

Read Fischer, Schimmel, and Kelly, Chapters 8 & 9
Respond to Lecture 3
Chat # 2 with Instructor

WEEK FOUR

Read Fischer, Schimmel, and Kelly, Chapters 10 & 11
Submit Principal Interview Paper: ASSIGNMENT #1
Respond to Lecture 4
Chat # 1 with Cohort

WEEK FIVE

Read Fischer, Schimmel, and Kelly, Chapters 12 & 13
Discuss/Give feedback on Integrative Paper: ASSIGNMENT #1
Submit Briefs of 5 Law Cases
Respond to Lecture 5
Chat # 3 with Instructor

WEEK SIX

Read Fischer, Schimmel, and Kelly, Chapters 14 & 15
Discuss/Give Feedback on briefing court cases.
Respond to Lecture 6
Chat # 2 with Cohort

WEEK SEVEN

Read Fischer, Schimmel, and Kelly, Chapters 16, 17, 18, and 19
Respond to Lecture 7
Chat # 4 with Instructor

WEEK EIGHT

Read Fischer, Schimmel, and Kelly, Chapter 20
Read Burrup and Brimley, Chapters 1 and 2
Discuss Major Paper/Project (due week 14)
Respond to Lecture 8
Chat # 5 with Instructor

WEEK NINE

Read Burrup and Brimley, Chapters 3, 4, and 5
Law Exam
Respond to Lecture 9
No Chat!!!

WEEK TEN

Read Burrup and Brimley, Chapters 6, 7, and 8
Submit Briefs of 5 Finance Court Cases
Respond to Lecture 10
Chat # 3 with Cohort

WEEK ELEVEN

Read Burrup and Brimley, Chapters 9 -10
Respond to Lecture 11
Chat # 6 with Instructor

WEEK TWELVE

Read Burrup and Brimley, Chapters 11
Respond to Lecture 12
Chat # 4 with Cohort

WEEK THIRTEEN

Read Burrup and Brimley, Chapters 12 -13
Respond to Lecture 13
Chat # 5 with Cohort

WEEK FOURTEEN

Read Burrup and Brimley, Chapters 14 –15
Submit Major Paper/Project
Respond to Lecture 14
Chat # 7 with Instructor

WEEK FIFTEEN

Read Burrup and Brimley, Chapter 16
Take Finance Exam
Complete the course evaluation

NOVA SOUTHEASTERN UNIVERSITY LIBRARIES
DISTANCE LIBRARY SERVICES AND THE ELECTRONIC LIBRARY

The Nova Southeastern University Library will be available to assist you in doing research for this course and all of your doctoral courses.

1. Specific Information
 - T Librarians will answer the phone – 1-800-541-6682 – ext. 4613
 - T Will send books/articles/journals to you. You pay return postage.
 - T 150-200 databases available to online students.
 - T Emails are answered from 8:00 A.M. to 9:00 P.M. daily.

2. Library Website
 - <http://www.nova.edu/library>
 - refdesk@nova.edu

LAW BIBLIOGRAPHY

The School Law Bibliography will list periodicals and web sites. The Internet is now considered by many as the place to do serious research as one can access many sources including past and present court decisions.

Periodicals

1. Courtside A monthly column by Dr. Perry Zirkel in The Kappan, the monthly journal of Phi Delta Kappa.

2. Legal Memorandum Published five times a year by the National Association of Secondary School Principals.

3. *The Bulletin* Monthly professional journal published by the National Association of Secondary School Principals. Every other issue has an article discussing a specific legal topic or issue of interest to a school administrator.

4. *School Law Reporter* Published monthly by the Education Law Association, The Premiere Source of education law.... Covers Supreme Court, Circuit Courts, and District Courts.

Web Sites

Research Sites and Search Engines Dedicated to Law Topics:

- <http://www.government.com> = Law Library Site – it lists major sites with checks for local, state, and national coverage. Has sites for all states – easy to use.

- <http://lawcrawler.com> = A legal search engine with links to Supreme Court, district courts, federal laws, and documents.
- www.lectlaw.com = The Electric Law Library may look unusual , but it has a dedicated following among lawyers.

Supreme Court and Federal Court Electronic Newsletter Sites:

- <http://www.findlaw.com> = This site is a directory that helps you find any site on the web that is law related.
- <http://newsletters.findlaw.com> = Findlaw Newsletter Subscription Center will permit you to follow almost any state or federal court in the country and receive an automatic newsletter with case citation and full decision. There is no cost to subscribe.
- lii@lii.law.cornell.edu = The Legal Information Institute of Cornell Law School provides automatic email newsletter of U.S. Supreme Court decisions with minutes after they are decided. The service operates during the Supreme Court term but you may access it and sign up for its services at any time.
- <http://www.house.gov/> = The U.S. House of Representatives Internet Law Library.
- <http://www.uscourts.gov/> = U.S. Federal Judiciary site.
- <http://www.thecre.com/fedlaw/> = Fedlaw – links to federal laws and regulations – 61 categories of laws. If you wish to look up full text of copyright law, FERPA, or IDEA, here is the place to go.

Sites for Class Topics:

First Amendment (Grievance, Religion, Assembly, Speech, Press)

- <http://www.freedomforum.org> = Freedom Forum site.
- <http://www.splc.org/> = Student Press Law Center.

Fourth Amendment Sites (Search and Seizure)

- <http://www.courtstv.com/legalcafe/home/search/> = Links to U.S. Supreme Court Cases dealing with search and seizure.
- <http://www.findworld.com/data/constitution/amendment04> = Gives complete history of amendment and scope with excellent links to other sites.

Fifth Amendment Sites (Due Process and Self –Incrimination)

- <http://www.fear.org> = Forfeiture Endangers American Rights is a national non-profit organization dedicated to the reform of asset forfeiture, laws to restore due process, and protect property rights of innocent victims. A very impressive set of home pages.

14th Amendment (Due Process applied to states)

- <http://www.findworld.com/data/constitution/amendment14o1.html> – an excellent site on 14th Amendment.

Copyright and Fair Use

- <http://fairuse.standord.edu/> = Absolutely the best home page on copyright and fair use law on the net. It has links to primary materials, current legislation, internet resources, and overview of the law.
- <http://www.law.cornel.edu/uscode/17/index.html> = This is the U.S. Copyright Law.

Child Abuse

- <http://www.childabuse.org> = National Committee to Prevent Child Abuse web site.

Sexual Harassment

- <http://www.ftu.edu/SexualHarassment/> Includes policy and outside links with information guidelines; even has interactive training class.

Law of Employment Discrimination

- <http://www.law.stetson.edu/courses/empdis/> = This is a complete course outline with excellent links to related sites.

Student Records (Family Educational Rights and Privacy Act = FERPA)

- www.pitt.edu/~srfswb.htm = Information on Student Records Act.

Exceptional Student Education (ESE)

- <http://www.cec.sped.org/> = Council for Exceptional Children web site.
- www.pacers.org Excellent ESE site!! Many links to other sites.
- www.ods.org = Orton Dyslexia Society has information about this disability.
- <http://www.wrightslaw.com/subscribe.htm> = An e-mail newsletter published by Wrightslaw which is an advocate for Special Education.
- www.specialed.guide@about.com = Barbara Jean Day's site and publishes an e-mail newsletter devoted to special education – <http://home.about.com/newsletters1.htm>
- <http://disabilities.about.com> = Newsletter on Disability Issues edited by Gary Presley – has interesting articles – there is no cost to sign up for the e-mail newsletter.

Organizational Sites

- <http://nassp.org/index.htm> = Home Page of the National Association of Secondary Principals
- www.naesp.org = Home Page of the National Association of Elementary Principals.
- www.ipl.org = Internet Public Library – has everything you would find a real university library.
- <http://www.ascd.org> = Association for Supervision and Curriculum Development (ASCD) site.
- <http://pdkintl.org> = Home Page of Phi Delta Kappa.
- www.AASA.org = American Association of School Administrators' site.
- <http://www.abanet.org> - American Bar Association's site.
- <http://www.edweek.org/ew> = Education Week, the weekly national education paper's site.
- www.aclu.org - The American Civil Liberties Union website.
- www.nolo.com = The Nolo Press Self-Help Law Center – neat place.
- <http://www.educationlaw.org> = Education Law Association's home page with access to the Reporter and EdLaw Notes.

BONUS SITES:

- www.quizland.com/cotd.htm - Crossword Puzzle making site.
- www.shell.ipoline.com/remic/ = Word Game Site.
- www.wordfind.net/ = Word Find site.

FINANCE BIBLIOGRAPHY

ORGANIZATIONAL SITES

Association of School Business Officials (ASBO) This is the site for the national organization of school budget and school finance officers. IT IS AN IMPRESSIVE EDUCATION SITE WITH LINKS TO ASSOCIATIONS/ORGANIZATIONS, GOVERNMENT PUBLICATIONS, OTHER RESOURCES/CLEARINGHOUSES. THIS MIGHT BE THE ONLY SITE THAT YOU NEED TO VISIT AS YOU WILL FIND MANY OF THE SITES LISTED BELOW ON THIS SITE!

<http://www.asbointl.org/>

National Association of Elementary Principals' Home page - www.naesp.org

National Association of Secondary Principals' Home page - <http://nassp.org/index.htm>

Internet Public Library - everything you would find in university library- www.ipl.org

American Association of School Administrators (AASA) site - www.AASA.org/

Education Week's Website - <http://www.edweek.org/ew>

Home page of Phi Delta Kappa - <http://www.pdkintl.org>

National Conference of State Legislatures – lists budget and tax actions by state legislatures – www.ncsl.org/prgorams/fiscal/prresbtaoo.htm

Nelson A. Rockefeller Institute – Fiscal Studies Program – www.rockinst.org

<http://www.ngo.org/pubs/issuebriefs/1998/980901financeschools.asp>

Florida Department of Revenue Web Site – <http://sun6.dms.state.fl.us/dor/>