

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

**GRADUATE LEADERSHIP STUDIES
DOCTOR OF EDUCATION IN HIGHER EDUCATION LEADERSHIP
DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP**

**ONLINE STUDY GUIDE
EHD/LDR 9820
LEGAL AND ETHICAL ISSUES IN HIGHER EDUCATION LEADERSHIP
FALL 2003**

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TABLE OF CONTENTS

Preface.....	3
Course Description.....	4
Instructional Sequence.....	4
Learning Outcomes.....	5
Course Conduct.....	6
Required Texts.....	6
Recommended Readings.....	7
General Course Requirements.....	7
EHD/LDR 9820 Course Requirements.....	8
Core Areas	9
Grading Criteria.....	10
Written Assignment Requirements.....	10
Course Assignment Outline.....	13
NSU Library Information	15
Web Sites	16

PREFACE

EHD/LDR 9820 Legal and Ethical Issues in Higher Education Leadership is designed to prepare prospective and practicing professionals in colleges and universities to assume leadership roles on issues relating to their organization's legal and ethical issues. Students will research, discuss and write about a variety of legal and ethical topics that relate to contemporary higher education. Students who successfully complete this course will be able to link current legal and ethical concepts, issues, and theories in the field of higher education administration into a unified body of knowledge that will enable them to meet the challenges inherent in leadership roles in higher education.

This study guide serves as an overview of the topics to be studied in **EHD/LDR 9820 Legal and Ethical Issues in Higher Education Leadership**. The study guide presents learning outcomes anticipated as a result of active engagement in the study area. The readings and assignments are organized around four major themes: 1) values and ethics in higher education leadership, 2) legal issues affecting higher education administrative practice, 3) legal issues affecting college and university faculty, and 4) legal issues affecting students in higher education.

EHD/LDR 9820 Legal and Ethical Issues in Higher Education Leadership is a practitioner-oriented, applied course in legal and ethical issues affecting administrative leadership institutions of higher education. The course will link leadership theories and approaches to current and evolving legislation and legal precedents that influence leadership practices, approaches, and strategies in colleges and universities. In order to complete the requirements for this course, participants must be affiliated with a post-secondary institution. The affiliation may be full-time or part-time employment in the institution or service as a compensated or *pro bono* consultant to the institution.

As an active learner your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further areas for discussion, reflection, and collaboration with course colleagues.

This course incorporates a variety of learning resources including texts, articles, Web sites, Web technology, other internet resources, and the experiences and expertise of the learners themselves. Learners are expected to contribute actively to the collaborative learning experience envisioned for this course. The instructor will serve as a facilitator and individual/group consultant in the learning process.

Please note that all written assignments must conform to the paper must adhere to the Applied Research (ARO) Form and style requirements and the most recent APA Publication Manual. *This study guide is not formatted per APA or Organizational Leadership format requirements, as it is a course syllabus rather than an academic treatise.*

COURSE DESCRIPTION

EHD/LDR 9820 Legal and Ethical Issues in Higher Education Leadership

This course examines contemporary legal and ethical issues from the perspective of the student's integration into the practice of leadership in postsecondary educational institutions. Students will research a variety of topics, including institutional values and ethical decision-making processes; academic freedom and tenure; ethics in research involving human subjects; faculty hiring, promotion, and dismissal; intellectual property and copyright issues; plagiarism; student admissions and dismissals; and legal issues related to affirmative action and equal employment opportunity.

INSTRUCTIONAL SEQUENCE

The instructional sequence of **EHD/LDR 9820** is divided into four major themes that will be examined over the 15-week period of the course. The guide, therefore, is divided into four topical areas:

Topical Areas:

- 1. Values and Ethics in Higher Education Leadership.** This course component examines the roles of organizational and personal values and how these contribute to the practice of leadership in colleges and universities. The role of ethics and its influence on decision-making will also be explored. Course participants will examine a specific institution of higher education and conduct an institutional values audit to examine the congruence between organizational values and organizational practices.
- 2. Legal Issues Affecting Administrative Practice in Higher Education.** While all aspects of this course affect higher education administrators, this course component focuses on those issues specifically related to administrative processes and practices in colleges and universities. These include legal aspects of hiring, including affirmative action and equal employment opportunity; compensation; employee terminations; reductions in force; institutional autonomy; and legal issues related to institutional governance. Course participants will select and analyze a specific problem related to administrative processes and/or practices in a college or university. Then, participants will describe, research, and present their analysis of the legal, ethical, and practical implications of that controversy or problem.
- 3. Legal Issues Affecting College and University Faculty.** This course component examines faculty teaching, research, and scholarship issues. Topics include academic freedom, faculty tenure and promotion, research involving human subjects, copyrights, and conflict of interest issues. Course participants will select and examine a current faculty practice issue affecting their own institutions and present a position paper analyzing legal aspects of that issue.
- 4. Legal Issues Affecting Students in Higher Education.** In this component, students will examine legal issues including student admissions; academic and disciplinary dismissals; plagiarism; academic grievances related to grades; and transcript and degree issues. Course participants will engage in an interactive asynchronous debate analyzing legal, ethical, and

practical aspects of a variety of student-related issues. The debate will consist of threaded discussions using WebCT. At the conclusion of the debate, course participants will present a summary of “principles of good practice” related to academic affairs and/or student services in higher education.

This course is designed to provide an overview of legal and ethical issues pertinent to administrative leadership in postsecondary educational institutions. It is not intended to be a substitute for legal counsel. Course participants are urged to seek appropriate legal counsel for advice and recommendations regarding specific institutional, professional, and/or personal issues.

LEARNING OUTCOMES

As a result of engagement in the learning processes of **EHD/LDR 9820**, participants will:

- Describe the influence of personal ethics and institutional values on leadership decision making processes
- Conduct an institutional values audit and prepare an executive summary of recommendations for institutional leaders
- Discuss legal and ethical issues pertaining to administrative leadership in higher education, including affirmative action and equal employment opportunity as well as legal issues related to hiring, compensation, and employee terminations
- Describe legal issues related to institutional governing boards in colleges and universities
- Define academic freedom and discuss the parameters of academic freedom
- Define faculty tenure and describe legal issues related to faculty tenure systems
- Analyze and present a scholarly examination of a current controversy associated with faculty teaching, research, or service in higher education
- Discuss legal requirements and ramifications associated with faculty dismissals
- Describe legal requirements related to student admissions in colleges and universities
- List the legal, ethical, and practical issues associated with student academic grievance policies
- Compare and contrast legal ramifications of a variety of student issues affecting leaders in colleges and universities, including freedom of speech and expression, student organizations, and academic misconduct including plagiarism and cheating
- Formulate a “principles of good practice” summary of approaches to academic and/or student service issues in higher education
- Create and present a personal philosophy of ethical practice in higher education leadership

COURSE CONDUCT

EHD/LDR 9820 is conducted using a Web-based course management system, WebCT (www.nova.edu/webct). A tutorial for students on the use of WebCT is available through the NSU home page. You will also communicate with your instructor and your course colleagues through email. Your assignments and the instructor's feedback will be posted in the appropriate drop box. Grades will be posted on the course WebCT class site.

As previously stated, **EHD/LDR 9820 Legal and Ethical Issues in Higher Education Leadership** is divided into four major study areas: 1) values and ethics in higher education leadership, 2) legal issues affecting administrative practice in higher education, 3) legal issues affecting college and university faculty, and 4) legal issues affecting students in higher education. These topics are organized over a 15-week term.

Plan to spend a minimum of six hours per week working online, exploring and examining internet sites and related materials as well as preparing written assignments. Also plan to spend a minimum of four hours per week in off-line work. Off-line includes reading the required texts and materials, and conducting the applied research required for the assignments. Written assignment information appears in the Course Requirements section of the Study Guide. Additionally, the assignments and activities for all sessions will be posted in the course area on WebCT.

Reading assignments are found in the Course Assignment Outline within this Study Guide. You should strive to complete as much of the readings as soon as possible so that you will be adequately prepared for each of the course assignments.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Enlarging one's conceptual knowledge concerning these connections is an essential element of the course. Use this learning as an opportunity to apply, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions.

REQUIRED TEXTS

Goonen, N., & Blechman, R. (1999). *Higher education administration: A guide to legal, ethical, and practical issues*. Westport, CT: Greenwood Press. ISBN 0-313-3034-5.

Olivas, M. (1997). *The law and higher education: Cases and materials on colleges in court* (2nd ed.). Durham, NC: Carolina Academic Press. ISBN 0-89089-866-9.

Poskanzer, S. (2002). *Higher education law: The faculty*. Baltimore: The Johns Hopkins University Press. ISBN 0-8018-6749-5.

RECOMMENDED READINGS

Course participants are referred to the extensive bibliography prepared for the Organizational Leadership program. This can be accessed online through the WebCT site. Students are strongly encouraged to read the weekly printed and/or electronic edition of *The Chronicle of Higher Education*. In addition, the instructor may recommend additional readings during the course. The paper must adhere to the Applied Research (ARO) Form and style requirements and the most recent APA Publication Manual.

GENERAL COURSE REQUIREMENTS

Learning activities for **EHD/LDR 9820** consists of readings, writing assignments, and an asynchronous debate around a specific and predetermined topic. The student must keep in mind that EHD / LDR 9820 is a six-credit course; therefore, the amount of work required to be successful in this course is in direct proportion to the number of credits awarded by the University.

Lectures and Lecture Responses: Your instructor will post written lectures related to the readings, issues, concepts, and assignments for the course. You will be required to read the lectures and post written responses weekly in WebCT. Once again, students must take the time to learn the WebCT environment.

Writing Quality: Written work submitted must be complete, demonstrate higher order thinking, and present profound concepts and convincing theories. Students are required to employ analyses, syntheses, evaluation, and extrapolation in their writing. Quality writing represents a commitment to clear thinking and good communication. The concluding statement in the book "Why School Administrators Should Be Model Writers," (Kappan, June, 2001, pp.762-764) 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: Students must read and prepare for each class in order to maximize the chances of learning in this course. Again, students must keep in mind that the topics for the course are organized in 15 sessions. Student must prepare for each topic. For example, prepare and review notes, study the assigned readings, and review supplementary discussions and demonstrate mastery of content. Moreover, students should integrate the content of the reading assignments. Readings are taken from required and recommended texts. Students do not need to buy all the recommended texts, but they are responsible for knowing the information discussed in each topic

Written Assignments: Unless otherwise indicated, written assignments are due by MIDNIGHT on Saturday of the specified week. Assignments should be posted as an email attachment to WebCT as assigned by the instructor. All assignments must adhere to the Applied Research (ARO) form and style requirements and the most recent APA Publication. Students are advised to keep a copy of all written assignments throughout their doctoral program.

EHD/LDR 9820 COURSE REQUIREMENTS

Learning Activities: These consist of readings, lectures and lecture responses, interactive learning experiences via asynchronous debate, and major written assignments. It is imperative that learners complete course requirements prior to or on the respective deadlines for completion. Timely completion of course requirements will facilitate the integration of major course components into an organized body of knowledge applicable to leadership practices in higher education.

Readings: The readings are organized according to the four core study areas of this course. The reading assignments are essential for your understanding and development of the following written assignments: (1) the Institutional Values Audit, (2), the Administrative Issues Analysis, (3) the Faculty Practice Position Paper, 4) the Student Issues Debate and Executive Summary, (5) the Synthesis Paper, and (6) lecture responses. It is important that you complete all of the required reading as quickly as possible. You are expected to integrate the content of reading assignments into all of your work. There will be opportunities to post questions and clarification of the concepts presented in this course. Reading assignments will be posted appropriately in WebCT.

Written Assignments: In addition to the written lecture responses, there are five major written assignments:

1. The Institutional Values Audit: Course participants will select an institution of higher education and compile an inventory of that institution's explicit values excerpted from sources including the college or university catalog, Web site, mission statement, handbooks, and other pertinent documents. Then, the institution's implicit values, as revealed by an analysis of institutional practices, policies, and decisions, will be compared to the explicit values. The audit will analyze areas of potential incongruence or areas in which ethical dilemmas may occur. Participants will present their research and an attached executive summary with recommendations for further institutional action and/or consideration.
2. The Administrative Issues Analysis: Course participants will identify and research a current controversy or problem related to administrative practice in higher education. Participants will examine the legal, ethical, and practical aspects of the controversy or problem, and present their analysis in the form of a research paper posted to course colleagues and the course instructor.
3. The Faculty Practice Position Paper: Learners will select and examine a specific current controversy related to faculty practice affecting their own institutions and present a position paper discussing the controversy. The paper will include the learner's perspective and/or opinion related to the controversy as well as an analysis of the legal aspects of the controversy.
4. The Student Issues Asynchronous Debate and Summary: Course participants will engage in a one-week interactive asynchronous debate with their course colleagues. At the beginning of this project, the course instructor will post a variety of student-related legal and ethical topics in WebCT. Students will access WebCT during the debate week; read

and reflect on the posted topics; and post their analyses, comments, reflections, and/or questions for review and reaction by their course colleagues. At the conclusion of the asynchronous debate, each course participant will present a summary of “principles of good practice” in academic affairs and/or student services in higher education. This summary must be pertinent to the participant’s workplace.

5. The Synthesis Paper: Course participants will present a paper integrating and synthesizing all major course components into a unified whole. The paper will also include a personalized statement of ethical practice in higher education leadership.

CORE AREAS

Core Area I: Values and Ethics in Higher Education Leadership

Reading Assignments:

Goonen, N., & Blechman, R. (1999). *Higher education administration: A guide to legal, ethical, and practical issues*. Chapter 1 and Appendixes 1 through 3.

In addition, reading/review assignments for the institutional values audit includes the selected institution’s catalog, mission statement, vision statement, Web site, and other pertinent documents. The role of these documents in the institutional values audit will be discussed in the first weeks of the course.

Core Area II: Legal Issues Affecting Administrative Practice in Higher Education

Reading Assignments:

Goonen, N., & Blechman, R. (1999). *Higher education administration: A guide to legal, ethical, and practical issues*. Chapters 2 and 3.

Olivas, M. (1997). *The law and higher education: Cases and materials on colleges in court* (2nd ed.). Chapter 1, Chapter 5 (pp. 981-1047 and 1079-1125). Core Area III: Legal Issues Affecting College and University Faculty.

Core Area III: Legal Issues Affecting College and University Faculty

Reading Assignments:

Goonen, N., & Blechman, R. (1999). *Higher education administration: A guide to legal, ethical, and practical issues*. Chapters 4, 5, and 6 and Appendixes 4 through 8.

Olivas, M. (1997). *The law and higher education: Cases and materials on colleges in court* (2nd ed.). Chapters 2 and 3.

Poskanzer, S. (2002). *Higher education law: The faculty*. Chapters 1 through 6. Core Area IV: Legal Issues Affecting Students in Higher Education.

Core Area IV: Legal Issues Affecting Students in Higher Education

Reading Assignments:

Goonen, N., & Blechman, R. (1999). *Higher education administration: A guide to legal, ethical, and practical issues*. Chapters 7 and 8.

Olivas, M. (1997). *The law and higher education: Cases and materials on colleges in court* (2nd ed.). Chapter 4, Chapter 5 (pp. 1048-1079).

GRADING CRITERIA

The assignments for **EHD/LDR 9820** and their corresponding grading points are as follows:

<u>Assignment</u>	<u>Grading Points</u>
1. The Institutional Values Audit	20
2. The Administrative Issue Analysis	20
3. The Faculty Practice Position Paper	20
4. The Student Issues Asynchronous Debate	20
5. The Synthesis Paper	<u>20</u>
TOTAL -	100

Final grades will be based on total points earned as follows:

LDR Students	EHD Students
A = 90-100 points	Pass
B = 80-89 points	No Pass
F = 79 points & below	Incomplete

WRITTEN ASSIGNMENT REQUIREMENTS

Written Assignment #1

THE INSTITUTIONAL VALUES AUDIT – 20 Points

Learning Strategies: Each learner will review the institutional values audit process summarized in Appendix 1 of *Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues*. Then, the learner will select an institution of higher education and compile an inventory of explicit values as stated by the institution's leadership. These explicit values may be determined by reviewing the institution's published catalog, Web site, mission and/or vision statement, and by examining other documents including minutes of meetings, transcripts of

public statements/speeches made by the institution's leaders, and similar information. Then, the learner will research the institution's implicit values, as revealed by an analysis of the history, decision-making styles, and policies and procedures. Following this, the learner will compare and analyze the values inventories in an attempt to determine any incongruence between the explicit and implicit values of the institution. Incongruence may reveal a conflict in values and the potential for ethical dilemmas resulting from the incongruence. An analysis of the values audit process will be presented in the form of an executive summary attached as an appendix to the institutional values audit. Due to the potentially sensitive nature of the project, learners will use a pseudonym rather than the actual name of the college or university used in this assignment. Audits will be posted for review by course colleagues and the instructor.

Assignment Parameters: The paper will be posted in WebCT during week four. The paper should be eight to ten pages in length and incorporate specific references. The paper will include an introduction, inventory of explicit and implicit values, comparison of the values inventories, and conclusion. The executive summary will be included as a one-to-two page appendix to the paper. The paper must adhere to the Applied Research (ARO) form and style requirements and the most recent APA Publication Manual.

Written Assignment #2

THE ADMINISTRATIVE ISSUES ANALYSIS – 20 Points

Learning Strategies: Each learner will identify a specific current controversy or problem related to administrative practice in higher education. The learner will analyze the legal, ethical, and practical implications of the controversy or problem and present the analysis in the form of a research paper posted for review by course colleagues and the instructor. A perusal of current journals/publications, such as *The Chronicle of Higher Education*, *Black Issues in Higher Education*, or *Change*, will provide numerous topics for consideration and analysis.

Assignment Parameters: The assignment will be posted in the designated WebCT folder during week 7. The paper should be 12 to 14 pages in length and incorporate a minimum of five references. The paper will include an introduction; statement of the controversy or problem; literature review; scholarly analysis of the legal, ethical, and practical aspects of the controversy or problem; implications for leaders in higher education; and conclusion. The paper must adhere to the Applied Research (ARO) form and style requirements and the most recent APA Publication Manual.

Written Assignment # 3

THE FACULTY PRACTICE POSITION PAPER – 20 Points

Learning Strategies: Learners will identify a current issue or controversy related to faculty teaching, research, or service in their own college or university. A review of current issues of *The Chronicle of Higher Education*, as well as a variety of other publications and journals related to faculty teaching and research, will provide numerous topics for consideration, reflection, and analysis. Learners will analyze current case law and the leadership implications related to their selected topic and present their analysis in the form of a research paper that will be posted for review by course colleagues and the instructor. Learners should peruse pertinent information and

cases related to their topic in texts such as *The Law and Higher Education: Cases and Materials on Colleges in Court* and *Higher Education Law: The Faculty*.

Assignment Parameters: The assignment will be posted in the designated WebCT folder during week 10. The paper should be 10 to 12 pages in length and incorporate at least five references and/or case law citations. The paper will include an introduction, description of the issue, discussion of the learner's perspective or opinion related to the issue, analysis of relevant case law, implications for leaders in higher education, and conclusion. The paper must adhere to the Applied Research (ARO) form and style requirements and the most recent APA Publication Manual.

Written Assignment # 4

THE STUDENT ISSUES ASYN CHRONOUS DEBATE AND SUMMARY – 20 Points

Learning Strategies: Learners will review the WebCT instructions that will be used in the asynchronous debate. These instructions will be posted by the instructor during week 11. The debate itself will be conducted over a one-week period during week 13. The instructor will also provide the “start and stop” dates and times during which the debate will be held. Learners will review the issues and topic areas that will be posted by the instructor on the WebCT. These postings will be related to legal issues affecting higher education academic affairs or student services. Learners will then select at least two issues or topics for further analysis and comment. After careful consideration and review of the course textbook materials related to the topics and issues posted, learners will access the WebCT during the debate week and post their own reactions, comments, questions, and/or reflections related to the posted issues and topics. These postings may be made asynchronously. In this way, learners will post their comments in WebCT - those comments will be reviewed by course colleagues and the instructor; and replies, responses, and reflections will be posted and reviewed by all course participants at any time during the debate. Learners are expected to incorporate substantive, scholarly reflections and comments into their postings. At the conclusion of the debate period, each learner will present a summary of “principles of good practice” gleaned from the asynchronous debate.

Assignment Parameters: Each learner will make three postings to WebCT during week 13. These postings must include a reaction to a prior posting, a comment and rationale, and the scholarly basis for the rationale. Each posting will be equivalent to approximately one to two pages of text. At the conclusion of the debate, each learner will post a three to five page summary of “Principles of Good Practice.”

Written Assignment # 5

THE SYNTHESIS PAPER – 20 Points

Learning Strategies: The learner will review, integrate, and synthesize all course components into a summary of what has been learned throughout the course. The learner will link the concepts and issues in this course to his or her own practice of leadership in higher education. The learner will reflect on ethical practices affecting his or her own workplace and present a personal philosophy of ethical practice in higher education leadership. The learner will post the assignment to the instructor ONLY.

Assignment Parameters: The assignment will be posted to the instructor's WebCT mailbox ONLY (not to course colleagues) during week 15. The paper should be six to eight pages in length and should incorporate at least six references to books, articles, or other learning materials used in course assignments. The paper must adhere to the Applied Research (ARO) form and style requirements and the most recent APA Publication Manual.

COURSE ASSIGNMENT OUTLINE

This section contains a weekly assignment outline. Please note the weekly deadlines for completing the reading assignments and posting the written assignments. *Your instructor will provide further direction regarding specific assignment deadlines and chat days and times.*

WEEK ONE

- Review WebCT tutorial
- Learn the EHD/LDR 9820 study guide - become familiar with all course requirements
- Carefully review format and style requirements as noted in ARO form and APA manual
- Read *Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues*, chapter 1 and appendixes 1, 2, 3, and 4
- Read and respond to Lecture 1 (topic: Ethics and Values in Higher Education)

WEEK TWO

- Read *The Law and Higher Education: Cases & Materials on Colleges in Court*, chapter 1
- Review the study guide again and develop your 15 week course calendar of assignments
- Read and respond to Lecture 2 (topic: Legal Aspects of Governance in Higher Education)
- Begin compiling inventories of explicit and implicit values for institutional values audit (Written Assignment 1)

WEEK THREE

- Read and respond to Lecture 3 (topic: Legal Issues Related to Employment, Including Hiring, Compensation, and Equal Employment Opportunity and Affirmative Action)
- Read *Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues*, chapters 2, 3, and 5
- Read *The Law and Higher Education: Cases and Materials on Colleges in Court*, Chapter 5, pp. 981-1047 and 1079-1125.
- Complete institutional values audit and executive summary (Written Assignment 1) for posting next week

WEEK FOUR

- Post Written Assignment 1 (Institutional Values Audit) for review by instructor and course colleagues
- Read and respond to Lecture 4 (topic: Academic Freedom)

- Read *Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues*, chapter 6 and Appendixes 5, 6, 7, and 8
- Read *The Law and Higher Education: Cases and Materials on Colleges in Court*, chapter 2 (pp. 133-225)
- Read *Higher Education Law: The Faculty*, chapters 1 and 3
- Begin researching administrative issue analysis (Written Assignment 2): Identify issue and begin analysis

WEEK FIVE

- Read and respond to Lecture 5 (topic: Faculty Promotion and Tenure)
- Read *Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues*, chapter 4
- Read *Higher Education Law: The Faculty*, chapter 2 and chapter 6, pp. 143-200
- Continue work on administrative issue analysis (Written Assignment 2)

WEEK SIX

- Read and respond to Lecture 6 (topic: Faculty Research and Scholarship, Ethics Related to Research on Human Subjects)
- Read *The Law and Higher Education: Cases and Materials on Colleges in Court*, chapter 3, pp. 317-391 and 490-512
- Complete work on Written Assignment 2 for posting next week

WEEK SEVEN

- Post Written Assignment 2 (The Administrative Issues Analysis)
- Read *Higher Education Law: The Faculty*, chapters 4 and 5 and “Final Observations on Faculty Law,” pp. 253-260
- Read *The Law and Higher Education: Cases and Materials on Colleges in Court*, chapter 3, pp. 392-476
- Begin work on Written Assignment 3 (The Faculty Practice Position Paper): Select topic and formulate position

WEEK EIGHT

- Read and respond to Lecture 7 (topic: Faculty Dismissals)
- Read *The Law and Higher Education: Cases and Materials on Colleges in Court*, chapter 3, pp. 540-561
- Read *Higher Education Law: The Faculty*, chapter 6, pp. 200-252
- Continue work on Written Assignment 3

WEEK NINE

- Read and respond to Lecture 8 (topic: Legal Issues in Student Admissions)
- Read *The Law and Higher Education: Cases and Materials on Colleges in Court*, chapter 4, pp. 631-634 and 695-751
- Complete work on Written Assignment 3 for posting next week

WEEK TEN

- Post Written Assignment 3 (The Faculty Practice Position Paper)
- Read and respond to Lecture 9 (topic: Student Disputes on Academic Matters)
- Read *Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues*, chapters 7 and 8

WEEK ELEVEN

- Read and respond to Lecture 10 (topic: Plagiarism Using the Internet)
- Read *The Law and Higher Education: Cases and Materials on Colleges in Court*, chapter 4, pp. 751-830
- Search legal Web sites for cases related to Plagiarism, and Plagiarism on the Internet and post results which include comment and rationale

WEEK TWELVE

- Read *The Law and Higher Education: Cases and Materials on Colleges in Court*, chapter 4, pp. 831-940
- Review instructions posted by instructor for use of WebCT for Written Assignment 4

WEEK THIRTEEN

- Participate in The Student Issues Asynchronous Debate (Written Assignment 4)
- Begin work on summary paper for Written Assignment 4
- Three postings reacting to a prior posting which include comment and rationale

WEEK FOURTEEN

- Complete and post summary paper for Written Assignment 4
- Begin work on the Synthesis Paper (Written Assignment 5) for posting next week
- Complete any and all unfinished work in order to submit prior to the last week of class

WEEK FIFTEEN

- Post Written Assignment 5 to the instructor's WebCT mailbox
- Read and respond to Final Lecture 11 (topic: Reflections on Legal and Ethical Issues in Higher Education Leadership)

NSU LIBRARIES**NSU Library, Research, and Information Technology Center and Electronic Library**

The Nova Southeastern University Library will be available to assist you in conducting your research for this course

1. Library Web site – www.nova.edu/library and/or click onto the Electronic Library
2. Information – Librarians will answer 1-800-541-6682 (ext. 5380)
3. Reference Desk – refdesk@nova.edu or 1-800-541-6682 (ext. 4613)

Web Sites:

<http://www.government.com>Law Library
<http://www.lectlaw.com>Electronic Law Library
<http://www.findlaw.com>Directory for sites that are law related
<http://newsletters.findlaw.com>Free Findlaw Newsletter
<http://lii.law.cornell.edu>Site for Cornell Law School
<http://www.house.gov/>U.S. House of Representatives Law Library
<http://www.uscourts.gov>U.S. Federal Judiciary site
<http://www.thecre.com/fedlaw/default.htm>Federal Law Links to federal laws and regulations
<http://www.freedomforum.org>Freedom Forum site
<http://www.splc.org/>Student Press Law Center
<http://chronicle.com>The Chronicle of Higher Education publication
<http://www.fedworld.gov>Federal Law locator for federal government information
<http://www.llrx.com/courtrules>Links to over 700 sources for state and federal court rules
<http://www.political1.com>Each state's judicial, legislative and executive branches
<http://www.nafsa.org>Association of international educators
<http://tram.east.asu.edu/regulations/index.html>Research funding opportunities
<http://counsel.cua.edu/fedlaw/>Web site Law Directory

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