

**Murray State University**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING**

**COURSE NUMBER: ADM 631**

**CREDIT HOURS: 3**

**I. TITLE: Organization and Operation of Schools**

**II. COURSE DESCRIPTION AND PREREQUISITES:** This course will develop competencies and skills in the allocation of resources and structuring of the organization to improve student learning within the context of best practices and related Kentucky statute and regulation. The principal's role as related to the site-based council policies and processes are emphasized.

**Prerequisite(s):** Admission to the Program.

**III. COURSE OBJECTIVES:**

The purpose of this class is to develop a global understanding of resource allocation principles and an understanding of critical policy, regulation and best practice related to school organization. Upon successful completion of this class, the student will be able to...

- A.** lead the development of required and recommended policies and practices for the organization and implementation of site-based decision-making (ISLLC I, III, IV, V & VI; KDF 3.1d; 3.3b; 4.1a; 4.2a,b,d; 4.3c,d; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 5.4a; 6.1c;6.2a,b,c; TSSA I, III, IV & VI);
- B.** lead the site-based budgeting process with state and district guidelines (ISLLC III, V & VI; KDF 3.3a; 5.3a, b; 5.4a; 6.1c; 6.2a, b, c, d; TSSA III, IV);
- C.** lead the development of a school improvement plan (ISLLC I, II, III, V & VI; KDF 2.1c; 2.2a,d,e,f; 3.3a; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 5.4a; 6.1c; 6.2a,b,c,d; TSSA I, III, IV, V);
- D.** use the Redbook to determine the appropriate procedures for the management of the school activity fund (ISLLC III & V; KDF 4.3c, d; 5.3a; 5.4a; TSSA III, IV);
- E.** evaluate facilities based upon key standards and common "look fors" that impact instructional programs and the safety of students (ISLLC III; KDF 5.3a, b; 5.4a; TSSA III, IV);
- F.** evaluate the school/district technology plan (ISLLC I, II & III; KDF 1.2d; 5.1a, b, c, d; 5.2a, b, c; 5.3a, b; 5.4a; TSSA I, II, III, IV, V, VI);
- G.** evaluate response plans to crisis in the school community (ISLLC III; KDF 5.3a, b; 5.4a; TSSA III, IV, V);
- H.** articulate strategies for the use of community resources to assist students (ISLLC III, IV & VI; KDF 5.1c; 5.3a, b; 5.4a; 6.1c, i; 6.2a; 6.3a, b; TSSA III);
- I.** collaborate with site-councils to hire personnel within the context of the law (ISLLC III & V; KDF 3.1c,d; 4.1a; 4.2a,b; 4.3c; 5.2b; 5.3a; 5.4a; TSSA III);
- J.** evaluate school master schedules for each grade-level (ISLLC II & III; KDF 3.3a, b; 5.1c; 5.3a, b; TSSA III & IV);
- K.** evaluate resources allocated to address counseling and mental health needs of students (ISLLC III, V & VI; KDF 2.2f; 5.3a; 5.4a; 6.2b; TSSA III);

- L. create a school-year management plan in accordance with the laws in Kentucky and best practice (ISLLC I, III, V & VI; KDF 4.3c; 5.1a,b,c,d; 5.2a,b,c; 5.3a,b; 5.4a; 6.1a,b,c; 6.2a,b,c,d; 6.3a,b; TSSA I, II, III, IV, V & VI);
- M. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding Domain 2a: Creating an Environment of Respect and Rapport: Respectful talk and turn-taking; Attention to students' backgrounds and lives outside of the classroom; Teacher and student body language; Physical proximity; Warmth and caring; Politeness and dignity; Encouragement; Active listening; Fairness (ISLLC I, II, III, IV, V & VI);
- N. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding 2c: Managing Classroom Procedures: Smooth functioning of all routines; Little or no loss of instructional time; Students play an important role in carrying out the routines; Students know what to do, where to move (ISLLC I, II, III, IV, V & VI); and
- O. demonstrate knowledge and the ability to assess state framework for Teacher Professional Growth and Effectiveness system (TPGES) regarding 2d: Managing Student Behavior: Clear standards of conduct, possibly posted, and possibly referred to during a lesson; Absence of acrimony between teacher and students concerning behavior; Teacher awareness of student conduct; Preventive action when needed by the teacher; Fairness; Absence of misbehavior (ISLLC I, II, III, IV, V & VI).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning leadership.

The CAEP/EPBSB themes of diversity, assessment, and closing the gap are explored through research on and consideration of best practices in the school operations.

#### **IV. COURSE CONTENT OUTLINE:**

Content will include but not be limited to:

- A. Research supporting shared governance
- B. Kentucky statute and regulation related to resource allocation
- C. District and school policy/procedures related to resource allocation
- D. Basics components of strategic plans
- E. Leading Kentucky School Improvement Plan (CSIP) processes
- F. Federal and state categorical funding
- G. Application of Kentucky Uniform Accounting Procedures in schools
- H. Funding, design and maintenance of education facilities
- I. Technology planning in Kentucky
- J. Crisis planning and organization
- K. Consolidated school health planning
- L. Personnel recruitment, selection and induction
- M. Leading collaborative planning
- N. Best practices in the allocation of time for student learning
- O. Coordination of management functions across the school year

## **V. INSTRUCTIONAL ACTIVITIES:**

Lectures, readings, discussions, problem-based papers, presentations, and field-experiences. Course assignments will be reflective of the objectives and the intent of the course and will include, but not be limited to, the following:

- A. Summary of SBDM Policy Requirements** – Students will compare and contrast state SBDM regulatory requirements with district and school SBDM policies and procedures by developing a written summary. Student will lead the:
1. Required and recommended policies and practices for the organization and implementation of site-based decision-making.
  2. Site-based budgeting process with state and district guidelines. Discuss what budget sections 6 and 7 of SBDM's budget policy and process include. Do a summary of what your school/district's latest SBDM sections 6/7 budget policy and process is and how it compares to KDE's SBDM recommended budget policy and process.
  3. Examination and development of a school improvement plan (CSIP) as it relates to key SBDM areas. Student will examine his/her school's CSIP with what instructional practices are evident in the plan as they relate to key SBDM areas.
- B. Financial Document Simulation** – Students will be presented with a series of documents and situations related to school budgeting and purchasing, namely Redbook. He/she will develop five financial scenarios using various Redbook budgeting areas and analyze proper and improper protocols. Areas include: collecting monies (football gate tickets, dances receipts, etc.), allowable and disallowable expenditures/expenses, roles and responsibilities (sponsors, etc.), categories of fundraisers, types of forms, electronic receipts and payments, transfers, and reporting. Students will then present to the class appropriate courses of action/procedures and/or interpretation of relevant financial documentation based on the five scenarios presented.
- C. Summary of Facility Standards** – Each student will synthesize state and federal regulations as related to public school facilities and also analyze school crisis/emergency plan by presenting to class a 15 - 20 minute *Powerpoint* presentation.

## **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

This course is taken with ADM 632, Practicum in Organization and Operation of Schools.

## **VII. TEXT AND RESOURCES**

No textbooks are needed for this course.

## **VIII. EVALUATION AND GRADING PROCEDURES**

Your course grade will be determined using the following criteria:

- A. \*Summary of SBDM Policy Requirements
- B. \*Financial Document Simulation presentation
- C. \*Summary of Facility Standards presentation
- D. TPGES Domain 2 group presentation

\* Denotes Signature Assignments to be submitted on Livetext

A grade below B does not meet the Department of Educational Leadership and Counseling requirements for any degree or licensure program.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).