

MURRAY STATE UNIVERSITY

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: ADM COURSE NUMBER: 749 CREDIT HOURS: 3

I. TITLE: School District Management

II. COURSE DESCRIPTION AND PREEQUISITES(S):

This course focuses on school system operations including financial management and policy, administration of auxiliary services, human resources planning and management, federal and state programs, facilities planning and management, school safety and governance support. Field experience required.

Prerequisites(s): none

III. COURSE OBJECTIVES:

The stated objectives are coded as to alignment to the Interstate School Leader Licensure Consortium (ISLLC) standards, the Technology Standards for School Leaders (TSSA) and the Superintendent Leadership Plan (SLP) standards. As a result of taking this course, students will be able to:

- A. develop a district-wide budget (ISLLC 3; TSSA 1, 3, 4; SLP 1, 5);
- B. explain the Kentucky school finance plan and its local implications to a targeted audience (ISLLC 3; TSSA 4; SLP 7);
- C. make finance decisions based on data and needs (ISLLC 3; TSSA 1, 2, 3; SLP 1, 2, 4, 5);
- D. provide regional and state guidance in development of finance policy (ISLLC 3; TSSA 6; SLP 7);
- E. develop a matrix to outline typical Federal programs in a district. (ISLLC 3; TSSA 6; SLP 7);
- F. demonstrate an understanding of human resources orientation that includes planning, recruitment, interviewing, selection, induction, retention and continuous professional development for both certified and non-certified personnel. (ISLLC 2, 3, 6; TSSA 3, 4; SLP 1, 3, 4);
- G. demonstrate the ability to plan and implement programs necessary to provide food service, transportation and a school safety audit (ISLLC 3; TSSA 4; SLP 5);
- H. explain to a target audience how school building construction is planned and financed. (ISLLC 3, 6; TSSA 4; SLP 5);
- I. collect and use data to make decisions. (ISLLC 2; TSSA 1, 3; SLP 1, 2, 4, 5);
- J. effectively lead school-based councils. (ISLLC 1, 2, 3, 6; TSSA 1, 3; SLP 1, 2, 3);

- K. implement TGPES, PPGES, SPGES and OPGES (ISLLC 2; TSSA 1, 3, 5; SLP 1, 2).

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 the community, district and school, in the development of activities and policies that promote an effective school environment.

IV. CONTENT OUTLINE:

1. Finance (state and federal)
2. Personnel
3. Food Service
4. Transportation
5. School Safety
6. District Management
7. School-based councils

V. INSTRUCTIONAL ACTIVITIES:

The course is field experience intensive. Readings, seminars, reflective writing and case study analysis will also be used. Required activities are listed below:

1. The student will prepare a presentation showing how Kentucky finances its public schools and the financing of the local school district for a local service club luncheon presentation. Extra points will be given upon validation that this presentation was made to a service club. The presentation will connect needs with proposed expenditures.
2. The student will develop a simple, one sheet brochure explaining the local school district budget for distribution at school functions.
3. The student will obtain a local school district budget, all staff salary information with current teacher placement on the salary schedule and supplemental schedules and propose a way to make a cut that will meet the requirements of a 10% reduction in student enrollment over the past year.
4. The student will conduct at least one interview with school district personnel responsible for the following auxiliary services and then offer a proposal of one to three improvements needed in each area:
Food Service

Transportation
Student Personnel Services
Student Health Services

The interview should include an exploration of the job responsibilities, strengths and improvements needed.

- 5 If the district LPC is in process, the student will volunteer to serve on the LPC. At the conclusion of the class, the student will report the work of the LPC. If the LPC is not in process, the student will review the findings of the LPC and connect the recommendations to student learning.
- 6 Students will work with the Center for School Safety to conduct a school site safety audit of a school building.
- 7 The student will prepare an integrated planning calendar for the year for all school district operations.
- 8 Students will conduct a review of statutes, regulations, local board policy and a council's policy relating to school-based councils. The review will include roles and responsibilities.
- 9 Students will write an overview of TPGES, PPGES, Superintendent Leadership Plan (SLP), and OPGES comparing and contrasting the four effectiveness systems. Students will develop a scoring rubric for this activity.

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:

Course assignments are designed to link formal knowledge acquired in seminars with its application in field-based settings. Students will analyze assigned case studies using the four major "frames" including superintendents as Educational Leaders, Political Leaders, Managerial Leaders, or Leading Change. In some instances students may write and analyze their own case studies. Students will be responsible for identifying opportunities to make observations and connections between professional knowledge and field-based applications with whom they may work. Students will log at least 25 hours of field experience, including the experiences listed below:

Objective 1:

The student will prepare a presentation showing how Kentucky finances its public schools and the financing of the local school district for a local service club luncheon presentation. Extra points will be given upon validation that this presentation was made to a service club. The presentation will connect needs with proposed expenditures.

Objective 4

The student will conduct at least one interview with school district personnel responsible for the following auxiliary services and then offer a proposal of one to three improvements needed in each area. The interview should include an exploration of the job responsibilities, strengths and improvements needed.

Food Service

Transportation

Student Personnel Services

Student Health Services

Objective 5

If the district LPC is in process, the student will volunteer to serve on the LPC. At the conclusion of the class, the student will report the work of the LPC. If the LPC is not in process, the student will review the findings of the LPC and connect the recommendations to student learning.

Objective 6

Students will work with the Center for School Safety to conduct a school site safety audit of a school building.

Objective 7

The student will prepare an integrated planning calendar for the year for all school district operations.

VII. TEXT(S) AND RESOURCES:

On-line resources

VIII. EVALUATION AND GRADING PROCEDURES:

As part of the classroom activities, students will develop four-column scoring rubrics for each of the activities listed in Section V. Student work will be scored using these rubrics. These scores will be converted to a percentage that will follow the university grading standard.

Each of the above items will be placed in the superintendent portfolio and referenced by the student to the appropriate standard.

IX. ATTENDANCE POLICY:

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

X. ACADEMIC HONESTY :

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. Refer to the current *Murray State University Graduate Bulletin*.

XI NON-DISCRIMINATION POLICY STATEMENT:

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).