

**Murray State University
Common Course Syllabi**

DEPT: ELC

COURSE NUMBER: ADM 645

COURSE CREDIT: 3

I. Title: Educational Resources Management

II. Catalog Description: A study of resources available to a public institution to support the mission of the institution and related programs. This is a general overview of public finance, site-based budgeting techniques, linking of resources to programs based on data and accountability. Identification and reallocation of resources will be tied to the learning mission of the unit. Resources other than financial will be included and special emphasis will be given to human resources including personnel and site-based councils, maintenance of facilities, district and community resources and time.

III. Purpose: To develop techniques and skills necessary to identify and utilize the available resources to support the mission and programs of the institution.

Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: N/A; EPSB Themes: The theme of diversity is explored through the disaggregation of student behavior data, and other multifaceted leadership strategies. Assessment is addressed as a key to decision-making, with student learning central to decisions made regarding resources.

IV. Course Objectives: Course objectives are based on the knowledge, disposition and performances of the six Interstate School Leaders Licensure Consortium standards that have been adopted as the Kentucky standards for school administrators. The KDE Theme of Assessment is addressed through the use of data to make decisions.

1. The learner will be able to effectively collaborate with the SBDM council to develop and work within the parameters of school, district and state budgetary policies (Standards I, II, III and VI)
2. The learner will be able to lead the SBDM allocation process in accordance to state SEEK guidelines and related district and SBDM policy (Standard III, VI)
3. The learner will be able to maximize the use of categorical funds through the CSIP process (Standard 3)
4. The learner will be able to use the Redbook to determine the appropriate procedures for the management of the school activity fund. (ISLLC Standard III, VI)
5. The learner will be able to identify how the SEEK formula varies to account for difference between school districts (Standard III, VI).
6. The learner will be able to evaluate facilities based upon key standards and common "look fors" that impact instructional programs and the safety of students. (Standards II & III)

7. The learner will be able to identify student behavioral trends using STI data (Standard II, III)
8. The learner will be able to design a Student Behavior Planning Process in accordance with best practice (Standard II, III)
9. The learner will identify key contacts for community mental health and judicial issues (Standards III, IV, & VI).
10. The learner will be able to collaborate with site-councils to hire personnel within the context of the law (Standards III, VI)
11. The learner will create a school-year management plan in accordance with the laws in Kentucky and best practice. (Standards I, III, & VI)
12. Use PowerPoint, Excel, and Word. (Technology Standard I, II & IV)

V. Content Outline:

1. ***School building revenue sources, accounting requirements, and the budgeting process*** – School finance from the perspective of the building principal will be emphasized, although district-level SEEK issues will be touched on as well. The legal and ethical aspects of handling accounts will be addressed (e.g., Title IX), as well as the planning aspects of finance. To make discussions relevant, students will be asked to obtain copies of site-based approved budgets. (ISLLC Standards I, II, III, V and VI).
2. ***Evaluating and allocating resources to maintain a safe and adequate school environment*** – The focus of this unit is the development of skills to support the creation of a school safety plan. The evaluation of existing facilities, student discipline data and creation and coordination of a school behavior planning process will be critical points of emphasis. (ISLLC Standards I, II, III, IV and VI; Technology Standards 1 & 3)
3. ***SBDM Hiring Guidelines*** – SBDM hiring practices will be addressed within the context of both best practice and the law (ISLLC Standards I, II, III, V and VI).

VI. Instructional Activities (Performance-Based & Objective): Activities are designed for students to apply what they learn about management policy and practice through the development of materials to be used to lead faculty, staff, and/or parents through the resource management processes. The use of technology is valued and students are challenged to build competency in the development print or electronic media (e.g., PowerPoint presentations, digital photography). Web-based discussions, quizzes and/or the use of web-based resources are incorporated into the course.

SISI Analysis: Learners will use appropriate SISI Indicators to determine the “proficiency-level” of financial policy/procedures at his/her school. (25 pts)

Section 6 Analysis: Learners will graphically analyze a Section 6 budget. (25 points)

Categorical Fund Analysis: Learners will use CSIP materials to discern the categorical funds assigned to his/her school site. These funds will be organized and described in a table. (25 points)

Redbook Walkthrough: Learners will use the KDE Activity Account Audit matrix to review the school policy and procedures. (50 pts)

Safety Walk-through: This is an individual or group project. Using the LLFs provided in-class, groups will complete a building walk-through. Digital photographs will be incorporated into a narrated PowerPoint presentation suitable to be shown to a group such as the Local Facilities Planning committee or school board. (75 pts)

Behavioral Data Analysis: This is an individual or group project. This project will require data to be gathered regarding school-wide discipline issues. Data will be analyzed and represented graphically in a handout or PowerPoint presentation that is appropriate for use with staff at the opening of school. (25 pts)

ADR Reading Guide: The ADR will be used to lead learners through exercises to lay the groundwork for the School Behavior Planning Process. These activities are completed in stages, for a total of 75 pts

Site-based Hiring FAQ A Frequently Asked Questions handout will be created that addresses common SBDM-related personnel issues. (25 points)

Web-based Activities and Reflective Assignments: Through the semester, you will be asked to complete various web-based activities and reflections. Total points for all activities will not exceed 100 pts.

VII. Field and Clinical Experiences:

Students will complete interviews, surveys, and a building walk through in conjunction with this course.

VIII. Resources: Kentucky Department of Education and Kentucky Association of School Councils materials.

IX. Grading Procedures:

Final grade computation will be as follows:

A = 92% to 100%

B = 91% to 80%

C = 79% to 70%

Below 70%: Does not meet MSU graduate program requirements

X. Attendance Policy:

Class attendance is expected. Participation is a critical element of the class. Students must notify the professor **in advance via e-mail** of any absence. If absences are excessive, the professor reserves the right to deduct letter grades.

XI. Academic Honesty Policy:

Cheating, plagiarism (submitting another person's material as one's own, or doing work for another person who will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or presentation of unacknowledged material as if it were the student's own work.

Disciplinary action may be taken beyond the academic discipline administered by the faculty

member who teaches the course in which the cheating took place.

XII. Text and References: Sprick, R. S., Howard, L., Wise, B. J., Marcum, K., & Haykin, M. (1998). *Administrator's desk reference of behavior management: Volume I*. Longmont, CO: Sopris West.

XIII. Prerequisites: Graduate student status

XIV. Statement of Affirmative Action and Equal Opportunity

Murray State University does not discriminate on the basis of race, color, national religion marital status, age, disability in employment, admission, or provision of services, programs and activities, and provides, upon request, reasonable accommodation including services necessary to afford individuals with disabilities and equal opportunity to all programs and activities. For information regarding non-discrimination policies contact Equal Opportunity, (270)-809-3155.