

**Murray State University
COMMON SYLLABUS**

Revised November 5, 2007

DEPARTEMENT: ELC COURSE NUMBER: ADM 690 CREDIT HOURS: 3

I. TITLE: ADM 690 ROLES AND FUNCTIONS OF THE CENTRAL OFFICE

II. CATALOG DESCRIPTION: An in-depth study of the coordination and oversight of the following central office functions: state/ federal grant resources, state/ federal assessment programs, district technology, and state/ federal personnel reporting. Transportation, food service and facilities maintenance will be addressed more generally. The roles of the instructional supervisor, Director of Pupil Personnel, District Assessment Coordinator, Director of Special Education and other central office support positions will be emphasized. Prerequisite: Admission to Graduate Program

III. PURPOSE: Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), the AASA Professional Standards for the Superintendency 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 educator 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: Program of Studies; EPSB Themes: Assessment.

IV. COURSE OBJECTIVES: Class activities will be centered on the attainment of the course objectives listed below. Following each objective and enclosed in parentheses, are numbers that reference Interstate School Leader Licensure Standards (ISLLS). Students will be able to:

- A. Coordinate the acquisition and allocation of state and federal categorical funding within the parameters set forth by state and federal authorities. (III, V, VI)
- B. Coordinate the administration and the interpretation of state and federal assessments and subsequent assessment results. (I, II, III, VI)
- C. Coordinate the assessment of district technology and technology training needs as related to both infrastructure and instruction. (I, II, III)
- D. Monitor district compliance to federal highly qualified teacher regulations, as well as compliance with state certification and site-based hiring requirements. (III, VI)
- E. Understand the key principles underlying the management of district transportation, food service and facilities maintenance programs. (III, VI)

The EPSB Theme of Closing the Achievement Gap is addressed through discussions, readings, and course assignments.

V. CONTENT OUTLINE:

- A. The Acquisition and Management of Federal and State Categorical Grants
- B. Roles, Resources and Guidelines for District Assessment Coordinators
- C. The Assessment and Implementation of the District Technology Program
- D. Federal and State Personnel Certification and Reporting Requirements
- E. The Role of the Central Office in Development of Leadership and the Oversight of SBDM
- F. General Principles of Transportation, Food Service and the Maintenance of Facilities

VI. INSTRUCTIONAL ACTIVITIES:

In-class activities will include classroom lecture, student presentations, guest speakers and scenario-based discussions. Student assignments will require reference to and analysis of both state and local school district programs and related documentation. Students will propose and complete a field experience project based upon one of the areas of study.

VII. FIELD/CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will propose and complete a field experience project equivalent to 10 hours.

VIII. RESOURCES:

Program specific resources that are available to school district from the Kentucky Department of Education will be used. Resources will include, but will not be limited to, Federal Title Program Regulations, the KDE Financial Management Manual, the SBDM Personnel Handbook, and the District Assessment Coordinator Implementation Guide.

IX. GRADING PROCEDURES

Student work will be assessed against assignment rubrics, with most assignments being performance-based.

- A: 92%-100%
- B: 80% -91%
- C: 70% - 79%
- D: 60% - 69%
- E: below 60%

X. ATTENDANCE POLICY:

This course adheres to the Attendance Policy published in the current MSU *Graduate Bulletin*.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the Academic Honesty Policy in the current MSU *Graduate Bulletin*.

XII. TEXT AND REFERENCES:

The appropriate documentation from federal, state and local sources will be used as reference material for the course.

XIII. PREREQUISITES:

Admission to graduate program.

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 auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding non-discrimination policies, contact Equal Opportunity, (270)-809-3155.