I. **TITLE:** Organization and Operations in Postsecondary Education

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
The focus of this course is the management and planning functions within higher education institutions. Students will examine the competencies and training necessary to address key operational and leadership roles specific to the allocation and management of resources to meet the mission of the institution. Resources other than financial will be included, and special emphasis will be given to maintenance of facilities, institution and community resources, personnel, and time.

**Prerequisite(s):** None

III. **COURSE OBJECTIVES:**
Students will be able to
A. understand the organizational culture and administration in higher education in various settings;
B. apply appropriate strategies that resolve challenges faced by higher education leaders;
C. identify issues that influence facility management and maintenance;
D. identify facilities management responsibilities involving the building envelope, preventive maintenance, building security, and maintenance staffing requirements;
E. develop skills to engage in facilities management functions which include EPA environmental/waste disposal, fleet management, and develop an understanding of governmental regulations;
F. understand facilities management requirements for emergency plans, health-life and safety, MSDS updating, enforcement of ADA, and IAQ/OSHA worker safety;
G. plan for institutional budgeting;
H. analyze institutional expenditures across operational areas;
I. forecast revenues from all sources; and
J. identify trends in alternative revenue generation and cost containment.

IV. **CONTENT OUTLINE:**
A. Leadership and culture
B. Strategies of leadership
C. Facility management
D. Preventative maintenance
E. Maintenance staffing regulations
F. Fleet management
G. Regulations
   1. Federal and state
   2. ADA
   3. OSHA
H. Finance
I. Budget process
J. Costs and expenditures
K. People cost – staff
L. Source of funds
M. Private funds
V. INSTRUCTIONAL ACTIVITIES:
   A. Classroom lecture and discussions
   B. Engaged online discussion via Blackboard
   C. Small group activities and discussions
   D. Problem-based research projects
   E. Reading contemporary articles
   F. Reflective journaling

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT(S) AND RESOURCES:


VIII. EVALUATION AND GRADING PROCEDURES:
Evaluation and grade will be determined by assignments, tests, and projects based on text, supplementary readings in professional journals, lectures, presentations, group activities, and class discussions.

   A. University/College Profile: Students are expected compile the profile of a college or university of their choice within the type of institution assigned. All initial components of the institutions must be completed for in class activities;

   B. Case Studies: During the semester students will complete two case studies regarding aspects of organizational administration, facility management or finance;

   C. Administrative Field Trip/Meeting: Students are expected to attend one Board of Regents meeting and to write a two page summary and reflection on the experience;

   D. Finance - Students will interview the Chief Financial Officer at a university/community college to discuss and investigate the financial and budget perspective of that institution. Students will be expected to write a two page summary and reflection on the experience; and

   E. Facility Management – Students will be expected to meet with the Director of Facilities, or person in similar capacity, to discuss needs assessment and financial planning in the area of facility maintenance. Students must discover how decisions are made on which facilities will receive funding for remodeling, upgrading or demolition. Students will be required to write a two page summary and reflection of the experience.

   Signature Assignment: Doctoral students in the class will complete this additional assignment. Reflecting on the Life of an Administrator - Students will identify an administrator at the Dean’s level or higher (preferably a VP). Once identified, schedule an opportunity to spend at least a ½-day (preferably a full day) shadowing their work. Upon completion of this experience, students will give a 20 – 25 minute oral presentation in class.

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 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 Director of Equal Opportunity, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).