Henderson State University
Teachers College
Department of Advanced Instructional Studies
Educational Leadership

A. Course Title: EDL 7123 Organizational Management

B. Catalog Description:

This course is designed to explore the day-to-day operation of preschool through grade 12 educational settings, improve the organizational operation, implement operational plans, manage financial resources, and apply decentralized management processes and procedures in the schools.

C. Purpose:

The purpose of this course is to present the philosophical, organizational, managerial, administrative, and supervisory competencies and their application to increase school improvement and student achievement. Although the major emphasis is placed on supervision and leadership, the competencies needed to become an effective school leader are intertwined throughout the course.

D. Required Text and Delivery Methods:


TK20 system—one time purchase. (from bookstore ISBN 097440818 or from vendor.)

Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts for graduate-level candidates may be purchased directly from Tk20 at the following Website: http://hsu.tk20.com. A user account may be utilized for seven years from the activation date.

This course will be delivered on-line. Instruction, lectures, and student presentations will be accomplished using Web conferencing (WIMBA). Course management system (ANGEL) will
be utilized for continual communication with professor and class colleagues and for management of assignments.

E. **Conceptual Framework:** The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. **Mission Statement:** The HSU Educational Leadership Educational Specialist program prepares candidates for P-12 district level leadership roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 **Goals:**
1. Knowledge: To graduate students with the knowledge necessary to pass the district level leader licensure examination (SSA) and to succeed as a district level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a district level administrator.
3. Collaboration: To graduate district level leaders with the ability to work collaboratively with all stakeholders of a school district.

6 **Dispositions:**
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. **Use of Technology:** Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
3. Excellence in Professional Practice. Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
4. Systemic Improvement. Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

H. Diversity: The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – from many, one! The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

EDL 7123 Organizational Management focuses on preparing leaders who ethically promote equity and diversity. Through readings, discussions, case studies, problem-based learning, written assignments, field experiences, etc. candidates will have opportunities to develop their understanding and skills toward becoming effective leaders within diverse learning organizations. Candidates will gain experience necessary to capitalize on diversity (language, cultural, ethnic, racial, economic, and special needs) and to support the learning needs of all students. The goal of Organizational Management is to provide learning experiences that develop educational leaders who can manage all kinds and classes of people equitably, support equal and fair treatment and opportunity for all, foster a climate of inclusion and foster environments where diverse thoughts are freely shared and integrated.

I. Students with disabilities: It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at www.hsu.edu/disability.

J. Objectives:

Upon completion of the course, the student should:

1. Understand terminology related to construction and maintenance of school facilities;
2. Have information needed to conduct various types of facility-related surveys;
3. Understand the importance of appropriate care and maintenance of school facilities;
4. Understand the procedures for planning, promoting, and construction of school facilities;
5. Be able to use school and non-school personnel in all phases of facility planning and utilization;
6. Have a basic understanding of remodeling and modernizing school facilities;
7. Be able to furnish a school facility;
8. Understand how to use professionals and other persons and groups in various phases of evaluating, planning, construction, and maintenance of school facilities.
9. Read and understand a blueprint;
10. Describe the tax bond and revenue bond financing process in Arkansas.
11. Develop a custodial work responsibility schedule including what constitutes acceptable performance.

**Learner Outcomes: (2011 ELCC Standards)**

Candidates demonstrate **skills** required to:
- Develop district systems for effective and efficient management of policies, procedures, and practices. **ELCC 2.3f**
- Use district technology and performance management systems to monitor, analyze, and valuate district data results for accountability reporting. **ELCC 2.4c**
- Analyze district processes and operations to identify and prioritize strategic and tactical challenges for the district. **ELCC 3.1a**
- Develop district operational policies and procedures. **ELCC 3.1b**
- Develop plans to implement and manage long-range goals for the district. **ELCC 3.1c**
- Develop plans to create and sustain strategic alignment throughout the district. **ELCC 3.1d**
- Develop facility and space utilization plans for the district. **ELCC 3.2c**
- Project long-term resource needs of a district. **ELCC 3.2d**
- Use technology to manage district operational systems. **ELCC 3.2e**
- Improve and implement district policies and procedures for safe and secure central office and school-work environments (including district office, school personnel, students, and visitors). **ELCC 3.3a**
- Communicate information about the district environment to the community. **ELCC 4.1b**
- Create an infrastructure that helps to monitor and ensure equitable district practices. **ELCC 5.1b**

Candidates demonstrate **knowledge** of:
- Methods for involving district stakeholders in the visioning process **ELCC 1.1c, ISLLC 1**
- Theories on human development behavior, personalized learning environment, and motivation; **ELCC 2.1a, ISLLC 2**
- Leadership theory, change processes, and evaluation; **ELCC 2.3c, ISLLC 2**
- District systems that promote effective and efficient practices in the management of people, processes, and resources. **ELCC 2.3d, ISLLC 2**
• Infrastructures for the ongoing support, review, and planning of district instructional technology. **ELCC 2.4b, ISLLC 2**
• District management of organizational, operational, and legal resources; **ELCC 3.1a, ISLLC 3**
• Methods and procedures for managing district resources, including the strategic management of human capital, district operations, and facilities; **ELCC 3.2a, ISLLC 3**
• Alignment of resources to district priorities and forecasting resource requirements for the district; **ELCC 3.2b, ISLLC 3**
• Technology and management systems. **ELCC 3.2c, ISLLC 3**
• District strategies supporting safe and secure learning environments including prevention, crisis management, and public relations; **ELCC 3.3a, ISLLC 3**
• Information pertinent to the district’s educational environment. **ELCC 4.1b, ISLLC 4**
• Policies, laws, and regulations enacted by state, local, and federal authorities that affect districts; **ELCC 6.1a, ISLLC 6**

**COMPETENCIES AND EVIDENCES:**

**K. Course Outline:**
1. Planning and utilizing school buildings for diverse student needs
2. Specifications and trends in the design of school buildings
3. Long range planning for facilities
4. Financing school facilities
5. Safety issues related to school facilities
6. Bidding, construction management, inspection, and warranties
7. Site selection and acquisition
8. Involving multiple stakeholders in the planning of school facilities
9. Emerging technologies in facility design
10. Revitalizing older schools
11. Planning for technologies of the future

**L. Field Experience Requirements:**

1. **Theories of Organizational Management Project:** Investigate the theories of organizational management (classical, social systems, open systems, and institution) and interview two board members and two superintendents to determine their perspectives concerning management of schools. **ELCC (Knowledge) 2.1a, 2.3c, 3.1a.**
2. **Staff Interview.** Each student will interview a staff member from his respective district who is responsible for maintenance of the facilities. **ELCC (Skills) 3.1a; ELCC (Knowledge) 3.1a.**
3. **Facility Assessment.** Obtain a copy of the recent Facility Assessment done at the school district. This should be available from the district central office. Conduct your own
facility assessment for your building. **ELCC (Skills) 3.1c, 3.2c; ELCC (Knowledge) 3.2a, 3.2b, 3.2c.**

4. **District Enrollment Projection.** Develop a five-year enrollment projection for your district utilizing the cohort survival technique. Is there an increasing, decreasing, or stable enrollment pattern? What implication does this have for the facility needs of the district**ELCC (Skills) 3.2c; ELCC (Knowledge) 3.2a, 3.2b, 3.2c.**

5. **Building Layout.** Develop or obtain a building plan (may be a blueprint) showing locations of electrical breaker boxes, water and gas lines and shutoff valves, locations of fire extinguishers, exit doors, custodial storage closets. Rooms should be numbered and a separate key identifying the use of the room should be provided. For example, Room 128 – Ms. Smith, high school math. **ELCC (Skills) 3.2c; ELCC (Knowledge) 3.2a.**

6. **Parking Lot Survey.** Conduct a parking lot survey. Determine the number of parking spaces. How does this compare with the number of staff who work in the building? Are there enough parking spaces for students who drive to school? How many reserved visitor and handicapped parking are there? Are they clearly marked? **ELCC (Skills) 3.2c; ELCC (Knowledge) 3.2a.**

7. **Energy Usage Survey.** Conduct an energy usage survey of your district or building from July 2007 through August 2008. How many kilowatts of electricity were used during each billing cycle? How many gallons of water were used each month? How many CFM (or units) of natural gas? **ELCC (Skills) 3.2d; ELCC (Knowledge) 3.2a.**

8. **“Mock” Building Project.** Create a “Mock” Building Project including financing, construction cost, rough draft of floor plans, informational brochure, and class presentation. **ELCC (Skills) 3.2c, 3.2d, 4.1b, 5.1b; ELCC (Knowledge) 1.1c, 4.1b, 5.1a.**
   a. Financing: Provide financing details (How is the district going to pay for the project? Partnership funds, bond issue, second lien bonds, etc. How much in debt is the district?)
   b. Construction Cost
   c. Floor Plans
   d. Brochure: Develop a brochure to be distributed to the patrons of the district explaining and justifying the need for a new building project in your district.
   e. Class Presentation: Prepare a PowerPoint Presentation of your project to be presented to the class.
   f. TK-20 Entry: Your project is to be entered into TK-20. An “I” incomplete will be given for the course until the “Mock Building Project” is submitted in TK-20.

M. **Course Evaluation:**

EXIT PORTFOLIO
A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The students will select artifacts from class assignments and align them to the appropriate ELCC and ISLLC and NETS-A standards. They will select at least one artifact for each standard. They will write reflections that demonstrate how the artifact helped them master the standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC standards 1-6 and the NETS-A standards 1-5.

RUBRICS

The students will be graded by rubrics for their presentations, critical analyses of outside readings, projects, and class assignments. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

EXPECTATIONS

Writing/Speaking Standard:
This graduate course is part of a larger effort to improve the preparation of educational administrators. I expect professional work from education professionals. This means correct spelling and grammar, clear diagrams and photographs, and clear presentations. It also includes using correct and appropriate spoken language. These factors will affect evaluation of your work. All formal writing will meet the requirements of the APA Style Manual.

Grading (Total Points 500)

Students will perform the following assignments to be utilized in class as discussions, presentations, or activities. These assignments are to be submitted in Angel according to assigned due dates. Assignment 18 the “Mock Building Project” will be submitted in Angel and in TK-20.

1. **Review of current literature.** Complete 5 one-page (single spaced) summaries and critiques (reactions) of recent educational articles dealing with various components of facilities planning and administration. The completed summaries and critiques are to be presented in class and submitted in Angel. **ELCC (Knowledge) 3.1** (50 pts)

2. **Class attendance, participation and submission of assignments in Angel and TK-20.** Attendance and participation are significant in enhancing the educational process. Thus, a portion of the grade in this course is based upon class attendance and participation. Each student must attend class and participate in class activities to receive full credit for these points. The quality and scope of participation will be
evaluated in each class meeting. **Items that are dropped in Angel are to be numbered according to this syllabus.** (30 pts)

3. **Theories of Organizational Management Project:** Investigate the theories of organizational management (classical, social systems, open systems, and institution) and interview two board members and two superintendents to determine their perspectives concerning management of schools. Prepare a written report of your finding for class presentation and submit in Angel. **ELCC (Knowledge) 2.1a, 2.3c, 3.1a.** (30 pts)

4. **History of Arkansas School Facilities.** Summarize the history of school facilities in Arkansas. Include information about the Rosenwald Fund for African-American schools. Prepare a written report of your finding for a class presentation and submit in Angel. (30 pts)

5. **Staff Interview.** Each student will interview a staff member from his respective district who is responsible for maintenance of the facilities. Prepare a written report of your finding for class presentation and submit in Angel. **ELCC (Skills) 3.1a; ELCC (Knowledge) 3.1a.** (20 pts)

6. **Facility Assessment.** Obtain a copy of the recent Facility Assessment done at the school district. This should be available from the district central office. Conduct your own facility assessment for your building. Do a written summary of your recommendations for facility improvement from this assessment to be presented in class and submitted in Angel. **ELCC (Skills) 3.1c, 3.2.c; ELCC (Knowledge) 3.2a, 3.2b, 3.2c.** (20 pts)

7. **District Enrollment Projection.** Develop a five-year enrollment projection for your district utilizing the cohort survival technique. Is there an increasing, decreasing, or stable enrollment pattern? What implication does this have for the facility needs of the district? Prepare a written report of your finding for a class presentation and submitted in Angel. **ELCC (Skills) 3.2.c; ELCC (Knowledge) 3.2a, 3.2b, 3.2c.** (10 pts)

8. **Safety Inspection.** Develop a safety inspection checklist for your building (or district). Indicate the frequency of the inspection. Prepare a written report of your finding to be presented in class and submitted in Angel. **ELCC (Skills) 3.3a; ELCC (Knowledge) 3.3a.** (20 pts)

9. **Custodial Cleaning Schedule.** Develop a cleaning schedule for your building indicating the frequency of cleaning for each item. Prepare a written report of your finding to be presented in class and submitted in Angel. **ELCC (Skills) 2.3f, 3.1b; ELCC (Knowledge) 2.3d.** (20 pts)

10. **Preventative Maintenance Schedule.** Develop a preventative maintenance schedule for your building. Prepare a written report of your finding for a class presentation and submitted in Angel. **ELCC (Skills) 2.3f, 3.1b; ELCC (Knowledge) 2.3d.** (20 pts)
11. **In-Service Training for Custodial Personnel.** Develop a custodial training program that encompasses the basic rules and policies of the district and insures that the district custodial staff is prepared to face the most current health hazards and is trained in the most up-to-date cleaning methods. Prepare a written report of your finding to be presented in class and submitted in Angel. **ELCC (Skills) 2.3f, 3.1b; ELCC (Knowledge) 2.3d.** (20 pts)

12. **Building Layout.** Develop or obtain a building plan (may be a blueprint) showing locations of electrical breaker boxes, water and gas lines and shutoff valves, locations of fire extinguishers, exit doors, custodial storage closets. Rooms should be numbered and a separate key identifying the use of the room should be provided. For example, Room 128 – Ms. Smith, high school math. Prepare a written report of your finding to be presented in class and submitted in Angel. **ELCC (Skills) 3.2c; ELCC (Knowledge) 3.2a.** (30 pts)

13. **Plant Operation Forms.** Obtain or develop appropriate plant operation forms (work requests, work evaluations, etc.) Prepare your finding to be presented in class and submitted in Angel. **ELCC (Skills) 2.4c, 3.2e; ELCC (Knowledge) 2.4b.** (10 pts)

14. **Parking Lot Survey.** Conduct a parking lot survey. Determine the number of parking spaces. How does this compare with the number of staff who work in the building? Are there enough parking spaces for students who drive to school? How many reserved visitor and handicapped parking are there? Are they clearly marked? Prepare a written report of your finding to be presented in class and submitted in Angel. **ELCC (Skills) 3.2c; ELCC (Knowledge) 3.2a.** (20 pts) **(This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)**

15. **Energy Usage Survey.** Conduct an energy usage survey of your district or building from July 2010 through August 2011. How many kilowatts of electricity were used during each billing cycle? How many gallons of water were used each month? How many CFM (or units) of natural gas? Prepare a written report of your finding to be presented in class and submitted in Angel. **ELCC (Skills) 3.2d; ELCC (Knowledge) 3.2a.** (30 pts) **(This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)**

16. **Project Funding and Act 2206 of 2005.** Prepare a written summary of facility funding as outlined in Act 2206 to be presented in class and submitted in Angel. **ELCC (Skills) 3.2d; ELCC (Knowledge) 3.2a, 3.2b, 6.1a.** (20 pts)

17. **Academic Facilities Master Plan Program.** Prepare a written summary of the Master Plan report requirements for Arkansas school districts to be presented in class and submitted in Angel. **ELCC (Skills) 2.4c, 3.1c; ELCC (Knowledge) 3.1a, 2.4b.** (20 pts)
18. “Mock” Building Project. Create a “Mock” Building Project including financing, construction cost, rough draft of floor plans, informational brochure, and class PowerPoint presentation. Prepare a written report to include the financing, construction cost, and rough draft of floor plans. The written report, brochure, and PowerPoint are to be submitted in Angel and TK-20. ELCC (Skills) 3.2c, 3.2d, 4.1b, 5.1b; ELCC (Knowledge) 1.1c, 4.1b, 5.1a. (100 pts) (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (8 hours)

a. Financing: Provide financing details (How is the district going to pay for the project? Partnership funds, bond issue, second lien bonds, etc. How much in debt is the district?)
b. Construction Cost
c. Floor Plans
d. Brochure: Develop a brochure to be distributed to the patrons of the district explaining and justifying the need for a new building project in your district.
e. Class Presentation: Prepare a PowerPoint Presentation of your project to be presented to the class.
f. TK-20 Entry: Your project is to be entered into TK-20. An “I” incomplete will be given for the course until the “Mock Building Project” is submitted in TK-20.

Integration of Technology:
The use of multi-media will be employed in the delivery of instruction. Students will be encouraged to utilize multi-media techniques in class presentations. Class members will be linked via web based technology for continual communication with the professor and class colleagues.

Evaluation Policy:
The EDS program is performance-based. The student will be required to demonstrate proficiency in each competency outlined in the ISLLC, ELCC, and NETS-A standards. Deviation from established requirements could impact the student’s performance on assessments for licensure.

1. Selected artifacts will become a part of the student’s program portfolio.
2. Rubrics will be used to assess quality of assignments.
3. Grading Scale:
   A Accomplished = Clear, convincing, consistent and credible evidence
   B Proficient = Clear, specific evidence
   C Developing = Limited evidence
   D Rudimentary = Little or no evidence
   F No evidence

N. Attendance Policy: Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each
class unless prevented by circumstances beyond your control. The attendance policy for this course is in regulation with the university attendance policy as stated in the current Henderson State University catalog.

O. **Student Handbook Policy:** Henderson State University complies with federal and state legislation that protects students’ rights. A listing of all applicable federal and state statutes can be found in the *Graduate Catalog*. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through [www.hsu.edu](http://www.hsu.edu).

P. **Academic Honesty:** Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. **Bibliography:**


5. [http://arkansasfacilities.arkansas.gov](http://arkansasfacilities.arkansas.gov)


9. [www.edfacilities.org/greenschools](http://www.edfacilities.org/greenschools)

10. [www.edfacilities.org/safeschools](http://www.edfacilities.org/safeschools)