

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course No: EA-785: School Plant Planning and Operation

New: Spring 1996

Revised: Spring 1999

Revised: Fall 2000

Revised: Fall 2005



THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

This course provides school district administrators the fundamental concepts of planning, designing and constructing new educational facilities and/or the rehabilitation, remodeling or modernization of existing facilities. Additionally, the course includes operation and maintenance programs. (3)

II. Prerequisite(s):

Admission to a Specialist in Educational Administration degree program.

III. Purposes or Objectives of the Course:

The student will demonstrate knowledge, understanding, and the ability to:

- A. Understand and apply skills related to plant management.
- B. Understand staffing patterns, student grouping and organizational structures relative to planning facilities which will be supportive of teaching and learning.
- C. Understand the importance as well as the development of long-range programs for plant planning.
- D. Utilize technology in data collection, data analysis and assessment strategies relative to plant planning.
- E. Develop procedures and processes for writing educational plant specifications.
- F. Assess the role of the architect and general contractor as well as the selection

process for architect and contractor.

- G. Interpret federal, state, and local health regulations and guidelines including ADA.
- H. Analyze special education program requirements and other special needs.
- I. Develop sound economical and efficient maintenance and operation programs.

IV. Expectations of Students:

- A. Active participation in class discussions, panels, special reports, etc.
- B. Satisfactory completion of projects dealing with issues and/or problems identified through class discussions.
- C. A term report dealing with one of the various phases of the planning and construction process will be assigned to each student. Each report will be presented to the entire class.
- D. Satisfactory examination performance.
- E. Participation in planned visitations to works in progress and exemplary educational facilities within the service area.

V. Course Content or Outline:

Class Hours

- | | | |
|----|-------------------------------------------------------------------------|----|
| A. | Theory and Principles of Facility Planning | 9 |
| | 1. The evolution of educational facilities | |
| | 2. Educational psychology and facilities | |
| | 3. Educational technology, promising concepts, and innovative practices | |
| B. | Procedures and Criteria for Long-Range Planning | 12 |
| | 1. School surveys | |
| | 2. The school building survey | |
| | 3. The prerequisites of architectural planning | |
| | 4. Leeway for change | |
| | 5. Adequacy, efficiency, and economy | |
| | 6. Planning for energy conservation | |
| C. | Planning an Educational Facility | 12 |

1. A practical plan
2. Safety, health, and comfort
3. Acoustical and visual environments
4. Planning elementary and middle schools
5. Planning secondary school buildings
6. Post-planning procedures and construction costs

- D. Modernization, Maintaining, and Operating an Existing Facility 12
1. Modernization of educational facilities
 2. Maintenance and operation

Total Hours 45

VI. Textbook(s):

Tanner, C. K., & Lackney, J. A. (2006). *Educational facilities planning: Leadership, Architecture, and Management*. Boston: Pearson/Allyn & Bacon.

VII. Basis for Student Evaluations and Performance Outcomes:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

- A. Oral Discussion/Reports
- B. Examinations
- C. Written Papers (8.2)
- *D. Planning a building program (8.2, 12.1, 12.2, 12.3) - K3.6; P1.4; P3.6; P4.7
- *E. Budgeting (8.3, 12.1, 12.2, 12.3) – K3.5; P3.10; P4.14
- *F. Designing (8.4, 12.1, 12.2, 12.3) – P.320
- *G. Scheduling a building program (12.1, 12.2, 12.3)
- *H. Facility Evaluation (12.1, 12.2, 12.3)
- *I. Interviewing architects(12.1, 12.2, 12.3)

*Items identified with an asterisk will be continued during the student’s internship.
Approximately 100 hours will be required to complete the activities D through I.

Grading Policy:
 100%--90% A

89%--80%	B
79%-70%	C
Below 70%	F

VIII. Knowledge Base References:

An introduction to municipal lease financing: Answers to frequently asked questions. (2000, July). Washington, D.C.: The Association for Governmental Leasing and Finance.

DeArmond, M., Taggart, S., & Hill, P. (2002, May). *The future of school facilities: Getting ahead of the curve.* Seattle, WA: Center on Reinventing Public Education.

Innovation Partnership. (2000). *Portland public school long range facilities plan.* Portland, OR: Portland Public Schools.

Missouri School Boards Association. (2004, Spring). Bond and levy legal issues: What you need to know to succeed. *Critical Issues*, Columbia, MO: Author.

Missouri Department of Elementary and Secondary Education. (n.d.). *Missouri public schools safe facilities guide.* Columbia, MO: Instructional Materials Laboratory-University of Missouri.

National Clearinghouse for Educational Facilities. (n.d.). *Safe school facilities checklist.* Retrieved November 1, 2005, from <http://www.edfacilities.org/checklist/>

Twenty-first Century School Fund. (2002). *For generations to come: A leadership guide to renewing school buildings.* Retrieved November 1, 2005 from http://www.edfacilities.org/pubs/for_generations_to_come.pdf

IX: Academic Dishonesty:

Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action but is also relevant to the evaluation of the student's level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty (Southeast Missouri State University-Code of Student Conduct). Refer to:

<http://www6.semo.edu/jedaffairs/code.html>

X. Disabilities Act:

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor's office. To request academic accommodations (for example, a note taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirements. Refer to:
<http://www.semo.edu/cs/services/disability.htm>

DEPARTMENTAL APPROVAL DATE: 9/22/05

COLLEGE COUNCIL APPROVAL DATE: 10/20/05