

# COURSE SYLLABUS

## SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course Title: EA-785: School Plant Planning and Operation

New: Spring 1996

Revised: Spring 1999

Revised: Fall 2000

Revised: Fall 2005

Revised: Fall 2010



### 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 the Ed.S. program or instructor's permission

#### III. Purposes or Objectives of the Course:

Upon completion of the course, the candidate will be able 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:**

- A. Theory and Principles of Facility Planning
  - 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
  - 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
  - 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
  - 1. Modernization of educational facilities
  - 2. Maintenance and operation

**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
- D. Planning a building program
- E. Budgeting
- F. Designing
- G. Scheduling a building program
- H. Facility Evaluation
- I. Interviewing architects

**VIII. Grading Scale**

The weight of the evaluation criteria will vary according to each instructor and will be communicated at the beginning of the course.

**IX. Academic Policy Statement:**

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:

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

**X. Student with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

**XI. Harassment and Civility**

The University strives to offer learning experiences and opportunities designed to help candidates think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the candidates and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every candidate at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

**XII. Dispositions**

**Professional Dispositions for Educational Leadership**

**The Dispositions, as assessed within** Educational Leadership are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement **Disposition** Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed **dispositions** are listed under the applicable Conceptual Framework Term.

**Competent:**

- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others
- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices
- Responds to program guidelines positively

- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality
- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

**Reflective:**

- Makes decisions that enhance learning and instruction
- Is willing to take risks to improve candidate achievement (learning)
- Is creative and resourceful and independently implements plans
- Demonstrates the ability to distinguish between relevant and irrelevant information
- Poses probing questions and identifies problems regarding educational issues
- Demonstrates appropriate analysis, synthesis and evaluation of data and information
- Solicits input and feedback from others
- Properly channels constructive criticism to the improvement of programs and learning

**Caring:**

- Believes that all candidates can learn
- Sees education as a key to opportunity and social mobility
- Maintains a high rate of attendance
- A self-starter who identifies needs and attends to them immediately
- Displays good judgment regarding the maintenance of good relationships
- Is diplomatic and sensitive to others' feelings and opinions
- Appears to be deeply committed to a career in administration
- Displays enthusiasm for the profession

**XIII. Alignment of Standards to Course Objectives**

**Alignment of Standards**

Objective	Conceptual Framework Unit Standard Met	ELLC/ ISLLC Standard Met	MOSTEP Standard Met	Assessment Assuring that the Objective has been met
A. Apply leadership theories and models for administrative roles and school improvement.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1,	Standard 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Analyze Strategic Planning Documents

	6.2, 6.3			
B. Construct and maintain leader-follower relationships to improve schools.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Analysis of Strategic Planning Documents
C. Use leadership in change processes for systems, organizations and individuals.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standards 1, 2, 3,5	1.3.1, 1.3.2, 1.3.3, 1.3.5	*Class participation *Analysis of Strategic Planning Documents
D. Identify influence/authority distinctions as applied to the larger political, social, cultural and economic issues.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Analysis of Strategic Planning Documents
E. Analyze interrelationships between the roles of philosopher, leader, and manager and followers	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation *Analysis of Strategic Planning Documents
F. Critique professional ethical leadership relating to shared vision and strategic plan.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standards 1,2,3,5	1.3.1, 1.3.2, 1.3.3, 1.3.5	*Class participation *Analysis of Strategic Planning Documents
G. Examine professional code of ethics and values.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1,2,3,4,5,6	1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6	*Class participation
H. Use appropriate communication strategies.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3	Standards 1,2,3, 5		*Class participation *Analysis of Strategic Planning Documents
I. Connect leadership and a shared vision.	1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3	Standards 1, 2, 3, 4, 5, 6		*Class participation *Analysis of Strategic Planning Documents

#### XIV. Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant **dispositions** and School Leaders Licensure Assessment (SLLA) and the School

Superintendent Assessment (SSA) results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of **competent, reflective, and caring** as the foundation of its **conceptual framework**. As the lists of expected achievement indicators, competencies, and **dispositions** issued by government and professional groups become more extensive, only a **competent** professional who assiduously **reflects** on his/her teaching, while maintaining a **caring** attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of **competencies, reflective learning, and caring** supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be **competent, reflective and caring** in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a **competent, reflective and caring** professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate **technology** throughout their individual subject area fields, to promote understanding and appreciation for **diversity**, and to support the development of **literacy** skills needed in an increasingly complex society. This **Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy**, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and **assess** proficiencies according to standards evidenced in college, state and national standards.

## **XV. 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](http://www.edfacilities.org/pubs/for_generations_to_come.pdf)

DEPARTMENTAL APPROVAL DATE: \_\_\_\_\_

COLLEGE COUNCIL APPROVAL DATE: \_\_\_\_\_