EDAD 651. 30029 SCHOOL DISTRICT ORGANIZATION LEADERSHIP: FACILITIES
COURSE SYLLABUS: May Mini 2016

Instructor: Jackie Ray Thompson, Ed.D. (Known as Ray)
Office Location: Young North 106
Office Hours: Online - Daily
Office Phone: 903-886-6086
Cell Phone: 903-841-1135
University Email Address: ray.thompson@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Vaughn, Vance & Renaud, Wayne. (2014). "The Superintendent and District Facilities," in Texas public school organization and administration: 2014. (14ed). Vornberg, J.A. & Hickey, Wesley. (editors), Ch. 18, Kendall/Hunt.

American Psychological Association. (2010). Publication manual of the American psychological association (6th ed.). Washington, D.C.: American Psychological Association.

Other suggested readings and available websites will be provided during the course.

Course Description:

The goal of this course is for students to develop the knowledge and skills necessary to plan for educational facility needs, financing those requirements and managing the facilities to provide for the educational programs as needed. The course is designed as a survey course to introduce as many aspects of planning, design, building, managing and financing of facilities as possible. This course addresses the following Texas leadership standards, domains, and competencies.

Superintendent Leadership Standards

Superintendent Standard I
Learner-entered Values and Ethics of Leadership:

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II
Learner-Centered Leadership and School District Culture:
A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard IV
Learner-Centered Policy and Governance:
A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard VI
Learner-Centered Organizational Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.

Superintendent Standard VIII
Learner-Centered Instructional Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Domain I — Leadership of the Educational Community
> **Competency 001:** The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

> **Competency 002:** The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

> **Competency 003:** The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and   mobilize community resources to ensure educational success for all students.

> **Competency 004:** The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and   effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Student Learning Outcomes:

The student will be able to:

1. Identify, understand and apply the steps and products developed in strategic, tactical and operational planning for education.
2. Identify, understand, and be able to discuss the steps in planning, designing, constructing, utilizing, and evaluating an educational facility.
3. Identify the elements of input for an educational facilities survey, including demographic enrollment projections, and how the data are used to generate conclusions and recommendations.
4. Identify the factors which are significant in selecting future school sites in a developing community area.
5. Advise the school board on the selection process and the basic services which an architect will be rendering when services are contracted.
6. Identify the roles of the personnel involved in planning and implementing a building project.
7. Identify the assumptions of the educational program which is housed in a particular school facility.
8. Recommend changes in a specified educational facility to better fit the assumptions of the educational program housed.
9. Develop a set of educational specifications for a facility to house and support a selected educational program.
10. Identify important elements which should be considered in critiquing an educational plant/facility.
11. Identify important considerations with respect to planning the selection and layout of the site for a proposed facility.
12. Identify important environmental considerations when planning the educational facility. Be able to detail some of the principles which should be incorporated in a facility in relation to major environmental areas: spatial, sonic, visual and thermal.
13. Develop a plan to sell the merits of a proposed facility to the other members of the faculty and to the community at large who will vote on a bond election.

14. Understand the principles of life-cycle cost analysis in making decisions as to materials and features to be included in a proposed facility.
15. Identify major methods of funding school facility construction giving major advantages and disadvantages of each.
16. Identify the sources of revenues for construction available to boards in Texas and procedures required to utilize these sources.
17. Develop a practical and effective plan of maintenance and operations for a selected educational facility to make effective use of available resources.
18. Develop programs and understand principles of the green movement that can be utilized in a school and/or district.
19. Identify the sources of assistance available for an individual or school district in planning and managing for their educational needs.

COURSE REQUIREMENTS

Instructional Overview:

The student will access and follow all course instructions found in the weekly/unit content area of the eCollege course. The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbook and other assigned readings, projects and class interaction. This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you by each Monday and close on the following Sunday. Evaluation will be based upon successful completion of each of the performance expectations. Each expectation has been assigned points toward the total upon which the final course grade will be assigned.

Assignments:

Each weekly/unit lesson will include readings and activity
segments. Assignments related to these activities will reflect your understanding
of the topic. These assignments will be due each week and submitted through the
eCollege drop box or as directed each week.

Learning Outcomes - Numbers 3, 7, 8, 10,11, 12, 14, 15
Assessments – 6 @ 5 Points each   30 Points

Projects/Issue Paper:

This course will include projects to demonstrate mastery and application of learning. All projects are designed to be real world experiences to assist you as a school leader/practitioner. Projects vary in nature and students are encouraged to be creative in their development. Each project will have its own set of parameters for completion. Project assignments may have a longer window for completion to allow for interaction and individual feedback from the instructor.

Learning Outcomes – Numbers 1 ,4, 9, 16
Assessment for Project - 1@ 10 -points each   10 Points

Discussion Board/Journaling:

Each weekly/unit lesson will be made up of several learning activities that may include small & large group discussion, reflection activities, individual learning activities and written papers. In order for this class to beneficial, each student is expected to participate in online discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be conscious of the class schedule and prepared to share with classmates in conversation and activities. Students will be required to make entries of reflections in the eCollege journal.

Learning Outcomes- Numbers 2, 5, 13
Discussions -   5 @ 4 points each   20 Points

The discussion topics are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). Important Note: Posts to the discussion board should be on 3 weekdays of each module. The instructor will monitor discussions daily.

Learning Outcomes- Numbers 6, 17, 18, 19
Journal Entries 5 @ 2 Points each   10 Points

Journal entries are an opportunity for the student to reflect on learning; express ideas and thoughts; and make comments about contemporary topics etc. Entries may be short in nature but should be thoughtful and scholarly.

Exams
Complete the exams online by accessing the eCollege exam tool. The exams will be timed and grades made available to you following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding

exam issues will be made by the instructor on an individual basis based on the documentation.

Learning Outcomes – 1 through 19

Exams will be open book/open resource assessments. You should prepare for the test using study guides as provided. Exams are intended to address all the Learning Outcomes of the course at the application level.

Assessments – 2 @ 15 points   30 Points

       TOTAL COURSE POINTS POSSIBLE: 100 Points

Grading:

FINAL GRADE:

A = 90 or more Points
B = 80-89 Points
C = 70-79 Points
D = 60-69 Points
F = 59 or less Points

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required, including: 1) access to a computer with high speed Internet access, 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a brower test, login in to eCollege, click on the "myCourses" tab and then select the "Browser Test" link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or

your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-ommerce.edu/login.aspx. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course Organization
This course is organized by weekly units based upon resource issues regarding public schools. The course is organized for a seven week sub-term session. Some projects occur across multiple weeks. Unit opening and closing dates are posted in eCollege. All assignments due the assigned timeframe must be submitted by the posted due date.

What to Do First
Download syllabus, then open and read the Introduction module. Post autobiographical information in the Student Lounge in eCollege as directed.

How to Proceed with Class Activities Each Week
1. Access and follow all course instructions found in the unit content area of the eCollege course (left navigation bar).

2. Read the assigned readings, links, and other resources provided in the syllabus and in the eCollege units. Links to documents are provided in the course units.

3. Respond to posted discussion board questions using the eCollege discussion tool. Links to the discussion boards are found under each unit content of the course on the left navigation bar of eCollege.

4. Complete and submit assignments electronically using the eCollege drop box tool/tab located in the toolbar at the top of the eCollege course window. Required assignment instructions, due dates, and submission information will be provided by the instructor via eCollege units.

5. Complete the course assignments according to the instructions provided in this syllabus and the eCollege unit content.

eCollege Technical Concerns
Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
E-mail is the best method to contact me. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail several times each day. Please post questions appropriate for the entire class to my eCollege Virtual Office; otherwise you may email me directly. Please reserve the use of cell phone calls for emergencies. Please do not text me. If you would like to meet, please email me for an appointment. I will be happy to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Examination Policy
Exams are open book and resource. Questions will require analysis and synthesis requiring the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy
Assignment due dates are posted in the assignment section of eCollege along with instructions for each assignment. All projects should be submitted in the eCollege dropbox and saved as a .doc or .docx file unless specified otherwise.

Late Work
Late work will not be accepted.

Incompletes
An incomplete will not be available for this course.

Graduate Online Course Attendance Policy
A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. Expectations for attendance on-line will be posted with each assignment. Learning will be segmented into weeks or units. Materials and assignments will be available to students and then close on established dates. It is important to stay on schedule with the class agenda.

University Specific Procedures:

Academic Honesty Policy
Please see the TAMU-C Graduate Catalog at
http://catalog.tamuc.acalog.com/index.php?catoid=9 and the Publication Manual of the
American Psychological Association for the discussion of academic honesty. Academic
honesty is especially important when it comes to citing/quoting sources in research
papers and assignments.   Students are responsible for reading this material and
becoming familiar with the conventions for acknowledging sources of information
"Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or
stealing of ideas or works of another and passing them off as one's own), cheating on
exams or other course assignments, collusion (the unauthorized collaboration with
others in preparing course assignments) and abuse (destruction, defacing, or removal)
of resource material. (Texas A&M University-Commerce, Graduate Catalog, 2009-
2010)

Drop a Course
"A student may drop a course by logging into their myLEO account and clicking on the
hyperlink labeled 'Drop a class' from among the choices found under the myLEO
section
of the Web page." Drops should be completed according to University procedure to
avoid
the posting of a failing grade.

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that
provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a
learning environment that provides for reasonable accommodation of their disabilities. If
you have a disability requiring an accommodation, please contact::

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and
acceptable behavior conducive to a positive learning environment. (See Code of
Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

The course is divided into 4 weekly units that will open and close on specified dates. Successful completion will require participation and submission of assignments each week. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the Doc sharing tab. Please check it regularly for updates. NOTE: this syllabus is subject to change. Any changes in the course outline and due dates will also be posted under the announcements.