



EDAD 651-01W
School District Instructional Leadership: Facilities
Course Syllabus- Fall 2024
August 26 – December 6, 2024

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

Instructor Information

Instructor: Jon Hill, Ed.D.

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Preferred Form of Communication: Please use the University email address for all communication – jon.hill@tamuc.edu

Communication Response Time: Email will typically be answered within 24 hours.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE INFORMATION

Materials - Textbooks, Readings, and Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.) American Psychological Association.

Texas Examinations of Educator Standards (TExES) Program

195 Superintendent Prep Manual

Additional readings and resources as assigned.

Course Description

This is an integrated School District Instructional Leadership course to develop candidates who have 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, designing, building,] managing and financing of facilities as possible. The course will include onsite visits to school districts to tour facilities and apply course skills and knowledge to the facility maintenance and construction process. In addition, the course will include information from superintendents, architects, and construction experts.

Prerequisite: Principal certification and admission into the superintendent certification program or doctoral status.

This course addresses the following Texas leadership standards, domains, and competencies.

Superintendent Leadership Standards

This course, EDAD 651, will focus specifically on the following Superintendent Standards: Standard I, Standard II, Standard IV, Standard VI and Standard VIII. However, the other standards may be referenced in discussions and articles/documents.

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 III

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

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 V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Superintendent Standard VI

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

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

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.

Students in EDAD 651 will demonstrate and apply the Domains and Competencies below as part of the course learning. The complete list of the Domains and Competencies for TExES Superintendent (195) can be found at the following link <http://www.tx.nesinc.com/content/docs/195PrepManual.pdf>

Domain I - Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner 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 demonstrate the following:

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/ Methods/ Activities Assessments

This is a virtual course which uses a web-based learning management system. The course relies heavily on written responses, class participation, and discussion. It is problem-based and inquiry-oriented course. Learning in this course will take place because of discussions and presentations, online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises via online venues.

The information presented in the **Lesson** portion of each module is key to the learning, class discussions, and assignments. Information from the module assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read! and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case studies, and independent research.

Assignments/Journaling

Student Learning Outcomes: 1-16

Assessment Method: Assignments will take several forms including independent research and writings.

Discussions

Student Learning Outcomes: 1-16

Assessment Method: Class participation grades will be determined by the professor. Each on-line forum will be graded using the Discussion Forum Rubric.

Each student is expected to participate using D2L, complete all reading and written assignments on time, and actively engage by closely connecting class topics and discussions from the textbook and other readings. Each student is expected to participate online at least two **weekdays** each week by responding to prompts and responding to the answers of others. Each student is expected to participate in endeavors with the goal of contributing meaningfully and implementing higher-order thinking skills. You cannot receive participation points if you are not contributing to the class discussion. To earn participation points, you must discuss and apply knowledge of the readings.

You should read, analyze, and respond to the issues of the week/questions and comments from the other members of the class. In short, you are required to actively participate online. You must do more than complete assignments. You must demonstrate your regular reading of others' responses. In other words, I am looking for evidence that you are an active participant in the learning experience. This can be done by relating real world experiences to the discussions or summaries, building on other's comments with alternative solutions, and pointing out problems or adding another dimension to the discussion. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. more than a single sentence).

The discussion forums are related to the 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 and timeliness of your contributions.

Learning Projects/Demonstrations

Student Learning Outcomes: 1-16

Assessment Method: Various projects and learning demonstrations will be assigned during the course. The projects and learning assessment will be graded using a rubric found in the course documents in D2L.

Exams/Quizzes

Student Learning Outcomes: 1-16

Assessment Method: The examination may be comprised of essay questions, situational problems, T/F and M/C questions. When essay questions are used in the exam/quiz, a rubric will be provided in the course documents in D2L.

In addition, a practice exam for the TExES 195 Superintendent exam will be included in the course grade.

CLASS ENVIRONMENT

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Grading

Grades will be determined on a total point basis as follows:

| | |
|---|---------------------------------|
| Assignments | 25 Points each (7) = 175 points |
| Discussion Topics, Journal Entries, and Class Participation | 50 Points (1) |
| Issue Paper Presentation | 20 Points (1) |
| Issue Paper | 30 Points (1) |
| Exams/Quizzes | 50 Points each (2) = 100 points |
| Total Points | 375 |

*This list may be adjusted during the course.

Final Grade will be calculated as follows:

| | | | |
|--------------|---|----------------------|--------------|
| 90 and above | A | ≥ 337 points | Excellent |
| 80-89 | B | 300 - 336 points | Good |
| 70-79 | C | 262 - 299 points | Poor |
| 60-70 | D | 225 - 261 points | Unacceptable |
| Below 60 | F | 221 and below points | Unacceptable |

Please note: While students may receive numerical grade for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to the student and guide the instructor in assessing the student's work. The final grade awarded for the course, however, will be at the sole discretion of the instructor. **No late work will be accepted**

This syllabus represents a relationship between the two of s regarding the evaluative measures and the content included in EDAD 651. The instructor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

Attendance: Zoom meetings will be optional unless otherwise noted/announced.

Course Calendar

Assignments and online discussion threads will be assigned each week through the D2L learning platform. In addition, students will be expected to respond to the "Hot Topics" board. Successful completion will require participation and submission of assignments in each module. We will spend approximately one week in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document in D2L. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

In addition, we will be referencing the Texas Examinations of Educator Standards (TExES) Program Preparation Manual for the Superintendent (195) exam.

Interaction with Instructor:

You may also reach me via my cell phone (281-793-7906). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message, and I will return your call.

TECHNOLOGY REQUIREMENT

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

<https://documentation.brightspace.com/EN/brightspace/requirements/all/browsersupport.htm>

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-SystemRequirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, official service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found

here: •

<https://community.brightspace.com/support/s/contactsupport>

Student Support

If you have any questions or are having difficulties with the course material, please contact your instructor.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am (CST).

Interaction with Instructor

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will typically respond to your emails at jon.hill@tamuc.edu within a 24 hour time frame. On weekends, it may take up to 48 hours. Grades will be provided for assignments within 10 days of the original submission date.

You may also reach me via my cell phone (281-793-7906) if you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message and I will return your call.

I encourage you to use either leomail or my cell phone if you need assistance.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Course Specific Procedures/Policies

Late work is not accepted. Attendance is required for all assigned class meetings per the course calendar.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>
[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Artificial Intelligence (AI) Use in Course

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Students with Disabilities-- 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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](https://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices>
[ervices](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and

support whenever you need it.



Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1/, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

Course Calendar

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(Dates subject to change at instructor discretion)

| Assignments | | Start & Due Dates | Notes |
|--|--|---|--|
| <ol style="list-style-type: none"> 1. Discussion 1 2. Assignment- Module 1 | Module 1 - Educational Facility Planning | August 26th – September 15th | |
| <ol style="list-style-type: none"> 1. Discussion 2 2. Assignment – Module 2 3. Email the instructor the following for your Facility Issues project in Module 5 <ul style="list-style-type: none"> • Team members' names • The issue you want to research <p>Due September 29th by 11:59 pm.</p> | Modules 2 Planning Components And Module 3 Facility Plans | August 26th – September 29th | |
| <ol style="list-style-type: none"> 1. Discussion 3 2. Assignment – Module 3 | Module 3 – Facility Plans | August 26th – October 13th | |
| <ol style="list-style-type: none"> 1. Assignment – Module 4 2. Mid-Term Exam | Module 4 - Construction | September 15th – October 27th | The mid-term exam will open on October 6 th and you have until October 20 th to complete the mid-term. |
| <ol style="list-style-type: none"> 1. Discussion 5 2. Assignment – Module 5 3. Issue Research Project Assessment | Module 5 – Financing Facilities | September 15th – November 10th | |

| | | | |
|---|---|---|---|
| 4. Issue Research PPT | | | |
| 1. Discussion 6 2. Assignment – Module 6 | Module 6 - Related Topics | October 13th – November 24th | |
| 1. Assignment – Module 7 | Module 7 – Course Summation | October 13th – December 6th | |
| 1. Complete final exam/quiz | Final Exam | December 1st – December 11th | The final exam/quiz will be completed online. Due December 11 th @ 11:59 p.m. |
| | Module 8 – Dyslexia Training | August 26th – December 11th | |

Grades will be determined on a total point basis as follows:

*This list may be adjusted during the course.

Please note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to the student and guide the instructor in assessing the student's work. The final grade awarded for the course, however, will be at the sole discretion of the instructor. **No late work will be accepted.**