



WAYLAND BAPTIST UNIVERSITY
SCHOOL OF EDUCATION
PLAINVIEW CAMPUS

WBU Mission Statement: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

COURSE NUMBER AND TITLE: EDAD 6301, School Plant and Facilities

TERM AND DATES: Fall 2017; August 21 – November 4, 2017

LEAD LEARNER & INSTRUCTOR: Nelson Coulter, Ed. D.

CONTACT INFORMATION:

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Office Hours: Not applicable

CATALOG COURSE DESCRIPTION:

The course is designed to complement the superintendency program by focusing on the issues of school plant and facilities, in relation to planning and maintenance. Theories, principles and best practices related to facilities planning, development, bond issues and the legal impact on the superintendency will be examined.

PREREQUISITES:

A valid Texas teacher certificate, a valid Texas Principal Certificate, and two years of teaching experience are required.

REQUIRED RESOURCE MATERIALS:

Book Title: Avoiding school facility issues: A consultant's guidance to school superintendents.

Author: Stewart, Kent G.

Copyright: 2007

Edition: First

ISBN: 978-1593115920

Publisher: Paperback

Type: Information Age Publishing

Book Title: School maintenance and renovation: Administrator policies, practices, & economics (2nd Ed).

Authors: Earthman, G.I., & Lemasters, L.K.

Copyright: 2013

Edition: Second

ISBN: 978-1885432-53-7

Publisher: DEStech Publications, Inc.

Type: Information Age Publishing

Access to WBU Learning Resources

www.wbu.edu/lrc; John Elliott, email: elliottj@wbu.edu

APPLICABLE STATE PROFICIENCY STANDARDS

The following standards are related to the Superintendent TExES domains:

Learner-Centered Values and Ethics of Leadership

Domain 1 - Competency 001

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Demonstrate the courage to be a champion for children

Learner-Centered Leadership and District Culture

Domain I - Competency 002

- Facilitate the use and allocation of all available resources to support the implementation of the district's vision and goals
- Encourage and model innovative thinking and risk-taking and view problems as learning opportunities

Learner-Centered Human Resources Leadership and Management

Domain II – Competency 006 - 007

- Implement strategies to enhance professional capabilities at the district and campus level to ensure support for a continuum of services and programming

Learner-Centered Policy and Governance

Domain 1 – Competency 004

- Demonstrate and apply appropriate knowledge of legal issues affecting education

Learner-Centered Organizational Leadership and Management

Domain III – Competency 008-010

- Implement appropriate management techniques and group process to define roles, assign functions, delegate effectively, and determine accountability for campus goal attainment
- Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the district
- Apply legal concepts, regulations, and codes for school district operations
- Acquire, allocate, and manage resources according to school district vision and priorities
- Use technology to enhance school management

Learner-Centered Instructional Leadership and Management

Domain II – Competency 006

- Apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services
- Create an environment in which all students can learn

Learner-Centered Communications and Community Relations

Domain 1 – Competency 003

- Implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district
- Use effective consensus-building and conflict-management skills
- Communicate and articulate position on educational issues
- Demonstrate effective and forceful writing, speaking, and active listening skills

COURSE LEARNING EXPECTATIONS

Students will examine maintenance and facilities issues from various viewpoints and develop strategies for resolution. The candidate will analyze various school leadership and management challenges and craft developmental hypotheses.

Students will:

- Examine maintenance and facilities issues from various viewpoints.
- Analyze various school leadership and management challenges and craft strategies for resolution.
- Understand state and federal legal laws that affect public schools as they relate to school facilities.
- Understand the legal requirements related to building, bonding, and indebtedness.
- Understand the nature and scope of facilities planning and management and their significance and relationship to the educational program.
- Understand the need for long-range educational facilities planning and the process involved in a school plant development program.
- Understand the roles and responsibilities of the major participants in educational facilities planning.
- Understand the major considerations and tasks involved in the maintenance and operation of educational facilities.
- Understand best practices in facility planning and management.

ATTENDANCE POLICY:

The university expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Any student in a program for which an outside agency (such as the Veteran's Administration) has stricter requirements, will be subject to those requirements. The registrar's office or the external campus executive director/dean will provide each student affected a list of these regulations. Instructors will determine if an absence can be excused. For the purpose of this online course, the online responses, via required format, will be used as the indicator of class attendance.

When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the registrar or the executive director/dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of "F" in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

PLAGIARISM AND ACADEMIC DISHONESTY:

Plagiarism

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Academic Honesty:

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at 806-291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

COURSE REQUIREMENTS:

Participation: The student will read the textbooks and be ready to discuss the concepts of the chapters online. The class format requires active participation of the student in the synthesis of ideas based on the active participation in the weekly learning space topics.

Student Participation in the class Learning Space (a weekly blog): Students are expected to respond to all learning prompts by midnight of the Sunday following the Monday that designates the beginning of each week of the term.

Grading Criteria:

Grades for courses shall be recorded by the symbols below:

A	90-100	Cr	for Credit
B	80-89	NCR	No Credit
C	70-79	I	Incomplete*
D	60-69	W	for withdrawal
F	59 & below	WP	Withdrawal Passing
WF	Withdrawal Failing	X	No grade given
		IP	In Progress

A grade of "CR" indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the "I" is converted to the grade of "F." An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

COURSE REQUIREMENTS AND MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES (see rubrics below):

Assignment and Assessment	Point value
Text Analysis (weeks 1-10): Students will respond to chapter reading assignments from course texts in the weekly class blog space. (Weeks 1-10 x 2 points per week)	20
Weekly Video Analysis (weeks 1-10): Students will enter reflections in response to nc blog prompts regarding assigned videos. (Weeks 1-10 x 2 points per week)	20
Weekly Policy/Statute Analysis (weeks 1-10): Students will enter responses to nc blog prompts regarding the assigned policy/statute readings. (Weeks 1-10 x 2 points per week)	20

Weekly Learning Prompts (weeks 1-10): Students will contribute in a substantive and informed way to all prompts posted by nc in the weekly class blog space, making their learning and thinking public. (Weeks 1-10 x 2 points per week)	20
Final Exam: The final exam will be a comprehensive assessment of all topics covered in the course. Final exam responses will be submitted in the class blog space for Week 11.	20
Total Points Possible for Course	100

COURSE GRADING CRITERIA:

Text Analyses Rubric for Weeks 1-10

2 Points	1 Point	0 Points
<p>The student demonstrates deep understanding of the texts' content and applicability to leadership in the school setting.</p> <p>Late submission carries a one-point penalty.</p>	<p>The student demonstrates some understanding of the texts' content and applicability to leadership in the school setting.</p> <p>Late submission carries a one-point penalty.</p>	<p>There is little or no evidence that the student read the texts or understands their implications for school leadership.</p> <p>Or, the student fails to respond at all to prompts related to the texts.</p>

Weekly Video Analyses Rubric for Weeks 1-10

2 Points	1 Points	0 Points
<p>The student makes substantive connections between the weekly assigned video and the leadership required in school management, evidenced by deep reflection and thoughtful commentary.</p> <p>Late submission carries a one-point penalty.</p>	<p>The student makes reasonably informed connections between the weekly assigned video and the leadership required in school management.</p> <p>Late submission carries a one-point penalty.</p>	<p>The student fails to make any connections between weekly assigned video and the leadership required in campus management.</p> <p>Or, the student fails to make any entry whatsoever regarding the assigned video.</p>

Policy/Statute Analyses Rubric for Weeks 1-10

2 Points	1 Points	0 Points

<p>The student demonstrates deep understanding of the relevant policy/statute(s) and its applicability to leadership in the school setting.</p> <p>Late submission carries a one-point penalty.</p>	<p>The student demonstrates some understanding of the relevant policy/statute(s) and its applicability to leadership in the school setting.</p> <p>Late submission carries a one-point penalty.</p>	<p>There is little or no evidence that the student read the relevant policy/statute(s) or understands their implications for school leadership.</p> <p>Or, the student fails to respond at all to prompts related to the texts.</p>
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Weekly Learning Prompts Rubric for Weeks 1-10

2 Points	1 Points	0 Points
<p>The student contributes substantively to the discussion prompts, demonstrating informed insight and understanding of the topics discussed.</p> <p>Late submission carries a one-point penalty.</p>	<p>The student contributes adequately to the discussion prompts, demonstrating some insight and understanding of the topics discussed.</p> <p>Late submission carries a one-point penalty.</p>	<p>Little or no contributions by the student.</p> <p>Or, the student fails to make any contribution whatsoever.</p>

Rubric for Final Exam

16-20 Points	12-15 Points	8-11 Points	4-7 Points	0-3 Points
<p>The student demonstrates a broad and deep understanding of school campus leadership constructs, and how he/she might effectively apply those in a school leadership role.</p>	<p>The student demonstrates significant understanding of school campus leadership constructs, and how he/she might effectively apply those in a school leadership role.</p>	<p>The student demonstrates some understanding of school campus leadership constructs, and how he/she might effectively apply those in a school leadership role.</p>	<p>The student demonstrates limited understanding of school campus leadership constructs, and how he/she might effectively apply those in a school leadership role.</p>	<p>Little or no evidence the student understands the school campus leadership constructs studied (or the student fails to take the exam).</p>

TENTATIVE COURSE SCHEDULE and CONTENT OUTLINE (meeting dates, times, and assignments)

(The course calendar shown below is subject to revision by the instructor as the need arises.)

Date & Format	Topics/ Activities
<p>Week 1 August 21, 2017</p>	<p><u>Introductions & Syllabus Review</u></p> <p><u>Text Analysis:</u> Chapter 1 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 1/2/3 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters)</p> <p><u>Policy/Statute Analysis:</u> CCA(LEGAL) - Bond Issues, CDB(LEGAL) – Sale, Lease or Exchange of School-owned Property, CHG(LEGAL) – Purchasing and Acquisition – Real Property and Improvements</p> <p><u>Video Analysis</u></p> <p><u>Weekly Learning Tasks</u></p> <p><u>Connecting the Standards Dots</u></p>
<p>Week 2 August 28, 2017</p>	<p><u>Text Analysis:</u> Chapter 2 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 4/5/6 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters)</p> <p><u>Policy/Statute Analysis:</u> CI(LEGAL) – School Properties Disposal, CK(LEGAL) – Safety Program/Risk Management, CKA(LEGAL) - Inspections</p> <p><u>Video Analysis</u></p> <p><u>Weekly Learning Tasks</u></p> <p><u>Connecting the Standards Dots</u></p>
<p>Week 3 September 4, 2017</p>	<p><u>Text Analysis:</u> Chapter 3 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 7/8/9 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters)</p> <p><u>Policy/Statute Analysis:</u> CKC(LEGAL) – Emergency Plans, CKD(LEGAL) – Emergency Medical Equipment and Procedures, CL(LEGAL) – Buildings, Grounds and Equipment Management</p> <p><u>Video Analysis</u></p>

	<p><u>Weekly Learning Tasks</u></p> <p><u>Connecting the Standards Dots</u></p>
<p>Week 4</p> <p>September 11, 2017</p>	<p><u>Text Analysis:</u> Chapter 4 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 10/11 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters)</p> <p><u>Policy/Statute Analysis:</u> CLB(LEGAL) – Maintenance, CLC(LEGAL) – Traffic and Parking Controls, CLE(LEGAL) – Flag Displays</p> <p><u>Video Analysis</u></p> <p><u>Weekly Learning Tasks</u></p> <p><u>Connecting the Standards Dots</u></p>
<p>Week 5</p> <p>September 18, 2017</p>	<p><u>Text Analysis:</u> Chapter 5 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 12/13 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters)</p> <p><u>Policy/Statute Analysis:</u> CNA(LEGAL) – Student Transportation, CNB(LEGAL) – District Vehicles, CPC(LEGAL) – Records Management</p> <p><u>Video Analysis</u></p> <p><u>Weekly Learning Tasks</u></p> <p><u>Connecting the Standards Dots</u></p>
<p>Week 6</p> <p>September 25, 2017</p>	<p><u>Text Analysis:</u> Chapter 6 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 14/15 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters)</p> <p><u>Policy/Statute Analysis:</u> CRB(LEGAL) – Liability Insurance, CS(LEGAL) – Facilities Standards, CT(LEGAL) – Facilities Planning</p> <p><u>Video Analysis</u></p> <p><u>Weekly Learning Tasks</u></p> <p><u>Connecting the Standards Dots</u></p>
<p>Week 7</p> <p>October 2, 2017</p>	<p><u>Text Analysis:</u> Chapter 7 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 16/17 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters)</p> <p><u>Policy/Statute Analysis:</u> CV(LEGAL) – Facilities Construction, CVA(LEGAL) – Competitive Bidding</p> <p><u>Video Analysis</u></p> <p><u>Weekly Learning Tasks</u></p>

	<u>Connecting the Standards Dots</u>
Week 8 October 9, 2017	<u>Text Analysis:</u> Chapter 8 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 18/19 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters) <u>Policy/Statute Analysis:</u> CVB(LEGAL) – Competitive Sealed Proposals, CVC(LEGAL) – Construction Manager-Agent <u>Video Analysis</u> <u>Weekly Learning Tasks</u> <u>Connecting the Standards Dots</u>
Week 9 October 16, 2017	<u>Text Analysis:</u> Chapter 9 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 20/21 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters) <u>Policy/Statute Analysis:</u> CVD(LEGAL) – Construction Manager-At-Risk, CVE(LEGAL) – Design Build <u>Video Analysis</u> <u>Weekly Learning Tasks</u> <u>Connecting the Standards Dots</u>
Week 10 October 23, 2017	<u>Text Analysis:</u> Chapter 10 of <i>Avoiding School Facility Issues</i> (Stewart), and Chapters 22/23 of <i>School Maintenance and Renovation</i> (Earthman & Lemasters) <u>Policy/Statute Analysis:</u> CVF(LEGAL) – Job Order Contracts, CX(LEGAL) – Renting or Leasing Facilities from Others <u>Video Analysis</u> <u>Weekly Learning Tasks</u> <u>Connecting the Standards Dots</u>
Week 11 October 30, 2017	<u>Weekly Learning Tasks</u> <u>Final Exam</u>

Final Exam

No later than midnight, November 4, 2017 (Saturday), post responses to Items A and B below into the blog Learning Space for Week 11. This is your final exam.

A) Identify and provide rationale for the 15 most powerful learnings you gleaned from participating in EDAD 6301, School Plant and Facilities this term.

1. ?
2. ?
3. ?
4. ?
5. ?
6. ?
7. ?
8. ?
9. ?
10. ?
11. ?
12. ?
13. ?
14. ?
15. ?

B) Identify and provide rationale for three concepts/topics related to school facilities and maintenance that you feel least prepared to face.

1. ?
2. ?
3. ?