

# EDLD-6464

## Educational Change and Design of Facilities



Spring 2019

## Syllabus

### Basic Information

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This course is a Web Course and is conducted within Canvas  
<http://utpb.instructure.com>

**NOTE:** The due dates and times for the activities will adhere to the Central Time Zone.

### Course Description

#### Course Catalog Description:

The purpose of this course is to provide an opportunity for the superintendent candidate to explore the application of leadership to school district facilities, safety, and the physical environment in which learning occurs.

Organization and time management is critical to the success of any administrator, but especially for the superintendent. As you begin this course, read the entire syllabus and all of the modules. Review all materials and begin to plan the semester.

#### Measurable Learning Outcomes:

#### Competencies and Enabling Objectives:

While this course utilizes all State Board for Educator Certification (SBEC) Competencies, it primarily focuses on Domain III, Administrative Leadership, and the following domains, competencies and supporting standards:

#### Domain III – Administrative Leadership

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.

Supporting Standards:

The superintendent knows how to:

- Apply procedures for planning, funding, renovating, and/or constructing school facilities.
- Implement strategies that enable the district’s physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- Develop and implement procedures for crisis planning and for responding to crises.
- Apply procedures for ensuring the effective operation and maintenance of district facilities. Implement appropriate, effective procedures in relation to district transportation services, food services, health services, and other services.
- Apply pertinent legal concepts, regulations, and codes.

Competency 10 – The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

The superintendent knows how to:

- Implement appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
- Implement processes for gathering, analyzing, and using data for informed decision making.
- Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- Use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus.
- Encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.

- Apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

The course also will deal with the following Education Leadership Constituent Council (ELCC) standards:

Standard 3.0 – Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development.

Operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the district's accountability to the community

## **Materials**

### **Required Materials:**

Nair, Prakash. (2014). *Blueprint for tomorrow: Redesigning schools for student-centered learning*. Harvard Education Press, ISBN 978-1-61250-704-0.

U.S. Department of Education, National Center for Education Statistics, National Forum on Education Statistics. *Planning Guide for Maintaining School Facilities*, NCES 2003-347, prepared by T. Szuba, R. Young, and the School Facilities Maintenance Task Force. Washington, DC: 2003. You may obtain a free electronic copy of this manual by going to <http://nces.ed.gov/pubsearch/pubsinfo..asp?pubid=2003347> .

## **Conceptual Framwork: UTPB - School of Education**

## **Vision**

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

## **Mission**

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

## **Learning Outcomes for Teacher Candidates and Other School-Based Professionals:**

*The faculty expects that candidates will:*

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

## **Candidate Proficiencies:**

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit

*Knowledge (K):* Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

*Skills (S):* Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education

*Dispositions (D):* Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP):

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.

3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
  - a) to strive for social justice, equality, and equity for all learners
  - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
  - c) to empower all learners as citizens in a global society

## Important Academic Dates

UTPB [Academic Calendar](#)

## Course Overview

The course is divided into 7 Modules.

Modules cover:

- 1 to 3 textbook chapters and lectures for each Module,
- Online discussion topics,
- Four assignments throughout the course,
- One article critique, and
- One final project at the completion of the course.

You should read the textbook section first, and then review the online lecture. The lectures will add to the knowledge base and cover material not present in the text. After you have completed reviewing the lecture, you should then log into “Discussion Board” and post answers to the discussion question posted by the instructor. You must also read other students’ posts and respond to two other students’ responses. Discussion posts must be made by the date on the schedule to receive full credit. You should also complete any assignments for that Module.

### **Module Assignments (4) 100 points each**

The Professor will assign suggested and required readings for each module that will cover elaborations of course objectives, textbook material and links to related information on the Web. After you have completed the suggested and required readings, you should then log into “Assignment Tool” and complete the required assignments for each module.

### **Article Critique (1) 40 points each**

Students will locate and critique an article germane to a facilities planning topic. Articles must be obtained from peer-reviewed, referred journals and/or resources. After you

have completed reviewing the article, you should then log into “Assignment Tool” and complete the required assignment. Please make sure you follow the rubric provided in order to receive full credit.

**Module Discussions (7) 20 points each**

Students should log into “Discussions Tool” to review these module discussion questions and post responses. Students will post their response, as well as replying to the posts of other students. Discussion posts must be made by the due date to receive full credit.

**Final Project (1) 420 points**

The *School Facilities Project* requires candidates to provide an in-depth analysis of a school district’s maintenance needs and accomplishments. Candidates will choose a district in which to complete this activity and will work with the school administrators and staff in order to address general facilities maintenance, planning for facilities maintenance, facility audits, environmental safety, maintenance of facilities and grounds, management of staff and contractors, and the evaluation of maintenance programs.

**Internship**

Each superintendent certification course has field experiences built into the assignments. Please have your superintendent complete the [Immediate Supervisors Acceptance Form](#) (you will need [Adobe Reader](#)) and either email or fax to UTPB.

The University of Texas of the Permian Basin  
Attention: Dr. Jessica Garrett  
Fax: 432-552-2125

One copy of this form is required to be on file for the program. There is no need to duplicate this form unless you change districts or get a new superintendent.

**Grading:**

There is a grade sheet listing all assignments for the course which you can access through the electronic Student Gradebook. Be sure to keep a copy of each of your assignments, discussions, final project, and article critique.

Grade	Range
A	930 - 1000
B	840 - 929
C	750 - 839

Grades will be assessed on the quality of the following:

Overall Presentation

Writing

- Clarity of content
- Word usage
- Thought
- Grammar

Evidence of problem solving skills

*\*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

### **Communication, Grading & Feedback:**

This is a web-based course. Make every attempt to check your e-mail and the announcements section at least weekly.

The professor will respond to all email inquiries within 48 hours. Be sure to use the email tab on the course homepage. The professor will check the discussion board at least twice a week. In addition to posting any important information on the announcements page, the professor will also email the information to the students.

**Feedback on Assignments: Assignments will be graded within two weeks of submission, individual feedback and/or general feedback will be provided**

### **Time Management:**

It is important to develop a Time Management Plan to be successful.

## **Policies**

### **Discussion Board**

Discussion Board is primarily for discussing course related topics and issues. Discussion Board will primarily be used for discussing course content, related topics and issues. There will be seven discussion topics for the semester. Each discussion topic is worth 20 points.

In addition to the course content related topics in discussion tool there will be few general topics: Getting to Know Each Other, Technical problems/issues, General Questions related to the course content, etc. The posts under these topics will not be graded.



For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings, research, or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

## Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list

- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

## **Make-Up/Late Submission Policy**

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. There will be a 10% deduction for each day of late submission of the assignment.

## **Academic Dishonesty/Plagiarism/Cheating**

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

## **Attendance and Class Participation**

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise. Your full participation ON A WEEKLY BASIS is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

## Tracking

The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

## Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

## Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

## Accommodation for Students with Disabilities

**Students with Disabilities:** The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored.

**ADA Officer for Students:** Mr. Paul Leverington  
**Address:** Mesa Building 4243

**Voice Telephone:** 432-552-3702

**Email:** [Leverington\\_P@utpb.edu](mailto:Leverington_P@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

## **Computer Skills, Technical & Software Requirements**

The student should be sufficiently comfortable in an online environment to handle basic web navigation and to upload and download assignments.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

### **Computer Technical Requirements**

See [Technical Requirements](#).

### **Online Student Authentication**

The University of Texas of the Permian Basin (UTPB) maintains policies and procedures to ensure that each student who registers for a distance or correspondence course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to authenticate student identity by employing at least two methods of verification. To access online courses students must login to the Canvas learning management system to establish their identity by using their unique personal identifying username login and a secure password. UTPB's Distance Education Policy allows faculty multiple options (Proctored Examinations, Field/Clinical Experiences, Synchronous/asynchronous video activities, other technologies and practices that are effective in verifying student identification) for satisfying the second method of validating student identity. This course satisfies the second method of student verification by requiring a clear the following (non-graded but mandatory):

- 1) A clear image of yourself:
  - a. In color
  - b. Well lit, and no shadows on your face or your ID that can obscure your image
  - c. Must be taken on the day you submit the photo to reflect your current appearance
  - d. Taken in full-face view directly facing the camera
  - e. With a neutral facial expression and both eyes open

- 2) Then a picture of your ID (can be a UTPB ID or government issued ID) with only your name and picture showing (Picture ID card in which the **ID number has been covered (tape over any numbers)**).

I just need to see you, then the image of you on the card with your name. **Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.**

## **Preparation for Emergencies**

### **Computer Crash**

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

### **Complete Loss of Contact**

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

### **Lost/Corrupt/Missing Files**

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

## **End-of-Course Evaluation & Instructor Evaluation**

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through your my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-2630
Advising	<a href="#">UTPB E-Advisor</a> (432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Outlook 365, my.utpb.edu	<a href="#">Information Resources Division</a> (IRD)
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Dean of Students</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">SmarterThinking Online Tutoring</a> (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

## Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

## Schedule

### EDLD 6464 Summer 2<sup>nd</sup> Eight Weeks 2018 Course Calendar

Week and Module	Activities
MODULE 1 <b><i>Educational Design in School Buildings and First Impressions</i></b> October 21-27	Textbook Reading – Introduction, Chapter 1 and 2 Assignment 1 – Evaluation of Welcome Discussion Board Prompt 1
MODULE 2 <b><i>A Focus on Learning</i></b> October 28-November 3	Textbook Reading – Chapters 3 and 4 Assignment 2 - Article Critique Discussion Board Prompt 2
MODULE 3 <b><i>Collaboration</i></b> November 4 - 10	Textbook Reading – Chapter 5 Assignment 3 – Interview with Facilities Director Discussion Board Prompt 3
MODULE 4 <b><i>Libraries</i></b> November 11 - 17	Textbook Reading – Chapter 6 and Appendix A and B Assignment 3 - Inspection Discussion Board Prompt 4
MODULE 5 <b><i>Outdoor Learning</i></b> November 18 - 24	Textbook Reading– Chapter 7 Start working on Final Project Discussion Board Prompt 5
MODULE 6 <b><i>Community Cafes</i></b> November 25 – December 1	Textbook Reading – Chapter 8 Assignment 4 – Design/Draw your Perfect Café Discussion Board Prompt 6
MODULE 7 <b><i>Where to Begin</i></b> December 2 - 8	Textbook Reading – Conclusion and U.S. Department of Education, National Center for Education Statistics, National Forum on Education Statistics. <i>Planning Guide for Maintaining School Facilities</i>

<b>Week and Module</b>	<b>Activities</b>
	Work on your Final Project Discussion Board Prompt 7
December 13, 2019	<b>Final Project Due</b>

Sample Syllabus