

Syllabus for
GADM 840—School Facility Planning
3 Credit Hours
Fall Module
October 2-5, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An in-depth review of all aspects of school physical plant operations including planning, constructing, utilizing, and maintaining school facilities. Emphasizes the preparation of administrators to plan and manage a complete school facilities program.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to provide the student with a broad array of information on school facilities through practical experiences related to the planning, financing, constructing, utilizing, renovating, and maintaining of educational facilities. The course will include presentations by practitioners with expertise in relevant areas as well as site visits to selected educational facilities.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

This course meets the competency-based standards for advanced programs in educational leadership as established by the National Policy Board for Educational Administration for both school-building leadership and school-district leadership.

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in a portfolio format as prescribed by the College of Education. Artifacts produced in this course will address candidate competency in relation to the specific Educational Leadership Constituent Council (ELCC) standards specified for this course. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

Upon satisfactory completion of this course, the student will be able to do the following:

- A. Discuss the theory and principles of school facility planning.
- B. Describe the relationship of school facility planning to educational practices.
- C. Develop and implement a plan for the effective and efficient utilization and maintenance of educational facilities.

- D. Discuss understanding the financing of educational facilities including an awareness of the cost of construction and renovation.
- E. Discuss the process and procedures applicable to long-range planning with particular emphasis on the use of school surveys.
- F. Discuss future educational trends and technological developments that may affect educational facilities.
- G. Develop and implement a plan to analyze and address facility issues related to the safety and health of students, staff, and visitors.
- H. Develop and implement a plan to address facility operations including energy management and conservation.
- I. Demonstrate proficiency with each of the required superintendent certification competencies addressed by this course.
- J. Demonstrate proficiency with the competencies addressed by this course.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks

Castaldi, B. (1994). *Educational facilities: Planning, modernization, and management* (4th ed. or latest rev.). Boston: Allyn and Bacon, ISBN 9780205152018.
 - 2. Other

None
- B. Optional Materials
 - 1. Textbooks

Other readings assigned by the instructor in the preassignment for the course.
 - 2. Other

None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. College and/or Department Policies and Procedures
1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
 2. Assessment Requirements
Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
 3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
 4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's

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C. Course Policies and Procedures

1. Evaluation Procedures

a. Grading:

(1) **Preassignment:**

- (a) 4- to 6-page book summary 10%
- (b) 4- to 6-page plan for development 10%
- (c) 2 article critiques 10%

(2) **Class:**

- (a) Attendance/Participation 10%
- (b) Synopses 5%
- (c) Interim examination 5%
- (d) Final examination 15%

(3) **Postassignment:**

- 10- to 15-page development plan for facility 25%
- Field experience/course internship 10%

b. Grading scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%

c. Content evaluation measurements of the preassignment (10%) and postassignment (30%):

- (1) Unacceptable (0-2 pts)
Does not meet the intent of the assignment, minimal quality
- (2) Acceptable (3 pts.)
Attempts to meet the intent of the assignment, low quality
- (3) Competent (4 pts.)
Meets the intent of the assignment, average quality
- (4) Exemplary (5 pts.)
Meets the intent of the assignment, high quality

d. Additional information regarding evaluation procedures:

- (1) Each student is expected to attend class and actively participate in class discussion.
- (2) The preinstitute assignment will be turned in to the instructor on the first day of class.
- (3) Postmodular—Each student will complete a research report appropriate to his or her situation, dealing with some aspect of the course. The written report, ranging in length from 10- to 15-double-spaced pages, postmarked no later than the date given during class.

- (4) Each student will critique two journal articles dealing with some aspect of the course. Written critiques, no longer than 2-double-spaced pages, will be turned in to the instructor and may be shared with the class. Papers are to be typewritten, double-spaced, should refer (APA style) to readings, when appropriate, and should present student's position on selected topics.
 - (5) Each student will prepare a written synopsis consisting of an analysis of and reaction to a practitioner presentation and/or facility site visit. This written summary, no longer than 1- or 2-double-spaced pages, is meant to permit the student to reflect more fully on the information presented in each session.
 - (6) A final examination will be required.
 - (7) Field experience/course internship:
 - (a) Complete the field experience/course internship by arranging for a minimum of 5 hours of mentored activities dealing with various issues in education.
 - (b) Prepare a written summary (1-2 pages) documenting and describing the internship experience, including personal reflective assessment and log of mentored time activities.
- e. All work must be completed as scheduled. Grades will be reduced on any assignment or examination submitted late.
- f. Attendance and participation in class is critical. Absences, tardies, or lack of participation will result in a reduction of grade.
- g. Incompletes—As stated in the university catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the College of Education office. Very few incompletes will be granted.
- h. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
2. Whole Person Assessment Requirements
The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
3. Other Policies and/or Procedures
 - a. The student is responsible for:
 - (1) Completing all reading assignments.
 - (2) Attending all regular class meetings and examination periods.
 - (3) Completing all special assignments and submitting them on due dates.
 - (4) Making positive contributions during class discussions.
 - b. Preassignment:
 - (1) The student should complete the following assignments and have them ready to turn in on **October 2, 2013**.
 - (2) Read the required text, and write a 4-to 6-page summary of the book.
 - (3) Prepare a 4-to 6-page facility plan for development.
 - (4) Read two related articles, and do a 1- to 2-page mini-paper on each.

- c. Postassignment:
Students will receive details of the postassignment project during class.
- (1) The due date for the postassignment will be announced in class. Projects must be emailed to ddavidson@oru.edu.
 - (2) If the project is postmarked one day late, there is a 10% grade penalty.
 - (3) If the project is postmarked two days late, there is a 20% grade penalty.
 - (4) If the project is postmarked three days late, the student will **FAIL THE COURSE.**
 - (5) **Be sure you send your postassignment registered, certified, or with a tracking record. If your paper is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your postassignment along with a copy of a receipt showing the date mailed or shipped.**

VI. COURSE CALENDAR

Session	Day/Topic	Assignment
1	Wednesday Course Overview Theory & Principles of Planning School Surveys Planning Procedures	 Chs. 1-2 Chs. 3-4 Chs. 5-6
2	Thursday Facility Planning & Post-Planning Change and Adequacy Energy Conservation Health & Safety Issues Interim Exam	 Chs. 6-16 Chs. 7-8 Ch. 9 Chs. 10-11
3	Friday Planning K-12 Facilities Planning Postsecondary Facilities Planning Preschool Facilities Site Visitation	 Chs. 12-13 Ch. 14 Ch. 15
4	Saturday Modernization/Renovation Maintenance & Operation Standards & Requirements Site Visitation Specific or Special Issues Final Examination, Final Activities	 Ch. 17 Ch. 18 ABC's of Building School

Course Inventory for ORU's Student Learning Outcomes
GADM 840—School Facility Planning
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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior		X		

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 3, 4, 6, 7, 8, 10, 12, and 15.