SYLLABUS TABLE OF CONTENTS

COURSE INFORMATION ........................................................................................................ 2
INSTRUCTOR INFORMATION ................................................................................................. 2
STUDENT LEARNING OUTCOMES .......................................................................................... 2
REQUIRED TEXTS AND MATERIALS ..................................................................................... 4
GRADING SYSTEM .................................................................................................................. 4
METHODS OF INSTRUCTION ............................................................................................... 5
COMMUNICATION .................................................................................................................. 5
CANDIDATE PARTICIPATION ................................................................................................. 6
ATTENDANCE ........................................................................................................................ 7
LIBRARY RESOURCES .......................................................................................................... 7
ASSIGNMENT SUBMISSION .................................................................................................. 7
POLICIES RELATED TO THIS COURSE .................................................................................. 7
ASSIGNMENT OBJECTIVES & DUE DATES .......................................................................... 9
COURSE INFORMATION

COURSE NUMBER
EDG 6346

COURSE TITLE
School Plant Planning and Maintenance

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http:///blackboard.angelo.edu
The course begins on March 18th and ends on May 8th 2019.

COURSE DESCRIPTION
A study of the issues facing the school administrator and the School Board in determining school building needs, planning for facilities, responsibilities of architects and contractors, equipping and furnishing school buildings, and maintaining and redesigning existing buildings. Other relevant topics include asbestos, bond issues and ethics.
Prerequisites: Principal certificate and permission of the professor.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Kinsey Hansen, Ed.D.
Email: kinsey.hansen@angelo.edu

INSTRUCTOR TEAM
Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES

• Differentiate between facilities management in the following areas: school site, structural and mechanical features, plant maintainability, building safety and security, educational adequacy, environment for education.
• Complete a building facilities assessment within an organization determining areas that are sufficient and insufficient.
• Justify facilities assessment supporting building features that exceed criteria and features that are inadequate.
• Evaluate the current state of a selected inadequate building within an organization.
• Compare and contrast the advantages and disadvantages of building new facilities or renovating current facilities.
• Determine the most effective option for addressing outdated facilities: renovate or build new.
• Justify the determination of renovating or building a new facility.
• Construct a proposal for a school board (P-12), board of trustees (higher education), CEO (private company), etc. justifying the need to renovate or build a new facility.
• Evaluate the administrator’s role in addressing facilities management.
• Assess practices utilized for analyzing EPA and safety audits.
• Compare and contrast research about facilities management with application in the professional setting.
• Question and reframe the most important aspects of facilities planning, maintenance, and management.
• Construct a paper synthesizing the findings from your interview.
• Evaluate the safety and security requirements for educational institutions dissecting three specific audit requirements.
• Explain three different audit requirements.
• Through discussion with your peers, engage in dialog that will broaden your perspectives relating to managing safety and security requirements/compliance.
• Examine strategic planning and identify the key elements that comprise strategic planning.
• Evaluate the role of strategic planning in facilities management.
• Analyze the key elements of strategic planning and how those elements align and impact facilities management.
• Construct a facilities strategic plan for an organization. Research resources available to support administrators in facilities management.
• Analyze the role facilities management plays in educational organizations.
• Evaluate concepts, terminology, and elements of facilities management.
• Identify the most important areas, terms, concepts of facilities management.
• Apply facilities specific objectives to educational administration.
• Construct a culminating artifact that captures the importance, relevance, and application of facilities management to the profession.
• Analyze the role facilities management plays in educational organizations.
• Identify one specific application of facilities management to highlight the relevance, application, and/or importance.
• Apply facilities specific objectives to the educational administration.
• Construct a culminating artifact that captures the importance, relevance, and application of facilities management to the profession.
• Conduct a self-reflection evaluating what you have learned about facilities management.
• Compare and contrast the Facilities Management Highlights artifacts of peers.
Through discussion with your peers, engage in dialog that will broaden your perspectives related to facilities management.

**Professional Standards:** This course aligns with Professional Standards for Educational Leaders – National Policy Board for Educational Administrations (NPBEA).

**Standard 1: Mission, Vision, and Core Values:** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

**Standard 6: Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

**Standard 9: Operations and Management**
Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

**Standard 10: School Improvement**
Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

**REQUIRED TEXTS AND MATERIALS**

**REQUIRED TEXTS**

**RECOMMENDED READINGS**
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

**TECHNOLOGY REQUIREMENTS**
A complete list of technology requirements for online education at Angelo State University is available at [https://www.angelo.edu/online-education/technology_requirements.php](https://www.angelo.edu/online-education/technology_requirements.php).
Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

**GRADING SYSTEM**
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.
The following grading scale is in use for this course:

- **A** = 90.00-100%
- **B** = 80.00-89%
- **C** = 70.00-79%
- **F** = below 70%

**METHODS OF INSTRUCTION**

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate’s writing skills, presentation skills, collaboration, analysis, and practical application/experience.
- Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

**COMMUNICATION**

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

**CANDIDATE COMMUNICATIONS:** Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

**WRITTEN SUBMISSIONS:** It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

**USE GOOD “NETIQUETTE”**:  
- Check the discussion frequently and respond appropriately and on subject.
Focus on one subject per message and use pertinent subject titles.
Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
Cite all quotes, references, and sources.
When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
It is extremely rude to forward someone else's messages without their permission.
It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION

Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.

Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.

If you have questions, it is important to ask immediately since many of the tasks build on one another.
ATTENDANCE
Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

Faculty are required to confirm attendance of candidates in a course at the beginning of each term to the ASU Registrar Office as part of complying with regulations regarding the administration of federal financial aid. In accordance with ASU processes and federal regulations, academic attendance in a course is considered active engagement which includes but is not limited to submitting an academic assignment or participating in an online discussion in the course about academic matters. Logging into an online course without active participation does not meet academic attendance requirements. The last date of course attendance for reporting to the Registrar will be the last date of active engagement in the course.

LIBRARY RESOURCES
Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at www.angelo.edu/services/library. Information on library resources is available in the Orientation tab of each course. This course also includes a special research librarian for the course, and candidates can contact them directly through a specific course discussion board. All candidates can also use the Ask A Librarian research support feature.

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS
All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy. Module Eight does not allow for late submissions.

POLICIES RELATED TO THIS COURSE
All candidates are required to follow the policies and procedures presented in the following documents:
- Angelo State University Student Handbook
ACADEMIC INTEGRITY
Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate’s original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

STUDENTS WITH DISABILITIES
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
(325) 942-2047
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php.

BASIC NEEDS
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs center (multicultural@angelo.edu; 325-942-2729).

The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that they may possess.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.
## ASSIGNMENT OBJECTIVES & DUE DATES

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>LEARNING ACTIVITY &amp; POINTS</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td><strong>PREMODULE</strong></td>
<td></td>
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<tr>
<td>By the end of the course, the candidate will:</td>
<td>Plagiarism Module</td>
<td>Thursday March 21st</td>
</tr>
<tr>
<td>Review and confirm understanding of plagiarism and academic integrity</td>
<td>Academic Integrity Statement of Understanding 0 points</td>
<td></td>
</tr>
<tr>
<td>Begin academic portfolio for documentation of course artifacts and reflection on program competencies.</td>
<td>Academic Portfolio Creation 0 points</td>
<td>Thursday March 21st</td>
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<tr>
<td><strong>MODULE 1</strong></td>
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<tr>
<td>Differentiate between facilities management in the following areas: school site, structural and mechanical features, plant maintainability, building safety and security, educational adequacy, environment for education.</td>
<td>Introductions - FlipGrid 5 points</td>
<td>Intro. Video: Wednesday March 20th</td>
</tr>
<tr>
<td>Complete a building facilities assessment within an organization determining areas that are sufficient and insufficient.</td>
<td>Facility Assessment 5 points</td>
<td>Responses Sunday March 24th</td>
</tr>
<tr>
<td>Justify facilities assessment supporting building features that exceed criteria and features that are inadequate.</td>
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<td>Sunday March 24th</td>
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</table>

**Module 2**

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**PREMODULE**

- Review and confirm understanding of plagiarism and academic integrity
- Begin academic portfolio for documentation of course artifacts and reflection on program competencies.

**MODULE 1**

- Differentiate between facilities management in the following areas: school site, structural and mechanical features, plant maintainability, building safety and security, educational adequacy, environment for education.
- Complete a building facilities assessment within an organization determining areas that are sufficient and insufficient.
- Justify facilities assessment supporting building features that exceed criteria and features that are inadequate.
<table>
<thead>
<tr>
<th>EVALUATE THE CURRENT STATE OF A SELECTED INADEQUATE BUILDING WITHIN AN ORGANIZATION.</th>
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<tbody>
<tr>
<td>Compare and contrast the advantages and disadvantages of building new facilities or renovating current facilities. Determine the most effective option for addressing outdated facilities: renovate or build new.</td>
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<tr>
<td>Justify the determination of renovating or building a new facility.</td>
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<tr>
<td>Construct a proposal for a school board (P-12), board of trustees (higher education), CEO (private company), etc. justifying the need to renovate or build a new facility.</td>
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<tr>
<td>MODULE 3</td>
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<tr>
<td>Evaluate the administrator’s role in addressing facilities management. Assess practices utilized for analyzing EPA and safety audits.</td>
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<tr>
<td>Compare and contrast research about facilities management with application in the professional setting.</td>
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<tr>
<td>Question and reframe the most important aspects of facilities planning, maintenance, and management</td>
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<tr>
<td>Construct a paper synthesizing the findings from your interview.</td>
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<tr>
<td>MODULE 4</td>
</tr>
<tr>
<td>Evaluate the safety and security requirements for educational</td>
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<tr>
<td>Safety/Security Audit Discussion Board</td>
</tr>
<tr>
<td>Original Post Due Wednesday April 10th</td>
</tr>
<tr>
<td>Institutions dissecting three specific audit requirements. Explain three different audit requirements Through discussion with your peers, engage in dialog that will broaden your perspectives relating to managing safety and security requirements/compliance.</td>
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<tr>
<td><strong>Module 5</strong> Examine strategic planning and identify the key elements that comprise strategic planning. Evaluate the role of strategic planning in facilities management. Analyze the key elements of strategic planning and how those elements align and impact facilities management. Construct a facilities strategic plan for an organization.</td>
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<tr>
<td><strong>MODULE 6:</strong> Research resources available to support administrators in facilities management Analyze the role facilities managements plays in educational organizations. Evaluate concepts, terminology, and elements of facilities management. Identify the most important areas, terms, concepts of facilities management. Apply facilities specific objectives to educational administration.</td>
</tr>
</tbody>
</table>
Construct a culminating artifact that captures the importance, relevance, and application of facilities management to the profession.

### MODULE 7

Analyze the role facilities management plays in educational organizations. Identify one specific application of facilities management to highlight the relevance, application, and/or importance.

Apply facilities specific objectives to the educational administration.

Construct a culminating artifact that captures the importance, relevance, and application of facilities management to the profession.

<table>
<thead>
<tr>
<th>Culminating Project</th>
<th>Sunday May 5th</th>
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<tr>
<td>15 points</td>
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</table>

### Module 8

Conduct a self-reflection evaluating what you have learned about facilities management.

Compare and contrast the Facilities Management Highlights artifacts of peers.

Through discussion with your peers, engage in dialog that will broaden your perspectives related to facilities management.

<table>
<thead>
<tr>
<th>Self-Reflection Analysis Discussion</th>
<th>Original Post Due Monday May 6th</th>
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<td>5 points</td>
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<table>
<thead>
<tr>
<th>Academic Portfolio Submission and Reflection</th>
<th>Responses Due Wednesday May 8th</th>
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<tr>
<td>0 points</td>
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<table>
<thead>
<tr>
<th>Course Evaluation</th>
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<tbody>
<tr>
<td>0 points</td>
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*Version Date: Approved for Spring 2019 Courses*