

EDUC 612 Facility Planning and Usage

Term: Fall 2019

Time: 8am -12 noon

Location:

Contact Information

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Adjunct Faculty

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Preferred Method of Contact: email

Course Description

EDUC 612 Facility Planning

The role of educational facilities in the teaching and learning process is the central theme for this course. The design and use of present and future facility planning and usage within the mission of the school organization is explored. The course examines the efficiency of facilities, operations, housekeeping, and maintenance programs. The business management and budgetary requirements are considered. The planning process, policies, and financing for school construction are discussed. (3 Credit Hours)

Prerequisite Studies

None.

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

The course is designed to enable students to understand the role of educational facility planning in the teaching and learning process; and gain the ability to analyze, develop, and implement educational facility plans.

Upon successful completion of this course students should be able to:

1. Strategically plan for future school district or organization facility needs including technology, capacity issues, and legislative requirements;
2. Evaluate the practices for the safe, efficient, and effective operation of the physical plant, equipment, and auxiliary services (e.g., food services, student transportation); and
3. Utilize technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization including school safety.

Instructional Design

Students will explore Facility Planning through course readings, lectures and presentations, group discussions, independent research, and small group projects. The Moodle platform will be used for weekly posts about course readings and assignments. Each week the instructor will pose a question for the week based on reading assignments for the week. Students will respond using the Moodle Platform.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Earthman, G. (2013). *Planning Educational Facilities (Fourth Edition)*. Rowman and Littlefield Education. ISBN13: 9781475801873

Resources

American Psychological Association (APA). (2009). *Publication Manual of the American Psychological Association* (Sixth Edition). ISBN-13: 978-1433805615

Bass, Bernard. 2008. *The Bass Handbook of Leadership: Theory, Research & Managerial Application*. 4th edition. Free Press Publishing ISBN: 9780743215527

California Department of Education (CDE). *Power Point Master Planning*. <http://www.cde.ca.gov/ls/fa/sf/masterplanppt.asp>.

Indiana Department of Local Government Finance. <http://www.in.gov/dlgf/>

Montgomery County Public Schools. *Long-Range Educational Facilities Planning*. <http://www.montgomeryschoolsmd.org/departments/policy/pdf/faara.pdf>

National Clearing House for Educational Facilities (NCEF). <http://ncef.org>.

North Shore Country Day School. *The Third Teacher*. <https://www.nscds.org/podium/default.aspx?t=52562&a=197556&play=1>.

Northouse, Peter G. 2010. *Leadership: Theory and Practice*. 5th edition. Sage Publishing ISBN: 9781412974882

United State Census Bureau. *School Enrollment*. <http://www.census.gov/hhes/school/index.html>.

United States Department of Justice – Civil Rights Division. <http://www.ada.gov>.

United States Department of Environmental Protection Agency. <http://www.epa.gov>.

United States Department of Labor – Occupational Safety and Health Administration (OSHA). <http://www.osha.gov>.

Course Assignments and Assessments

Assignments and assessments are calculated toward the final course grade as follows.

Assignments and Assessments	Grade Value
Participation and Attendance, Two Essays	40 points
Weekly Posts Units 1- 8	120 points
TOTAL	160 points

Participation and Attendance

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Participation and Attendance

Regular class attendance is expected. Attendance for online courses will be based upon weekly/unit participation. A substantive response (post) to each discussion question and one substantive response to one other class participants response each week are required for participation and attendance credit.

- Initial postings should be *concise* and evidence interaction with course content as appropriate to the topic or question—long rambling posts are discouraged. Therefore, please follow the *Simpson 4x4 Rule for Online Discussions* in creating messages as much as possible: each message should be no more than 4 paragraphs long with no more than 4

sentences per paragraph. Messages should not span multiple consecutive posts to defeat the *4x4 Rule*.

- Responses to others' postings should also follow the *4x4 Rule*, show respect for alternate view points, and include course content as appropriate. Do not simply post statements of personal opinion or a simple sentence of agreement or disagreement with a message posted. Instead, tell specifically why you agree or disagree with a post and support your statement with an example from the course content when appropriate.

Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required and a penalty may be deducted from the final grade for absence.

Assignments

A few units will have an additional assignment (written response/reaction essay) based on a video or current article related to this field of study. All written assignments will be due by Sunday midnight at the end of that unit or course week (unit) example- beginning on Monday, the 1st, assignment would be due on Sunday, the 7th. All written assignments must be in “third person, past tense”. Evaluation will be based on attendance, oral and written critiques and research, presentations, discussions, assigned topics, and researched issues related to the course content.

Assignments for each unit: Unit 1 thru Unit 8:

As you work through each of the units and course objectives, you will do assigned readings, participate in online discussions, and complete occasional assignments as prescribed by your professor. You will virtually visit sites of new school designs and construction models.

UNIT #:

1. Objectives — To explore the reasons for advance planning of educational facilities, planning models, the taxonomy of planning processes, and planning responsibility. To make a substantive response to the discussion question and a substantive response to one other student regarding the discussion question.

Read — Earthman - Chapters 1, 2, and 3 and review Appendices A and C

Discussion — Why do you think the development of a comprehensive educational facility plan is important? Discuss your key facility planning considerations.

View — Power Point Master Planning @

<http://www.cde.ca.gov/ls/fa/sf/masterplanppt.asp>. California Department of Education (CDE).

2. Objectives — To examine the segments of long-range planning. To assess requisite long-term planning needs and to develop a long-term plan to satisfy the requirements. To develop vision, mission, and philosophy statements, goals, needs assessment, purpose statements and timeline projections. To identify and document census data for student population projections. To make a substantive response to the discussion question and a substantive response to one other student regarding the discussion question.

Read — Earthman - Chapters 4, 5, 6, and 7

Discussion — Discuss the considerations requisite to long-term planning.

View — United State Census Bureau. *School Enrollment*.

<http://www.census.gov/hhes/school/index.html>.

3. Objectives —To research and utilize the processes of facility site selection and acquisition. To identify sources for funding capital project. To compare valid funding options; and to develop a financial plan for the capital project. To make a substantive response to the discussion question and a substantive response to one other student regarding the discussion question.

Read — Earthman – Chapters 8, 9, and 10

Discussion — What criteria would you utilize for an educational facility site selection? What would you describe as the best source of funding for your capital project and why?

View — National Clearing House for Educational Facilities (NCEF). <http://ncef.org>.

4. Objectives — To examine Federal Regulations affecting the planning of Educational Facilities, to appraise the costs associated with compliance of Federal Regulations, and to compare educator and architect responsibilities. To make a substantive response to the discussion question and a substantive response to one other student regarding the discussion question.

Read — Earthman – Chapter 11

Discussion — What are the Federal Regulations (name at least three) which affect the educational facility planning process and explain how these regulations affect the process?

View — United States Department of Justice – Civil Rights Division.

<http://www.ada.gov>.

View — United States Department of Environmental Protection Agency.

<http://www.epa.gov>.

View — United States Department of Labor – Occupational Safety and Health Administration (OSHA). <http://www.osha.gov>.

5. Objective — To survey educational facility architect request proposals, contract agreements, and bidding documents. To develop a proposal letter, an owner/architect agreement, and owner/contractor agreement. To make a substantive response to the discussion question and a substantive response to one other student regarding the discussion question.

Read — Earthman – Chapters 12, 13, and 14, and appendices D, E, and F.

Discussion — What are the critical elements of a request for proposal, owner/architect, and owner/contract agreements and why?

6. Objectives — To examine alternative contracting plans, elements of managing the construction phase of a capital project, and processes for orientation and evaluation. To develop an outline of an orientation and evaluation plan. To make a substantive response to the discussion question and a substantive response to one other student regarding the discussion question.

Read — Earthman – Chapters 15, 16, and 17

Discussion — What are the pros and cons of utilizing construction management services?

View — Video * “The Third Teacher” @ <https://www.nscds.org/podium/default.aspx?t=52562&a=197556&play=1>. North Shore Country Day School.

Essay- Do you believe this video represents the best use of educational facilities today? Why or why not?

7. Objectives — To examine the planning processes for technology, critical issues in facility planning, GREEN schools, and Problem-Based learning. To develop an outline for a technology plan for an educational facility. To make a substantive response to the discussion question and a substantive response to one other student regarding the discussion question.

Read — Earthman 18, 19, 20, & 21

Discussion — What considerations should be included in the development of a technology plan for an educational facility?

View — Montgomery County Public Schools. *Long-Range Educational Facilities Planning*. <http://www.montgomeryschoolsmd.org/departments/policy/pdf/faara.pdf>

Essay- What are the pros and cons of this School District Facilities Plan?

8. Objective — To develop a comprehensive Educational Facility Plan (capital project). To submit the final project by the end of next week.

Read — none

Discussion — What was a key learning outcome/s or salient point/s which the course provided for you? How will you utilize these outcome/s or points in the future?

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
156-160	A	4.0	Superior
149-155	A-	3.7	Excellent
143-148	B+	3.3	High Average
136-142	B	3.0	Average
130-135	B-	2.7	Low Average
124-131	C+	2.3	Below Average, Counting as Graduate Credit
117-123	C	2.0	Below Average, Counting as Graduate Credit
0-116	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Objectives and Outcomes Matrix and Assignment Rubrics
Evaluation Rubric: Participation

ATTENDANCE AND PARTICIPATION (40 points)

Be prepared to discuss the textbook reading assignments as indicated in the syllabus as well as contribute to the overall daily class discussions.

Assessment Scales	INEFFECTIVE There is little or no evidence of addressing the Learning Outcomes.	IMPROVEMENT NECESSARY The evidence addresses the Learning Outcome at an acceptable level	EFFECTIVE The evidence addresses the Learning Outcomes at a high level.	HIGHLY EFFECTIVE The evidence addresses the indicator at a consistently high level.
Rating Range:	.25, .50, .75, 1.00	1.25, 1.50, 1.75, 2.00	2.25, 2.50, 2.75, 3.00	3.25, 3.50, 3.75, 4.00
Applicable Program, State and Professional Standards				
Conceptual Framework	Professional Standards and Sub-Sections			
1 Skill	IDOE – Indiana Dept. Education ELCC – Ed. Leadership Constituent Council			
2 Knowledge				
3 Disposition				
4 Cultural Engagement				
CF Standards: 1, 2, 3, 4	IDOE: 2.1, 2.4, 2.5, 3.1, 3.5, 4.4, 5.3, 6.1		ELCC: 1.1, 4.1, 4.2, 4.4, 5.1, 5.4, 5.5, 7.2	
Assignment Criteria			Rating	

The candidate can explain the IDOE and ELCC applicable standards, as well as other professional standards associated with his/her field of study.

Specific Standards: IDOE 2.1, 6.1. ELCC 1.1, 4.1

Identify concepts associated with the culture and environment surrounding work in their field.

Specific Standards: IDOE 2.4, 5.4. ELCC 4.1, 5.1

Demonstrate an understanding of the roles of leadership, diversity, fairness, and ethics in management, communication, and collaboration play in leadership.

Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5

General Assignment Requirements	Rating
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The candidate demonstrated the value of modeling personal and professional behavior.

Specific Standards: IDOE 3.1 ELCC 4.1

The candidate attended all class sessions.

Specific Standards: IDOE 3.1 ELCC 4.1

The candidate took an active part in all class discussions and activities.

Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2

The candidate submitted all assignments as required.

Specific Standards: IDOE 3.1 ELCC 4.1

Average of All Ratings:	Points:	Grade:
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Additional Comments:

DISCUSSION FORUM (120 points)

Evaluation Rubric:

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	Improvement Necessary The evidence addresses the Learning Outcome at an acceptable level.	Effective The evidence addresses the Learning Outcomes at a high level.	Highly Effective The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				

General Assignment Requirements	
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1	
The candidate submitted all discussions as required. Specific Standards: IDOE 3.1. ELCC 4.1	
The candidate's discussions were organized, coherent, and well planned. The student's comments flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6	
The candidate cited professional, scholarly sources in the discussion forum as references. The in-text citations and reference page adhered to standard APA documentation style. The format was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7	
Total Points	Final Rating:

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

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Augenblick, J. & Silverstein, J. (October 2002). Financing Facilities. *American School Board Journal*, 189, 40-44.

- Carey, K. D. (October 2001). Before you dig. *American School Board Journal*, 88.
- Dolan, T. G. (February 2001). Renovate or build new? *School Planning & Management*, 40:2, 45-47.
- Earthman, G. (2009). *Planning Educational Facilities (Third Edition)*. Lanham, MD:Rowman and Littlefield Education.
- Kesselring, J. P. (2000). *Educational facilities guidebook*. Palo Alto, CA: Electric Power Research Institute.
- Kowalski, T. J. (2001). *Planning and managing school facilities*. Greenwood Publishing Group.
- Muir, M. (Summer 2001). A model program in a remodeled building. *Northwest Education*, 6:4, 20-23.
- Paglin, C. (Summer 2001). A school that works. *Northwest Education*, 6:4, 14-18.
- School Planning Organization. (2000). *Making current trends in school design feasible for small schools, walkable schools, urban schools: smart growth, joint use, sustainability, other design issues*. Raleigh, NC: School Planning.
- Task force meeting of assembly task force on: School facilities construction oversight: Testimony from Caren Fanzini and David M. Mortimer on the status and progress of the implementation of the educational facilities construction and financing act.* (March 2001). Trenton, New Jersey.
- Taylor, A. *Programming and design of public school within the context of community*. ERIC access number ED 452685.
- Trechal, E. (2001). *Facility design and management handwork*. New York:

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with

disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.
- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
 - * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
 - * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with

Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values

- The enhancement of each student practitioner’s intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

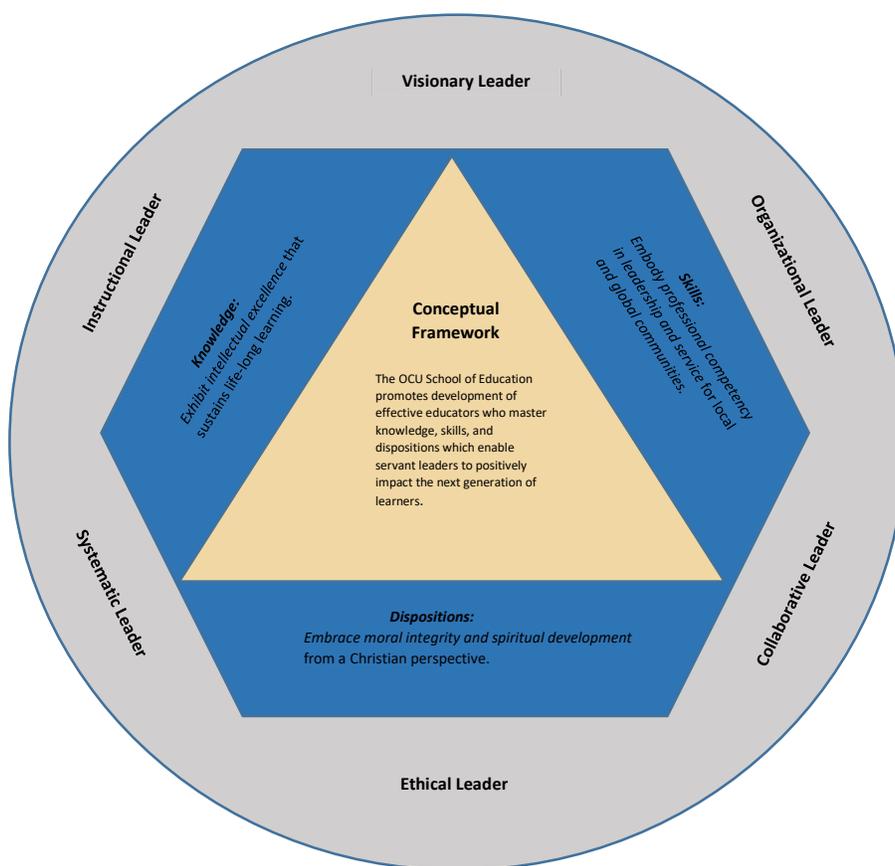
The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one’s specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind’s intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of

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