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EDLD 657.01: Facilities Planning and Other School Business Functions

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The University of Montana
Department of Educational Leadership and Counseling

EDLD 657
FACILITIES PLANNING

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TEXT

[Castaldi, Basil Education Facilities ISBN 0-205-15201-5](#)

COURSE DESCRIPTION:

Utilizing large and small group discussions, individual written assignments, and presentations, this course will examine the roles, responsibilities, and relationships of educational leaders as they relate to facility planning. Students in this course will explore the relationship of facilities to learning, the use of building surveys, evaluations, and analyses to inform the process of determining the educational facility needs of a school or district. Class topics will also include public relations and funding as well as information concerning design, construction, and maintenance of school buildings.

COURSE OBJECTIVES WITH OPI STANDARDS:

As a result of the successful completion of this class, students will be able to:

1. Articulate the relationship of educational facilities to student learning,
2. Utilize educational surveys and building evaluations to assist in the decision making process of facility planning,
3. Create a long rang plan that builds educational and community support for a facilities project, [[OPI 10.58.704; 1b,iii](#)]
4. Describe the relationship between school officials, architects, and contractors,
5. Conduct a site/facility study to assist the facility planning process, and
6. Develop and Present a Facilities Report.

ISLLC STANDARDS

The following ISLLC standards are embedded in this course:

[Standards 1-6](#). Knowledge, dispositions and performance too numerous to be listed here are available in a department document in the form of a matrix.

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2

A school administrator is an education leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Students are required to reference the ISLLC standards contained in this syllabus and any others they have developed in their work in the course, and present those standards in their presentation to their comprehensive exam committee.

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance and participate in all activities and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion. (Refer to [Professional Standards for Student Performance](#)).

Students are required to be current in the assigned reading for the course and to submit required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Written assignments will reflect the individual's original work and follow the American Psychological Association (APA) style. All references to works by other authors must be properly cited. All written assignments must include a title page (see attached example).

ASSIGNMENTS:

In addition to the assigned readings, expectations of class participation and adherence to [the Professional Standards for Student Performance](#), each student will be required to complete the following assignments.

1. Develop a Facilities Report which includes the following.
 - Collecting and Analyzing Data
 - Enrollment Projections (process justification)
 - Educational Specifications
 - Site/Facility Evaluations addressing the elements of:
 - ✓ Site,
 - ✓ Structural and Mechanical Features,
 - ✓ Plant Maintainability,
 - ✓ Building Safety and Security,
 - ✓ Educational Adequacy and
 - ✓ Educational Environment.
 - Analysis of a changing community
 - Other
 - Determine Alternative Solutions to facilities issues (at least 2)
 - Recommendation
 - Justification
 - Funding Sources
2. A presentation to the class (presented as a report to a Board of Trustees) outlining the Facilities Report and recommendation(s).

GRADING:

Grading for this course is explained below:

An “A” is an indication of excellence. Excellent work is complete, original, technically sound, and fully supported with scholarly citations. Excellent research examines the “known” and takes it into the realm of the unknown. It takes known ideas or concepts and develops them or gives them new meaning through novel applications.

A “B” is an indication of good work. It is complete, technically sound, has some scholarly citations and adequately addresses the subject of the assignment. The main missing ingredient is the development of original ideas.

A “C” is an indication of average work. It covers the assignment and little else and lacks adequate scholarly citations.

Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or consist of research that that the writer finds more interesting than the class assignment.

Grades will be determined by the following weighted formula:

Class Participation and Attendance	20%
Facilities Report Written Document	60%
Facilities Report Presentation	20%

IMPORTANT NOTE: Your facilities report is a benchmark assignment and for those seeking a master's degree may be synthesized with other benchmark assignment and become part of a portfolio and presentation that will constitute your comprehensive examination. This product is logically suited to be synthesized with several others such as EdLd 559 Public Relations for Principals or EdLd 556 School Finance. It may also fit other benchmark assignments.

INTERNET WEB SITES TO BE USED AS ADDITIONAL RESOURCES:

Council of Educational Facility Planners

<http://www.cefpi.com/>

National Clearing House for Educational Facilities

<http://www.edfacilities.org/>

The American Institute of Architects

<http://www.aiaonline.com/>

American School and University

<http://www.asumag.com/home/>

School of Education Mission Statement

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Mission Statement

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

**FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY
RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**

It is the belief of the faculty that those entering educational administration should represent the most capable in our profession and that those who do not demonstrate the ability to perform the above list of qualities, should not be educational leaders. These standards have been adopted by the Educational Leadership faculty and are used both for admission to the program and to judge student progress. Failure to demonstrate the aforementioned qualities, on a consistent basis, may result in removal from classes and/or the educational leadership program.