Instructor: Richard Skuza, Ed.D.  
Office: HS 309  
Phone: 214.402.8954  
Other Contact Information:  
Course Time & Location:  
Office Hours: Monday: 10:00 am – 2:00 pm  
Virtual Hours: TBA  
Credits: 3  
Email: richard.skuza@sfasu.edu

You may expect a response to emails and phone calls within 24-48 hours.

The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

Prerequisites: Admission into the Superintendent program

I. Course Description:  
EDLE 6351 is a study of the major aspects of school design, maintenance and construction of safe school facilities as they relate to the quality instruction of students and to the role of the Texas school district superintendent to assure this quality.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
College of Education: CONCEPTUAL FRAMEWORK/VISION/GOALS/VAULES  
The College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels. All standards may be found on the PCOE website. This course connects with the PCOE mission as it is part of the superintendent program that prepares leaders to be responsible leaders who understand and are committed to excellence for a diverse student and community. It also connects with the PCOE values as it encourages the following
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community.

Course Rationale:
Many studies have shown that the quality of the physical environment in which people work will determine the quality of work that they will perform. This is also true for both teachers and students within a school. In addition, it is a public's responsibility to make sure its children are safe and protected from immediate and future physical dangers. The superintendent of a school district holds the ultimate responsibility to assure the safety and well-being of all the children who attend school within his/her school district.

Program Learning Outcomes: Students will demonstrate 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.

Student Learning Outcomes:
Upon completion of this course, the student will be able to:

• Become familiar with planning paradigms that promote a vision and mission that clearly establish goals based on identified student needs by developing a five year facility plan.
• Develop an understanding of the superintendent’s role as a visionary leader who facilitates successful superintendent-school board relations in the planning and maintenance of facilities by developing a custodial maintenance report and an energy audit.

SBEC and ELCC Goals:
1. Become familiar with planning paradigms that promote a vision and mission that clearly establish goals based on identified student needs and is supported by the educational community. (SBEC 2, ELCC 1.1, ELCC 1.2, ELCC 1.3, ELCC 1.4, ELCC 1.5, ELCC 2.1, ELCC 4.1)
2. Demonstrate knowledge of communication skills to collaborate with community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students. (SBEC 3, ELCC 4.1, ELCC 4.2, ELCC 4.3)
3. Demonstrate knowledge to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district’s educational vision. (SBEC 4, ELCC 6.1, ELCC 6.2, ELCC 6.3)
4. Demonstrate facilitation in planning and implementation of strategic plans that enhance teaching and learning: ensure alignment among curriculum resources and assessment; and promote the use of varied assessments to measure student performance. (SBEC 5, ELCC 2.2, ELCC 2.3)
5. Demonstrate knowledge of effective leadership and management principles in relation to district budgeting, personnel, resources utilization, financial management, and technology use. (SBEC 8, ELCC 3.1, ELCC 3.2, ELCC 3.3)
6. Demonstrate leadership and management principles in relation to the district’s physical plant and support systems to ensure a safe and effective learning environment. (SPEC 9, ELCC 3.2)
Texas SBEC Competencies

DOMAIN I – LEADERSHIP OF THE EDUCATIONAL COMMUNITY

Competency 003
The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

Competency 004
The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district’s educational vision.

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.

The superintendent knows how to:

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

Competency 010
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

Course Topics:
The major topics that will be addressed in EDLE 6351 are:

1. Privatization of auxiliary services
2. Planning for educational spaces
3. Safe and secure schools
4. Custodial, Ground Maintenance
5. Facility planning process
6. Funding, building and renovations  
7. Energy usage and savings

This course is one of five courses within the superintendent program.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:  
Assignments:

1. **Energy Audit Assignment**  
   District Energy Audit (Texas Competency 9)  
   Analyze the natural gas and electric bills for a school district for the past three years. The analysis will include a chart that compares consumption on a meter-by-meter basis across the three years. Any rate changes during the three-year period should be discussed with other factors that might have impacted the cost or consumption during the time period studied.

2. **Site Visit**  
   Get permission from a district administrator and visit one building site (elementary, middle school, or high school). As you are touring the building, find out what the district administrator likes and dislikes about this building site. What were your new "ahas?" If it is an older building, what maintenance considerations are there? What would you do if you could remodel and you had limited funds. Justify your reasoning.

3. **Custodial Maintenance Staffing Plan** (Texas Competency 9)  
   Prepare a detailed plan for the maintenance of a campus. Include daily, weekly, and monthly cleaning schedules, special maintenance/cleaning plans, and a staffing plan to support the schedules mentioned above. Include a budget necessary to support the plan.

4. **Outsourcing of a Department**  
   Choose a department within your district to hypothetically outsource such as Food Service, Grounds, Transportation, etc. Research the process of outsourcing (including vendors that provide that service) and develop a plan to implement the transition in your current district including the advantages and disadvantages of the outsourcing process. Please research the RFQ (Request for Quotes) process and include that information in your plan/paper. Write an 8 – 10 page paper outlining our research findings, your implementation plan and your advantages and disadvantages.

5. **Five Year Facility Plan** (Texas Competency 9)  
   Identify the actual needs of a district for facilities, equipment, and other large purchases such as buses. You must identify on school district, either urban or rural/growth or decline, to explore the needs and then make recommendations. This project includes a description of how this information would be gathered and shared with community stakeholders. This paper needs to be uploaded to Livetext. If this assignment is not submitted, it will result in a F for the course.
Course Evaluation
IV. Evaluation and Assessments (Grading):
   It is understood as educational professionals, all graduate students are expected to participate fully in all discussion boards and emails. The five-year facility plan will be 40% of the grade. The Custodial Maintenance staffing plan is 20% of the grade. The Outsourcing of a Department assignment is 20% of the grade. The Energy Audit and site visit are each 10% of the grade.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch recorded welcome video</td>
<td></td>
<td>August 23</td>
</tr>
<tr>
<td><strong>Student Data Form</strong></td>
<td></td>
<td>August 25</td>
</tr>
<tr>
<td>Bid Process</td>
<td>30</td>
<td>September 14</td>
</tr>
<tr>
<td>District Energy Audit</td>
<td>30</td>
<td>September 28</td>
</tr>
<tr>
<td>Site Visit</td>
<td>30</td>
<td>October 12</td>
</tr>
<tr>
<td>Custodial Maintenance Staffing Plan</td>
<td>60</td>
<td>October 26</td>
</tr>
<tr>
<td>Outsourcing of a Department</td>
<td>60</td>
<td>November 9</td>
</tr>
<tr>
<td>Five Year Facility Plan ***</td>
<td>120</td>
<td>December 7</td>
</tr>
<tr>
<td><strong>must have be uploaded to Livetext</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

Participation is determined by posting on discussion boards as well as entering/reading each module. A student must participate in one email and/or discussion posting during the first week or the student will be dropped from financial aid for that course.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

LiveText Statement:
   This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@jacks.sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@jacks.sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”
Five percent of the grade is given for completion of the course evaluation

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
**Student Code of Conduct: Policy (10.4)**

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program SFA.

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.