The University of Texas at Tyler  
College of Education and Psychology  
Department of Educational Leadership and Policy Studies

**Course Name**       **School Facilities**

Days, Time and Location       100% Online

Instructor Information       Dan Crawford, Ed.D.  
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                             daniel.crawford@tylerisd.org

Office Hours:       By appointment only

**Course Catalog Description**

A course designed for school administrators whose responsibilities include school plant planning and management. Topics include using and maintaining existing school facilities, and the planning, designing and constructing of new school facilities.

As a course, students are expected to communicate with, involve and work collaboratively with executives within their school districts in order to acquire hands-on, practical experience as a superintendent similar to a laboratory environment.

**Student Learning Outcomes**

The student will be able to …

1. Shape district culture by facilitating the development and implementation of a shared vision.
2. Communicate and collaborate with families and community, as well as respond to diverse interests and mobilize community resources.
3. Influence political and cultural context to achieve the district’s educational vision.
4. Exhibit effectiveness in budget, resources, personnel and technology.
5. Apply leadership of the physical plant.
Evaluation and Grading

Grades will be determined (earned) based on a point value system. The system is as follows:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>100 points</td>
</tr>
<tr>
<td>Modules (5 @ 50) (Assignments)</td>
<td>250 points</td>
</tr>
<tr>
<td>Facilities Project or manuscript</td>
<td>100 points</td>
</tr>
<tr>
<td>Quizzes (5 @ 50)</td>
<td>250 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
</tbody>
</table>

A 720 - 800
B - 640 - 719
C 560 - 639

**Interview.** The purpose of the interview assignment is to engage the student in an interview with a superintendent, deputy superintendent, assistant superintendent, a central office executive and/or a business manager to discuss and report on the critical current issues that a superintendent is faced with on a daily basis as he or she practices. There will be a standard set of 10 questions that students must ask in the interview, and then develop a written response including a self-reflection to each of the 10 responses. The student may ask additional questions; however, those responses are not required, but may be shared.

**Modules.** There will be 5 modules to complete in this course. Each module will contain lecture information and/or a reading assignment, followed by an assignment and quiz to be completed in the given timeframe. Each module contains an assignment and a quiz at 50 points each for a total of 100 points in each module. A topical outline for each module follows.

**Topical Outline**

Course opening: The course will open on July 8, 2019 so that students can become familiar with the syllabus and purchase the book/s needed to complete the course. Only the “Getting Started” section will be available for students to browse. Starts July 8 and goes through the entirety of the course.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>I&amp;S tax rate, bond, maintenance and renovations, maintenance and supervision of plant, IFA, NIFA, bond protection, science lab construction, EDA, QZAB, etc.</td>
<td>July 8-12</td>
</tr>
<tr>
<td>Module 2</td>
<td>Maintenance and custodial staff supervision, policies and procedures for fire hydrants, pest management, asbestos procedures, risk management.</td>
<td>July 15-19</td>
</tr>
<tr>
<td>Module 3</td>
<td>Construction issues, bond issues, legal property issues.</td>
<td>July 22-26</td>
</tr>
<tr>
<td>Module 4</td>
<td>Wealth equalization and budgeting for School Facilities.</td>
<td>July 29-Aug 2</td>
</tr>
<tr>
<td>Module 5</td>
<td>General School Facilities overview and preparation for the Superintendent TExES exam…Course Summary.</td>
<td>August 5-9</td>
</tr>
</tbody>
</table>

**The Facilities Project**  Friday, August 9  

**Final Exam**  Wednesday, August 7

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**Facilities Project.** This project reports the observations and opinions of the student-evaluator. Each student will report on facilities from her/his campus/s or from another campus. Students must consider the following:

- School building(s) are in good or bad condition and provide a supportive educational environment.
- School building(s) provide the appropriate spaces for the educational program.
- The building(s) house a reasonable number of students. (P-4) should be 22 : 1 based on HB 72.
- The building(s) are seriously overcrowded.
- The types of facilities are inadequate for the educational programs.
- The school is unsafe, deteriorated and in need of extensive remodeling or repair.
- The site is too small (based on commissioner’s rules).
- The site does not provide space for adequate improvements -- parking, playfield, etc.
The school can accommodate changes in educational programs.

Of the Texas schools that I know, these facilities are better/worst than average.

Write up a proposal to your Board and community with explanations, details, and a financial plan for improvements. This PowerPoint or Video presentation must be submitted audio and video.

**School Facilities Planning Manuscript.** This manuscript/document is necessary for the student to present/share/discuss his or her understanding of the information in this course. Each full explanation (explained below) is valued at 10 points each for a total of 100 points for this assignment. This is not busy work! Research from Bloom’s Taxonomy and Erickson’s Structure of Knowledge supports the notion that when students can synthesize and evaluate new knowledge across disciplines and in new learning environments they can begin to introduce new theories, thereby creating new ideas, processes and procedures for accomplishing plans and meeting goals. This assignment may be modeled after the Book Chapter by Vaughn and Reynaud (2012), *The Superintendent and District Facilities*. Do not plagiarize your assignment. Use APA style when and where appropriate, and be careful to give credit for work that is not yours.

At the very least, your document must include the following topics/issues/explanations: introduction, inspecting and evaluating facilities, developing a needs assessment, creating and developing a proposal to the board and larger community, financing the facilities, the school bond, successful bond planning, construction projects, the architect’s role in a construction project, engaging the stakeholders, safety and security, educational needs and finally the conclusion. A completion and due date will be set by the professor.

**Final Exam.** The final exam is a comprehensive, 25-question multiple choice exam at 4 points for each question. The exam will be administered online at a given date and time. In addition, it will be patterned after the TExES examination for the Superintendency.

**Teaching Strategies**
The course will be taught 100% online.

**Related Field Experiences**

Students will be required to engage in field experiences including analyzing and designing a proposal to build or renovate a deteriorated area of their current school facilities, and present their proposals as Facilities Projects. If no building or renovation project is needed in the student’s district, a presentation will be made showcasing the district or campus facilities. This presentation will be presented audio and video.

**Required Textbook:**

*Texas Public School Organization and Administration*
*Taking the Mystery Out of Texas Public School Finance*
UNIVERSITY POLICIES

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

• Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career.
This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission
for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. (i) "Cheating" includes, but is not limited to:

• copying from another student's test paper;

• using during a test, materials not authorized by the person giving the test;

• failure to comply with instructions given by the person administering the test;

• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

• collaborating with or seeking aid from another student during a test or other assignment without authority;

• discussing the contents of an examination with another student who will take the examination;

• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work offered for credit;

• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
i. (ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

i. (iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**College of Education and Psychology Mission and Vision**

**Mission**
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

**Vision**
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions of the region.

**Technical Information**

**Technical Support**
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing mailto:itsupport@patriots.uttyler.edu

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

You may also visit the Help Tab in Blackboard for helpful information. **Plug-ins and Helper Applications**

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.
• **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. (URL: [http://get.adobe.com/reader/](http://get.adobe.com/reader/))


• **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. (URL: [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/))

• **QuickTime** allows users to play back audio and video files. (URL: [http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))


• **RealPlayer** allows you to view and listen to streaming video and audio. (URL: [http://www.real.com/](http://www.real.com/))

**Netiquette Guide**

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. (URL: [http://www.learnthenet.com/learn-about/netiquette/index.php](http://www.learnthenet.com/learn-about/netiquette/index.php))