

**The University of Texas at Tyler**  
College of Education and Psychology

<b>Course Name</b>	EDLR 5458 - School Facilities
<b>Days, Time, and Location</b>	100% Online
<b>Instructor Information</b>	Dalane E. Bouillion, Ed.D. Cell: 713.410.2922 <a href="mailto:Dbouillion@uttyler.edu">Dbouillion@uttyler.edu</a>
<b>Conference Hours</b>	As needed, and requested by the student
<b>Last Day to Withdraw</b>	March 25, 2024

### 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...

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

## Topics covered, evaluation, and grading scale

<b>Module</b>	<b>Assignments</b>	<b>Point Value</b>
Introduction	Introduction Video	10
1 School Facilities and the Role of the Superintendent Introduction	Superintendent Interview - Transcription Superintendent Interview - Reflections	20 20
2 The School Bond	Discussion Board Reading Reflection Slides Quiz	5 15 50 50
3 Long-Range Facility Master Planning	Discussion Board Reading Reflection Slides Quiz	5 15 50 50
4 The Federal Government's Role	Discussion Board Reading Reflection Slides Quiz	5 15 50 50
5 Election Results and Next Steps	Discussion Board Reading Reflection Slides Quiz	5 15 50 50
6 Conclusions	Discussion Board Reading Reflection Culminating Slides for Course	5 15 100
Final Exam	Multiple Choice Exam	100

## Grading Scale

- A**    **677-750 points**  
**B**    **605-677 points**  
**C**    **525-605 points**

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

**Teaching strategies** - This course will be taught 100% online.

**Related field experience** - Students will assume the role of Superintendent of their school district. Students will experience various processes required for facilities in their district. As the students work through the modules of this course, they will experience every level of bond planning. The cumulative Bond Project Presentations will be representative of the application of their learning throughout the course.

**No required textbook** - There is no required textbook for this course. I will provide you readings throughout the course from the following:

Bouillion, D. (2022). School Facilities and the Role of the Superintendent. In Vornberg, J.A., Oliveras-Ortiz, Y., & Templeton, N. (Eds.), *Texas public school organization and administration (18th ed)*. Dubuque: Kendall Hunt.

### Course Policies

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. There is no extra credit work. However, students may choose to resubmit written assignments if they are not satisfied with their grade. If a student chooses to resubmit a written assignment, the student may earn up to 90% of the points. There are no retakes for quizzes or the final exam. The final exam must be taken during the allotted time. Exceptions will not be granted, as a wide window is provided for your convenience.

All assignments must be submitted by date listed on the assignment schedule. Given the challenges that come with being a full-time educator while going to graduate school, each student has the opportunity to use **one late pass**.

The student must contact Dr. Bouillion to inform her that he/she will be using a “late pass” PRIOR to the missing of the assignment by the due date. It is the student’s responsibility to keep track of due dates and keep Dr. Bouillion informed of any conflicts that result in late submissions. Failure to notify Dr. Bouillion that a late pass will be used will result in a late submission penalty as explained below.

Once the **late pass** has been used, or if the student does not notify Dr. Bouillion when using a late pass, assignments will receive a 10% late submission penalty per week. If the assignment is more than a week late, an additional 10% will be deducted per week.

This course is designed to be paced for collaboration and adequate feedback time. The modules will open as they are designed. The entire course will not be opened for convenience. Students should plan for the dates that assignments are due.

### Communication

To contact Dr. Bouillion via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at [dbouillion@uttyler.edu](mailto:dbouillion@uttyler.edu). Please note that this is not a Patriots email address.

Emails will be answered as quickly as possible, as the priority is to be supportive of your work to ensure your success. Please feel free to use the cell number (and texting is acceptable) if you have not received a response to your email or if you’re needing a more immediate response.

### Participation on Written Assignments, Projects, Quizzes & Exams

Written assignments, the project, quizzes and the final exam are individual assignments. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

## University Policies

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

### UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

### [University Guidelines, Links and Policies](#)

## COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

**UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR  
EDUCATOR PREPARATION PROGRAMS**

**Texas Education Standards**: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).