Course Syllabus

Contents

- General Code of Conduct (Required Reading)
  - All students are required to read and understand the Code of Conduct above. Click the link above and read through the page. For any questions, please contact your instructor.

Course themes to be addressed:

The course is designed to introduce certificate candidates to the architectural/engineering design process, including who is involved, how they are involved, when, and why and the intended outcomes of the process.

Learning Outcomes

Candidates define the roles, responsibilities, services and costs associated with the design team.

- Methodologies to select architects and engineers,
- Strategies for determining and justifying design fees,
- Effects of budget on the design process and strategies for controlling budget.

Candidates identify the phases, typical timelines, participants, and products of various phases of the design and construction document processes.

- Integration of master plan; educational specifications; design guidelines; and other district adopted goals, policies, standards, and plans into design of the facilities,
- Knowledge of issues of phased construction within occupied school facilities,
- Definition and components of sustainable design, including approaches to implementation such as LEED, CHPS, Green Globes etc.

Personal Beliefs, Value and Commitment Outcomes and Indicators

Candidates commit to timely design process with appropriate stakeholder involvement.

Candidates demonstrate willingness to confront the complexities inherent in providing a safe, technically advanced, educationally appropriate design that responds to community values.

Performance Outcomes and Indicators

Candidates identify, secure, and facilitate the work of a design team whose skills and talents align with district needs and community intentions.
• Develop selection criteria and rationale for architect, engineer, consultant selection including fee determination,
• Describe the design process, illustrating the interrelated components of each phase, identifying the critical path, milestones, and required approvals.

Candidates utilize an integrated, participatory, outcomes-oriented design process responsive to local context and project parameters.

• Identify sustainability goals and outcomes, including implementation strategies from LEED, CHPS, Green Globe, etc. and learning opportunities inherent in a sustainable facility,
• Smart growth,
• Identify furnishings, fixtures, and equipment that support the learning plan
• Distinguish between "hard" and "soft" approaches to designing for safety and security,
• Identify rationale for decisions to renovate versus build new, including smart growth, historic restoration, etc. Identify design issues involved in sharing facilities between schools and the community.

Texts and Required Readings


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