

# 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**

1. Myers, Nancy Ed.D., R.E.F.P., and Robertson, Sue R.E.F.P., *Creating Connections: The CEFPI Guide for Educational Facility Planning*, The Council of Educational Facility Planners International, Scottsdale, AZ, 2004.
2. Tanner, C. Kenneth, and Lackney, Jeffery A., *Educational Facilities Planning: Leadership, Architecture, and Management*, Pearson Education, Inc., 2006.
3. Demkin, Joseph A., *AIA The Architect's Handbook of Professional Practice, Student Edition*, Wiley New York, NY, 2013.

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