

Course Syllabus

EDA 8323 Ed Facilities Design

Credit: 3 semester hours

Catalog Description:

EDS 8323. Educational Facilities Design (3) Three hours of lecture. Designs and problem-solves learning environments/facilities, contemporary models, explores impact on learning, development process, trends.

Conceptual Framework:

This course enhances the professional skills of the students by connecting the knowledge of the general studies with the knowledge of the professional area, in this case the policies and procedures of educational facilities design of community colleges. The course enables students to conduct web-based research within the professional area of service and contributes to problem-solving endeavors within the community college profession. The course also develops the ability of the students to serve as a professional administrator in the community college and to collaborate with professionals from other service areas.

Instructional Objectives:

The objectives of this course are as follows:

1. The student will examine the principles of the educational design (outcome 3).
2. The student will be able to analyze the design problems of the institutions of higher learning (Outcome 4).
3. The student will be able to re-create and discuss solutions to educational facilities (Outcome 7).
4. The student will learn and evaluate the construction of educational facilities (Outcome 4).
5. The student will develop and analyze his or her own philosophy regarding the definition of a learning environment and what an ideal learning environment should contain (Outcome 4).
6. The student will be able to demonstrate knowledge of the historical context of educational design, future design trends in educational design theory, and research concerning the effects the learning environment has on both educators and students (Outcome 3).
7. The student will learn and evaluate the processes of educational design (Outcome 4).

Topics To Be Covered:

1. The principles of educational design (10 hours)
 - a. Issues surrounding the overall design of an educational facility (Outcome 5).
 - b. Policies and politics surrounding the overall design of an educational facility (Outcome 5).
 - c. The process of constructing an educational facility (Outcome 5).
2. Historical context of educational design (10 hours)
 - a. The changes that have occurred in educational design (Outcome 3).
 - b. The emerging and future trends in educational design theories. (Outcome 7).
3. The role of research in educational design (10 hours)
 - a. The role and impact of the physical environment of the school on teacher behavior (Outcome 3)
 - b. The role and impact of the physical environment of the school on the students behavior (Outcome 3)
 - c. The role and impact of the physical environment of the school on attitudes and performance outcomes (Outcome 3).
 - d. The inter-relationship between human development and physical learning environments (Outcome 3)
 - e. The typology of learning environments (Outcome 3)
4. The relationship between educational facilities and their surrounding communities (10 hours)
 - a. The form, shape, capacity, and location of an educational facility and its impact on the community in which it resides (Outcome 5).
 - b. The management and use of an educational facility and its impact on the community in which it resides (Outcome 6)
5. The processes of educational design (5 hours)
 - a. Strategic and operation planning that pertain to designing an educational facility (Outcome 5)
 - b. Occupancy issues and policies that pertain to designing an educational facility (Outcome 3)
 - c. Facility management and operations that pertain to designing an educational facility (Outcome 6)
 - d. Post-occupancy evaluation and best practices in educational design (Outcome 4)

Suggested Student Activities:

Students will be required to complete the following activities:

1. Extensive participation and discussion in classroom activities (Outcome 8)
2. Complete and present a case study project on an educational facility of their choice (Outcome 3)
3. Prepare a written report to accompany the case study project (Outcome 1)
4. Undergo an interim review of their case study and report (Outcome 4)
5. Undergo an interim review of their case study and report (Outcome 4)
6. Participate in a self-assessment of their case study and report (Outcome 4)
7. Prepare and publish a digital web-based report to accompany the case study project and the case study written report (Outcome 10)
8. Undergo an interim and final review of their web-based reports (Outcome 4)
9. Complete a problem-based learning (PBL) group project that will be assigned on the first day of class. They will have to create an original school design based on the principals addressed in class (Outcome 8)
10. Undergo an interim, final, and self-assessment of the PBL (Outcome 4)
11. Prepare a written report to accompany the PBL (Outcome 1)
12. Prepare and publish a digital web-based report to accompany the PBL (Outcome 10)
13. Undergo an interim and final review of their web-based report of their PBL (Outcome 4)

Methods of Instruction:

The course will be delivered through the use of seminar-style student-teacher interaction and through e-mail discussions.

Assessment of Concepts and Skills/Evaluation of Student Progress:

Class Participation	10
Case Study.....	15
Case Study Report.....	10
Case Study Reviews	10
Web-Based Report on Case Study	10
Problem-Based Learning Project	15
Final Assessment of PBL	10
Written Report on PBL	10
Web-Based Report on PBL.....	10
Total	100

Text:

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Bibliography:

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Heard, S. (1992). A chapel for Jackson State University. No publication information is provided.

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