

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number: EDA 8323

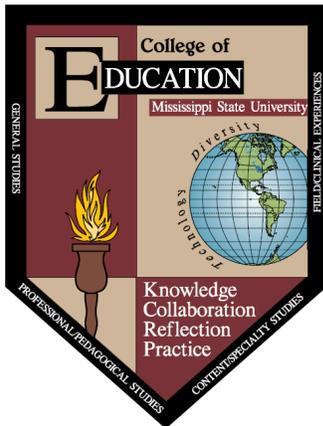
Course Title: Ed Facilities Design

Credit Hours: Three (3) Credit Hours

Type of Course: Lecture (delivered online/intensive weekend)

Catalog Description: Three hours of lecture. Designs and problem-solves learning environments/facilities, contemporary models, explores impact on learning, development process, trends.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course 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.

Course Objectives:

The objectives of this course are as follows:

1. The student will examine the principles of the educational design (CFPO 3).
2. The student will be able to analyze the design problems of the institutions of higher learning (CFPO4).
3. The student will be able to re-create and discuss solutions to educational facilities (CFPO 7).
4. The student will learn and evaluate the construction of educational facilities (CFPO 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 (CFPO 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 (CFPO 3).
7. The student will learn and evaluate the processes of educational design (CFPO 4).

Topics to Be Covered:

1. The principles of educational design (10 hours)
 - a. Issues surrounding the overall design of an educational facility (CFPO 5).
 - b. Policies and politics surrounding the overall design of an educational facility (Outcome 5).
 - c. The process of constructing an educational facility (CFPO 5).
2. Historical context of educational design (10 hours)
 - a. The changes that have occurred in educational design (CFPO 3).
 - b. The emerging and future trends in educational design theories. (CFPO 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 (CFPO 3)
 - b. The role and impact of the physical environment of the school on the student's behavior (CFPO 3)
 - c. The role and impact of the physical environment of the school on attitudes and performance outcomes (CFPO 3).

- d. The inter-relationship between human development and physical learning environments (CFPO 3)
- e. The typology of learning environments (CFPO 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 (CFPO 5).
 - b. The management and use of an educational facility and its impact on the community in which it resides (CFPO 6)
- 5. The processes of educational design (5 hours)
 - a. Strategic and operation planning that pertain to designing an educational facility (CFPO 5)
 - b. Occupancy issues and policies that pertain to designing an educational facility (CFPO 3)
 - c. Facility management and operations that pertain to designing an educational facility (CFPO 6)
 - d. Post-occupancy evaluation and best practices in educational design (CFPO 4)

Text:

Meek, A., Ed. (1996). *Designing places for learning*. Alexandria, VA: Association for Supervision and Curriculum Development; Scottsdale, AZ: Council of Educational Facility Planners, International.

Methods of Instruction:

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

Suggested Student Activities:

Students will be required to complete the following activities:

1. Extensive participation and discussion in classroom activities (CFPO 8)
2. Complete and present a case study project on an educational facility of their choice (CFPO 3)
3. Prepare a written report to accompany the case study project (CFPO 1)
4. Undergo an interim review of their case study and report (CFPO4)
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 (CFPO 4)
7. Prepare and publish a digital web-based report to accompany the case study project and the case study written report (CFPO 10)
8. Undergo an interim and final review of their web-based reports (CFPO 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 (CFPO 8)
10. Undergo an interim, final, and self-assessment of the PBL (CFPO 4)

11. Prepare a written report to accompany the PBL (CFPO 1)
12. Prepare and publish a digital web-based report to accompany the PBL (CFPO 10)
13. Undergo an interim and final review of their web-based report of their PBL (CFPO 4)

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

Technology:

Technology tools are used in the completion of student activities.

Diversity:

Diversity is not addressed in this course.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at <http://www.sss.msstate.edu/> or (662-325-3335) for more information.

Field component:

This course of study does not have a field component.

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

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