



Student Comments

“As assistant superintendent for my district and chief information officer, I have responsibility for curriculum and for testing. I’ve been reviewing and evaluating various online programs and, let me tell you, it doesn’t get any better than what this program provides.”

“We are all bricks and mortar people operating in cyberspace. That’s great!”

“I get honest feedback from my peers . They are challenging me to think in whole new ways.”

“My interaction with the instructors has been more of a mentoring relationship, rather than an instructor/student relationship.”

“Even with 20 plus years in the field, I am being exposed to readings I would not have access to in any other way with links that I never would have found and books that I never would have picked up on my own.”

“In a face-to-face class, you could never have the opportunity to interact with so many talented professionals from around the country, and potentially the world, both instructors and students.”

“We are doing this work every day. We know this stuff, and yet the interactions on the discussion boards bring about common understandings about what we do. For example, the question, ‘What is an ed spec?’ was such an important prompt. We realized through our discussion that everyone had a different understanding of the document and its purpose. By the end of that week, we had arrived at some common language.”

Open Enrollment: Fall 2008

For more information or to download an application, please visit:

<http://edweb.sdsu.edu/schoolhouse/Cert/promo.htm>

San Diego State University

The National Center for the 21st Century Schoolhouse

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National Center

For the 21st Century Schoolhouse
At San Diego State University



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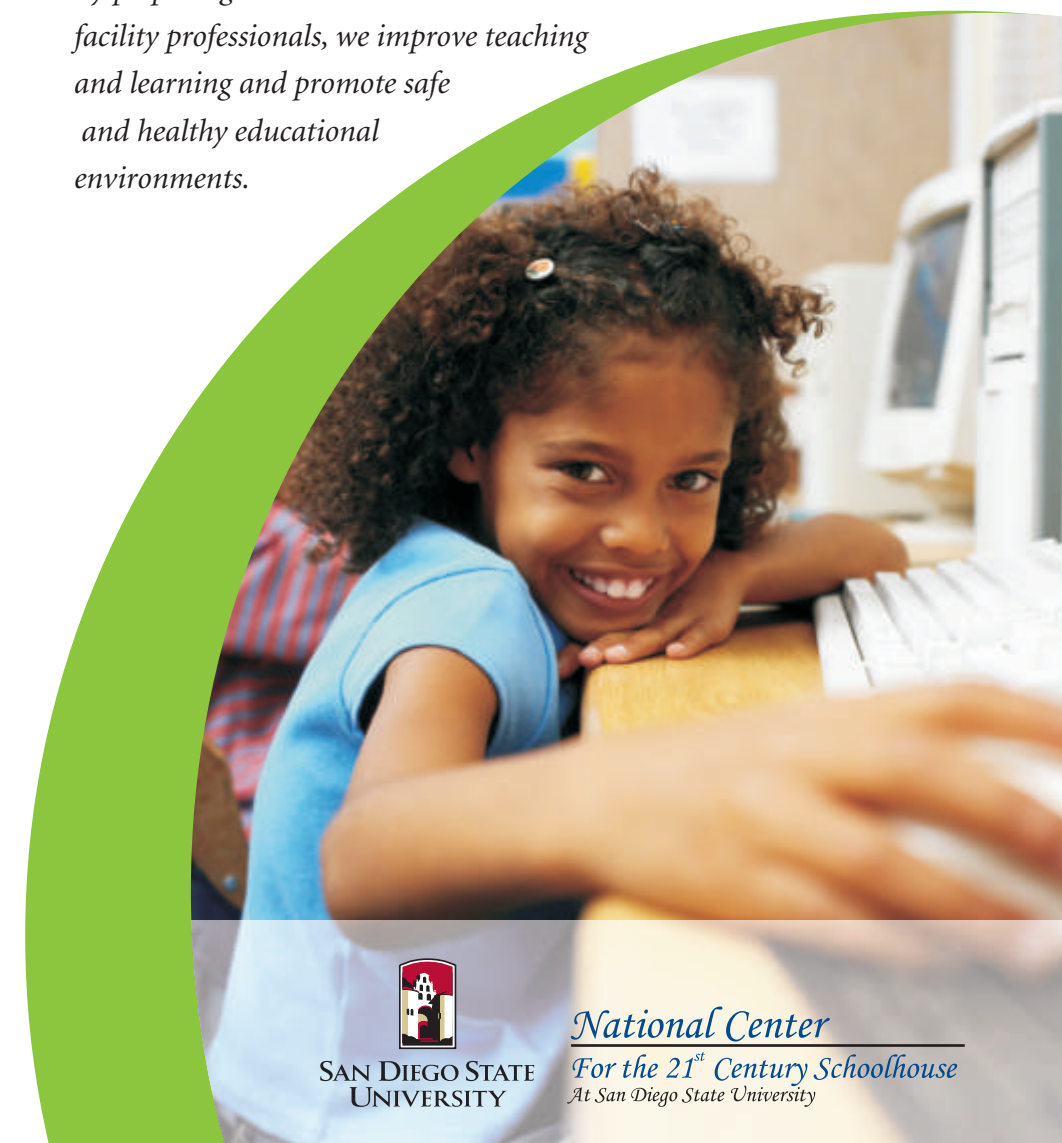
National Center
For the 21st Century Schoolhouse
At San Diego State University



Improving the Places Children Learn

An Advanced Certificate Program: *Educational Facility Planning*

By preparing school leaders and educational facility professionals, we improve teaching and learning and promote safe and healthy educational environments.

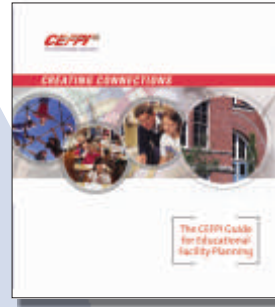


National Center

For the 21st Century Schoolhouse
At San Diego State University

An Advanced Certificate Program: *Educational Facility Planning*

This high quality program positively impacts students, teachers, and communities worldwide as educators and educational facilities professionals prepare themselves to design and construct school facilities that are learner-centered, healthy, sustainable, and high-performing. Course content is based upon the most widely referenced industry resource, *Creating Connections: The CEFPI Guide For Educational Facility Planning* (2004), and supplemented with relevant resources and real-life experiences. Instructors are internationally recognized experts from across the spectrum of disciplines that comprise the entire educational facility planning process.



This 12-credit certificate program is comprised of six two-unit courses that earn graduate credit that can be applied to a Master's degree. The American Institute of Architects (AIA) has approved the program for recertification credit, and all participants who require continuing education credit may

request 30 hours of credit per course. The courses also fulfill the CEFPI mark of distinction, Recognized Educational Facility Practitioner (REFP). Students may apply for the status upon receiving the certificate or apply the courses to the renewal certification requirements.



With over \$10 billion US of capital construction experience, instructors bring a wealth of knowledge from around the globe. Collectively they have worked in all 50 states and in over 35 countries to plan, design, build, and maintain learner-centered educational facilities. They will give you the practical knowledge and skills central to creating healthy, safe, and high-performing school facilities that serve the needs of the students, staff and community.

The Courses

EDL 621: *Designing Schools to Support Diverse Learning Needs*

Research documents strong relationships between learning-style-responsive environments and increases in student learning and achievement. This course explores links between school design and differentiated instruction, expanding students' knowledge of quality facilities, quality education, and increased student performance.

EDL 620: *Educational Facility Community Engagement and Master Planning*

This course explores various methods of community participation and engagement including ongoing partnerships. The course examines how effective master planning contributes to the success of school facility projects.

EDL 622: *Educational Facility Pre-Design Planning*

This course explores pre-design planning, including processes for deriving essential information and strategies for documenting appropriate detail. The course explores strategies for creating connections in planning and designing school facilities.

EDL 623: *The Educational Facility Architectural Design Process*

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

EDL 624: *Educational Facility Implementation: Project Management, Project Delivery*

Candidates learn the basics of capital project management from initial conception through planning, design, construction, and post-occupancy phases. The course considers various project delivery models, including the pros and cons of each.

EDL 625: *Assessment of the School Facility*

This course explores the purpose and methods of facility life cycle assessments, indicators of building quality, assessment instruments, building maintenance programs as assessment tools, and procedures and policies for institutionalizing assessment practices.



The Partners

The Council of Educational Facility Planners International (CEFPI)

www.cefpi.org

As the only professional organization whose principle purpose is improving the places where children learn®, CEFPI members are the front-line decision makers regarding the built environment. They set and govern policy and are the professionals who plan, design, build, maintain, and operate school facilities. Nearly 4,000 educational facility practitioners dedicated to this mission, CEFPI serves its membership through professional development opportunities, innovative resources, information distribution and partnerships with affiliate groups that have similar interests and related initiatives.

San Diego State University's Colleges of Education and Extended Studies, National Center for the 21st Century Schoolhouse and the Interwork Institute

<http://edweb.sdsu.edu/schoolhouse/>

Providing primary leadership for SDSU's partnership efforts, the National Center for the Twenty-first Century Schoolhouse facilitates collaboration across the university. Housed within the department of Educational Leadership, the National Center supports the planning, design, and construction of school facilities from a learner-centered perspective through communication, research, and training.

In concert with the College of Extended Studies, SDSU's Interwork Institute, Center for Distance Learning (II-CDL) utilizes state of the art digital technologies to offer rigorous, yet engaging, online programs. Students establish networks with peers and experts around the world, regardless of their physical location.