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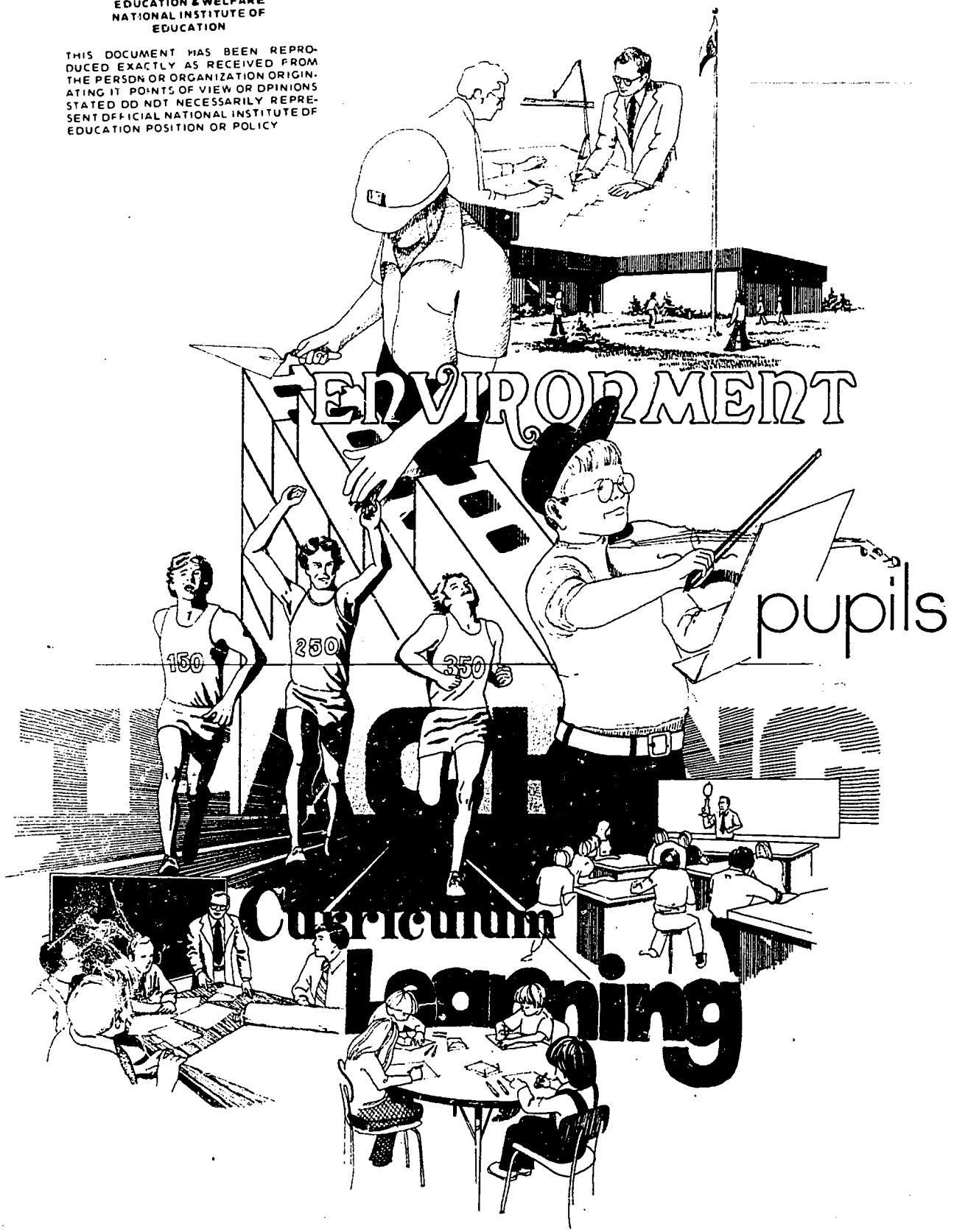
ABSTRACT

The characteristics of educational specifications are outlined; reasons for developing them stated; and several diagrams illustrate the organizational linkage of educational specifications in the decision-making process of constructing new school facilities. A suggested outline for educational specifications is also offered. (MLF)



EDUCATIONAL SPECIFICATIONS

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INTRODUCTION

You have three opportunities to construct a school building;

- The first is the development of educational specifications.
- The second is when the architect draws the plans and writes the building specifications.
- The third is when the contractor constructs the building.

Each of these opportunities plays a vital part in the construction of school buildings. The development of educational specifications is the educators' major opportunity for input in the school building program. Changes and suggestions are possible throughout the project, but these changes and suggestions become more expensive, more difficult to accomplish and less apt to happen as the planning, design and construction process develops.

THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS IS THE KEY TO THE PLANNING OF FUNCTIONAL SCHOOL BUILDINGS.

"PEOPLE SHAPE THEIR BUILDINGS; THEREAFTER THE BUILDINGS SHAPE THE PEOPLE."
- WINSTON CHURCHILL

EDUCATIONAL SPECIFICATIONS

IN THE PLANNING PROCESS

WHAT are educational specifications?

VISUAL CONCEPT

Before any building can be designed, some conception of the structure as a functional entity must be visualized by the educator. Educators should know these concepts:

1. The philosophy and objectives of the community and the school.
2. The educational program, including the activities of pupils and teachers.
3. The material and equipment needs.
4. The space needs.
5. The space relation characteristics.
6. The environmental conditions desired.

Educators should transmit these concepts to the architect in the educational specifications.

DEFINITION

Educational specifications are the written means of communication by which school personnel communicate their wishes, needs and desires to the architect. It is a carefully worded picture of the educational program and the factors which affect learning and teaching . . . to be put in the school building which the architect is expected to design, plan and develop specifications.

CHARACTERISTICS

Some characteristics of educational specifications are:

They are the responsibility of the educators.

They should be based on a predetermined educational program.

They should state the educators concept of building and program needs.

They should be free of assumptions.

WHY develop educational specifications?

EFFECTIVE MEANS OF COMMUNICATION

Educational specifications provide an effective means of communication between the educators and the architect.

MEANS OF SHAPING THOUGHT

Provides an opportunity for the educational staff to collect and analyze pertinent information and shape their thoughts in regard to:

- Services to pupils and community
- Philosophy and objectives of the school
- School organization
- Program of studies
- Furniture and equipment
- Desired environment
- Utilization of space

PUBLIC RELATIONS

In the gathering of information for educational specifications, individuals representing the community may learn of the proposed plans and thus increase the support of the project.

DECISIONS BY EDUCATORS

Through the process of staff involvement, decisions reached by educators, based on the best research available, are recorded.

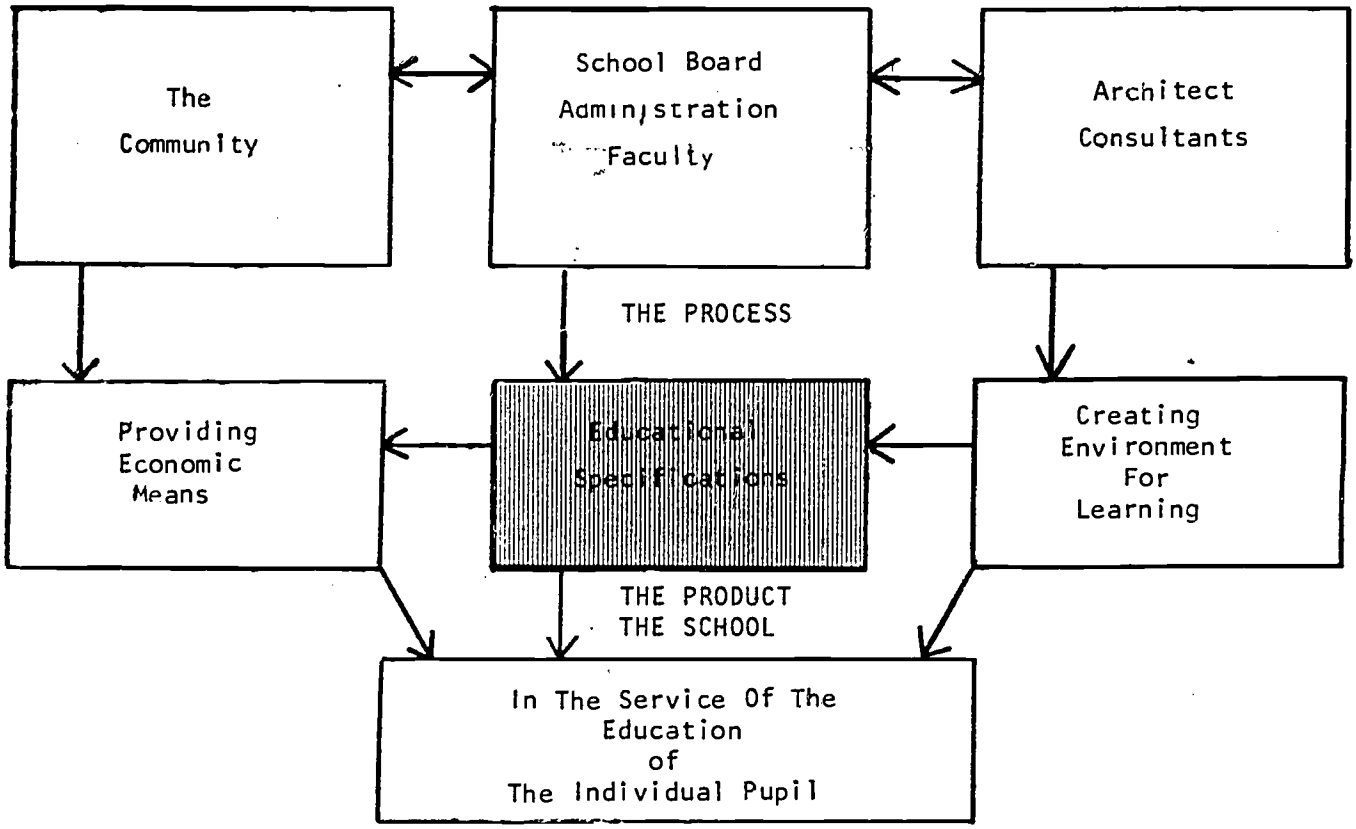
PREVENT PLANNING ERRORS

Educational specifications can prevent planning errors such as:

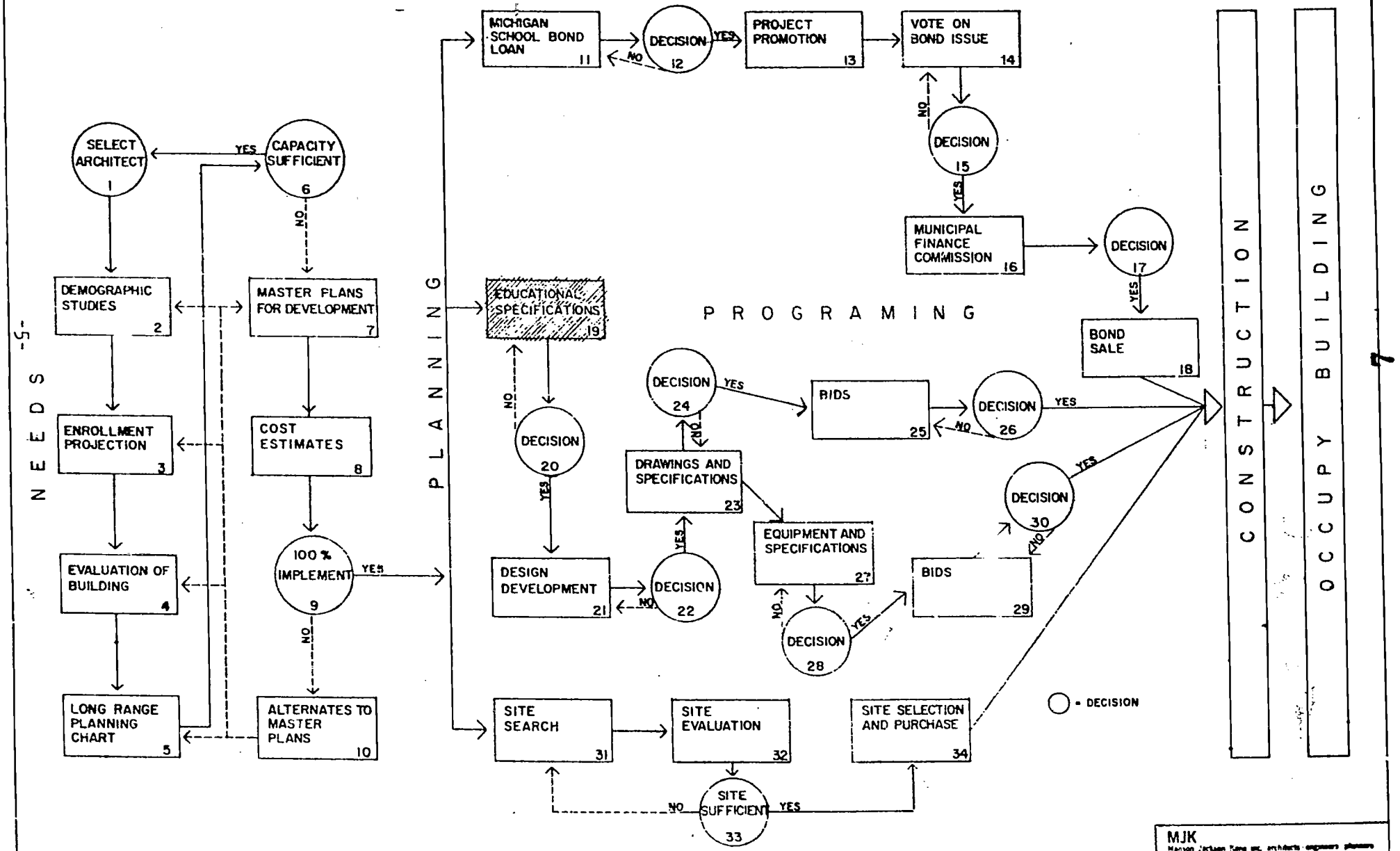
- Failing to explore trends, innovations, and experiments
- Not involving responsible people in planning
- Allowing the architect to do educational planning without giving him adequate information
- Not having a document to evaluate the work of the architect

THE PLANNING PROCESS

THE PLACE OF EDUCATIONAL SPECIFICATIONS



THE PLACE OF EDUCATIONAL SPECIFICATIONS IN THE DECISION-MAKING PROCESS OF CONSTRUCTING NEW SCHOOL FACILITIES



DEVELOPING EDUCATIONAL SPECIFICATIONS

WHO is involved?

There is NO ONE WAY to organize for developing educational specifications. It is suggested that the superintendent, staff, architect, educational consultants, and all those who will use the building, or representatives of all those who will use the building be involved.

ORGANIZING FOR EDUCATIONAL SPECIFICATIONS

Variables

- The decision of the board of education in setting guidelines on establishing the limits of the study.
- The basic philosophy (autocratic, democratic, or laissez-faire) of the superintendent - what he believes about the involvement of people.

General Approach

- Stating the purpose of the educational specifications project.
- Determining the organizational structure steering committee and subcommittees, a small committee of the administrative staff, a combination of a small committee of the administrative staff and teachers, lay persons or pupils.
- Deciding which people will be involved.
- Identifying time factors.
- Developing forms for reports and communications.
- Supplying the persons involved in the development with basic facts and information.

USE OF EDUCATIONAL SPECIFICATIONS

THE ARCHITECT USES THE EDUCATIONAL SPECIFICATIONS IN:

- Interpreting the language of the educators and translating it to his own.
- Conferring with educators to reach clear understandings about translation of educational specifications into designers language.
- Collaborating with the educator to identify and set limits on any problems not clearly set in the specifications.
- Making diagrammatic sketch analyses of the educational specifications.
- Consulting with educators conceiving diagrammatic analyses and their relationship to educational specifications.
- Assisting the educator in revising the educational specification, if necessary, as a result of sketches.
- Developing sketches into literal designs reflecting translated educational specifications.

SUGGESTED OUTLINE FOR EDUCATIONAL SPECIFICATIONS

I. STATEMENT TO THE ARCHITECT

II. GENERAL EDUCATIONAL SPECIFICATIONS
- A. The planning process
- B. Characteristics of students
- C. Statement of school philosophy and objectives
- D. Characteristics of the present program
- E. Characteristics of the proposed program

III. BASIC ENVIRONMENTAL CONSIDERATIONS
- A. Environment
- B. Character and arrangement
- C. Physical Aspects
  1. Structural
  2. Mechanical and Electrical
  3. Utility
  4. Light control
  5. Disaster shelter
  6. Corridors

IV. DETAILED EDUCATIONAL SPECIFICATIONS
- A. Program Considerations
  1. Guiding Principles
  2. Philosophy and objectives
  3. Proposed curriculum and activities
  4. Instructional materials and equipment
  5. Facilities needed
     a. Space needs
     b. Space relationships

V. SUMMARY OF SPACE REQUIREMENTS AND RELATIONSHIPS

VI. SPACE RELATIONSHIP CHART

SAMPLE

SPACE REQUIREMENTS AND RELATIONSHIP SUMMARY

Type of Space	Desired Location in Relation to Other Areas	Teaching Stations (Spaces)	Size in Sq. Ft.	Rated Pupil Capacity
	SCIENCE EDUCATION			
Chemistry	Science teaching center - adjacent to Biology and storage	1	1500	25
Biology	Science teaching center - adjacent to Chemistry and storage	1	1500	25
Physical Science	Science teaching center - adjacent to Physics and storage	1	1500	25
Physics	Science teaching center - adjacent to Phys. Sci. and storage	1	1500	25
Student Project	One between Chemistry & Biology One between Physics & Phys.Sci.	(2)	800(400)	--
Teacher Planning	Science teaching center, centrally accessible to all Science teachers	(5)	750(150)	--
Storage Area	Science teaching center, centraliy accessible to all Science teachers	(2)	950(425)	--
	TOTAL SCIENCE EDUCATION	4 (9)	8500	100

SAMPLE

SPACE RELATIONS CHART

NOTE: Develop a space relations chart for each area, such as Science.

SAMPLE: SCIENCE SPACE RELATIONS CHART: