



OREGON STATE UNIVERSITY  
**EDUCATION HALL RENOVATION – COLLEGE OF EDUCATION**  
**Science and Math Education Department**  
Programming / Conceptual  
Design

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Fletcher·Farr·Ayotte·Inc  
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**A. Design Team**

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**B. Project Goals/ Design Goals**

## B. Project Goals / Design Goals

***Below are the original goals from the College of Education programming documents for Education Hall. These goals still apply as we integrate the Science and Math Education Department into Education Hall.***

There is a distinct “spirit” to Education Hall, and the College of Education would like to make that spirit clearly evident to all who occupy or visit the building. Recognizing and working with the inherent characteristics of Education Hall will aid the College in its own mission to prepare, inspire and support its various constituent groups.

The college would like to create a long-term vision for Education Hall, allowing it to function suitably one hundred years into the future. The desire to create a long-term future for a building with a long-term past and the associated historic status presents both unique challenges and great possibilities. A 2005 Pre-Conceptual Planning Workshop facilitated by the College examined a number of these issues.

Voiced consistently in the Pre-Conceptual Planning Workshop was the desire to create a “home base” for the college. Having one single place where all members feel genuinely welcomed helps foster the sense of continuity and collaboration the College desires. To achieve this, specific project and design goals were developed for incorporation into the rehabilitation of Education Hall. The goals, listed below, were revisited during the Programming/ Preliminary Design phase and found to be just as valid today.

### **Project Goals**

- Taking shared leadership for being creative, entrepreneurial, resourceful, experimenting, dynamic, inclusive, and exciting.
- Manifest a “free-flowing” collaborative interaction between teaching and learning with everyone involved being a learner.
- Being a welcoming, healthy and inviting place for all users.
- Recognizing and honoring the College’s heritage and, at the same time, responding to and influencing its potential.
- Engaging all faculty (on and off-campus) and units of the College as an integrated system.
- Maximizing access to services of the College and responsiveness to all forms of diversity.
- Collaborating and extending beyond the College, across the University and global education community through realizing the capacity of “distributed” learning in multiple settings (i.e., schools and colleges, workplaces, homes, communities).
- Considering and addressing the full variety of faculty, staff, and student needs.
- Transform Education Hall into a role model for other Colleges in the nation and around the world as an exemplary “College of Learning”.
- Create an identity for Education Hall that communicates a spirit of growth and a sense of optimism for the future.
- Allow for spaces and furniture systems to be easily reconfigured as technologies and teaching methodologies evolve through the years.

## B. Project Goals / Design Goals

### Design Goals

- Include a wide variety of public and private spaces that support formal and informal learning and delivery of services.
- Exude a spirit of innovation, experimentation, flexibility, and connections to other innovative places.
- Embodies the history and character of the building and College with attention to environmental sensitivity, safety and health.
- Provides space for and integrated part and full-time faculty and staff and serves as “home base” for those located in other places.
- Provide infrastructure and easy access to changing technology for diverse users.
- Open building to more light, views, vertical and horizontal connectivity, and the campus.
- Consider both buildings and adjacent grounds as part of the learning environment for the College.
- Revive the historic legacy and identity of Education Hall, celebrate its history and look towards the future by creating innovative learning environments.
- Locate learning spaces in all floors of the building to fully engage faculty and students.
- Consider the acoustical challenges of having a diversity of spaces such as open offices, lounges, classrooms and closed offices in the same floor.
- Provide a core of circulation and universal services easily accessible and that clearly defines way finding in the building.
- Create a comfortable learning and teaching environment that feels welcoming to all users. Establish a “neighborhood character” by providing flexible spaces allowing for connectivity and collaboration within departments. Create informal gathering spaces to provide a home-like atmosphere for faculty, staff and students.
- Incorporate art from local artists or members of the community to give the space character and identity.



**C. Project Summary and Design Statement**



## C.1 Program Summary

The program document for Education Hall was developed through coordination with the Science and Math Education Department along with the College of Education, and with input from University Facilities Services Department. Input from the various groups allowed for the completion of an accurate program document. The resulting program reflects the Science and Math Education Department integration into the College of Education within Education Hall. Currently Education Hall houses (4) OSU General Purpose Classrooms on the 1<sup>st</sup> and 2<sup>nd</sup> floors along with the College of Education on the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> floors. The Science and Math Education Department will occupy the 4<sup>th</sup> floor as well as integrating into existing spaces within the College of Education on the three lower floors.

The difference between area required and area available is 6830 square feet. To compensate for the difference between desired area and actual available area, the size of the learning environments were reduced to fit within the buildings structure; the reduced learning environment sizes are not reflected in the program, but can be reviewed in Section E.3 on the actual floor plans.

Each floor of the building will have a variety of uses, formal and informal, in order to encourage interaction between users. All Learning spaces located in Education Hall will suit a variety of uses and capacities. The entire building will be designed to be equipped with the latest technology and will allow for the greatest possible flexibility.

## Current Status of Education Hall

Education Hall has a rich history and a legacy that should be celebrated and maintained. The building is located within a designated Historic District and is currently under construction to bring it as close to its original appearance as is feasible. The building is being upgraded for seismic strengthening, energy efficiency and improvements to the interior for the College of Education on the first three floors and also four OSU General Purpose Classrooms on the first and second floors. The fourth floor, originally designed for the 4-H Department now located elsewhere, has simply been left as a finished shell space with finished infrastructure features such as the elevator, stairs, toilet rooms and lighting, awaiting a tenant. As a result of this construction and seismic upgrade, the exterior building walls are being demolished and completely rebuilt from the second floor level to the roof. The existing granite base remains while the failing sandstone upper walls are being replaced with a new limestone veneer of similar color and scale. The existing aluminum windows are being replaced with double-glazed operable wood windows consistent with the original style, sizes and locations. The existing fourth floor dormers are also being retained and repaired. The composition roofing shingles are being replaced with a new red shingled roof reminiscent of the original roof. Large skylights are also being added providing natural light for the fourth floor occupants and filtering down through the atrium space to the floor below.

## Fourth Floor Design

On the fourth floor, vaulted ceilings and large skylights create an inviting environment for faculty and students to interact. This comfortable “Learning Living Room” provides a great space for studying or having group meetings while serving as the central circulation area for the floor. A variety of flexible private and public spaces are incorporated for different activities to take place. The vaulted space with the four large skylights runs the length of the building and has ten-foot high large glazed suite entries to the doctoral graduate student areas at both ends to promote visibility and interaction. This lobby space is also connected by the atrium to the activities of the floors below, thus enhancing an inclusive environment. Directly off this lobby space are two conference rooms equipped with audio-visual equipment for research study groups and presentations. Department offices are located about the perimeter of the fourth floor with student spaces just outside, again to promote a high level of interaction between staff and students.

The finish material design will be similar to the materials used on the lower three floors of the building, including long ten-foot tall glazed suite entries with wood doors, light-colored painted walls and carpet. The lab space will contain chemical resistant floors and countertops. All spaces will have indirect suspended lighting fixtures.



**D. Space Needs Study**

D.1 ROOM DATA SHEETS

**Space:** 24-28 Person Science Lab/ Classroom

**Description:** Instructional space + classroom which incorporates technology and flexibility

<b>SIZE/LOCATION</b>	<p>Net area: 900 sq.ft.          Dimensions: See plan          Location/Relationship: On the fourth floor off the main lobby</p>
<b>FEATURES</b>	<p>Access: Easily accessible from main circulation corridors and faculty offices. Students enter from side of room.</p> <p>Occupancy Hours: As defined by the University          Occupancy Number: 24-28 + Instructor          Occupancy Allocations: 20 sq. ft. per person</p>
<b>ARCHITECTURAL</b>	<p>Design Criteria: The primary design goal is that students should be able to see and hear the instructor, other students, and presented materials clearly. The instructor will be able to move around freely and have sufficient space for a movable media cart. Students will be able to view the white boards and projection screens without distortion or severe angles. No student should be located at an angle of less than 30 degrees to the whiteboard.</p> <p>Worktables provide students with sufficient space for a notepad or laptop and a textbook. Movable worktables allow for easy reconfiguration to suit a variety of teaching methods. Worktables are preferred over tablet arms. Appropriate tables and seating are available for handicap students. Acoustical wall and ceiling treatments should be provided to reduce and control noise.</p> <p>Daylight will enhance the time spent in this space. Control of daylight must be provided during video or film presentations.</p> <p>Lab casework about perimeter w/ chemical resistant countertops and sinks. (6) sinks required for demonstrations. Casework to have glazed fronts for visibility of stored items, many drawers. Need 10-12 lf of full-height glazed cabinets.</p> <p>Chemical storage cabinet, fire blanket required.</p>

**D.1 ROOM DATA SHEETS**

	Ceiling:	Painted Gypsum Board or Acoustical Tiles
	Walls:	Painted Gypsum Board, Acoustical ratings <b>STC 55</b> - Walls between classrooms and other adjacencies. <b>STC 50</b> - Walls as noted above; walls with doors (the lower STC rating is because the walls are weakened by the presence of doors). <b>STC 65</b> - Walls between classrooms and mechanical rooms, electrical room with transformer, and toilet rooms; double stud partition.
	Floors:	Chemical Resistant Linoleum
	Doors:	Solid Core Wood
<b>SYSTEMS</b>	HVAC:	Appropriate for capacity and equipment. Provide air supply. No fume hoods or natural gas. Dedicated exhaust may be required.
	Plumbing:	(6) lab sinks, emergency eyewash/ shower, Separator tank may be required.
	Lighting:	Sufficient lighting will be provided for presentation and note taking.
	Audio/Video:	Determined by University
	Data/Communication:	Determined by University.
	Telephone:	Number required to be determined by University
	Electrical Power:	Receptacles dispersed at wall/floor locations.
	Access Control:	Keypad
<b>EQUIPMENT</b>	Fixed:	Projection Screen/ computer display surface, Smartboard, Ceiling mount Projector, Marker Board
	Movable:	Modular 18" x 60" Worktables, OSU Media Cart, Chairs with casters (all by OSU)
<b>COMMENTS</b>	Technology/ teaching wall should model what is happening in the schools now, but also what may be happening in the future.	
<b>ACCESSORY SPACE:</b>	Lab Storage/ Prep:	100 sf storage directly adjacent to lab. Storage/ shelving for tubs of computer peripherals to be checked out to students. Prep area for lab.

**D.1 ROOM DATA SHEETS**

**Space:** Conference Rooms (2)

**Description:** Research space/ Group Study which incorporates technology and flexibility

<b>SIZE/LOCATION</b>	<p>Net area: 250 - 300 sq.ft.          Dimensions: See plan          Location/Relationship: On the fourth floor off the main lobby</p>
<b>FEATURES</b>	<p>Access: Easily accessible from main circulation and faculty offices.</p> <p>Occupancy Hours: As defined by the University          Occupancy Number: 8-12          Occupancy Allocations: 15 sq. ft. per person</p>
<b>ARCHITECTURAL</b>	<p>Design Criteria: Provide flexible space to be used by a variety of users for group study and research. Rooms to be available for staff and students by check-out.</p> <p>Ceiling: Painted Gypsum Board or Acoustical Tiles          Walls: Painted Gypsum Board, Acoustical ratings  <b>STC 55</b> - Walls between conference room and other adjacencies.  <b>STC 50</b> - Walls as noted above; walls with doors (the lower STC rating is because the walls are weakened by the presence of doors).  <b>STC 65</b> - Walls between conference room and mechanical rooms, electrical room with transformer, and toilet rooms; double stud partition.</p> <p>Floors: Carpet Tile          Doors: Solid Core Wood</p>
<b>SYSTEMS</b>	<p>HVAC: Appropriate for capacity. Provide air supply.          Plumbing: None.          Lighting: Sufficient lighting will be provided          Audio/Video: Determined by University. Floor boxes provided.          Data/Communication: Determined by University. Floor boxes provided.          Telephone: Number required to be determined by University          Electrical Power: Receptacles dispersed at wall/floor locations.          Access Control: Keyed Access</p>
<b>EQUIPMENT</b>	<p>Fixed: Flat Panel Video Display, Marker Board, Tackboards</p> <p>Movable: Conference Table and chairs (by OSU)</p>

**D.1 ROOM DATA SHEETS**

**Space:** Typical Office

**Description:** Enclosed staff office space

<b>SIZE/LOCATION</b>	Net area: 135 sq.ft. for Staff / 150 sf for Dean Dimensions: See plan Location/Relationship: Dispersed among building, located near open office areas
<b>FEATURES</b>	Access: Easily accessible from suite entry off main Circulation.  Occupancy Hours: 24 Hour access Occupancy Number: 1 person + 2 guests Occupancy Allocations: 135 sq. ft.
<b>ARCHITECTURAL</b>	Ceiling: Painted Gypsum Board or Acoustical Tiles Walls: Painted Gypsum Board Floors: Carpet Tile, to reduce noise Doors: Solid Core Wood Windows: Existing, window coverings at exterior
<b>SYSTEMS</b>	HVAC: Appropriate for capacity. Provide air supply Plumbing: None Lighting: Task/Ambient Audio/Video: None Data/Communication: Determined by University Telephone: 1 switching phone Electrical Power: Receptacles dispersed at appropriate wall/floor locations.  Access Control: Keyed
<b>EQUIPMENT</b>	Fixed: None Identified  Movable: Desk system, File Cabinet, overhead shelf, 1 Task chair, 2 guest chairs (by OSU)

**D.1 ROOM DATA SHEETS**

**Space:** Open office space/ Typical Workstations

**Description:** Doctoral Student Offices/ Administrative Assistant Offices

<b>SIZE/LOCATION</b>	<p>Net area: 64 sq.ft. for (25) doctoral students / 90sq.ft. for Administrative Support Staff</p> <p>Dimensions: See plan</p> <p>Location/Relationship: Dispersed among building, located in open office areas</p>
<b>FEATURES</b>	<p>Access: Easily accessible from suite entry off main circulation.</p> <p>Occupancy Hours: 24 Hour access</p> <p>Occupancy Number: 1 person + 1 guests</p> <p>Occupancy Allocations: 64 / 90 sq. ft.</p>
<b>ARCHITECTURAL</b>	<p>Ceiling: Painted Gypsum Board or Acoustical Tiles</p> <p>Walls: Systems furniture/ Painted Gypsum Board</p> <p>Floors: Carpet Tile, to reduce noise</p> <p>Doors: None</p> <p>Windows: Existing, window coverings at exterior</p>
<b>SYSTEMS</b>	<p>HVAC: Appropriate for capacity. Provide air supply</p> <p>Plumbing: None</p> <p>Lighting: Task/Ambient</p> <p>Audio/Video: None</p> <p>Data/Communication: Determined by University</p> <p>Telephone: 1 switching phone</p> <p>Electrical Power: Receptacles dispersed at appropriate wall/floor locations.</p> <p>Access Control: Keyed access to office suite</p>
<b>EQUIPMENT</b>	<p>Fixed: None Identified</p> <p>Movable: Desk, possibly systems furniture, File Cabinet, 1 Task chair (by OSU)</p>



D.1 ROOM DATA SHEETS

**Space:** Storage

**Description:** Storage

**SIZE/LOCATION**

Net area:

As much as possible

Dimensions:

See plan

Location/Relationship:

Dispersed among building, located near open office areas

**FEATURES**

Access:

From main circulation areas/ open office areas

Items requiring storage:

Curriculum Library book storage (semi-secure)

C.O.W. (Computer-On-Wheels for laptop storage, charging and check-out for graduate students)

Student Files

D.1 ROOM DATA SHEETS

**Space:** Masters Student Lounge

**Description:** Open office space

<b>SIZE/LOCATION</b>	Net area: Location/Relationship:	Space for (25) students Located in lobby areas on 4 floors
<b>FEATURES</b>	Access: Lunch prep area:	Easily accessible Shared w/ staff lounge on 3 <sup>rd</sup> floor
<b>EQUIPMENT</b>	Movable:	Comfortable lounge seating and tables (by OSU)
<b>COMMENTS</b>	Masters Student hang out in the building for the course of the day.	

	Weniger Hall	Education Hall-4th Floor	Notes
Science and Math Education Department			
<b>PRIVATE OFFICES</b>			
Larry Flick	252	150	
John Falk	247	135	
Lynn Dierking	164	135	
Nam Hwa Kang	164	135	
Larry Enochs	253	135	
John Baek	163	135	
Ron Gray	163	135	
Jeff Gunn	163	135	
Shawn Rowe	162	135	
Maggie Niess	168	135	
Emily Van Zee	142	135	
Rebekah Elliott	172	135	
<b>SUBTOTAL</b>	<b>2213</b>	<b>1635</b>	
<b>DOCTORAL STUDENT OPEN OFFICE SPACE</b>			
Doc. Student Office (Rm 241)	528	(25) @ 64 SF	
Doc. Student Office (Rm 279)	396		
Doc. Student Office (Rm 332)	891		
<b>SUBTOTAL</b>	<b>1815</b>	<b>1600</b>	
<b>CONFERENCE</b>			
Conference/Work Rm (Rm 239)	360	300	
Conference/Library Rm (Rm 245)	514	300	
<b>SUBTOTAL</b>	<b>874</b>	<b>600</b>	
<b>CLASSROOMS</b>			
Lab Classroom (Rm 247)	1315	945	
Computer Classroom (Rm 222)	940	0	1
<b>SUBTOTAL</b>	<b>2255</b>	<b>945</b>	
<b>ADMIN. SUPPORT</b>			
Shared Dept. Office (Rm 301)	45	90	
<b>STORAGE</b>			
Archive Room	148		2
<b>AVAILABLE FLOOR AREA</b>			
Ed Hall - 4th Floor (excluding support spaces such as toilet rooms, stairs and mechanical spaces)	0	6465	
<b>TOTAL DEPARTMENT SF</b>	<b>7350</b>	<b>6465</b>	

Notes:

1. Will utilize COW (Computers On Wheels) in other classrooms within building
2. Will utilize shared storage with College of Education



**E. Conceptual Plans**