Prefix and Number: DBLD 7630  
Initial Term: Fall '09

Select One:  
New _________  Delete _________  Course Modification XXX____

Type of modification:  
Title XXX  Description X (contact only)  Credit hours

X  Prerequisites
XXX  Number:  Old  DBLD 7530  
New  DBLD 7630

Title:  Design Construction Summary Comprehensive Studio

College/School:  CADC  
Dept:  School of Architecture, School of Building Science

Abbreviated Title:  Design Construction Completion Studio  
(30 spaces total)

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| Maximum: 7 | Minimum: 7 |

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<td>To be Arranged (T)</td>
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</tbody>
</table>

| Maximum Repeat: 7 | |
| (Total number of credit hours that may be earned, not total number of times course may be taken) | |

| Prerequisites (course must be taken prior to this course) | |
|---------------------------------------------------------| |
| DBLD 6620 (for students in design track) | |
| DBLD 7550 - 7551 (for students in construction track) | |

| Corequisites (course must be taken the same term of this course) | |
|---------------------------------------------------------------| |

| Prerequisite with concurrency (course may be taken prior to this course or taken during the same term) | |
|---------------------------------------------------------------------------------------------------------| |
**Brief Description for Bulletin**  This studio is the final of a three-studio progression in the Master of Design-Build program. The studio emphasizes the skills and abilities associated with the detailed development of design and construction for an architectural project. Students will work in interdisciplinary teams to develop and advance a project initiated in the previous semester to the point of detailed design development, including an analysis of constructability, projected construction cost and schedule.

Credit will not be given for both ___________ and ___________.

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<th>Credit</th>
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<td>3rd.</td>
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**Justification (Indicate reason for change)**
- modify course number to make it sequential with the previous two studios (DBLD 6610, DBLD 6620, DBLD 7630).
- Correct course activities/ contact hours to reflect STUDIO activity. (Course currently appears incorrectly in Banner with 7 credit hours/ 7 contact hours listed as LECTURE only.)
- add prerequisites to reflect studio/ lab sequence
- modify course description

**Additional resources or resource shifting required. If none, please explain.**

No additional resources required; will be taught with existing resources from the Schools of Architecture and Building Science.

Attach a copy of syllabus to add a new course.

To modify an existing course, attach a copy of the old syllabus and the new syllabus.

To add an honors version of an existing course or to add a distance education version of an existing, attach the existing syllabus and the syllabus for the proposed new course.

No attachment is required to delete course.

**Contact Person**  Karen Rogers

**Email**  klr0008@auburn.edu

**Phone #**  844-4285

Revised June 2008
Approvals

Undergraduate Requests

Department

Head

Date

College/School Curriculum Committee

Chair

Date

College or School

Dean

Date

University Curriculum Committee

Chair

Date

Graduate Requests

Head

1/5/09

1/5/09

Department

Chair

1/5/09

College/School Curriculum Committee

Dean

1/5/09

College or School

Chair

Date

Graduate Council

Date

University Curriculum Committee

Date
MODIFIED SYLLABUS

DBLD 7630
Design Construction Completion Studio

Credit Hours: 7 credits (3 contact hours of lecture and 9 contact hours of studio per week)

Prerequisites: DBLD 6620 (for design track students)
DBLD 7550/51 (for construction track students)


Additional readings will be assigned at the discretion of the instructor. Resources include specialized CADC design and presentation software and equipment.

Course Description: This studio is the final of a three-studio progression in the Master of Design Build program. The studio emphasizes the skills and abilities associated with the detailed development of design and construction for an architectural project. Students will work in interdisciplinary teams to develop and advance a project initiated in the previous semester to the point of detailed design development, including an analysis of constructability, projected construction cost and schedule.

Course Objectives: The primary learning objectives for this studio include development of:

- The ability to employ advanced design process and design technology tools in the development of a detailed design and construction proposal for an architectural project.

- The ability to integrate criteria associated with construction cost, constructability analysis, and construction scheduling with the project design proposal.

- The ability to leverage advanced design tools and technologies to realize sustainable, high-performance building solutions.
The ability to leverage the advantages of working in interdisciplinary, team-based environment to develop building proposals at a greater depth of development, and at a higher level of design performance.

Course Content: The design problem assignments utilized in this studio will be a continuation of the design proposal developed in the previous semester. Students from the Design and Construction Tracks of the DBLD program will work in interdisciplinary teams to advance the project design proposal to a detailed level, while concurrently developing a proposed strategy for constructing the project, a detailed construction schedule, and project cost estimate.

Students will be grouped into four-student teams (with two students from each track) for the duration of the term.

While specific duration details may vary, generally the students will be engaged in the development of the above referenced scope of work over the full ten weeks of the summer term.

Requirements/ Evaluation: Grading will be based on both individual performance and on contributions to team-based assignments – with the greatest weight assigned to the student’s contributions to the project’s success. “Success” in this context includes accomplishment of both the project goals and the learning objectives of the studio. Assessments will include evaluations of the faculty, guest evaluators, and evaluations from fellow students.

Each student will be expected to prepare for in-studio discussion based on the assigned readings and developing dialogue regarding the design assignments. In-class participation will contribute 30% of the final grade.

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Detailed Design Proposal</td>
<td>40%</td>
</tr>
<tr>
<td>Detailed Construction Proposal</td>
<td>40%</td>
</tr>
</tbody>
</table>

100%

Grading Scale:

Graduate Students:
A = 92-100
B = 84-91
C = 76-83
D = 68-75
F = <68

Grading Criteria:
A Exemplary work that is attended to with initiative well beyond the description of the stated problem.
B Exemplary work that shows an understanding of the problem, displays a conceptual foundation, and is well crafted.

C Adequate work that meets the requirements of the problem and the course. Shows an understanding of the problem while acknowledges some deficiencies.

D Work that although complete, does not show an understanding of the problem, and demonstrates deficiencies in the mastery of skills.

F Failing work that does not significantly meet the requirements of the problem or the course.

Course Policies:

Attendance: This studio will require significant commitments of passion, energy, and time from all involved – students, faculty, and project partners – to succeed. In this context, full participation in all studio meetings, field trips and other associated activities is essential. Unexcused absences will result in a half-letter grade reduction in the student’s final grade. More than four unexcused absences will result in a grade of FA (failure due to absences).

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision.

When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these
forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Halley Center, 844.2096 (V/TT) or email: scw0005@auburn.edu

**Justification for Graduate Credit:**  
This is an advanced, integrated project team studio, emphasizing the ability to work in interdisciplinary collaborative teams. This course will be graded on an 8-point scale; feedback and evaluation will incorporate rigorous professional standards and will be provided by faculty holding graduate faculty status.

Existing syllabus follows (see p. 5)
EXISTING SYLLABUS

College of Architecture Design and Construction  Auburn University
BSCI 7530 Design/Build Studio  Spring 2007  Professor D. K. Ruth
7 credits (2:1 studio hour ratio)
9 am – 4pm MWF
Permission of instructor required

Synopsis:
This BSCI design/build studio is the third in the sequence of the three semester progressive context based design build studios. The studio consists of a seven hour studio component and a two hour lecture component. BSCI 7520 and BSCI 7550 are pre-requisites. Students will be expected to continue and complete construction of their selected project from the summer and spring semester. They will be expected to continue in the research, analysis, estimation and scheduling of alternative discrete technical sub-packages of their comprehensive project. They will then be expected to select and construct the appropriate package. Students will also be expected to assist the client with F F and E and move that client into the building. After move-in a post occupancy evaluation will be performed as part of the comprehensive project. The ultimate goal of the studio is to have their comprehensive project completed in turn key fashion.

Theme(s)
In this studio sequence students will have direct exposure to comprehensive design/build projects involving all aspects of the process.

The philosophical tradition of learning-through-experience and context based learning is continued in this third design-build studio as students are expected to research, thru built examples, appropriate construction assemblies for sub-systems in their comprehensive project. They will be expected to produce construction site mock-ups of selected assemblies on site. The research and construction of these assemblies as well as their final placement will be directed by professionals in the field on alternating Fridays throughout the semester. The students will be expected to perform move-in and post occupancy analysis. They will also be expected to perform a critical review of their comprehensive project process. This critical review would include the reconciliation of budget, scheduling, construction processes and design intent. It is seen as a lessons learned document.

Intent
This studio encourages the student to:

$ develop an ability to employ a variety of design/build methodologies and theoretical approaches;
$ develop a definitive value system concerning the ethical, technical, and aesthetic implications of their design/build proposals;
$ participate in team collaborative design/build activity; and
$ develop communication techniques (graphic, written, oral and built form) appropriate to the scale and intent of the project.

Students focus upon “building to design intent”, project occupancy and post occupancy analysis within the content of their design-build solution from their previous semesters. An emphasis is placed upon achieving and measuring the success of the desired comprehensive building intent thru the application of technologies and construction assemblies. Particular emphasis is upon learning to develop and apply analytical skills of design/build projects. These skills are reviewed in conjunction with the discussion of each construction sub-system selected for the comprehensive project. Assigned projects are approached in student teams with research, analysis, and process/methodology. Ethical, technical and aesthetic implications of design/build resolution are given highest priority.

Other efforts augment the students study:
Students in this design-build studio are required to continue to develop the studio/construction journal from the previous semesters. This journal will record, at minimum, observations and analysis of the concepts addressed throughout this third semester construction. This journal should be used to record a projects history. Personal observations or perceptions, and the like are critical in the collective assessment of this design/build process. Successes and failures, and a loose “work-in-progress” with sketches, diagrams, photographs, etc (incorporated and
collaged as projects and ideas are developed) should amplify this journal. Journals are considered research documents (in fact they amplify the design intent package) to be collected for review near the end of the semester's work. It is anticipated that these journals will be included in the comprehensive review at the ending of the semester.

Students may supplement their studies with selections from the following list.

Architects Studio Companion
Building Construction Illustrated
Cradle to Cradle

Allen, Edward and Joseph Iano
Francis D.K. Ching
Will Mc Donough

The required text for this studio is a compendium of selected articles ranging from issues of sustainability to the craft of construction. This compendium will be produced by the faculty team.

Periodic lectures and discussions will amplify and clarify construction integrated design concepts. These lectures should be recorded with a reaction in your journal.

**Studio Procedure and Grading:**

Throughout the semester we address problems designed to emphasize the "idea" and understanding of "concepts." Students will have an opportunity to create built form as well as present their findings to themselves, their critics, and their fellow students. This studio has a certain bias for the student who strives for excellence instead of mediocrity. It would seem that attending class and exchanging philosophical and applied thought with critics and fellow students would benefit tremendously the student interested in design/build; therefore, it is strongly suggested that students attend each class meeting and pursue their studio work in class (remember the construction site and related venues is the classroom). Class is for design analysis and construction; it is hoped that other matters can be taken care of at other times. Class attendance and participation are monitored and affect the student's final grade (either raising or lowering the final average). Three un-excused absences are an automatic failure for this course.

Because design/build is both a creative endeavor and an action built upon a discipline of decision-making, students are expected to finish their projects at the specified time. Projects completed after specified due dates will have a negative effect on the completion of the comprehensive project in its allotted time frame. This attitude is not acceptable. Grading and evaluation of design-build projects are difficult and soul-searching tasks, and every attempt is made to evaluate a student's explorations fairly and precisely. Each project has its own criteria and is evaluated according to how well a student responds to those criteria; generally, the following has considerable bearing upon a student's grade:

A. Idea /Invention

Have you solved the problem?
Have you advance the state of the art for which you build?

B. Development/resolution -

How well has your project reinforced the design intent? How many conflicts have you uncovered and solved? How does your product FIT?

C. Presentation -

How effectively have you informed and convinced others of the validity of your solution?

**Course Requirements /Assignments**

| 1) | Reading/writing assignments | 20% |
| 2) | Analysis of (including post occupancy) and construction of sub-assemblies | 60% |
| 3) | Journal | 20% |

**The grading scale for this course is as follows:**

| 10 | Superlative (A+) |
| 9.0 | Very good (A) |
8.0  Good (B)
7.0  Satisfactory (C)
6.0  Poor (D)
5.0  Failing (F)

Students with Disabilities
Students who require special accommodations due to disabilities should make an appointment with the instructor during posted office hours as soon as possible. For further information, students should also contact the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Justification for Graduate Credit
The Graduate students in this class undertake independent, original research and thinking. In doing this, they analyze, research, and design new material and, overall, master the material at a more in-depth level.

Academic Honesty
Auburn University expects students to be honest in their academic work. Violations of the Student Academic Honesty Code and potential sanctions are detailed under Title XII of the SGA Code of Laws, in the Tiger Cub.
Select One:
New ________ Delete ________ Course Modification XXX ________

Type of modification:
XX Title ________ Description ________ Credit hours ________
XX Prerequisites ________ Grade Type ________
XX Number: Old DBLD 5640/6640 ________ New DBLD 5640/6640 ________

Title: Sustainability for Integrated Project Delivery

College/School: CADC ________ Dept: School of Architecture, School of Building Science

Abbreviated Title: Sustainability for Integrated Project Delivery (30 spaces total)

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<td>_____ Professional (P)</td>
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| Maximum: ________ | Grading Type: (select one) |
| Minimum: ________ | _____ Normal grading (Blank) |

| Connector: (select one) | Term Offered: (select one) |
| _____ Fixed (F) | _____ Not Specified (Blank) |
| _____ Variable (V) | _____ Fall Only (F) |
| _____ Alternate (A) | _____ Spring Only (S) |
| _____ To be Arranged (T) | _____ Summer Only (M) |

| Maximum Repeat: ________ | Session Duplicate: |
| (Total number of credit hours that may be earned, not total number of times course may be taken) | yes _____ no _____ |

Prerequisites (course must be taken prior to this course)
For DBLD 6640 - Must be DBLD Major
For DBLD 5640 - Must have ARCH or BSCI departmental approval

Corequisites (course must be taken the same term of this course)

Prerequisite with concurrency (course may be taken prior to this course or taken during the same term)
Brief Description for Bulletin

Sustainability or Green Design/Construction is at the forefront of design and construction industry consciousness. It is a crucial element in providing impetus to the evolution of integrated project delivery strategies. This course will introduce the student to the basic principles, theories, terminology and methods of sustainable design and construction, as well as the role of interdisciplinary design collaboration in realizing these objectives.

Credit will not be given for both __________________ and __________________

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Justification (Indicate reason for change)
- Course number changes from DBLD 5970/6970 to DBLD 5640/6640 to reflect change from Special Topics to permanent course.
- Name change and description change reflect shift of emphasis in curriculum.
- Prerequisites reflect specialized nature of course content.

Additional resources or resource shifting required. If none, please explain.

No additional resources required; will be taught with existing resources from the Schools of Architecture and Building Science.

Attach a copy of syllabus to add a new course.

To modify an existing course, attach a copy of the old syllabus and the new syllabus.

To add an honors version of an existing course or to add a distance education version of an existing, attach the existing syllabus and the syllabus for the proposed new course.

No attachment is required to delete course.

Contact Person  Karen Rogers
Email  klr0008@auburn.edu  Phone #  844-4285

Revised June 2008
Approvals

Undergraduate Requests

Department Head Date

Chair

College/School Curriculum Committee Date

Dean

College or School Date

University Curriculum Committee Date

Chair

Graduate Requests

Head Date

Chair

Department Date

College/School Curriculum Committee Date

Dean

College or School Date

Graduate Council Date

University Curriculum Committee Date
MODIFIED SYLLABUS

Course title: DBLD 5640/6640 Sustainability for Integrated Project Delivery

Credit hours: 3

Prerequisites: For DBLD 5640, student must have departmental approval (ARCH or BSCI)
For DBLD 6640, student must be DBLD major.


Rogers, Richard George and Philip Gumuchdjian. Cities for a Small Planet. Boulder,


Course description:

Sustainability or Green Design/Construction is at the forefront of design and construction industry
consciousness. It is a crucial element in providing impetus to the evolution of integrated project delivery
strategies. This course will introduce the student to the basic principles, theories, terminology and
methods of sustainable design and construction, as well as the role of interdisciplinary design
collaboration in realizing these objectives.

Using the United States Green Building Council’s (USGBC) Leadership in Energy and Environmental
Design (LEED) program as a model, this course will also prepare the student to take and pass the LEED
Professional Accreditation Exam.

Course Objectives:

1. To have the student understand the constructional and architectural origins of green building.
2. To have the student understand Green Building principles and how they affect environmental and
economic factors.
3. To have the student learn about the materials and methods in Green Building.
4. To prepare the student to take and pass the LEED Professional Accreditation exam.
5. To have the student learn green principles and vocabulary that will allow for more effective
communication with other constructors and designers.
6. To have the student analyze a proposed building and apply green knowledge and principles as it
pertains to LEED Certification (graduate Students only).
7. To have the student research New Green technologies, materials or methods (green current
events).

Course Content:

Week 1 – 2 Introduction to sustainability and LEED (certification procedure and credits)
Independent reading assignment (graduate students)

Week 3 – 4 Principles of sustainable design and construction (theories, terminology, methods).
Test 1.

Week 5 Economics of sustainable design and construction (How much does it cost? How
much does it save? Life cycle costs vs up front costs).
Building case study assignment (all students).
Week 6 – 7  
Test 2.  
Sustainable sites  
Independent reading analysis due (graduate students)
Week 8  
Water efficiency  
Test 3.
Week 9  
Energy and atmosphere
Week 10  
Materials and resources  
Test 4.
Week 11  
Indoor environmental quality  
Case study analysis due
Week 12 – 13  
Innovation and design process
Week 14 – 15  
LEED exam preparation (overview, understanding the credit system and implementing the credits).  
Final exam.

Course Requirements/ Evaluation:

Grades for the course will be calculated as follows:

1. 5%  
   Attendance
2. 5%  
   Class Participation
3. 75%  
   Tests (4 tests + Final Exam weighted equally – 15% each)
4. 15%/7.5%  
   Building case study (7.5% for graduate students)
5. 7.5%  
   Approved independent reading, critique and analysis (graduate students)

Grading scale:

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<th>Graduate students</th>
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<td>(8 point grading scale)</td>
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<td>A</td>
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<td>B</td>
<td>80 – 89</td>
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<td>C</td>
<td>70 – 79</td>
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<td>D</td>
<td>60 – 69</td>
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<td>F</td>
<td>59 and below</td>
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Course Policy Statement:

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision.

When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.
Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Attendance/ Participation

Active engagement in class discussion promotes a more stimulating and productive learning environment. Student attention and participation is expected. Students may be asked to add to class discussions by offering pertinent information, opinion, or asking relevant questions. Failure to participate will result in points docked from class participation grade.

Academic Honesty:

The Student Academic Honesty Code will be enforced as delineated in the Tiger Cub (section 1 chapter 8) and the SGA Code of Laws, Title XII – Chapters 1200-1299.

Disability Accommodations:

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Halley Center, 844.2096 (V/TT) or email: scw0005@auburn.edu

Justification for Graduate Credit:

Graduate students will be held to higher academic standards through the use of an 8-point grading scale rather than the conventional 10-point scale for undergraduate students. Further, Graduate students will have independent reading assignments each with a book/literature approved by the instructor to which each student must present his/her critical and analytical report and lead the class in a discussion of the topic of the reading.

Existing syllabus follows (see p. 4)
EXISTING SYLLABUS

DBLD 5970/6970 Special Topics

Sustainability: Design and Construction for a Small Planet

Course Description:

Sustainability or Green Design/Construction is at the forefront of the construction industry consciousness. This course will introduce the student to the basic principles, theories, terminology and methods of sustainable design and construction. Using the United States Green Building Council's (USGBC) Leadership in Energy and Environmental Design (LEED) program as a model, this course will also prepare the student to take and pass the LEED Professional Accreditation Exam.

Textbooks:  
The LEED-NC v2.2 Reference Guide Third Edition  
By: U.S Green Building Council  
Available at: www.usgbc.org/store

Cities for a Small Planet  
by: Richard Rogers  
published by: Westview Press  

Additional reading material that may be required will be assigned via email or in class.

Course Objectives:
1. To have the student understand the constructional and architectural origins of green building.
2. To have the student understand Green Building principles and how they effect environmental and economic factors.
3. To have the student learn about the materials and methods in Green Building
4. To prepare the student to take and pass the LEED Professional Accreditation exam.
5. To have the student learn green principles and vocabulary that will allow for more effective communication with other constructors and designers.
6. To have the student analyze a proposed building and apply green knowledge and principles as it pertains to LEED Certification. (Graduate Students only).
7. To have the student research New Green technologies, materials or methods (green current events).

Course Content:
See Schedule Attachment

Course Requirements:
1. 5% - Attendance
2. 5% - Class Participation
3. 75% - Tests (4 tests + Final Exam weighted equally – 15% each)
4. 15% - Project (*7.5% for graduate students)
5. *Approved independent reading, critique and analysis (graduate students only) 7.5%

Grading:
for undergraduate students 
a 10-point grading scale will be used.

90 – 100 A
80 – 89 B
70 – 79 C
60 – 69 D
59 and below F

for graduate students 
an 8 point grading scale will be used

92 – 100 A
84 – 91 B
76 – 83 C
68 – 75 D
67 and below F
Attendance: Attendance is mandatory. You will be allowed 2 unexcused absences without any consequence to your grade. More than 5 unexcused absences will result in an automatic Failure. However, on days of special activities and test days, attendance is mandatory and cannot be counted as one of the 2 unexcused days. Absences on these days must be excused in order for your attendance grade to be unaffected.

Absences are only excused when in accordance with the procedures delineated in the "Rules" section of the current Tiger Cub (section 1, chapter 10). For excused absences, you are responsible for obtaining handouts, notes, and instructions from a classmate.

Class Participation: Active engagement in class discussion promotes a more stimulating and productive learning environment. Student attention and participation is expected. Students may be asked to add to class discussions by offering pertinent information, opinion, or asking relevant questions. Failure to participate will result in points docked from class participation grade.

Handouts: If there are any handouts to be given out for a class period, they will be located on the back counter as you come in to class.

Academic Honesty: The Student Academic Honesty Code will be enforced as delineated in the Tiger Cub (section 1 chapter 8) and the SGA Code of Laws, Title XII – Chapters 1200-1299.

Special Accommodations: Students who need accommodations must have all necessary paperwork to me and have met with me, if necessary, by Thursday, May 29. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Email: Email is recognized as an official means of communication by the University. You are responsible for any class requirements and schedules that are altered in a timely manner using email. Your student email account must be activated. Check it daily.

Testing: Tests may only be made up with an excused absence.

Justification for Graduate Credit:
Graduate students will be held to higher academic standards through the use of an 8-point grading scale rather than the conventional 10-point scale for undergraduate students. Further, Graduate students will have independent reading assignments each with a book/literature approved by the instructor to which each student must present his/her critical and analytical report and lead the class in a discussion of the topic of the reading.

Calendar DBLD 5970/6970 Special Topics Design/Build

Week 1 Introduction to Sustainability and LEED
• Introduction to course
• Introduction to LEED (LEED Certification procedure, LEED Credits)
• Introduction to sustainability

Assignments:
Grad/undergrad assignments
• Assign Independent reading
Week 2 Principles of Sustainable Design and Construction
- Exploring sustainable design and construction (Theories, Terminology, Methods)
- Assign Project
- Green current events

Week 3 Economics of Sustainability
- Exploring the Economics of Sustainable design and construction (How much does it cost? How much does it save? Life cycle costs vs up front costs)
- Assign building case study
- Green current events
  Test #1

Week 4 Sustainable Sites (LEED)
- Sustainable Sites Overview
- Understanding the credits
- Credit implementation

Week 5 Water Efficiency (LEED)
- Water efficiency Overview
- Understanding the credits
- Credit implementation
- Present analysis of independent reading
- Application of green principles to case study
- Green current events
  Test #2

Week 6 Energy and Atmosphere (LEED)
- Energy and Atmosphere Overview
- Understanding the credits
- Credit implementation

Week 7 Materials and Resources (LEED)
- Materials and Resource Overview
- Understanding the credits
- Credit implementation
- Present analysis of independent reading
- Application of green principles to case study
- Green current events
  Test #3

Week 8 Indoor Environmental Quality (LEED)
- Indoor Environmental Quality Overview
- Understanding the credits
- Credit implementation

Week 9 Innovation and Design Process (LEED)
- Innovation and Design Process Overview
- Understanding the credits
- Credit implementation
- Present analysis of independent reading
- Application of green principles to case study
- Green current events
  Test #4
Week 10 Exam Prep
• Understanding the LEED Exam
• Preparation for LEED Exam
• Preparation for Final Exam
• Present analysis of independent reading
• Analysis of case study
• Projects due

Final Exam