MODIFIED SYLLABUS

DBLD 7550 Collaborative Practice

Credit Hours: 3 Credits

Co-requisites: DBLD 7551 (for all Design-Build majors)
               DBLD 6620 (for DBLD majors in the design track)


Course Description: Collaborative Practice will bring interdisciplinary students together to analyze current integrated delivery models and developing strategies for decision-making related to the interface of the design and construction disciplines from multiple perspectives (professional, contractual and technological). In addition, the course will address the quantification of risk between the parties associated with integrated delivery. It will also teach content related to the second of three courses required for students to take the Design Build Institute of America’s assessment tests toward receiving a Certificate of Mastery.

Course Objectives: Learning Objectives [Including Those as Defined by the DBIA]

“Principals of Design-Build”
- Distinguish the unique essential elements of design-build project delivery
- Understand key teaming concepts, and how to make the “mental shift” needed to transition from traditional design-bid-build to design-build project delivery.
- Describe the key players on a design-build team, and the primary roles, responsibilities, and tasks of each of these players.
- Explain the concept of “best value” and how the design-build procurement process works.
- Explain the importance and use of performance specifications and describe the performance specifying process.
- Explain the key components of writing a successful RFQ and RFP.
- Describe how to respond to the RFQ and RFP such that there are no
gaps between what the owner expects and what the design-build team delivers.

- Describe design-build project management relative to design, cost, schedule and quality.

Additional Objectives:

- Develop skills in analyzing and managing contractual risks associated with integrated project delivery
- Develop skills in information modeling, including 5-dimensional strategy

**Course Content:**

DBLD 7550 augments the DBLD 6620 Design-Build Studio and is taught as a companion to the studio. Concepts learned in DBLD 7550 will be applied in DBLD 7551, the Collaborative Practice Lab, for further practical experience and understanding.

- **Weeks 1 – 4** DBIA “Principals of Design Build”
- **Weeks 5 – 6** Alternative Delivery
- **Weeks 7 – 8** Contracts: AIA, Consensus Docs, AGC
- **Weeks 9 – 12** BIM
- **Weeks 13 – 15** Cumulative Project

**Requirements/Evaluation:**

Each student will be expected to prepare for in-class discussion in the second week of each module by completing the assigned readings. In-class participation will contribute 30% of the final grade.

- Participation 30%
- Quiz – DBIA Principals 20%
- Modeling Proficiency/Improvement 10%
- Comprehensive Project 40%
- 100%

**Grading Scale:**

Graduate Students:

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

**Course Policies:**

**Attendance:** Attendance in class is mandatory. Students are allowed one unexcused absence with no effect on their grade. Each additional unexcused absence will lower the final grade by two points.
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 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 below, p/ 4)
Existing syllabus

College of Architecture Design and Construction Auburn University
DBLD 7550 Collaborative Practice Fall 2008 Professor D.K. Ruth and Visiting Assistant Professor Anthony Tindill
3 credits
8:00 a.m. – 9:15 a.m. TR
Permission of instructor required

Synopsis:
This Design-Build course will teach content relating to two of the three courses required for students to take the Design Build Institute of America’s Assessment tests and receive their Certificate of Mastery. The two courses covered are “Fundamentals of Project Delivery” and “Principles of Design-Build Project Delivery.” These courses will be covered in depth over the 15 week period.

Theme(s)
DBLD 7550 augments the DBLD 7520 Design-Build Studio and is taught as a companion to the studio. Concepts learned in DBLD 7550 will be applied in studio for further practical understanding. In the 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 the 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.

Learning Objectives as Defined by DBIA
Fundamentals of Project Delivery
- Explain the history and evolution of the project delivery system and define project delivery system terms.
- Explain what procurement is, describe the various procurement methods, and explain how to choose the procurement method best suited for a given project.
- Describe the framework for project delivery, including major owner decisions, business goals, selecting a procurement method.
- Explain how to select an appropriate project delivery system.
- Describe the four common types of contract structures and explain how to select an appropriate payment method.

Principles of Design-Build
- Distinguish the unique essential elements of design-build project delivery
- Understand key teaming concepts, and how to make the “mental shift” needed to transition from traditional design-bid-build to design-build project delivery.
- Describe the key players on a design-build team, and the primary roles, responsibilities, and tasks of each of these players.
- Explain the concept of “best value” and how the design-build procurement process works.
- Explain the importance and use of performance specifications and describe the performance specifying process.
- Explain the key components of writing a successful RFQ and RFP.
- Describe how to respond to the RFQ and RFP such that there are no gaps between what the owner expects and what the design-build team delivers.
- Describe design-build project management relative to design, cost, schedule and quality.
Other efforts augment the students study:

Students in the Design-Build Masters Program are required to develop a studio/construction journal throughout the three semesters. Topics assigned in Collaborative Practice will be reflected in this journal as well as projects from Design-Build studio. This journal will record, at minimum, observations and analysis of the concepts addressed throughout each semester’s construction. This journal should be used to record a project’s 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 periodically throughout each semester. It is anticipated that these journals will be included in the comprehensive review at the end of the semester.

Recommended reading:
*Design-Build: Planning Through Development* by Jeffrey L. Beard, Edward C. Wundram and Michael C. Loulakis

*Integrated Practice in Architecture: Mastering Design-Build, Fast-Track, and Building Information Modeling* by George Elvin

Power Point Compendium

In addition to the required text, each student will be required to build a compendium of selected articles ranging from issues of sustainability to the craft of construction. This compendium will be evaluated as part of the semester grade.

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

Grading & Evaluation:

Throughout the semester we address problems designed to emphasize the “idea” and understanding of “concepts.” Students will have an opportunity to create and present their findings to themselves, their critics, and their fellow students. This class 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 (remember the construction site and related venues is also a classroom). 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.

Assignments will be evaluated based on the following:

1) Reading/writing
2) Analysis
3) Content

Grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Case Study on Choosing the Right Project Delivery System</td>
<td>20%</td>
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<tr>
<td>Team Building Exercise</td>
<td>20%</td>
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<tr>
<td>Writing the RFQ &amp; RFP</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam Response to the RFP</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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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.

Through teamwork we will achieve a deeper understanding of the role architects and constructors must take in future society.