Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Human Sciences
   Department: Consumer and Design Sciences

2. Course Prefix and Number: CADS 5310 / 6310

3. Effective Term: Spring 2014

4. Course Title: Sustainable Practices and Accreditation
   Abbreviated Title (30 characters or less):

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type: Lecture
   Weekly or Per Term? Weekly
   Credit Hours: 3
   Anticipated Enrollment: 25
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:=" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   P., Junior standing

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Sustainable building certification standards and professional accreditation and certification requirements related to sustainability.

11. May Count Either:
    5310 or 6310
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "NA" if not included in any program; attach memorandum if more space is required)
    (e.g.: minor, major, etc.)
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective?
    Program Type
    Program Title
    Major
    Interior Design
    Elective
    Minor
    Sustainability
    Elective
    (required or optional?)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [ ] Not Applicable
14. Justification:

This course will provide students with a comprehensive knowledge base of current sustainable building certification standards, codes, and regulations. Many architectural, design, and engineering firms are shifting their focus to sustainable building practices. Students who take this course will be knowledgeable and have a competitive edge in the job market for internships and entry-level positions. This course will also help prepare students to pass the Leadership in Energy and Environmental Design (LEED) Green Associate examination. Students who pass the LEED Green Associates examination are taking the first step to becoming a LEED Accredited Professional (LEED AP). This credential will further benefit students in the job market. The course will also fill a gap in the INDS program. The program does not have any graduate level courses on sustainable practices, available building certifications, or sustainability accreditation. This content is just as important and beneficial for graduate students as for undergraduate students. The course can also increase interdisciplinary enrollment from being listed as an eligible course for the sustainability minor.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

None. The course is already being taught as a special topics course.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Upon successful completion of the course, the student will be able:

- To demonstrate a working knowledge of sustainable design as it relates to the built environment.
- To identify and critique aspects of various sustainable building rating systems.
- To demonstrate a comprehensive understanding of sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, and innovation in design.
- To practice and prepare for the Leadership in Environmental and Energy Design (LEED) Green Associates Examination.
- To gain an understanding of product certification programs.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Week 1
Course outline, overview of Canvas
Green Building Basics (Reading Ch. 1)
  Due: Syllabus quiz
Week 2
Green Globes Rating System (supplemental reading)
LEED Rating System (Reading Ch. 2)
  Quiz #1
Week 3
Living Buildings Rating System (supplemental reading)
Sustainable Sites (Reading Ch. 3)
  Quiz #2
Week 4
Students Presentations
Water Efficiency (Reading Ch. 4)
  Quiz #3
Week 5
Energy & Atmosphere (Reading Ch. 5)
Energy Star Rating System (supplemental reading)
  Quiz #4
Week 6
Materials & Resources (Reading Ch. 6)
Quiz #5
Product Certification Programs (supplemental reading)
LEED Green Associate Exam (Ch. 11)
Week 7
Student Presentations
Indoor Environmental Quality (Reading Ch. 7)
Quiz #6
Week 8
Innovation in Design (Ch. 8)
Student Presentations
Quiz #7
Week 9
Regional Priorities, & Synergies (Ch. 9-10)
Student Presentations
Quiz #8
Week 10
Guest Speaker: LEED for Homes
Discuss exam + reading + speaker (supplemental reading)
Exam #1
Week 11
Site visit - LEED certified building
Discuss exam + reading + site visit (supplemental reading)
Exam #2
Week 12
Guest Speaker: EarthCraft certification
Discuss exam + reading + speaker
Exam #3
Week 13
Site visit - LEED certified building
Net Zero buildings
Discuss exam + reading + site visit
Exam #4
Week 14
In-class discussion: To certify or not to certify?
In-class discussion: Comparison of rating systems
Exam #5
Graduate Paper due
Week 15
Exam review
Course wrap-up and discussion
Exam #6
Week 16
Final Exam

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Quizzes: There will be eight (8) throughout the semester. Quizzes will cover material from required course text.
Exams: There will be five (5) exams throughout the semester. Exam will cover materials from readings and handouts.
Final Exam: Cumulative exam. The final exam will cover material from student presentations, guest speakers, readings, discussion, field trips, and assignments.
LEED Green Associates Exam Registration (pass/fail): students will be required to register and sign up for the LEED Green Associates exam. Documentation verifying the registration date and location must be supplied prior to the final exam date. Go to GBCI.org for fees and registration.
Service Learning Project: Hands-on project where students can apply principles of a LEED credit category.
Oral Presentation: PowerPoint presentation (roughly 10 minutes) of
assigned topic. Presentation should include review slides and applicable images.
Sustainability Critique: This group assignment will provide an opportunity to develop a checklist based on multiple rating systems. The checklist will then be used to evaluate a proposed design.
Participation: The following factors will be taken into consideration: participation on field visits, being prepared for class, contributing to class discussions, and participating in study sessions.

Additional assignments for graduate students
Paper: Students will be required to develop a research proposal linking their area of focus to sustainable design. Topic must be approved.
Discussions: Students will meet weekly outside of regularly schedule class time to discuss position papers, connections to research topic, and develop research. Each student will be responsible for finding articles related to specified topics and leading discussions of their designated position.

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

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Grading
A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 60%

(List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

In addition to the undergraduate requirements, graduate students will be required to add a brief review of literature section to their oral presentations citing relevant and current research studies. They will be required to develop a research proposal linking their area of focus to sustainable design (topics must be approved by faculty). They will also be required to meet weekly outside of the regularly scheduled class time to discuss position papers and develop research.
(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

**POLICY STATEMENTS**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**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 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 a 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 of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date 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.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. 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 Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 344-2096 (VITT).
Approvals

Department Chair / Head

[Signature]

Date

College / School Curriculum Committee

Date

College / School Dean

Date

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

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