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: Fall 2014

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

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   - Current Course Number:
   - Proposed Course Number:
   - Type of Revision:

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td></td>
<td></td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Repeatability: 3</td>
<td>Lecture</td>
<td>Weekly</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

   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
   - [x] Standing
   - [ ] Degree

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

11. May Count Either:

   - 5310
   - 6310
   (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):

   (Respond "N/A" if not included in any program; attach memorandum if more space is required)
   - Program Type: Major
   - Program Title: Interior Design
   - Requirement or Elective?: Elective
   - Program Type: Minor
   - Program Title: Sustainability
   - Requirement or Elective?: Elective

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
   - [x] Not Applicable
14. Justification:

This course will provide students with a broad knowledge base of sustainable systems, integrated design, stakeholder involvement, and current sustainable certification systems impacting the built environment. This course, as opposed to courses with prerequisites, is intended to educate all stakeholders including those without design or construction specializations, such as teachers, lawyers, and business leaders who are interested in increasing their understanding of sustainability and the built environment.

This course will also help prepare students to pass the Leadership in Energy and Environmental Design (LEED) Green Associate examination. The LEED Green Associate examination does not require any prior design or construction experience. Students who pass the LEED Green Associates examination are taking the first step to becoming a LEED Accredited Professional (LEED AP). This credential can further benefit students who are interested in specializing in sustainability in the job market. As the course has been taught over three semesters, 57 students have achieved the LEED Green Associate credential with an exam pass rate of 87.7%.

The course will also fill a gap in the INDS program. The program does not have any undergraduate level courses that are solely designated to a holistic understanding of sustainable systems and integrated design. In addition, the CADS department does not have any graduate level courses on sustainable practices or sustainability accreditation. This content is just as important and beneficial for graduate students as for undergraduate students.

The course would offer the opportunity to count toward the sustainability minor, thereby, increasing understanding from multiple disciplines. Thus far, at least seven students have used the special topics course to count toward their sustainability minor over the last two semesters.

(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 rating systems.
• To develop an understanding of Leadership in Environmental and Energy Design (LEED) and the LEED process
• To gain an understanding of eco-certification programs.
• To practice and prepare for the LEED Green Associates Examination.

(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
Sustainable Systems (Reading Ch. 1--Course Packet)
   Due: Syllabus quiz
Week 2
Green Globes Rating System (supplemental reading)
LEED Rating System (Reading Ch. 2--Course Packet)
   Due: Quiz #1
Week 3
Living Buildings Rating System (supplemental reading)
Sustainable Sites (Reading Ch. 3--Course Packet)
  Due: Quiz #2
Week 4
Students Presentations
Water Efficiency (Reading Ch. 4--Course Packet)
  Due: Quiz #3
Week 5
Energy & Atmosphere (Reading Ch. 5--Course Packet)
Energy Star Rating System (supplemental reading)
  Due: Quiz #4
Week 6
Materials & Resources (Reading Ch. 6--Course Packet)
  Due: Quiz #5
Product Certification Programs (supplemental reading)
LEED Green Associate Exam (Ch. 11--Course Packet)
Week 7
Student Presentations
Indoor Environmental Quality (Reading Ch. 7--Course Packet)
  Due: Quiz #6
Week 8
Innovation in Design (Ch. 8)
Student Presentations
  Due: Quiz #7
Week 9
Regional Priorities, & Synergies (Ch. 9-10--Course Packet)
Student Presentations
  Due: Quiz #8
Week 10
Guest Speaker: LEED for Homes
Discuss exam + reading+ speaker (supplemental reading)
  Due: Exercise #1
Week 11
Site visit - LEED certified building
Discuss exam + reading +site visit (supplemental reading)
  Due: Exercise #2
Week 12
Guest Speaker: EarthCraft certification
Discuss exam + reading +speaker
  Due: Exercise #3
Week 13
Site visit - LEED certified building
Net Zero buildings
Discuss exam + reading +site visit
  Due: Exercise #4
Week 14
In-class discussion: To certify or not to certify?
In-class discussion: Comparison of rating systems
  Due: Exercise #5
  Graduate Paper due
Week 15
Exam review
Course wrap-up and discussion
  Due: Exercise #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 readings.
Exercises: There will be six (6) exercises throughout the semester. Exercises will cover material from lectures, handouts, and required readings.
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.
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 scheduled 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:

<table>
<thead>
<tr>
<th>Undergraduate Credit</th>
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<tbody>
<tr>
<td>Quizzes</td>
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<tr>
<td>Exercises</td>
<td>10%</td>
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<tr>
<td>LEED Green Associates Exam Registration</td>
<td>15%</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>10%</td>
</tr>
<tr>
<td>Sustainability critique</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>5%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
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<td>Discussion</td>
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</tr>
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<td>Oral Presentation</td>
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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 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, 128B Haley Center, 844-2096 (V/TT).
Approvals

Department Chair/Head

College/School Curriculum Committee

College/School Dean

Dean of the Graduate School (for Graduate Courses)

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

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