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## **Launching the SUNY Green Building Experiential Learning Collaborative: First Year Update (2018-19)**

Tips to help faculty/staff evaluate the opportunity to implement a LEED Lab course on their campuses.

### Advanced preparation required

- Access to campus information (plans, specs, energy/water data)
- Access to registered project and materials (individual accounts for USGBC, LEED online, Arc, Reference Guides)
- Good communication among stakeholders (shared googledoc, bi-weekly meetings)
- Plan the sampling methods, data collection & analysis methods
- Leave adequate time for project coordination (course release and compensation)

### Course development

- Experimental/special topics course
- Curriculum Committee course action (6+ months)
- Select LEED version (O+M v4 or v4.1)
- Determine 12-month performance period
- Outline experiential assignments
- IRB exemption application for survey
- Create student groups, assign a group leader to coordinate communications

### Course delivery

- Coordinate schedule with facilities staff and building occupants for measurement activities involving students
  - Level 1 Energy Audit
  - Indoor air quality sampling
  - Exhaust air volume sampling
  - Waste audit
  - Transportation and satisfaction survey
- Do reconnaissance to count visitors for weighted occupancy calculation
- Students present bi-weekly on progress, invite stakeholders to final presentation
- GA exam preparation is separate from project documentation
- Quiz questions simulate GA exam questions
- Use a reporting mechanism to get student feedback

### Considerations for project sequence and scheduling

- Propose course addition to curriculum committee (6+ months)
- Review of policies may need several layers of admin approval (3+ months)
- IRB survey exemption review and human subjects research training (2+ months)
- Understand requirements for Level 1 Energy Audit (1+ month)
- Schedule and coordinate LEED exams through GBCI (1+ month)
- Coordinate waste audit with facilities staff, county waste authority (3+ weeks)
- Air sampling must avoid activities that may release VOCs (24 hours)

### Advice to ensure campus staff and administrative buy-in

- Meet with staff early in the planning stages to review requirements
- Copy relevant staff on communications
- Introduce staff and students, provide a list of staff contact info
- Invite staff for guest lectures, request a guided building walk-through
- Compensate staff for their time

### Hurdles for certification that may be encountered

- Meeting all prerequisites
- Justifying distinction between part-time occupants and visitors in weighted occupancy calculation (required for scoring in all performance categories)
- Requirements for IRB survey approval, human subjects research training, informed consent statement, minimum participation rate 25%
- Updating/creating policies needs admin approvals
- Collecting quality data with student researchers, justifying sampling methods
- Costs for registration, certification, course materials, exam fees

### Considerations for choosing LEED v4.1

- Streamlined credits and policy prerequisites
- Performance data required, need good access to data
- Data uploads to Arc templates (manual or auto)

### Notes: