



## INSTRUCTOR REQUIREMENTS AGC GREEN CONSTRUCTION EDUCATION PROGRAM

### BUILDING TO LEED® FOR NEW CONSTRUCTION

#### **Green Construction Education Program Overview**

AGC's *Building to LEED, Second Edition* course was released in August 2010 for the U.S. Green Building Council's (USGBC) Leadership in Energy and Environmental Design (LEED) for New Construction and Major Renovation green building rating system Version 3.

The second edition of *Building to LEED for New Construction* was developed in conjunction with leading green building practitioners. The program is designed to successfully educate construction professionals at all experience levels on a range of topics they would encounter building a project pursuing LEED certification. Individual classes of *Building to LEED* can be approved to offer LEED-specific (BD+C) GBCI CE Hours.

#### **Overview of *Building to LEED***

*Building to LEED* is not a preparatory class for the LEED Accredited Professional (AP) or Green Associate certifications, it focuses on the credits within the New Construction and Major Renovation rating system and the impact those credits can have on construction practices, providing tips and lessons learned for contractors who are working on or considering pursuing LEED projects.

The curriculum provides the foundation for a participatory, team-exercise environment that balances discussion and team assignments within an instructor-led format. AGC of America relies on qualified instructors with knowledge of the industry, building information modeling, and course materials to help fulfill the overall learning objectives of the course—

- Define the role of buildings and their impact on the environment
- Identify the major changes in LEED for New Construction, from LEED v2.2 to LEED 2009
- Differentiate the credit categories in the LEED for New Construction rating system
- Discuss the credits and prerequisites in LEED 2009 for New Construction and their impact on construction practices
- Develop strategies specifically focused on the contractor's role in supporting green building design and construction on a project seeking certification under LEED v3

*Session Learning Objectives include:*

#### Session 1: Introduction to Green Building

Following this session, participants will have the ability to:

- Define the role of buildings and their impact on the environment
- Analyze the connection between construction practices and sustainable design
- Explain the components of LEED v3
- Explain the LEED 2009 for New Construction point system
- Distinguish the levels of LEED credentialing and their core requirements

## Session 2: Sustainable Sites

Following this session, participants will have the ability to:

- Describe the intent of the prerequisite and credits of the LEED Sustainable Sites category
- Identify how Sustainable Sites issues might impact estimating decisions and project costs
- Explain how the Sustainable Sites prerequisite and credits may impact a contractor working on a LEED v3 project
- Identify at least one successful Sustainable Sites solution when shown an example
- Analyze the impact of decisions made as a result of seeking credits in this category

## Session 3: Water Efficiency

Following this session, participants will have the ability to:

- Describe the intent of the prerequisite and credits in the LEED Water Efficiency category
- Analyze the potential impact credits may have on the contractor
- Identify strategies needed for lowering potable water used for sewage conveyance
- Analyze the impact of decisions made as a result of seeking credits in this category

## Session 4: Energy and Atmosphere

Following this session, participants will have the ability to:

- Describe the intent of the prerequisites and credits in the LEED Energy and Atmosphere category
- Understand the commissioning process that is the basis of EAp1: Fundamental Commissioning of Building Energy Systems and EAc3: Enhanced Commissioning
- Identify how the prerequisites and credits found in the Energy and Atmosphere category may impact estimating decisions, project costs, and scheduling
- Analyze the impact of decisions made as a result of seeking credits in this category

## Session 5: Materials and Resources

Following this session, participants will have the ability to:

- Describe the intent of the prerequisite and credits within the LEED Materials and Resources category
- Analyze the components of a construction waste management (CWM) plan
- Identify how credits within this category can impact the contractor's estimating decisions, project administration, field operations, and subcontractor management
- Explain the difference between building reuse and material reuse as defined by the credits in this category
- Analyze the impact of decisions made as a result of seeking credits in this category

## Session 6: Indoor Environmental Quality

Following this session, participants will have the ability to:

- Describe the intent of the prerequisites and credits within the LEED Indoor Environmental Quality category
- Analyze the components of a construction indoor air quality plan

- Identify how credits within this category may impact the contractor's estimating decisions, project administration, field operations, and subcontractor management
- Explain how indoor environmental quality issues might impact contracts and agreements
- Analyze the impact of decisions made as a result of seeking credits in this category

#### Session 7: Innovation in Design and Regional Priority

Following this session, participants will have the ability to:

- Describe the intent of the credits within the LEED categories of Innovation in Design and Regional Priority
- Understand the role of the Innovation in Design and Regional Priority categories in the LEED 2009 for New Construction rating system
- Distinguish between innovation and exemplary performance as applied to credits in the Innovation in Design category
- Identify how to locate the available Regional Priority credits for a project

#### **Minimum Instructor Qualifications**

AGC of America has established the following minimum LEED and construction related experience requirements for primary instructors.

- At least two years of experience as a construction professional
- LEED Accredited Professional, preferably with a Building Design and Construction specialty.
- Experience with successful LEED project submission
- An understanding of green building concepts and terminology including roles and responsibilities of project team members and the challenges a LEED project can face from a construction standpoint.
- Secondary or co-instructors must be LEED Accredited Professionals or Green Associates and should have experience in a related building industry profession, such as architecture/design.

#### **Proficiency with Course Materials**

AGC of America offers several resources to instructors in order to help enhance training results. The *Building to LEED* Instructor's Guide and accompanying CD contains guide sheets for the instructor, PowerPoint slides and notes and a copy of the Participant's Manual.

Instructors and should be well-versed in the contents of the course materials, knowledgeable of the course format and committed to helping the attendees achieve the learning objectives for the course. The course materials provide a minimum of information for the instructor to deliver. AGC of America welcomes and encourages instructors to add personal experience, case studies, examples, exercises and visual aids to the course delivery.

The AGC of America staff contacts for this course can hold individual conference calls with instructors and co-instructors to provide additional insight and direction, as needed, to ensure consistent and quality delivery of the course.

#### *Teaching and Facilitation skills*

In addition, excellent communication and listening skills with individuals from varied backgrounds are required, including the ability to paraphrase and summarize lessons and participant discussions.

Instructors must:

- Be skilled with leading class activities and ensuring that learners actively engage with course content and activities.
- Encourage everyone's participation in the discussions keeping the group focused and on track without dominating discussion and group processes.
- Expect to spend between 16 to 24 hours preparing and familiarizing themselves with the materials and teaching approach.
- Maintain a positive attitude and professional approach to the presentation of course material representing the industry.

### Continuing Education Credits for Instructors

Instructors facilitating courses that offer certain continuing education credits may also be eligible for those credits. When approved for CEUs the course administrator will receive information on CEUs available for instructors and how to offer them.

### Instructor Statement of Qualifications

Instructors should read the statement below, check the following box to indicate that they meet the requirements for instructing the course, and then sign and submit the form. Please submit the signed form to the AGC of America staff contacts for this course with a copy of your most recent biographical sketch and curriculum vitae for approval.

I have read the statements above regarding the minimum qualifications for instructing this course and proficiency with the course materials, and I meet those requirements.

I have read the statements above regarding the minimum qualifications for co-instructing this course and proficiency with the course materials, and I meet those requirements.

\_\_\_\_\_  
Signed Name

\_\_\_\_\_  
Date

#### Printed Contact Information:

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Company Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Building to LEED Host Chapter/Organization: \_\_\_\_\_

#### AGC of America Staff Contacts

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