Guidance on creating Rating System-Specific Learning Objectives
A course should be made up of data, facts, and examples, all of which support the attendees’ achievement of learning objectives. In a green building course, at least three out of four learning objectives must be related to green building.
What is a learning objective?

• A learning objective tells attendees what they will be able to do after completing the course. It should contain a verb and a direct object.

• List three ways Green Roofs save energy

Verb  Direct Object
# What is Rating System-specific?

<table>
<thead>
<tr>
<th>TYPICAL BUILDING TASK</th>
<th>GREEN BUILDING TASK</th>
<th>LEED-SPECIFIC TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Installation of lighting controls</td>
<td>Installation of daylight responsive lighting</td>
<td>Installation of daylight responsive lighting controls in all regularly occupied spaces within 15 feet of windows and under skylights to meet EAq1.2 in LEED CI</td>
</tr>
</tbody>
</table>

When GBCI considers the projects people work on, education they take or develop, or volunteer work they take part in, they must decide whether an action is a “general green building” activity, or if it is “rating system specific”. The above example references LEED and shows the difference between typical building tasks, green building tasks (tasks related to outcomes which can be described as “green” in this case energy reduction), and a LEED-specific task, (which is directly related to the requirements of a specific credit in the rating system).
How do we apply the concept of rating system specific to a learning objective?

• For a learning objective to be rating system specific, the thing that attendees are learning about must be a rating system. It makes the most sense to specify this info in the direct object of the learning objective. This communicates that attendees will be able to do something new in relation to a specific rating system. To be approved by GBCI the learning objective must specifically state a credit/feature within a rating system, the name of the rating system, and the version of the rating system, if applicable.

  • Credit
  • Rating system
  • Rating system version (if applicable)

• List the requirements of the Construction Activity Pollution Prevention Prerequisite in LEED BD+C v4.
A Rating System-specific course looks just like a general course, it is a collection of data, facts, and examples organized around 4 learning objectives. However, the intent of a rating system specific course is to teach attendees the rating system. At least three out of four learning objectives must be related to a LEED rating system. Course must indicate which credits, rating system and version of LEED they discuss in the description, as well as in each learning objective.
What does a set of Rating System-Specific objectives look like?

Example of LEED-specific learning objectives:

LEED v4 BD+C and Green Roofs

- **Link the intent of the Site Development – Protect and Restore Habitat, Heat Island Reduction, and Rainwater Reduction credits in the LEED v4 BD+C Rating system, to the benefits of a green roof.**
- Avoid the common pitfalls when designing a green roof on a commercial building.
- **Compare and contrast the different soil requirements in Option 1 of the LEED v4 BD+C Site Development – protect or restore habitat credit**
- **Calculate the percent of a roof that must be vegetated to achieve Option 2 of the LEED v4 BD+C Heat Island Reduction Credit**
What does a LEED-specific, WELL-specific, or SITES-specific course look like?

Example of WELL-specific learning objectives:

WELL Building Mind Credits - Biophilia

• *Describe the intent and three parts of the Biophilia I – Qualitative Feature in the WELL Building Standard, version 1.*

• *Describe the intent and three parts of the Biophilia II – Quantitative Feature in the WELL Building Standard, version 1,*

• Explain how three different spaces incorporated Biophilia in ways that earned WELL Credits

• *List the three elements that can be used to achieve the Spatial Familiarity part of the Biophilia II – Quantitative Feature in the WELL Building Standard, version 1.*
What does a LEED-specific, WELL-specific, or SITES-specific course look like?

Example of SITES-specific learning objectives:

Soil and the SITES Rating System

• Define the fundamental importance of soil in site design
• *List the requirements of the Create and Communicate a Soil Management Plan Prerequisite in the SITES v2 Rating System*
• *Explain the role of Vegetation and Soil Protection Zones, as they relate to the Conserve Healthy Soils and Appropriate Vegetation Credit in the SITES v2 Rating System*
• *Identify the three most critical recommended strategies in the Create and Communicate a Soil Management Plan Prerequisite, and how they can contribute to earning the Healthy Soils and Appropriate Vegetation Credit in the SITES v2 Rating System*
What does a LEED-specific, WELL-specific, or SITES-specific course look like?

Example of learning objectives for a course that is approved for multiple rating systems

LEED, WELL, and Healthy Air

• Compare and Contrast the LEED v4 BD+C Environmental Tobacco Smoke (ETS) Control Credit and the WELL Building Standard version 1 Smoking Ban Feature

• Plan an air flush out that meets the requirements of both LEED v4 BD+C Construction IAQ Management Plan - Before Occupancy, and the WELL Building Standard version 1 Flush Out Feature

• List the differences between ASHRAE 62.1-2013 and ASHRAE 62.1 – 2007 as they apply to the LEED BD+C v4 Minimum Indoor Air Quality Performance credit and the WELL Building Standard version 1 Ventilation Effectiveness Feature

• Explain how “XYZ Building” achieved both LEED and WELL Platinum Certification through excellence in air quality.
Lessons from previous years....
A few Do’s and Don’ts!
Do...

Be specific about the credits you are speaking about
“Explain the role of Vegetation and Soil Protection Zones, as they relate to the Conserve Healthy Soils and Appropriate Vegetation Credit in the SITES v2 Rating System”

Don’t....

Broadly reference entire credit categories and rating systems, for example
“Access resources on our website including a central database of requirements and protocols for achieving compliance under the LEED v4 EQ, EA, MR, LT, SS credits related to health and wellbeing and WELL.”
Do...

Integrate the credit naturally into the normal flow of the sentence structure
“After the presentation, participants will be able to explain the relationship
between overall envelope design and EA Credit 1 “Optimize Energy Performance”
Credit in LEED BD+C 2009

Don’t...

Tack a credit/feature to the end of an otherwise general learning objective, for example
“After the presentation, participants will be able to explain the impact of the
envelope in the energy consumption of a building. (EA Credit 1 “Optimize Energy
Performance” - LEED 2009 for New Construction and Major Renovations).”
Do...

Unless making a comparison between two credits, keep each learning objective specific to a single take away about a single LEED credit:

“Adapt steps taken by two leading companies to achieve the Minimum indoor air quality credits in LEED BD+C v4.

Don’t...

Try to incorporate every LEED Credit that is related to your topic into a single learning objective.

“Adapt steps taken by two leading companies to pilot health and wellbeing in their offices and apply this to achieve LEED and/or WELL compliance, specifically the Minimum indoor air quality, Indoor air quality assessment, Thermal comfort, interior lighting, daylighting, quality views, acoustic performance (all IEQ), access to quality transit, Bicycle facilities (both EA) credits under LEED v4.”
Do...

Use common sense, proper punctuation, and good English. Learning objectives should be clear and able to be easily read by the audience.

_List three systems that can be integrated to achieve the Outdoor Water Use Reduction Credit in LEED v4 BD+C._

Don’t...

Write learning objectives that are long, rambling, or incoherent.

_“Upon completion, participants will gain an appreciation for systems integration of atmospheric water generation with solar photovoltaic and alternative storage systems like Salt Water Batteries and bio gasification technologies and water use reduction for irrigation systems for the Outdoor Water Use Reduction credit by elimination of irrigation or reduced irrigation as well as the Water Metering Credit. V4”_
The official names of the rating system with adaptations are listed below, along with the shortened rating system name, which can be used after the first reference:

<table>
<thead>
<tr>
<th>RATING SYSTEM</th>
<th>SHORTENED NAME</th>
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<tbody>
<tr>
<td>LEED® for Building Design and Construction</td>
<td>LEED® BD+C</td>
</tr>
<tr>
<td>LEED® for Interior Design and Construction</td>
<td>LEED® ID+C</td>
</tr>
<tr>
<td>LEED® for Building Operations and Maintenance</td>
<td>LEED® O+M</td>
</tr>
<tr>
<td>LEED® for Neighborhood Development</td>
<td>LEED® ND</td>
</tr>
</tbody>
</table>

- Remember to use the [USGBC logo policy guidelines](https://www.usgbc.org) when referencing LEED rating systems, especially if you want to focus on an adaptation.
Lessons learned from past sessions

• Remember, to count as one of the three out of four learning objectives needed to qualify a course as LEED-specific, the learning objective must specify a credit or feature, and a specific rating system (including version)
  • “Explain how cooling towers use water” (No)
  • “Explain the Cooling Tower Water Use Credit” (much better)
  • “Explain the Cooling Tower Water Use Credit in LEED BD+C” (Almost there!)
  • “Explain the Cooling Tower Water Use Credit in the LEED®v4 BD+C rating system” (Congratulations, this is LEED-specific!)