

Education Provider Guide



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I. Overview

A. U.S. Green Building Council

The U.S. Green Building Council (USGBC) is a 501(c)(3) non-profit community of leaders working to make green buildings available to everyone within a generation. USGBC is composed of nearly 20,000 member organizations from across the building industry and more than 75 regional chapters that are working to promote buildings that are environmentally responsible, profitable and healthy places to live and work.



For further information about USGBC, please visit www.usgbc.org.

B. GBCI Education Reviewing Body

The Green Building Certification Institute (GBCI) provides third-party project certification and professional credentials recognizing excellence in green building performance and practice. GBCI administers project certification for buildings and tenant spaces under USGBC's Leadership in Energy and Environmental Design (LEED®) Green Building Rating Systems™. GBCI also manages the LEED Professional credential, which includes the LEED Green Associate and LEED AP with and without specialty.

With the release of the new LEED Professional credential structure in 2009, many of the LEED Professionals throughout the world will be held to credential maintenance requirements, which will include continuing education. Without the sole capacity to support the large increase in the demand for high-quality green building professional development, GBCI has developed a system in which other organizations can become Education Reviewing Bodies (ERBs). These bodies will review professional education based on pre-determined criteria for instructional design and technical content. Once approved, that education will be accepted by GBCI as approved continuing education for LEED Professionals. GBCI holds ERBs to a high standard to ensure a comprehensive, detailed approval process strictly focused on green building subject matter.

As the first organization recognized by GBCI as an Education Reviewing Body, USGBC is uniquely positioned to deliver the most credible learning experience in the market. USGBC's designation as an ERB ensures that approved Education Provider courses meet the highest standards, guaranteeing LEED Professionals a green building education that will help them maintain their credentials.

For more information about GBCI and ERBs, visit www.gbc.org.

C. USGBC Education Providers

USGBC's broad network of Education Providers equips professionals with the advanced green building education needed to stay competitive in the marketplace. Education Providers are third-party organizations offering high-quality education that has been peer-reviewed and approved by USGBC. Their courses target professionals seeking to enrich their knowledge of green building theories, techniques and business trends. All approved courses offered by USGBC Education Providers are approved for credit toward LEED Professional Credential Maintenance.

Education Provider courses:

- Support the LEED Professional Credential Maintenance Program (CMP)
- Are preeminent in green building education and align with USGBC's educational mission
- Are delivered in a variety of formats and target multiple learning levels and audiences
- Are peer-reviewed to meet USGBC's high standard for instructional design and content quality

USGBC seeks new courses from Education Providers to train a diverse green workforce and support the continued education of all LEED professionals. There are currently more than 130,000 LEED Professionals, many of whom will seek continuing education to meet credential maintenance requirements. This presents an excellent opportunity for Education Providers to expand their reach and add value to their educational offerings.

Annual Education Provider fees are based on organization type and number of approved courses in the catalog. Refer to Appendix A for the Education Provider fee structure.

D. Other Continuing Education Systems

Many USGBC Education Providers are registered with other systems of continuing education. USGBC strives to align our education review with state licensing boards and professional associations' continuing education systems. Due to the high level of quality assurance through the USGBC review, most approved courses also satisfy the requirements of other continuing education systems. USGBC collects information on approvals by other major building organizations from our Education Providers for the course catalog. Please refer to these systems for specifics on their requirements and approved courses.

American Institute of Architects Continuing Education System

USGBC only reviews green building educational courses. This is different from AIA/CES which does not require all courses to be Sustainable Design (SD) or even Health Safety and Welfare (HSW). Approval by AIA/CES for SD credit is a good indicator that a course may be eligible for review by USGBC, but does not guarantee approval.

Those USGBC Education Providers whose courses are approved and who also register the course with AIA can apply for HSW and SD credit. A USGBC Education Provider must register a course with both the AIA and USGBC to guarantee approval for both continuing education systems. Courses approved by both the USGBC and AIA are also generally accepted by most state licensing boards.

II. Becoming a USGBC Education Provider

Becoming a USGBC Education Provider requires registration and approval of at least one course. The general process includes:

1. Establishing a USGBC Education Provider account
2. Submit a course for review
3. Maintain Education Provider status annually

1. Establish a USGBC Education Provider Account

Create a USGBC Site User Account:

To establish your Education Provider Administrator (“Provider Admins”) account, you need a USGBC.org user account. If you do not have a site user account, you can create one at: www.usgbc.org/myUSGBC/SiteUserRegistration.aspx.



USGBC member organizations receive discounted pricing. To receive the member fee, your site user account must be linked to your member company through the Corporate Access ID. To determine if your company is a current USGBC member, search the Member Directory at: www.usgbc.org/myUSGBC/Members/MembersDirectory.aspx. Members can request access their Corporate Access ID from their organization's membership page.

Register as a USGBC Education Provider

The individual that completes the Education Provider registration form will be flagged as the Provider Admin for your organization. The responsibilities for the Provider Admin include:

- Submitting courses for review
- Making modifications to course material for final approval
- Serving as a point-of-contact for USGBC
- Annual account renewal

Once logged into your user account:

- Go to www.usgbc.org/EducationProvider
- Select the "Become a Provider"
- Select the blue "Register Now" button
- Complete the registration form and select the appropriate annual fee category for your organization. Annual fees are based on the organization type and number of approved courses expected. The annual fee structure can be found in Appendix A.

Registration payment can be made by credit card or check. Credit card payments will be processed within a few hours. Check payments make take up to 15 days past mailing date to be processed.

If you are registering in Tier 2 or Tier 3, you must participate in the portfolio review. Please review the:

- Portfolio Guidelines: www.usgbc.org/ShowFile.aspx?DocumentID=6105
- Portfolio review application: www.usgbc.org/ShowFile.aspx?DocumentID=5469

2. Submit a Course for Review

Courses cannot be submitted for review until payment has been received. Once the registration and payment is complete, the Provider Admin can submit a course for review. To submit a course:

- Log into USGBC.org
- Visit www.usgbc.org/EducationProvider
- Select "Submit a Course for Review"
- Once in the Provider Admin dashboard, select "Create Course"
- Complete the course review application and upload all necessary course materials. Once the course review application is complete, select the "Submit" button to begin the review process.

The review process takes approximately 30 days. The review time for Education Providers approved for the portfolio review may be shorter. Once approved, Education Providers submitting to the streamlined portfolio review will have their courses reviewed in one week. Once your first course is approved, you will be approved as a USGBC Education Provider. You will then be able to market your organization as such in association with only your approved course(s).

3. Maintain Education Provider Status Annually

Each year, Education Providers will need to renew with USGBC. The Provider Admin will receive email notification when the renewal fee is due.

III. Course Review Process

The course review ensures that all approved education offered by USGBC Education Providers meets the high-quality standard established by GBCI for technical content and instructional design. While many continuing education approval programs exist within the building industry, USGBC's is the only program that aims to improve green building professional development education offerings by requiring all Education Provider's courses to be peer-reviewed by a third-party team.

Refer to Appendix B for the Course Review Application Overview.

A. Types of Courses Reviewed

Only professional education that is directly related to the greening of the built environment that supports the continued professional development of LEED professionals is accepted for review. This education must be related to the continued development of relevant skills, techniques and theories for green building professionals. Subject matter should support the application of the LEED Rating System.

Professional development/continuing education courses must:

- Increase the competency of LEED Professionals
- Follow current green building practices and provide correct program content
- Be designed and instructed by persons qualified in the subject matter
- Provide documentation of successful course completion to the LEED Professional
- Be at least 50 minutes of instructional time in length

Acceptable subject matter includes, but is not limited to, green building education for the following professions:

- **Design:** architects, engineers, interior designers, landscape architects, planners, residential designers and specifiers
- **Construction:** contractors and residential builders
- **Operations and Maintenance:** facility managers and maintenance contractors
- **Real Estate:** appraisers, brokers, building owners, developers, financiers, insurers and property managers
- **Government:** building code officials; local, state and federal government workers; military personnel and political decision-makers
- **Others:** affordable housing agencies, building tenants, educators, healthcare industry and product manufacturers

Courses offered by any type of organization which are not intended to lead to a degree are reviewed. This includes, but is not limited to workshops, career & workforce training, and personal enrichment courses. While formal, degree-granting courses offered by colleges and universities are not eligible for review, courses offered by 'continuing education' or 'extension' programs at colleges or universities are eligible.

The following education formats are reviewed:

- Online/distance asynchronous courses (i.e., structured self-study, online anytime, etc.)
- Online synchronous courses (i.e., webinars, facilitator led online, etc.)
- Live, instructor-led courses
- One-time events, including conference sessions, field tours and lectures

If you are submitting a conference for review, please view the Conference Review Process and the Conference Session Spreadsheet found on our resource page:

www.usgbc.org/DisplayPage.aspx?CMSPageID=1978. These documents will explain the information that is needed to submit a conference and the steps to complete the application.

If you are submitted an event for review, you must complete the full course review application. If you have any questions about submitting an event for review, please contact EdProvider@usgbc.org.

“LEED exam preparation” courses are not eligible for review by USGBC and do not contribute to GBCI’s LEED Professional Credential Maintenance Program. The term “exam preparation course” defines courses where the content focuses on: exam strategies; overviews of GBCI Candidate Handbooks; reviews of primary and ancillary reference documents; and other learning outcomes targeting successful GBCI LEED examination. Evidence of course content can be found in its curricula, syllabi, and marketing.

For a comprehensive list of education topics accepted for LEED Professional credential maintenance, see GBCI’s Credential Maintenance Program Guide: www.gbci.org/DisplayPage.aspx?CMSPageID=204.

B. Review Criteria

Education Provider’s courses are peer-reviewed by qualified professionals. The review is based on criteria established by GBCI. Criteria evaluated include:

- Instructor and course developer qualifications, as well as selection and retention policies
- Course structure and flow, including detailed agenda, syllabus, or outline
- A course description that adequately represents the course
- Proper use of measurable and achievable learning objectives that enhance participants’ learning experience
- Clearly defined and communicated learning objectives
- Course materials, length and format that are appropriate for the subject matter and audience defined
- Inclusion and quality of interactive elements that provide frequent and meaningful interactions
- Quality, use and relevance of course materials
- Competency-based assessment (*Mandatory for asynchronous courses)
- Evaluation process by students assessing the content, instructor, quality of the technical experience and support/assistance
- Education is non-commercial
- Technical rigor and accuracy of the content presented
- Accurate representation, if applicable, of the LEED Rating System and LEED Professionals
- Subject matter that is appropriate for the specified audience and learning level
- Subject matter that supports the achievement of learning objectives
- A sequential development and logical progression provided when a series of courses is offered in a curriculum

Refer to Appendix C for the Course Review Scorecard.

C. Materials Reviewed

The Course Review Application requests specific information necessary for the course review and cataloging after approval. The application should be completed in detail and all supporting materials attached for a successful review.

USGBC will **not** accept hardcopy materials. All documents can be uploaded through the online portal.

Mandatory submittals:

- Final course presentation materials (typically as PowerPoint slides, in PDF, or online)
- Handout materials supplied for the course attendees
- Evaluation form (or link if posted online)

Suggested submittals (this list is not exclusive):

- Course promotional material (e.g., text used to promote course offering to potential participants)
- Instructor notes/script*
- Instructor answer key for activities
- Audio/video files

* Instructor notes provide the review team with a better understanding of what is being covered in a face-to-face course. Speaker notes are essential if multiple instructors are presenting a course to maintain consistency and accuracy among presentations. USGBC highly encourages the inclusion of instructor notes in any course submission.

D. Scoring Process

The review scorecard has prerequisite and qualitative criteria, which are evaluated by the course reviewers. All prerequisites will be evaluated with a score of Yes/No. A course must meet all prerequisites for approval. Reviewers assign points for each of the qualitative criterion in the review form. Each criterion can receive 0-3 points. An average of 2 points or higher must be obtained for approval. The expectations associated with each point are explained in the table below.

0 – Not Evident	The reviewer sees no evidence of the criteria in the course.
1 – Evident but Unsatisfactory	The reviewer finds evidence that the course addresses the criteria but not to a satisfactory level.
2 – Evident and Satisfactory	The reviewer finds that the course meets the criteria to a satisfactory level.
3 – Evident and Excellent	The reviewer finds that the course meets the criteria in a format that exceeds satisfactory expectations.

Reviewers provide comments where appropriate. If a prerequisite criterion is scored as “no” or a ranked criterion is scored as “1” (Evident but Unsatisfactory) or below (0 – Not Evident), the reviewer must note what is missing or needed in order to meet it.

E. Course Review Team

Courses are reviewed by a team comprised of independent, cross-professional subject matter experts and adult educators. Members of the team are not involved in any aspect of the development or delivery of the courses they are reviewing. Reviewers complete training in the key educational elements of adult learning and program review criteria and process. Reviewers attend regular trainings to keep current on the review process. Qualifications to become a course reviewer are:

- A minimum of three years of professional experience in the green building industry and/or professional education.
- A higher education degree in a relevant discipline.
- Expertise in the subject matter being reviewed.
- Employment by a USGBC member organization or current membership in a USGBC chapter
- Successful completion of the *USGBC Education Review Training*

Learn more about the USGBC Education Review Team and the steps to become a reviewer:
<http://www.usgbc.org/DisplayPage.aspx?CMSPageID=1714>.

Course Audits

Courses are audited by experienced members of the Education Review Team. Qualifications to become a course auditor are:

- Be an existing member of the Education Review Team in good standing
- Have completed a minimum of 10 full course reviews prior to auditing
- Complete an auditor training course (1 hour online)

USGBC is committed to protecting the security and confidentiality of all Education Providers. Each review team member signs a Reviewer Conflict of Interest Statement.

F. Portfolio Review Process

The current course review and approval process for USGBC Education Providers focuses on an in-depth review of each course to ensure the highest quality education. However, many educational institutions offer a collection – or portfolio – of green building curriculum and consistently meet the requirements of the USGBC’s education review. The portfolio review was created to streamline the course approval process and reduce the associated fees. The portfolio review is stringent and intended for organizations whose primary activity is professional education.

Outline of the Portfolio Review

In order for USGBC Education Providers to submit courses to the portfolio review, they must successfully complete the three preliminary steps:

- Step 1: Organizational capability review
- Step 2: Successful full review of three sample courses
- Step 3: Final approval by USGBC Professional Development Committee

Please see Appendix E for the Portfolio Review Application Overview and Guidelines.

IV. Course Review Outcomes

A. Approved Courses

Successfully approved courses are accepted for credit towards the LEED Professional Credential Maintenance Program. These courses will be added to the USGBC course catalog and assigned “GBCI CE Hours.” Courses will remain in the catalog without additional review under the following conditions:

- Course continues to be offered
- Fundamental content and structure changes do not exceed 25 percent
- Content is relevant to the audience and the information is current
- Course audits are satisfactory
- Course still meets the requirements of GBCI’s LEED Professional Credential Maintenance Program

Providers may be asked to resubmit courses for review if there are any discrepancies in these areas.

B. GBCI CE Hours

All courses approved by USGBC, as a GBCI Education Reviewing Body, are assigned “GBCI CE Hours” applicable towards the “Professional Development/Continuing Education” section of GBCI’s LEED Credential Maintenance Program. GBCI CE Hours are awarded based off the following:

- 1 GBCI CE Hour for the first 50 minutes of a course
- 0.5 GBCI CE Hours for each additional 30 minutes of a course

Courses must be a minimum of 50 minutes in length for approval.

C. Not Approved Courses

Not all courses reviewed will be approved. Courses may not be approved based on the following criteria:

- Subject matter is not relevant to the continuing education needs of LEED Professionals
- Course does not meet the minimum scoring requirements of the review

After review, the Education Provider is supplied with comments about the course and identification of the areas that need improvement before final approval. The course may be resubmitted for review after changes have been made to meet the review criteria. Updated information and documentation should be submitted along with a detailed explanation of how each non-conforming criterion has been addressed.

USGBC’s Education Review staff provides limited guidance to assist Education Providers meet the review criteria. USGBC staff should be consulted for any questionable courses prior to submitting a course for review.

USGBC’s Education Development Services staff is available as a resource to Education Providers that would like to enhance the quality of their courses or ensure that a course is approved through the Education Review. For more information on Education Development Services, visit www.usgbc.org/DisplayPage.aspx?CMSPageID=2131.

D. Appeal Process

Courses denied approval after re-submittal of revisions may make an appeal to the USGBC in writing to EdProvider@usgbc.org within 30 days of the date of the final review decision. Appeals must address specific points in the reviewer’s comments and provide supportive documentation. USGBC will respond to the appeal within 30 days.

V. LEED Specific Education Course Review & Audit Standard

GBCI requires LEED Green Associates and LEED APs with a specialty to obtain a designated number of “LEED Specific” GBCI CE Hours for the LEED Credential Maintenance Program. Education Reviewing Bodies, such as USGBC, are approved by GBCI to award LEED Specific CE Hours based upon their ability to maintain current, accurate LEED education course reviews and audits.

“LEED Specific Professional Education” is defined as:

“Professional education courses where 75 percent or more of the course content relates directly to the current versions of the LEED Rating Systems & Reference Guides (credits, intents, and requirements), referenced standards, LEED certification process and/or LEED Online and directly supports the maintenance of the LEED Professionals applied knowledge of LEED in a manner that relates to their credential.”

All LEED Specific education credits awarded have first been reviewed and verified to reflect the most current LEED information. To review and verify LEED Specific courses, USGBC must engage persons

who are current in the USGBC and GBCI developments and policies on the LEED Rating System, LEED Reference Guides, referenced standards, LEED documentation process and LEED Online.

- The ERB must designate specific reviewers who are trained to verify LEED content quality and consistency. These reviewers must be LEED Professionals with credentials that are relevant to the subject matter.
- Each LEED course is reviewed in-depth by at least three reviewers
- All LEED courses are subject to audit
- All LEED courses must be audited every 2 years to ensure currency with LEED developments

LEED Specific CE Hours are awarded on a “YES/NO” basis. If the course is verified as “LEED Specific Education”, the specialty requirements that are satisfied are noted as:

- LEED Building Design + Construction (BD+C) = LEED for New Construction, LEED for Schools, LEED for Core & Shell
- LEED Interior Design + Construction (ID+C) = LEED for Commercial Interiors
- LEED Operations + Maintenance (O+M) = LEED for Existing Building: Operations + Maintenance
- LEED Homes
- LEED Neighborhood Development (ND) (TBD)

Due to similarly related content in CMP requirements and the LEED Rating Systems, LEED Specific hours earned for one specialty may also count as LEED Specific hours for another specialty. USGBC lists GBCI CE Hours awarded for approved courses in the course catalog (www.usgbc.org/courses) and, if applicable, any LEED-specific designation for those hours.

A. How to Submit a Course for LEED Specific Review

To submit a course for a LEED Specific Review, you must first submit the course for review through the online registration and course submission system. Once submitted online, complete the LEED Specific Course Review Application (sample found in *Appendix H*, document available for download at www.usgbc.org/ShowFile.aspx?DocumentID=6760), and email the completed form to the Education Review team (EdProvider@usgbc.org).

USGBC’s LEED Specific Review team will evaluate the course based on the application form, the course application and course materials. Reviewer comments and recommendations will be compiled on the LEED Specific Course Outcome form, found in *Appendix H*. If a course is not found to be eligible for LEED Specific GBCI CE Hours, the Education Provider will not be given the opportunity to make any modifications to the course. The LEED Specific Review can take up to 30 days, irrespective of a Provider being in the Portfolio Review.

VI. Ongoing Quality Assurance and Auditing of Courses

USGBC will maintain quality control of courses approved through the education review system through annual audits. The multifaceted audit system evaluates both Education Providers and their courses. USGBC is committed to auditing a minimum of 10 percent of approved courses annually. Audit types include administrative audits, random in-depth course reviews, live audits, and LEED Specific audits. User feedback mechanisms will be used to inform selection of Education Providers and courses to be audited.

USGBC may audit an Education Provider’s approved course at any time, for any reason and free of charge to the auditor, as stated in the Education Provider Agreement. Live courses shall be audited in person. Online courses shall be audited online. Please see Appendix G for the Live Course Audit Score Card.

Education Providers will receive the auditor's comments and/or recommendations. Based upon the auditor's comments, USGBC may request additional information pertaining to that specific course (i.e. past evaluations, updated materials, etc.) or information pertaining to the Education Provider (i.e. audit additional courses, clarifying phone call, etc.). Education Providers must maintain current records of course evaluations. A summary of evaluations may be requested for any course approved by USGBC at any time.

If an audited course is not in compliance with review criteria, the Education Provider has 45 days to demonstrate compliance. Education Providers are able to resubmit the course one time free of charge. If the course is still not in compliance then the course must be resubmitted for review. Failure may result in approval being taken away for the audited course or all courses offered by that Education Provider.

VII. APPENDICES

Appendix A: Education Provider Fee Structure

USGBC Education Providers pay a single, annual fee for participation based on the organization type and number of courses in the catalog, annually. Education Providers in Tier II & III must satisfy the criteria outlined in the Portfolio Review Guidelines. Education Providers with more than 10 courses who do not meet the Portfolio Review Guidelines may be subject to individual course review fees. All fees are non-refundable. Renewal is based on annual anniversary calendar.

	TIER I 10 or less courses		TIER II 11-25 courses (PORTFOLIO)		TIER III 25+ courses (PORTFOLIO)	
	USGBC Member	Non- Member	USGBC Member	Non- Member	USGBC Member	Non- Member
For-Profit Company	\$1,500	\$1,795	\$2,000	\$2,400	\$3,000	\$3,600
Non-Profit Organization	\$1,000	\$1,200	\$1,500	\$1,800	\$2,000	\$2,400
USGBC Chapters & Affiliates	\$500		\$750		\$1,000	

Appendix B: Course Review Application Overview

General Course Information and Logistics

- **Course title**
- **Course cost for attendee**
- **Course delivery format**
 - Instructor-led training
 - Online, live webinar
 - Online anytime (self-paced)
 - Online, pre-recorded webinar
 - Conference
 - Distance learning (Print)
- **Duration of instruction in hours**
- **Continuing education approval**

This course has also been approved for continuing education requirements from the following registered provider programs. Please include number of units the course is approved for.

- AIA/CES (LU)
 - ASLA (CM)
 - BOMI (CDP)
 - CoreNet (CDP)
 - CSI (CEU)
 - IACET (LEU)
 - IDCEC (CEU)
 - IFMA (CFM/FMP)
 - Other
- **Prerequisites or prior knowledge**

List any prerequisite courses or prior knowledge that attendees should have before taking this course. If this is another course, please include the direct web link to the prerequisite course information. If this prerequisite knowledge is a degree, certification, or other general knowledge, please explain and limit your response to 100 words. This information will be added to the course catalog and will be edited for space purposes if necessary
 - **Course material and anti-commercialization**

Materials for courses approved by the USGBC Education Provider Program are to be objective in nature and cannot contain any content that could be interpreted as a promotion or endorsement of a certain product, certification/accreditation or organization. As an exception to this rule, products or organizations can be presented in the context of illustrative examples of the current concerns, issues and regulations of the topic(s) being addressed. Within PowerPoint presentations, presenters may include their company name or logo on the first and/or last slide only

Course Development and Instruction

- **Course Developer (s)**
 - Developer Name
 - Title and Organization
 - Education, Professional Credentials, Licenses, etc.
 - Describe demonstrated knowledge of the course content and instructional design

Provide a short biography of the primary course developer(s). Click the 'ADD' button after each entry to add the information to this application. Full biographies can be uploaded in the "Course Materials" section if needed.

- **Course Instructor (s)**

- Developer Name
- Title and Organization
- Education, Professional Credentials, Licenses, etc.
- Describe demonstrated knowledge of the course content and teaching skills

Provide a short biography of the primary course instructor(s). If a large pool of instructors teaches this course, upload a file in the "Course Materials" section describing the qualifications to become an instructor and any training they receive.

ONLINE COURSES WITHOUT INSTRUCTORS: Type "NO."

Course Learning Level and Audience

- **Course Level**

- 100- Awareness
- 200- Understanding
- 300- Application & Implementation
- 400- Mastery

- **Audience and Profession**

- Design (architects, engineers, planners, interior designers, etc.)
- Construction (contractors, residential buildings, etc.)
- Operations & Maintenance (facility managers, maintenance contractors, etc.)
- Real Estate (brokers, building owners, property managers, etc.)
- Government (code officials, state gov't, federal gov't, etc.)
- Miscellaneous (building tenants, educators, product manufacturers, etc.)
- Other

Course Description, Agenda, and Learning Objectives

- **Course Description**

- Provide a brief description of the course (approximately 100 words) similar to the marketing materials you provide to attendees. This should include the event goal, target audience, and any prerequisite knowledge. This description will be posted in the course catalog on www.greenbuild365.org after the course has been approved.

- **Course Agenda/Syllabus**

- **Learning Objectives**

- List at least three learning objectives for the course. Learning objectives should be written so that the learners know specifically what they should be able to do at the end of the course. The objectives should be:
 - Measurable so that the learners can easily identify if they can or cannot do the action in the objective at the end.
 - Achievable so that the learners can actually learn what it takes to meet the objective within the course format, time frame and content.
 - Active rather than passive.

Identify Subject Matter

- Selection, Development, & Linkages
- Landscape Management
- Transportation
- Community
- Water Efficient Landscaping
- Water Management
- Energy Efficiency
- Green Power
- Modeling
- Energy Management
- Emissions Reduction
- Building Reuse
- Durability Planning and Management
- Waste Management
- Indoor Air Quality
- Daylight and Views
- Green Housekeeping
- Occupant Comfort
- Integrative Process
- Real Estate
- Economics & Finance
- Business
- Standards & Regulations

Course Activities, Evaluation, and Assessment

- **Course Activities**
 - Briefly describe each of the activities that will occur during this course. More detailed descriptions of activities may be uploaded in the Course Materials section.
- **Learning Assessment**
 - Briefly describe the assessment mechanisms that will be utilized during this session. The course should have a way for the instructor and attendees to assess if the objectives were met.
- **Upload Course Evaluation**
 - Upload the course evaluation. Every course should have a way for the participants to provide feedback to the instructor(s) and developer(s) to improve the course.

Course Materials

- Please list the course materials that you will submit for review. All Materials supplied to USGBC will be securely held and used only for the purpose of course review. Instructions on supplying these materials will be sent via email along with the confirmation of this course review application.

A) For online courses currently posted on the web, upload a document that has the URL, user name, and password to access your course for review.

B) For additional documentation or for materials for instructor led courses, list all files you will be supplying for review below.

Course documents may include, but are not limited to:

- PowerPoint slides with speaker notes/script
- Course promotional materials
- Evaluation Summaries
- Handouts
- Evaluation forms
- Pre/post tests
- Course summary

Appendix C: Course Review Criteria

Criteria	Comments for Reviewers	Reviewer Evaluation
<i>Subject Matter</i>		
<p>Content and materials are non-commercial, non-biased, and do not promote a specific product of services</p>	<p>Courses should not explicitly promote a specific company, product, or service. They should provide generic industry information. No company names or identifying product images may be used. Any photos used must have any identifying company identification covered or shaded out. Company graphics may only be included on the first and last slide, cover page of a handout, or on a welcome screen (if an online course).</p> <p>Courses should not covertly promote a specific company, product or service. They should provide balanced, accepted and credible industry information. Education should not direct participants to preference of one commercial product over another due to unbalanced or biased education. If a specific company, product or service type is explored generally at the exclusion of others, the course title and description should clearly reflect that focus.</p> <p>Standards, tools, systems and non-commercial products or services offered by government or non-profit organizations may be excluded from this criterion. Exclusion may be granted for products or services held in the public domain.</p> <p>Learners are looking for practical, applicable knowledge they can apply to their practice. They do not want a “sales pitch.” Providers that promote their products/services will lose credibility with the learners and status as an USGBC Education Provider.</p>	<p>Yes/No</p>
<p>Subject matter supports the goals of USGBC</p>	<p>The content must support the Provider course goals of</p> <ul style="list-style-type: none"> • Facilitating access to high quality green building professional development opportunities for a wide variety of building and development industry professionals • Driving green market transformation through technically relevant and innovative professional development courses to increase green building knowledge and capacity across the industry. <p>The course topic and goals must enrich knowledge, understanding and application of green building practice, techniques and trends. It should present ways that buildings and communities are designed, built and operated, enabling an environmentally and socially responsible, healthy and prosperous environment that improves the quality of life.</p>	<p>Yes/No</p>
<p>USGBC, GBCI and the LEED Rating System and Credential Program are accurately represented, if applicable</p>	<p>If course material is presenting any information on the U.S. Green Building Council, the Green Building Certification Institute, or the LEED Rating System or Professional Credential, it should be represented accurately. Information should not infringe on USGBC intellectual property rights.</p> <p>For information on USGBC or LEED logo use:</p>	<p>Yes/No</p>

	<p>www.usgbc.org/DisplayPage.aspx?CMSPageID=1835&</p> <p>For information on GBCI or the LEED Professional credential program, visit www.gbci.org</p> <p>USGBC intellectual property includes such items as images or text from non-public, USGBC-owned curriculum and presentations, LEED Online, LEED Reference Guides. If you question this, please flag it for USGBC staff to verify.</p>	
Subject matter is timely and current	The topic addressed in the content should be current, timely and relevant to the green building industry.	0, 1, 2, 3
Course content includes practical application to green building practice	The content and materials used should demonstrate practical application to green building practice.	0, 1, 2, 3
The content presented is truthful and accurate	<p>The content should be aligned with green industry accepted practices, techniques and technologies.</p> <p>Content should be based upon sound research, logic and expertise.</p>	0, 1, 2, 3
<i>Course Description</i>		
The course description is clear, focused and provides an overview of the course length, audience, content covered and expected learner activities and outcomes	<p>It is important that the learners understand the learning activity in which they will participate. A clear description should be given to help the learner understand the overall objectives and what they can expect by participating. This information should be included in any materials advertising the course to learners, but does not need to be included in the actual course materials.</p> <p>Note: This description will be included in USGBC's online catalog. Any descriptions >125 words will be edited by USGBC staff as necessary to course catalog specifications.</p>	0, 1, 2, 3
<i>Audience and Learning Level</i>		
The audience is defined and appropriate for the subject matter	<p>The content presented in the course should be appropriate for the intended audience's general learning styles, knowledge level and needs.</p> <p>Audience and topic should be identified in course review application, but do not need to be in course materials.</p>	0, 1, 2, 3
The course content is appropriate for the identified audience(s) and learning level	<p>The content presented should be appropriate for the intended learning level identified on the Course Review Application. Appropriateness is determined on such factors as audience perspective and experience and course format and content.</p> <p>The breadth and depth of the content presented should be appropriate for the intended learning level identified on the Course Review Application.</p>	0, 1, 2, 3
<i>Course Development and Delivery</i>		
Course developer is a qualified subject matter expert	<p>Education Provider should provide specific qualifications for subject matter experts who create education. The developer may be one person or a team. The developer must be qualified to create the subject matter for the course.</p> <p>There should be evidence presented that documents the developer(s) meet these qualifications. This can be in a statement from the Education Provider as to the qualifications expected,</p>	0, 1, 2, 3

	how they are assessed to determine eligibility and in a sampling of bios from the course developer(s).	
Course developer is qualified as an instructional designer	<p>Education Provider should have identified specific qualifications for educational designers who create education. The developer may be one person or a team. The developer needs to be skilled in the design principles for adult learning.</p> <p>There should be evidence presented that documents the Developer(s) meet these qualifications. This can be documented in a statement from the Provider as to the qualifications expected, how they are assessed to determine eligibility and in a sampling of bios from the course developer(s).</p>	0, 1, 2, 3
Course instructor is qualified to teach this course	<p>Education Provider should have specific qualifications for the instructor(s) who present the course. They should be skilled as presenters/trainers and knowledgeable in the subject matter.</p> <p>There should be evidence presented that documents that the instructor(s) meet these qualifications. This can be documented in a statement from the Education Provider as to the qualifications expected, how they are assessed to determine eligibility and a sampling of bios from the instructors.</p>	0, 1, 2, 3
A program evaluation form is used to collect feedback from participants on the quality and effectiveness of the course	Program evaluation can be in a separate document or online.	Yes/No
<i>Objectives and Assessment</i>		
Learning objectives are stated at the beginning of the course	A course should provide the learning objectives in the beginning of the course. This allows learners to know what they are expected to accomplish by the end of the course. Learning objectives serve as the basis for content and learner assessment. These can be presented on a slide, in the introduction, or in the handouts.	Yes/No
Learning objectives are measurable and achievable	<p>The objectives should be written so that the learners know specifically what they should be able to do at the end of the course. The objectives should be measurable (the learners can easily identify if they can or cannot do the action in the objective at the end) and achievable (the learners can actually learn what it takes to meet the objective within the course format, time frame and content.)</p> <p>For further information on writing learning objectives, see www.usgbc.org/DisplayPage.aspx?CMSPageID=1931.</p>	0, 1, 2, 3
Learning objectives are met through the course content and materials	The course content, materials and activities should ensure that learners achieve the stated learning objectives.	0, 1, 2, 3
The content review activity/activities allow learners to measure if they have met the course objectives	The course should have a way for the instructor and learners to assess if the objectives were met. This can be done simply with an informal review activity, structured Q&A, formal quiz or assignment, etc. Assessments should be designed so the learners can demonstrate (to the instructor and to themselves) they can do the actions stated in the learning objectives.	0, 1, 2, 3

<i>Structure and Activities</i>		
A clear agenda or outline of the course content and activities is provided to attendees	Participants should have access to the course outline or agenda for reference. Presenting the structure for the course will help the learners to understand what will be covered, sets expectations and helps them become engaged in the learning process. It helps a learner focus by allowing them to consider what they already know about the items to be covered. It also shows that the Education Provider has structured the course and activities to ensure that learning objectives are met.	Yes/No
The flow of the course is logical and effective	The material and learning activities should match the objectives and build on the new knowledge presented in a logical format.	0, 1, 2, 3
The course length is appropriate for the content covered	The amount of materials and content to be covered should fit within the allotted time frame of the course. There should be enough time to present the materials and allow for learner participation. Too much content will not leave time for questions, discussions, or other effective learning activities.	0, 1, 2, 3
There are clear descriptions and instructions for activities	<p>Clear descriptions and instructions must be presented for learning activities. For online courses, these instructions should include how to navigate through the course materials. Learners must understand what is expected in their participation (e.g., passively sit and listen, prepare an example to share, take a quiz, etc.) These instructions are especially important if the learner is receiving continuing education credits for successful completion.</p> <p>Providers should share evidence of these instructions with the review team if they are not included in the printed course materials.</p>	0, 1, 2, 3
The activities allow the learner to interact with the content, the instructor and the other learners	<p>The course should allow the learners to become engaged in the learning activities. This should include opportunities to interact with:</p> <ul style="list-style-type: none"> • Content (e.g., problems to solve, material samples to touch, case studies to review, etc.) • Instructor (e.g., asks questions, shares information, etc.) • Other learners (e.g., group activities, discussions, etc.) 	0, 1, 2, 3
The course activities are appropriate for audience, learning level, subject matter, format	The materials used to teach the content should match the audience. A provider should have an idea of the intended audiences' learning styles, knowledge level and expectations.	0, 1, 2, 3

Appendix D: Portfolio Review Application Overview

General Contact Information

- Provider Name
- Primary Contact Information

Course Catalog Information

- Total number of relevant green courses currently in your course catalog:
- Approximate number of courses planned to be submitted to the portfolio review:

Step 1: Organizational Capability Review

As part of the organizational capability review, USGBC will examine your organization's ability to develop and deliver a large quantity of green building education. After receiving the application, USGBC staff conducts a 30-60 minute phone interview with the Education Provider to discuss the application and the expectations of the portfolio review. Organizational capacity will be established based on the following criteria:

- **Organizational Commitment**
 - Provide a description of how greening of the built environment fits into your organizational activities.
- **Education Development Capability**
 - Does your organization have dedicated instructional designer(s) (on-staff or contracted) for course development [Yes or No]
 - Describe your organization's general qualifications for instructional design
 - Attach all résumés/professional background information for instructional designer(s)
 - Does your organization have dedicated subject matter experts(s) (on-staff or contracted) for course development [Yes or No]
 - Describe your organization's general qualifications as green building subject matter experts.
 - Attach all résumés/professional background information on expert(s)
- **Delivery Formats (percentage of each type of delivery)**
 - Live, instructor-led
 - Online anytime (asynchronous online)
 - Online live (synchronous online)
 - Print distance learning (print media with associated review assessment)
 - Other (please explain)
- **Instruction**
 - Describe your organizational capacity to deliver courses/events to your target audience. Describe your system for instructor selection
 - Describe your system for training instructors
 - Describe how you evaluate instructor effectiveness and maintain continued quality control
- **Quality Control**
 - Describe your organization's process to maintain quality and updated courses over time.
 - Describe your organization's process to regularly evaluate your catalog of green offerings.

- Provide testimonials from three (3) students. These students should have no conflicts of interest with your organization (i.e., sponsors, board members, employees, etc). The testimonials should be in memo/letterhead format and should be signed by the student. All testimonials should be provided in PDF format (no hardcopies will be accepted).
- Are you an accredited education institution or IACET approved? [Yes or No]
 - If so, by which accreditation body?
- **Conference Call**
 - Provide the names and titles of all individuals that will participate on the follow-up conference call. USGBC staff will work with you to plan this call after you have submitted your application.

Step 2: Sample Course Review

As part of the sample course review, USGBC will select three courses from your catalog representing the range of education formats that you have (live, online synchronous, online asynchronous) to process through our general course review. As this time, you will be required to provide a sampling of course evaluations or other learner feedback for the three courses being reviewed.

Please provide USGBC with an electronic copy of your catalog when you submit this completed application.

Step 3: Final Approval from USGBC Professional Development Committee

The last step in the portfolio review is final approval from the USGBC Professional Development Committee. The committee will examine the Education Provider's application and the outcome of the three general course reviews to determine if the organization can consistently develop and deliver education that meets the criteria of the Education Review. From that point forward, approved Education Providers can submit courses to the portfolio review process.

Submitting Courses to the Portfolio Review

By successfully completing the three preliminary steps to the portfolio review, the Education Provider has demonstrated to USGBC that their education offerings consistently meet the education review criteria. This advanced level of participation in the Education Review allows subsequent offerings to undergo a quicker and less intensive review process.

Education Providers participating in the portfolio review are subject to the all terms and conditions outlined in the USGBC Education Provider Agreement. After portfolio approval, subsequent courses review applications and course materials must still be submitted through the online system. The streamlined 'portfolio review' will have an average turnaround of one week per course.

Annually, one new course will be selected for full review to ensure continued quality. If USGBC recognizes that the Education Provider's quality of subsequently reviewed courses does not reflect the quality initially demonstrated, the ability to submit to the portfolio review will be revoked. Revocation of this status is up to the discretion of USGBC as evidenced by unsatisfactory course applications, audits of course materials, audits of courses, course evaluations by participants and the like.

Appendix E: USGBC Education Provider Descriptions & Disclaimers

The following disclaimers must be included in reference to any promotions for USGBC approved courses and is included on the official Education Provider Slide used in course presentations.

“The U.S. Green Building Council (USGBC) has approved the technical and instructional quality of this course for [X] GBCI CE Hours towards the LEED Credential Maintenance Program.”

In describing a company’s status as a USGBC Education Provider:

“[COMPANY] is an USGBC Education Provider committed to enhancing the ongoing professional development of the building industry and LEED Professionals through high-quality education programs. As a USGBC Education Provider, [COMPANY] has agreed to abide by USGBC-established operational and educational criteria, and is subject to annual reviews and audits for quality assurance.”

USGBC Education Providers who also offer “LEED exam prep” courses may not misrepresent their standing as a USGBC Education Provider in the marketing of LEED exam preparation courses as these are ineligible for review by USGBC. Marketing materials and websites for LEED exam preparation must display the following disclaimer:

“[COMPANY] is not affiliated with the U.S. Green Building Council (USGBC®) or the Green Building Certification Institute (GBCI). [COMPANY] does not administer the Leadership in Energy and Environmental Design (LEED®) credential program or the LEED Green Building Rating System. LEED and USGBC are registered trademarks of USGBC. [COMPANY] does not claim any endorsement or recommendation of its products or services by USGBC or GBCI other than those approved for LEED Credential Maintenance Program through the USGBC Education Review.

USGBC has not reviewed or approved, and does not endorse any products, services, credentials or certifications associated with the course. Neither USGBC nor Green Building Certification Institute (GBCI) participated in the development or delivery of this course. Neither organization endorses this course as test preparation courses or materials for the Leadership in Energy and Environmental Design (LEED)® Professional exams, nor do they guarantee that course attendees will successfully pass the LEED Accredited Professional Exam after completing this course.”

Appendix F: USGBC Live Course Audit Score Card

Course Logistics

1. What was the *advertised* start and end time of the course?

From _____ To _____

2. What was the *actual* start and end time of the course?

From _____ To _____

3. Do the number of GBCI CE hours advertised match the hours of instruction?

Yes No If no, please explain: _____

4. Was a clear agenda or outline of the course content and activities provided to attendees (as a handout or in the presentation)?

Yes No If no, please explain: _____

5. Was a sign-up sheet available to record participant credit/attendance?

Yes No If no, please explain: _____

6. Was a program evaluation form distributed to collect feedback from participants on the quality and effectiveness of the course?

Yes No If no, please explain: _____

Education Quality and Subject Matter

7. Learning objectives are stated at the beginning of the course

Yes No If no, please explain: _____

8. Learning objectives are met through the course content, activities, and materials

Yes No If no, please explain: _____

9. Course content includes practical application to green building

Yes No If no, please explain: _____

10. Subject matter is timely and current

Yes No If no, please explain: _____

11. The content presented is truthful and accurate

Yes No If no, please explain: _____

12. Content and materials are non-commercial, non-biased, and do not promote a specific commercial product or service

Yes No If no, please explain: _____

13. Course content accurately reflects the course description

Yes No If no, please explain: _____

14. Course content is appropriate for the identified audience(s) and learning level

Yes No If no, please explain: _____

15. Flow of the course is logical and effective
 Yes No If no, please explain: _____

16. Course length is appropriate for the content covered
 Yes No If no, please explain: _____

17. Activities allow the learner to interact with the content, the instructor, and other learners
 Yes No If no, please explain: _____

Presenter(s)

18. Did the presenter relays information effectively?
 Yes No If no, please explain: _____

19. Did the presenter allow for participant interaction?
 Yes No If no, please explain: _____

20. Was the presenter well prepared and knowledgeable about the subject matter?
 Yes No If no, please explain: _____

21. Was the presenter able to answer questions clearly and thoroughly?
 Yes No If no, please explain: _____

PRESENTER section summary/comments:

ASSESSMENT FINDINGS

COURSE IS IN COMPLIANCE (17-19 points)

(Course is approved as is)

(Please check if course has mandatory changes that must be made that are not reflected in the quantitative compliance assessment- explain below)

COURSE IS MOSTLY IN COMPLIANCE (13-16 points)

(Minor changes are needed)

COURSE IS NOT IN COMPLIANCE (Less than 13 points)

(Changes must be made immediately to remain in course catalog)

Please complete the three questions below.

1. OVERALL SUMMARY OF COURSE:

2. MANDATORY CHANGES (if any): check if not applicable

3. RECOMMENDATIONS:

Please provide objective and constructive recommendations on ways to improve and develop the course.

Appendix G: Use of LEED Publications in Education

USGBC cannot and does not grant permission to copy from any USGBC Reference Guide, LEED Online or other USGBC publications for the purpose of creating educational materials.

Application USGBC does not permit the reproduction of, or the preparation of derivative works based on, the reference guides, in part or in whole, in any media or education course.

However, USGBC encourages use and reproduction of all or any part of its LEED Rating Systems (found on www.usgbc.org), and thus Education Providers may draw from the rating systems without requesting permission.

Appendix H: LEED Specific Course Review Application and Outcome Form

Application Form

Education Provider Name: _____

Course Title: _____

Course # (in Review Dashboard): _____

Already USGBC Approved? YES NO

Education Reviewing Bodies are responsible for ensuring that all LEED Specific education credits awarded have first been reviewed and verified to reflect the most current LEED information. To review and verify LEED-Specific courses, USGBCs must engage persons who are current in the USGBC and GBCI developments and policies on the LEED Rating System, LEED Reference Guides, LEED documentation process and LEED Online.

- I. Education Provider verifies that 75% or more of the course content relates directly to the current versions of the LEED Rating Systems & Reference Guides (credits, intents, referenced standards and requirements), LEED certification process and/or LEED Online and directly supports the maintenance of the LEED Professionals applied knowledge of LEED in a manner that relates to their credential.
- YES
 NO
COMMENT:
- II. Education Provider suggests this course as LEED Specific for the following specialty?
(Select all applicable)
- LEED BD+C = LEED for New Construction, LEED for Schools, LEED for Core & Shell
 LEED AP ID+C = LEED for Commercial Interiors
 LEED AP O+M = LEED for Existing Building: Operations + Maintenance
 LEED AP HOMES
 LEED AP ND
 NONE
- III. The following LEED-specific source documents have been used to develop course materials (specify which)
- LEED Reference Guide for BD+C Edition 2009
 LEED Reference Guide for ID+C Edition 2009
 LEED Reference Guide for O+M Edition 2009
 LEED Reference Guide for Homes Edition 2008
 LEED Reference Guide for Green Neighborhood Developments Edition 2009
 NONE
 OTHER REFERENCED STANDARD (Title, Author/Publisher, Date, Description, Where Referenced in LEED):

IV. Education Provider verifies that all course materials are the original intellectual property of the Education Provider or are used with the explicit permission of the copyright owner. Education Provider also asserts that Provider’s use does not violate USGBC and/or GBCI intellectual property rights.

- YES
- NO

COMMENT:

V. Education Provider verifies the appropriate use of all USGBC or GBCI intellectual property (including copyrights or trademarks) in accordance to all applicable laws and policies governing their use.

- YES
- NO

COMMENT:

VI. List all LEED subject matter experts used in the development and delivery of this course, including their qualifications to develop LEED-specific education. that is current and accurate.

Subject Matter Expert	LEED Expertise	LEED-specific Experience	LEED Credential(s)
<i>SAMPLE: John Doe, ABC Architects</i>	<i>John Doe is a practicing LEED AP BD+C who has been the LEED Administrator on over 15 LEED certified projects. He has served on the LEED Steering Committee since 2008 and was instrumental in the development of LEED V3. He assisted in writing the LEED BD+C Reference Guide and consulted on the development of LEED Online V3. John has served as LEED Faculty for the USGBC since 2006. He served on the Water TAG from 2006-2008.</i>	<i>LEED Steering Committee, LEED Faculty, Water TAG, ANSI/ASHRAE Standard 62.1 committee Ventilation for Acceptable Indoor Air Quality etc</i>	<i>LEED AP BD+C</i>

VII. Describe why this course meets the definition of “LEED Specific” and how it applies to growing LEED Professional’s knowledge of the LEED Rating Systems & Reference Guides (credits, intents, referenced standards and requirements), LEED certification process and/or LEED Online and how it directly supports the maintenance of the LEED Professionals applied knowledge of LEED in a manner that relates to their credential. If this course is primarily focused on one of the standards referenced in LEED, describe how this is applicable and the course materials tie back to the implementation of LEED.

Outcome Form

Education Provider Name: _____

Course Title: _____

Course # (in Review Dashboard): _____

Already USGBC Approved? YES NO

- I. LEED Specific Education - 75% or more of the course content relates directly to the current versions of the LEED Rating Systems & Reference Guides (credits, intents, referenced standards and requirements), LEED certification process and/or LEED Online and directly supports the maintenance of the LEED Professionals applied knowledge of LEED in a manner that relates to their credential. LEED Specific CE Hours are awarded on a “YES/NO” basis. If Yes, then all CE Hours are designated “LEED Specific”.

REVIEWER: _____ **DATE:** _____ **APPROVE: YES NO**
COMMENT:

- II. Education Provider has used the current LEED Reference Guide, rating system or referenced standard to develop course materials and all LEED information is current and accurate.

REVIEWER: _____ **DATE:** _____ **APPROVE: YES NO**
COMMENT:

- III. Course developer(s) and instructors are qualified and demonstrate a current and accurate knowledge about the LEED subject content and materials presented.

REVIEWER: _____ **DATE:** _____ **APPROVE: YES NO**
COMMENT:

- IV. Materials offered by Provider are the original intellectual property of the Education Provider and/or are used with the explicit permission of the copyright owner.

REVIEWER: _____ **DATE:** _____ **APPROVE: YES NO**
COMMENT:

- V. Education Provider correctly utilizes all publicly available USGBC and/or GBCI intellectual property (including copyrights or trademarks), does not violate USGBC and/or GBCI intellectual property rights and follows all USGBC & GBCI logo use guidelines. Images or simulations of LEED Online are not used in this course.

REVIEWER: _____ **DATE:** _____ **APPROVE: YES NO**
COMMENT:

APPROVED as “LEED Specific” for two years from date of approval:

-
- YES
 - NO

If the course is verified as “LEED Specific Education”, denoted which specialty requirements are satisfied:

- LEED: Overarching information relevant to all specialties and LEED Green Associate
- LEED BD+C = LEED for New Construction, LEED for Schools, LEED for Core & Shell
- LEED ID+C = LEED for Commercial Interiors
- LEED O+M = LEED for Existing Building: Operations + Maintenance
- LEED Homes
- LEED ND (TBD)

Appendix I: Conference Review Process

Below are step by step instructions for how to fill out the online application for a conference. USGBC has adjusted our normal review process slightly to accommodate conference sessions. Use this guide when submitting your conference and conference sessions online. Please note the comments in red, as the red text explains what information we are looking for when reviewing a conference. While completing the application, think of your overall conference as a “course”. There are some sections that are not applicable for conferences. For those sections (denoted in the below guide) fill in “N/A”.

For individual conference sessions, complete the conference session spreadsheet and upload this document under the Course Materials section below. The spreadsheet can be found online at www.usgbc.org/ShowFile.aspx?DocumentID=6196.

Course Review Application

General Course Information and Logistics

Course Title:*

Conference name

Course cost for attendee:*

(This information will be posted in the course catalog after the course has been approved.)

Conference baseline cost per attendee

Course delivery format:* (For more information, [click here](#))

- Instructor-led training
- Online, live webinar
- Online anytime (self-paced)
- Online, pre-recorded webinar
- Conference
- Distance learning (Print)

Duration of instruction in hours:*

Total number of educational programming hours.

Continuing Education Approval:

This course has also been approved for continuing education requirements from the following registered provider programs: [Referring to the entire conference](#)

Registered Provider Programs	
AIA/CES (LU)	
ASLA (CM)	
BOMI (CDP)	
CoreNet (CDP)	
CSI (CEU)	
IACET (CEU)	
IDCEC (CEU)	
IFMA (CFM/FMP)	

Other*:

Prerequisites or Prior Knowledge:

List any prerequisite courses or prior knowledge that attendees should have before taking this course. If this is another course, please include the direct web link to the prerequisite course information. If this prerequisite knowledge is a degree, certification, or other general knowledge, please explain and limit your response to 100 words. This information will be added to the course catalog and will be edited for space purposes if necessary

N/A

[Please disregard for conference review applications](#)

Course Material and Anti-Commercialization

Materials for courses approved by the USGBC Education Provider Program are to be objective in nature and cannot not contain any content that could be interpreted as a promotion or endorsement of a certain product, certification/accreditation or organization. As an exception to this rule, products or organizations can be presented in the context of illustrative examples of

the current concerns, issues and regulations of the topic(s) being addressed. Within PowerPoint presentations, presenters may include their company name or logo on the first and/or last slide only.

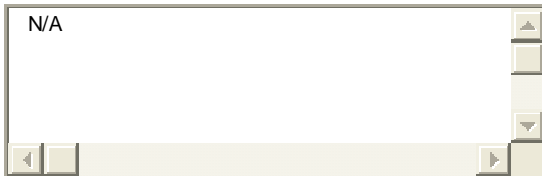
The materials for this course are objective in nature and do not promote or endorsement of a certain product, service, certification/accreditation or organization:*

Yes No

Please select yes because this is not applicable for conferences

If no, please explain:

N/A



Please disregard for conference review applications

Course Development and Instruction

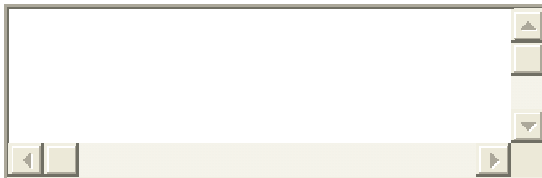
Course Developer(s) Please record information about the conference program leader and program committee (if applicable) rather than a course developer. For anything that does not apply to the conference program leader or committee, please put N/A. Also, if necessary, you can upload a document in the course materials section with more information about the conference planners.

Provide a short biography of the primary course developer(s). Click the 'ADD' button after each entry to add the information to this application. Full biographies can can uploaded in the "Course Materials" section if needed.

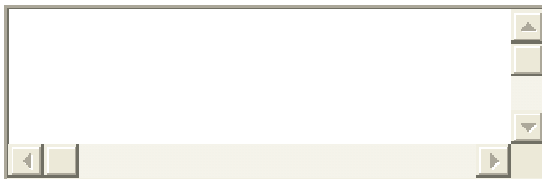
Developer Name:*

Title and Organization:*

List developer's education, professional credentials, licenses or certifications:*



Describe developer's demonstrated knowledge of the course subject and content, as well as instructional design.*



Course Developer Knowledge details required

Course Instructor(s) **Describe criteria for selecting presenters and sessions. For anything that does not apply to the selection process, please put N/A. If necessary, you can upload a document in the course materials section with more information about the selection criteria.**

Provide a short biography of the primary course instructor(s). Click the 'ADD' button after each entry to add the information to this application. Full biographies can be uploaded in the "Course Materials" section if needed.

If a large pool of instructors teach this course, upload a file in the "Course Materials" section describing the qualifications to become an instructor and any training they receive.

ONLINE COURSES WITHOUT INSTRUCTORS: Type "NO."

Instructor Name:*

N/A

Title and Organization:*

N/A

List instructor's education, professional credentials, licenses or certifications:*

N/A

Describe instructor's demonstrated knowledge of the course subject and content, as well as demonstrated mastery of training, speaking, facilitation and/or teaching.*

Please include selection criteria here

Add Clear

Course Learning Level and Audience Overall conference learning level and audience

Course Level:*(For more information, [click here](#))

100 - Awareness

200 - Understanding

300 - Application & Implementation

400 - Mastery

Audience:*

Identify the target audience(s) and profession(s) associated with each target audience:

Target Audience	Profession
Design	<input type="checkbox"/> Architects <input type="checkbox"/> Engineers <input type="checkbox"/> Interior Designers <input type="checkbox"/> Landscape Architects <input type="checkbox"/> Planners <input type="checkbox"/> Residential Designers <input type="checkbox"/> Specifiers
Construction	<input type="checkbox"/> Contractors <input type="checkbox"/> Residential Builders
Operations & Maintenance	<input type="checkbox"/> Facility Managers <input type="checkbox"/> Maintenance Contractors
Real Estate	<input type="checkbox"/> Appraisers <input type="checkbox"/> Brokers <input type="checkbox"/> Building Owners <input type="checkbox"/> Developers <input type="checkbox"/> Financiers <input type="checkbox"/> Insurers <input type="checkbox"/> Property Managers
Government	<input type="checkbox"/> Code Officials <input type="checkbox"/> Federal Government <input type="checkbox"/> Local Government <input type="checkbox"/> Military <input type="checkbox"/> Political Decision Makers <input type="checkbox"/> State Government
Miscellaneous	<input type="checkbox"/> Building Tenants <input type="checkbox"/> Educators <input type="checkbox"/> Healthcare Industry <input type="checkbox"/> Housing Agencies <input type="checkbox"/> Product Manufacturers <input type="checkbox"/> School Administration <input type="checkbox"/> Students
Other	<div style="border: 1px solid gray; height: 60px; width: 100%;"></div>

Course Description, Agenda and Learning Objectives Overall conference description, agenda, and overall learning objectives

Course Description:*

Provide a brief description of the course (approximately 100 words) similar to the marketing materials you provide to attendees. This should include the event goal, target audience, and any prerequisite knowledge. This description will be posted in the course catalog on www.greenbuild365.org after the course has been approved.

Course Agenda/Syllabus:*

Include with your submission package a course agenda or syllabus (in PDF format).

Document Title:*

File to Upload:*



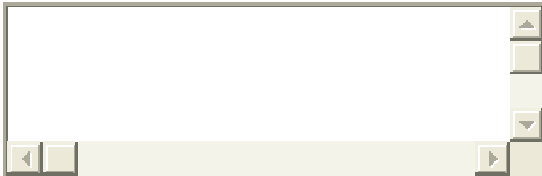
Learning Objectives:*

List at least three learning objectives for the course. Learning objectives should be written so that the learners know specifically what they should be able to do at the end of the course.

The objectives should be:

- Measurable so that the learners can easily identify if they can or cannot do the action in the objective at the end.
- Achievable so that the learners can actually learn what it takes to meet the objective within the course format, time frame and content.
- Active rather than passive.

At the end of this course, attendees will be able to:

A large, empty rectangular text box with a thin border and a light beige background. It has small scroll bars on the right and bottom edges.

Subject Matter:*

Identify the subject matter:

Topic Area											
Selection, Development & Linkages	<table><tbody><tr><td><input type="checkbox"/> Brownfield Redevelopment</td><td><input type="checkbox"/> Construction Activity Pollution Prevention</td></tr><tr><td><input type="checkbox"/> Development Footprint Reduction Methods</td><td><input type="checkbox"/> Environmental Site Assessment</td></tr><tr><td><input type="checkbox"/> Habitat Protection & Restoration</td><td><input type="checkbox"/> Light Pollution Reduction</td></tr><tr><td><input type="checkbox"/> Sustainable Site Selection</td><td><input type="checkbox"/> Infrastructure</td></tr><tr><td><input type="checkbox"/> Master Planning</td><td><input type="checkbox"/> Open Space Planning</td></tr></tbody></table>	<input type="checkbox"/> Brownfield Redevelopment	<input type="checkbox"/> Construction Activity Pollution Prevention	<input type="checkbox"/> Development Footprint Reduction Methods	<input type="checkbox"/> Environmental Site Assessment	<input type="checkbox"/> Habitat Protection & Restoration	<input type="checkbox"/> Light Pollution Reduction	<input type="checkbox"/> Sustainable Site Selection	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Master Planning	<input type="checkbox"/> Open Space Planning
<input type="checkbox"/> Brownfield Redevelopment	<input type="checkbox"/> Construction Activity Pollution Prevention										
<input type="checkbox"/> Development Footprint Reduction Methods	<input type="checkbox"/> Environmental Site Assessment										
<input type="checkbox"/> Habitat Protection & Restoration	<input type="checkbox"/> Light Pollution Reduction										
<input type="checkbox"/> Sustainable Site Selection	<input type="checkbox"/> Infrastructure										
<input type="checkbox"/> Master Planning	<input type="checkbox"/> Open Space Planning										

	(Communities, Campuses etc) <input type="checkbox"/> Sensitive lands <input type="checkbox"/> Site & Infrastructure Reuse <input type="checkbox"/> Reduced Parking Methods
Landscape Management	<input type="checkbox"/> Building Exterior and Hardscape Management <input type="checkbox"/> Stormwater Management <input type="checkbox"/> Vegetated Roofs <input type="checkbox"/> Exterior Integrated Pest Management <input type="checkbox"/> Heat Island Reduction
Transportation	<input type="checkbox"/> Alternative Transportation <input type="checkbox"/> Transit-Oriented Development <input type="checkbox"/> Commuting
Community	<input type="checkbox"/> Development Density & Community Connectivity <input type="checkbox"/> Affordable Housing <input type="checkbox"/> Pedestrian Oriented Streetscape Design
Water Efficient Landscaping	<input type="checkbox"/> Water Efficient Planning & Design <input type="checkbox"/> Turf areas <input type="checkbox"/> Irrigation Systems & Practices <input type="checkbox"/> Water Efficient Landscaping Practices <input type="checkbox"/> Plant Selection
Water Efficient Buildings	<input type="checkbox"/> Water Use Reduction Practices <input type="checkbox"/> Water Performance Measurement <input type="checkbox"/> Cooling Tower Water Management <input type="checkbox"/> Process Water Use Reduction <input type="checkbox"/> Water Efficient Fixtures & Fittings
Water Management	<input type="checkbox"/> Innovative Wastewater Technologies <input type="checkbox"/> Rainwater Harvesting <input type="checkbox"/> Water Treatment and Chemical Management
Energy Efficiency	<input type="checkbox"/> Building Envelope <input type="checkbox"/> Lighting <input type="checkbox"/> Power Requirements & Plug Loads <input type="checkbox"/> Heat Recovery <input type="checkbox"/> Process Energy Reduction <input type="checkbox"/> HVAC <input type="checkbox"/> Water Heating <input type="checkbox"/> Combined Heat & Power Systems <input type="checkbox"/> Natural Ventilation

Green Power	<input type="checkbox"/> On-site Renewable Energy <input type="checkbox"/> Off-site Renewable Energy
Modeling	<input type="checkbox"/> Energy Modeling <input type="checkbox"/> Building Information Modeling <input type="checkbox"/> Lighting/Daylighting Modeling
Energy Management	<input type="checkbox"/> Building Subsystems Metering and Data Reporting <input type="checkbox"/> Fundamental Systems Commissioning <input type="checkbox"/> Ongoing Systems Commissioning <input type="checkbox"/> Measurement and Verification
Emissions Reduction	<input type="checkbox"/> Emissions Reduction Reporting <input type="checkbox"/> Refrigerant Management
Building Reuse	<input type="checkbox"/> Adaptive Reuse <input type="checkbox"/> Residential Remodeling <input type="checkbox"/> Historic Preservation
Durability Planning and Management	<input type="checkbox"/> Efficient materials use <input type="checkbox"/> Materials Reuse <input type="checkbox"/> Materials Selection <input type="checkbox"/> Furniture & Furnishings <input type="checkbox"/> Life Cycle Assessment <input type="checkbox"/> Sustainable Purchasing <input type="checkbox"/> Product Manufacturing
Waste Management	<input type="checkbox"/> Construction Waste Management <input type="checkbox"/> Ongoing Solid Waste Management
Indoor Air Quality	<input type="checkbox"/> Ventilation <input type="checkbox"/> Construction IAQ Management <input type="checkbox"/> Operational IAQ Management <input type="checkbox"/> Low-Emitting Materials <input type="checkbox"/> Moisture Control & Mold Prevention
Daylight and Views	<input type="checkbox"/> Daylighting Design
Green Housekeeping	<input type="checkbox"/> Green Cleaning <input type="checkbox"/> Indoor/Outdoor Chemical and Pollutant Source Control <input type="checkbox"/> Indoor Integrated Pest Management
Occupant Comfort	<input type="checkbox"/> Acoustical Performance <input type="checkbox"/> Lighting Controls <input type="checkbox"/> Ergonomics <input type="checkbox"/> Thermal Comfort and Control <input type="checkbox"/> Systems Controllability

Integrative Process	<input type="checkbox"/> Design Charette <input type="checkbox"/> Specifications <input type="checkbox"/> Innovative and Regional Design	<input type="checkbox"/> Systems Interactions <input type="checkbox"/> Project Management <input type="checkbox"/> ADA/Universal Access
Real Estate	<input type="checkbox"/> Green Leasing <input type="checkbox"/> Portfolio Management	<input type="checkbox"/> Operational Policies <input type="checkbox"/> Tenant Management & Guidelines
Economics & Finance	<input type="checkbox"/> Incentives & Financing <input type="checkbox"/> Building Valuation	<input type="checkbox"/> Construction Cost Estimation <input type="checkbox"/> Operating Cost Efficiencies
Business	<input type="checkbox"/> Marketing <input type="checkbox"/> Community Relations	<input type="checkbox"/> Organizational Change Management
Standards & Regulations	<input type="checkbox"/> Zoning & Codes <input type="checkbox"/> Standards & Certifications	<input type="checkbox"/> Federal Regulations

Course Activities, Evaluation and Assessment

Course Activities:*

Briefly describe each of the activities that will occur during this course. More detailed descriptions of activities may be uploaded in the Course Materials section.

N/A

Course activities not required for conferences

Learning Assessment:*

Briefly describe the assessment mechanisms that will be utilized during this session. The course should have a way for the instructor and attendees to assess if the objectives were met.

Describe conference assessment if applicable

Course Evaluation:*

Upload the course evaluation. Every course should have a way for the participants to provide feedback to the instructor(s) and developer(s) to improve the course.

Document Title:*

File to Upload:*
(pdf accepted)

Upload conference evaluation

Upload

Course Materials: Please upload conference marketing materials and the session excel spreadsheet (please upload the spreadsheet as is- do not add or remove cells or PDF the document)

Please list the course materials that you will submit for review. All Materials supplied to USGBC will be securely held and used only for the purpose of course review. Instructions on supplying these materials will be sent via email along with the confirmation of this course review application.

A) For online courses currently posted on the web, upload a document that has the URL, user name, and password to access your course for review.

B) For additional documentation or for materials for instructor led courses, list all files you will be supplying for review below.

Course documents may include, but are not limited to:

- PowerPoint slides with speaker notes/script
- Course promotional materials
- Evaluation Summaries
- Handouts
- Evaluation forms
- Pre/post tests
- Course summary

Document Title:* Please enter document title

File to Upload:*
Please choose a document to upload

Upload

Course Comments:

List any additional questions or comments below: