

|DCP4930| & DCP6301| Class 25493 | Section WELL | 6 Credits
WELL Building Strategies (WELL Practicum)
|Spring 2023| 100% F2F

Instructors:	Bahar Armaghani LEED Fellow, WELL Faculty Director & Instructional Associate Professor Program in Sustainability and the Built Environment (SBE) College of Design, Construction and Planning (DCP) University of Florida Lisa Platt, Ph.D., CSSBB, EDAC, LEED AP BD+C Assistant Professor Interior Design FIBER Research Faculty College of Design, Construction and Planning (DCP) University of Florida
Office Correspondence:	352.294.1428 (Armaghani) or 352-294-1435 (Platt) Messaging through Canvas is preferred Alternatives: barmagh@ufl.edu or lisaplatt@ufl.edu
Course Time & Location:	Mondays Period 6-8 12:50 – 3:50 Architecture Building, Room 411 Wednesdays Period 6-8 12:50 – 3:50 Architecture Building, Room 411
Course Co/Prerequisite:	SBE students: DCP3210 (or) another course in the topic area and approved by the instructor IND students: IND 2422 (or) another course in the topic area and approved by the instructor
Final Exam Schedule:	N/A
Office hours:	Armaghani: Tuesdays 8:30-10:30 am Thursdays 8:30-10:30 am OR By appointment at Architecture Building, room 446 Platt: Monday & Wednesday 11:00-12:00 OR By appointment at Architecture Building, room 334
Course Website:	https://ufl.instructure.com/courses/461785 for modules, announcements, assignments, discussions, lecture slides, readings, quizzes, and grades

Commented [Ma1]: @Platt,Lisa Sundah| Lisa, you have your office hours listed as in the conference room (331). Are you meeting there or in your office? Just checking! :)

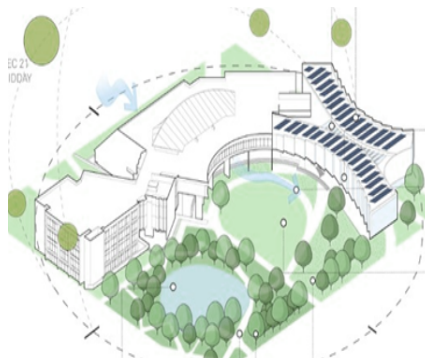
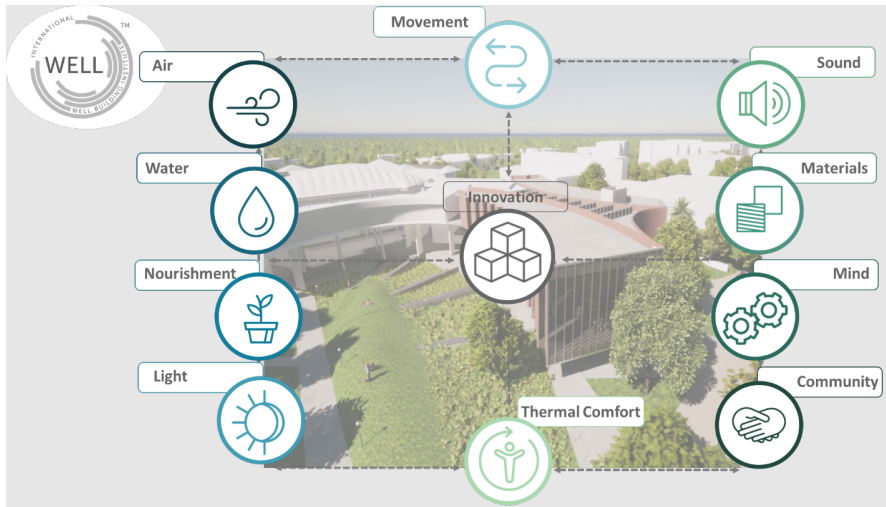
Commented [Ma2R1]: @Platt,Lisa Sundah| I fixed it.

Commented [PS3]: @Matckie,Michelle Your awesome, thank you very much! :-D

Human Centered Sustainability through WELL Building Design

The salutogenic model of health provides a rubric for evaluating contextual factors that contribute to human physical and mental wellbeing. When applied to the design of the built environments, it can serve as a lodestar for ensuring that settings for working, healing, learning, and living are optimally supportive of the health of humans inhabiting them. A viable method for operationalizing salutogenesis in building design is understanding and applying valid sustainability and human wellness design benchmarking systems such as WELL Building Institute standards. This hands-on learning lab uses WELL v2 to increase student competencies and skill in integrating principles design for Buildings that promote human resilience and environmental sustainability. These labs, co-taught by UF Sustainability and the Built Environment and Interior Design department faculty, facilitate learning for a cross-section of DCP students through pedagogical instruction and hands-on application in an actual built environment. These Learning Labs prepare students with the critical abilities needed to be effective communicators, critical thinkers, project managers, problem solvers, and team players in designing human-centered built environments. This learning lab also offers a body of knowledge basis and pathway for students pursuing WELL Accreditation.

Class project, UF-653- DCP Collaboratory On University of Florida Campus



This course will focus on applying the WELL v2 building standards to the UF-653, DCP Collaboratory project on the campus of the University of Florida. This building, located on the edge of University of Florida campus historic district, DCP Collaboratory is selected for this course to integrate WELL into the building design, construction and operation and to use the project as a laboratory for an ongoing learning in teaching and research about WELL for years to come.

Course Description

This is an interactive multidisciplinary course; in which students are introduced to strategies for the design, construction, and operation of WELL performance buildings. Students learn to analyze building information and planning documents to create spaces that help people thrive. This course will cover various building policy, design and operations strategies that affect human health and well-being. Students will have the opportunity to apply their knowledge to help advance the WELL Certification of a project on campus. Understand the alignment of the [United Nations Sustainable Development Goals \(UN SDGs\)](#) with WELL.

In addition, successful course completion can prepare the student for WELL V2 Accredited Professional exam.

Students are required to demonstrate Project Management competencies and inference of advanced analytical skills as it relates to implementation of WELL certification for new or existing building typologies. Graduate student unique deliverables are delineated in italics in the Final Project description.

Learning Objectives

This course's objective is to facilitate students' learning and leadership in the building industry with a focus on the health and wellbeing of occupants. Knowledge and skill transfer objectives include building assessment, problem identification, and strategy development to optimize building performance. This effort will be accomplished through class lectures, subject matter expert presentations, videos and in-class dialogue and idea exchange. Additionally asynchronous home preparation, online engagement, and individual and collaborative team assignments will also be used to support in-class work.

Student tasks will include:

- Creating new strategies for enhancing human health and well-being in buildings and communities
- Evaluating how UN SDGs may align with each concept of WELL
- Analyzing how building planning and design interventions may improve individual and community health
- Applying WELL standard information to the fulfillment of WELL Certification for new and existing buildings
- Understand how to communicate the benefits of integrating WELL to building stakeholders
- Recall facts and concepts for pursuing WELL v2 Accredited Professional exam

Student Learning Outcomes (SLO)

Upon completion of this course, successful students will be able to:

- Understand how to manage, administer, and apply WELL v2 to the built environment.
- Formulate and deliver high quality verbal arguments and written reports and proposals.
- Demonstrate competency and professionalism in consulting and advising clients to optimize building performance and UN SDGs concepts.
- Communicate effectively and compellingly the benefits of healthy and WELL building.
- Interact effectively with confidence in a team setting and take initiative to lead applied WELL Building strategies.
- Develop relational databases for building systems information to use AI techniques like Machine Learning for component optimization analysis

Required Text/Reading:

- No textbook required
- WELL Building Standards is available electronically and free at <https://v2.wellcertified.com/v/en/overview>
- [WELL exam prep guide and sample questions](#)

- [United Nations, Sustainable Development Goals \(UN SDGs\)](#).
- Weekly readings assigned under each module on Canvas e- Learning portal.
- Students expected to complete readings as advance preparation for class discussion and exercise.

Course Format

Approach: The course approach a real project, using an on-campus building. This semester the [UF-653, DCP Collaboratory](#) .

Delivery Method: Lectures, discussions, field trips on campus, hands on experience, guest speakers, work in teams, presentations, and quizzes.

Course Website: <https://ufl.instructure.com/courses/461785>: This course's e-learning on Canvas site will contain all course materials, including readings, lecture slides, assignment instructions, quizzes, and announcements. All course material will be posted before semester starts.

Communication: Outside of class, messaging through the CANVAS course site or via email at barmagh@ufl.edu and lisaplatt@ufl.edu is the best and preferred method of communication.

Design Project participation

Currently this project in under design, the class will be attending few design meetings and project team members will guest speak in the class about their role in the design and integrating WELL into design, crosswalk it with LEED v4.

Guest Speakers

Professionals/ subject matter experts in industry and research will present to the class to reinforce the importance of the learning skills and give the students a networking opportunity with industry leaders. See modules.

Paperless Activities and Assignments:

E-learning on Canvas will be the central location for all course communication, discussion, announcements, submitted assignments, papers/projects/videos, quiz delivery, and presentation material.

Students are responsible for:

- Checking e-learning on Canvas for the material and presentations that will be covered weekly.
- Setting up and checking your Canvas messaging to receive class announcements from e-learning.
- Submitting electronic assignments/papers/presentations/videos through Canvas.

Class Attendance and Make-Up Policy

- ❖ Reading material: Students must complete the reading before each class.
- ❖ Students attend class prepared for active participation and discussion. A quality learning experience in this course relies heavily on interaction and exchange of ideas related to the sustainable built environment.
- ❖ Students should plan to bring their computers to every class for coursework.
- ❖ Using the computer in class for non-class related work is not acceptable.
- ❖ Cell phones use and texting during class is not allowed. In addition, leaving the class to take calls is not allowed except for an emergency.
- ❖ Attendance is required. Only excused absences can be made up. Excused absences include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in

official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) is excused. Absences must be properly documented, for example with a doctor's note.

- ❖ Students may miss up to the equivalent number of class periods as the course credits (e.g., 3 credits = 3 periods @ 50 minutes/each in Spring/Fall & 2 periods @ 75 minutes/each in Summer A) without penalty and with no need for an excuse. Beyond those “waived” absences, students must provide a valid, and properly documented, excuse.
- ❖ All presentations, quizzes, credit submission, and assignments must be turned in on time; projects or assignments may be turned in early. If you will not be in class to turn the assignment in, even if it is an excused absence (e.g., studio field trip), you must turn the assignment in early. Any assignment turned in after it is due will be marked late.
- ❖ Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
 - <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

The class divided into teams each team will present their part(s) at the final presentation. However, each team will work on all aspects of the project from start to finish. Each team will have a project manager rotating every two weeks.

Team/Project Manager's responsibilities:

- Lead the discussion in the breakout sessions
- Compile the PowerPoint presentation for the class project for each module
- Ensure the PowerPoint is uploaded to the team's Canvas page and under assignment per due date
- Manage the WELL checklist and documents and upload to team's Canvas page

Exams

Exams will be on Canvas. Each exam will cover the material that is covered in class. These are non-cumulative exams.

Grading

Assignment	Instruction	%	Due date
Assignments	Individual; reading	15	On Canvas. See schedule
	Individual, discussion	15	
	Teams; weekly PowerPoint	15	
Quizzes	Individual after each module	20	Refer to Canvas
Attendance		5	
Final Presentation	Team's presentation to the client Complete WELL submission documentation for the class project	30	4/26/23 <i>Students include a mixed methods analysis report of findings.</i>

Grade Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

See the following link to UF's grade policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Online course evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Disclaimer

This syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change depending on the building schedule. Such changes, communicated clearly, are not unusual and should be expected.

Weekly Class Schedule

Date	Topics
Module 1: Introduction To WELL	
M, 1/9	<ul style="list-style-type: none"> - Welcome & Introduction - Review syllabus - Review use of Canvas, course files, material, and paperless approach - WELL Building Standards v2.0 goals, benefits, certification, and recertification https://v2.wellcertified.com/wellv2/en/overview - Advancing the United Nations Sustainable Development Goals through WELL v2 https://www.wellcertified.com/sdgs - Basic introduction to LEED structure; compared to WELL checklist - LEED™ v4.1 and WELL v2 crosswalk tool (Equivalent or Aligned), https://a.storyblok.com/f/52232/x/e63fdc0a75/leed-v4-1_well-v2-crosswalk_q2-2021.pdf <p>Teams</p> <ul style="list-style-type: none"> - Divide the class into teams <ul style="list-style-type: none"> o Identify project team managers (rotating every 2 weeks), members & roles and responsibilities
W, 1/11	<ul style="list-style-type: none"> - Integrative Approach-relevance of WELL to programming and predesign - Introduction to DCP Collaboratory building/project - Building drawings, site, architecture, and Mechanical, Electrical, Plumbing (MEP) - Review LEED™ BD+C for the project - Review WELL checklist for the project - Review the crosswalk between LEED and WELL for the project - Building occupancy schedule and operation - Mockup charrette with charrette sample agenda

Establish WELL Account, <https://account.wellcertified.com/user/register>

Module 2: Introduction to the Class Project**M 1/16 MLK Holiday**

W, 1/18

Reading:Introduction to WELL: <https://v2.wellcertified.com/wellv2/en/overview>

- Principles of WELL
- Ten Concepts
- Preconditions
- Optimizations
- Performance Verification
- Certification Levels
- Project, Space, and Occupancy type
- WELL checklist review and assessment for class project
- Register the project for WELL certification

- Each team develops a PowerPoint presentation on summary of WELL project administration for Module 1&2

Module 3: Air

M, 1/23

Reading:

- Introduction to Air Concept:

<https://v2.wellcertified.com/wellv2/en/air>- Indoor Air Pollution: An Introduction for Health Professionals, Report <https://www.epa.gov/indoor-air-quality-iaq/indoor-air-pollution-introduction-health-professionals>

- Review building MEP (mechanical) drawings
- Assess Air preconditions and optimizations application to the class project
- Review current strategies used for ventilation and filtration

W, 1/25

In class: Breakout session

- Identify key Air strategies the project team should consider based on the project goals, location and requirements
- Finalize backup documentations for Air for campus project
- Performance Verification and Photographic Evidence at an on-campus proxy site, Library West
 - o WELL Checklist
 - o Performance Verification process
- Each team develop a PowerPoint presentation on summary strategies and approaches for the Air module

End of Module Quiz**Module 4: Water**

M, 1/30

Reading:- Introduction to the Water Concept: <https://v2.wellcertified.com/wellv2/en/water>

- A Guide to Drinking Water Treatment Technologies for Household Use,

https://www.cdc.gov/healthywater/drinking/home-water-treatment/household_water_treatment.html

- Review building MEP (Plumbing) drawings
- Assess Water preconditions and optimizations application to the class project

	- Review current strategies used for water treatment
W, 2/1	<p>Guest Speaker: TBD</p> <p>In class: Breakout session</p> <ul style="list-style-type: none"> - Identify key Water strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Water for campus project - Performance Verification and Photographic Evidence at an on-campus proxy site, Library West <ul style="list-style-type: none"> o WELL Checklist o Performance Verification process o identify water testing location for the class project • Each team develop a PowerPoint presentation on summary strategies and approaches in the Water module
End of Module Quiz	
Module 5: Air and Water Performance Testing	
M, 2/6	<p>Reading:</p> <ul style="list-style-type: none"> - <i>Performance verification guidebook, read Air and Water sections</i> https://resources.wellcertified.com/tools/performance-verification-guidebook/ - Introduce the class to the equipment testing for both Air and Water - Each team prepares building drawings with testing locations identified - Building visit to conduct performance testing for the project for Air and Water - Each team collects the data - Take photos for each task and location - Performance testing for Preconditions by epstengroup (https://epstengroup.com/) <p>Tools:</p> <ul style="list-style-type: none"> - WELL Performance Verification (PV) scheduling form - Performance test estimator, See Canvas PDF document
W, 2/8	<p>In class: Breakout session</p> <ul style="list-style-type: none"> - Each team evaluate data and share findings with the class - Performance Verification and Photographic Evidence at an on-campus proxy site, Library West <ul style="list-style-type: none"> o WELL Checklist o Performance Verification process • Each team develops a PowerPoint presentation on Performance testing equipment, their function, data collection, findings, and recommendations

Module 6: Light

M, 2/13

Reading:

- Introduction to the Lighting Concept <https://v2.wellcertified.com/wellv2/en/light>
- Performance testing book for lighting section, <https://resources.wellcertified.com/tools/performance-verification-guidebook/>
- Circadian rhythm <https://resources.wellcertified.com/articles/circadian-rhythms/>
- Review Building electrical drawings
- Assess Lighting preconditions and optimizations application to the class project
- Review current strategies used for lighting
- **Performance testing for Preconditions**

W, 2/15

Guest Speaker: Lauren Wallace, Epstengroup (<https://epstengroup.com/>) *on documentations and performance testing*

In class: Breakout session

- Identify key lighting strategies the project team should consider based on the project goals, location and requirements
- Finalize backup documentations for lighting for campus project
- Performance Verification through product specifications and building envelope analysis
 - o WELL Checklist
 - o Performance Verification process
- Each team develop a PowerPoint presentation on summary strategies and approaches in the Lighting module

End of Module Quiz

Green Building Learning Collaborative (GBLC) program & Reception is required for SBE students and scheduled for **Date to be announced.**

Module 7: Thermal Comfort

M, 2/20

Reading:

- **Introduction to the Thermal Comfort Concept:** <https://v2.wellcertified.com/wellv2/en/thermal%20comfort> , <https://comfort.cbe.berkeley.edu/>
- Review building Architectural drawings
- Assess Thermal Comfort preconditions and optimizations application to the class project
- Review current conditions in the building
- Performance testing for Preconditions


Guest Speaker: Dustin Stephanie, UF PDC Sustainability Coordinator

W, 2/22

In class breakout session

- Identify key Thermal Comfort strategies the project team should consider based on the project goals, location, and requirements
- Finalize backup documentations for Thermal Comfort for campus project
- Performance Verification through building systems specification review and design analysis
 - o WELL Checklist
 - o Performance Verification process

	<ul style="list-style-type: none"> ○ use https://comfort.cbe.berkeley.edu/ one for summer and one for winter calculations • Each team develop a PowerPoint presentation on summary strategies and approaches in the Thermal Comfort module
End of Module Quiz	
Module 8: Sound	
M, 2/27	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Introduction to the Sound Concept:</i> https://v2.wellcertified.com/welly2/en/sound - Review building Architectural drawings - Assess Sound preconditions and optimizations application to the class project - Review current conditions in the building - Performance testing for Optimizations
W, 3/1	<p>In class breakout session</p> <ul style="list-style-type: none"> - Identify key Sound strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Sound for campus project - Performance Verification through building structural, systems, and applied materials specifications analysis <ul style="list-style-type: none"> ○ WELL Checklist ○ Performance Verification process ○ Identify location for the sound • Each team develop a PowerPoint presentation on summary strategies and approaches in the Sound module
End of Module Quiz	
Module 9: Light, Thermal Comfort, and Sound Performance Testing	
M, 3/6	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Performance verification guidebook, read Light, Thermal Comfort, Sound sections</i> https://resources.wellcertified.com/tools/performance-verification-guidebook/ - Introduce the class to the equipment testing for Light, Thermal Comfort, and Sound - Each team mark building drawings with testing locations identified for Light, Thermal Comfort, and Sound - Each team collects the data at the time of building visit, project will not be ready for this task - Take photos for each task and location, project will not be ready for this task <p>Tools:</p> <ul style="list-style-type: none"> - WELL Performance Verification scheduling form - Performance test estimator, See Canvas PDF document
W, 3/8	<p>In class: Breakout session</p> <ul style="list-style-type: none"> - Each team evaluate data and share findings with the class - Performance Verification through building structural, systems, and applied materials specifications analysis <ul style="list-style-type: none"> ○ WELL Checklist

	<ul style="list-style-type: none"> ○ Performance Verification process • Each team develop a PowerPoint presentation on Performance testing equipment, their function, data collection, findings and recommendations
	<p>SBE Spring 2023 convocation is required for SBE students and is scheduled for TBD at the O'Connell Center, Florida Room (Gate 2 entrance). Agenda and flyer will be distributed to SBE list serve prior to the event.</p>

Module 10: Movement

M, 3/20	<p>Reading:</p> <ul style="list-style-type: none"> - Introduction to the Movement Concept: https://v2.wellcertified.com/wellv2/en/movement - A Movement Journey, https://resources.wellcertified.com/articles/a-movement-journey/ - Review building Architectural drawings - Assess Movement preconditions and optimizations application to the class project - Review current conditions in the building
W, 3/22	<p>In class breakout session</p> <ul style="list-style-type: none"> - Identify key Movement strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Movement for campus project - Performance Verification through analysis of building layout, site, and site adjacencies within community. <ul style="list-style-type: none"> ○ WELL Checklist ○ Performance Verification Process • Each team develop a PowerPoint presentation on summary strategies and approaches in the Movement module

End of Module Quiz

Module 11: Materials

M, 3/27	<p>Reading:</p> <ul style="list-style-type: none"> - Introduction to the Materials Concept: https://v2.wellcertified.com/wellv2/en/materials - It takes health materials to build WELL, https://resources.wellcertified.com/articles/it-takes-healthy-materials-to-build-well/ - Highlight from the Materials #WELLography, https://resources.wellcertified.com/articles/highlights-from-the-materials-wellography/ <p>Guest Speaker: Analysis of Materials optimization (TBD)</p> <p>Introduction to AI in WELL Material Concept Implementation</p> <ul style="list-style-type: none"> - Assess Material preconditions and optimizations application to the class project - Review current conditions in the building
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	<p><i>-In class execution of machine learning algorithms on example “gap analysis” data frame related to material standards for guiding implementation decisions.</i></p> <ul style="list-style-type: none"> • <i>Students will be required to extend this analysis to final report/presentation and outline recommendations based on analysis outcomes.</i>
W, 3/29	<p>In class breakout session</p> <p>Identify key Materials strategies the project team should consider based on the project goals, location and requirements</p> <ul style="list-style-type: none"> - Finalize backup documentations for Materials for campus project <ul style="list-style-type: none"> o WELL Checklist o Performance Verification through analysis of architectural documents and Furniture, Fixtures, and Equipment (FFE) specifications • Each team develop a PowerPoint presentation on summary strategies and approaches in the Materials module
End of Module Quiz	
Module 12: Mind	
M, 4/3	<p>Reading:</p> <ul style="list-style-type: none"> - <i>Introduction to the Mind Concept</i> https://v2.wellcertified.com/wellv2/en/mind - <i>Top 5 Takeaway from the Mind #WELLography</i>, https://resources.wellcertified.com/articles/top-5-takeaways-from-the-mind-wellography/ <ul style="list-style-type: none"> - Assess Mind preconditions and optimizations application to the class project - Review current conditions in the building
W, 4/5	<p>In class breakout session</p> <ul style="list-style-type: none"> - Identify key Mind strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Mind for campus project - Performance Verification through building plan and operational policy analysis <ul style="list-style-type: none"> o WELL Checklist o Performance Verification process • Each team develop a PowerPoint presentation on summary strategies and approaches in the Mind module
End of Module Quiz	
Module 13: Community	
M, 4/10	<p>Reading:</p> <ul style="list-style-type: none"> - <i>Introduction to the Community Concept</i> https://v2.wellcertified.com/wellv2/en/community - <i>WELL Community Standard taking shape</i>, https://resources.wellcertified.com/articles/well-community-standard-taking-shape/ <ul style="list-style-type: none"> - Assess Community preconditions and optimizations application to the class project - Review current conditions in the building

W, 4/12	In class breakout session <ul style="list-style-type: none"> - Identify key Community strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Community for campus project - Performance Verification through building plan operational policy analysis, and community resource analysis <ul style="list-style-type: none"> o WELL Checklist o Performance Verification process • Each team develop a PowerPoint presentation on summary strategies and approaches in the Community module
End of Module Quiz	
Module 14: Nourishment, Innovation	
M, 4/17	Reading: <ul style="list-style-type: none"> - Introduction to the Nourishment and Innovation Concepts https://v2.wellcertified.com/wellv2/en/nourishment https://v2.wellcertified.com/wellv2/en/innovation - The Nourishment Source https://www.hsph.harvard.edu/nutritionsource/ - Introduction to the Crosswalk - Assess Nourishment and Innovation preconditions and optimizations application to the class project - Review current conditions in the building
W, 4/19	In class breakout session for Nourishment, Innovation <ul style="list-style-type: none"> - Identify key Nourishment and Innovation strategies the project team should consider based on the project goals, location and requirements - Finalize backup documentations for Nourishment and Innovation for campus project - Performance Verification through operational policy and community resource analysis <ul style="list-style-type: none"> o WELL Checklist o Performance Verification process • Each team develop a PowerPoint presentation on summary strategies and approaches in the Nourishment and Innovation module
End of Module Quiz	
Review the final project presentation	
Module 15: WELL AP Exam Review	
W, 4/24	<ul style="list-style-type: none"> - WELL Candidate Handbook, https://resources.wellcertified.com/tools/well-ap-candidate-handbook/ - Study Matrices - WELL AP FAQs - WELL AP exam online - Greenstep WELL AP Exam Study Guide and practice exams available through Building Green

Final Presentation

W, 4/26

Class's Final Presentation to the Building Owner, occupants, and other campus stakeholders

Students will be required to complete an in-depth report on the implementation of one WELL Concept based on the project documentation used. This report will include the following components:

- 1. In depth gap analysis for achieving WELL Certification for one concept (ex. Materials)*
- 2. Proposed implementation plan based on current state conditions (cost considerations, proposed phasing, return on implementation)*
- 3. Inferential analysis of one WELL Concept area (e.g., Materials)*

Expectations

- Be Present. This will allow you to get the most out of class time as well as for your classmates to get the most out of their collaborations with you.
- Put your cell phone away unless you are actively using it to further the class activities.
- Be prepared. The readings and videos have been carefully chosen to support the class activities.
- Listen carefully and do not interrupt others.
- Give quality feedback. What constitutes "quality" will be discussed in class.
- Respect the opinions of others, even when you do not agree.
- Keep an open mind; embrace the opportunity to learn something new.
- Avoid monopolizing the discussion. Give others a chance to contribute and be heard.
- Do not be afraid to revise your ideas as you gather more information.
- Try to look at issues from more than one perspective.
- Respect others by learning and using the name and pronoun they prefer.
- Do not use offensive language.

Getting Help

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or **352 392-1575** so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx/> , **392-1575**; and the University Police Department: **392-1111** or **9-1-1** for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

E-learning technical support, **352-392-4357** (select option 2) or e-mail to Learning-support@ufl.edu / <https://lss.at.ufl.edu/help.shtml/>

Other Campus Resources

Career Resource Center, Reitz Union, **392-1601**. Career assistance and counseling.

<http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask/>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, **392-2010** or **392-6420**. General study skills and tutoring.

<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, **846-1138**. Help brainstorming, formatting, and writing papers.

<http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf/

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process/>

University Policies

Online course evaluation

Students expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/students/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC). The DRC coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

Upon registering, the DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Contact DRC at 352-392-8565, or viewing, www.dso.ufl.edu/drc/.

Student Honor Code and Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/scer/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. As such, violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Religious Observances:

Please inform the instructor of any religious holidays or other days of special religious significance that may interfere with your participation in this class so that appropriate accommodations can be made.

Sexual Harassment:

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts our academic mission and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between, nor among, members of this community that creates an unacceptable working environment.