

**IND5937 | Section SUST | 3 Credits**  
**Sustainable Interiors**  
**Spring 2026**

<b>Instructor:</b>	<b>Lisa Platt, Ph.D., CSSBB, EDAC, LEED AP BD+C</b> Assistant Professor Interior Design   FIBER Research Faculty College of Design, Construction and Planning (DCP)   University of Florida
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<b>Course Time &amp; Location:</b>	<b>DAY   M PERIOD  9-10 TIME  4:05-6:00</b> <b>LOCATION:</b> Rinker 210  <b>DAY   W PERIOD  9 TIME  4:05-4:55</b> <b>LOCATION:</b> Rinker 210
<b>Course Co/Prerequisite:</b>	Junior standing in IND (or) course approved by the instructor
<b>Final Exam Schedule:</b>	N/A
<b>Office Hours:</b>	<b>Platt:</b> Monday & Wednesday 2:00-4:00 OR By appointment at Antevy Hall, room 334
<b>Course Website:</b>	<a href="https://ufl.instructure.com/">https://ufl.instructure.com/</a> for modules, announcements, assignments, discussions, lecture slides, readings, practice quizzes, and grades

### **Course Description:**

Sustainable design for interiors requires a suite of strategies and comprehensive frameworks for assessing contextual factors that contribute to both physical and mental wellbeing. In the realm of built environments sustainability serves as a guiding principle to ensure that spaces designed for work, healing, learning, and living is optimally supportive of the health of their occupants. An effective method for implementing salutogenesis in building design involves the understanding and application of validated sustainability and human wellness design benchmarking systems, exemplified by standards set by organizations such as the US Green Building Council' LEED, the WELL Building Institute, International Living Future Institute, BREEAM et al.

Within this experiential learning course, the LEED Interior Design and Construction (ID+C) 4, along with the WELL v2 standards, are employed to enrich students' competencies and aptitudes in integrating design principles that promote human resilience and environmental

sustainability in buildings. Through a combination of pedagogical instruction and practical hands-on assessment and application in actual built environments, students will acquire essential skills, equipping them to excel as effective communicators, critical thinkers, project managers, problem solvers, and collaborative team players in the realm of designing human-centered built environments. Furthermore, this course serves as a foundational knowledge base and a pathway for students aspiring to achieve LEED AP and WELL Accreditation.

This course is co-listed with IND 4XXX Sustainable Interior Environments. In addition to the assignments from the undergraduate assignments, graduate students are also expected to complete the research-oriented graduate assignments outlined later in this syllabus. These additional assignments are highlighted in the schedule at the end of the syllabus.

### **Learning Objectives:**

The learning objectives of this course are meant to ensure that graduates comprehend their responsibility in safeguarding the health, safety, and welfare of building occupants, as well as adhering to various regulatory entities that influence practice, with a specific focus on sustainable design. The anticipated learning outcomes of the course and their relationship to CIDA 2022 standards include the following:

1. Proficient navigation of LEED criteria and WELL standards for informing the design of interior environments (CIDA Standard 6 a-h)
2. Evaluation of critical aspects of interior design to achieve different tiers of sustainable building certification (CIDA Standard 16 b and c)
3. Understanding the significance of materiality, lighting, acoustics, and the integration of biophilia in attaining LEED or WELL building certification (CIDA Standards 7 a-e; 12 a-e; 13 a-e; 14 a-i; 16 b &e)
4. Effective communication of the value of sustainable design to clients.
5. How to prepare for the LEED Green Associate and WELL AP exams.

## Class Sustainable Interiors Assessment Project:



*Harrell Medical Education Building*

The final project deliverable for this course will focus on the application of LEED ID+C and WELL v2 building standards to designated interiors within the Harrell Medical Education Building at the University of Florida campus. The primary goal of this assignment is to heighten student awareness regarding the implementation of LEED and WELL standards in commercial interiors. Additionally, the project aims to foster skill development in sustainable design and deepen students' practical knowledge of sustainable design principles.

## Required Text/Reading:

- No textbook required
- LEED ID+ C information is available electronically at: <https://www.usgbc.org/leed/rating-systems/new-interiors>
- WELL Building Standards is available electronically: <https://v2.wellcertified.com/v/en/overview>
- International Living Future Institute Living Building Challenge: <https://living-future.org/lbc/basics4-0/>
- Fitwel <https://www.fitwel.org/fitwel-solutions>
- [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 uses didactic and applied learning. The Sustainable Interiors assessments will include actual on-campus buildings. The contexts of this assignment for the Spring 2024 semester will select interiors in the [Reitz Union](#) and the [Harrell Medical Education Building](#)

**Delivery Method:** The course encompasses a variety of instructional methods, including lectures, discussions, on-campus field trips, hands-on experiences, guest speaker sessions, collaborative team projects, presentations, and practice quizzes.

**Course Website:** <https://ufl.instructure.com/> The e-learning platform on Canvas for this course will serve as a comprehensive repository for all essential materials, encompassing readings, lecture [https:](#) All course materials will be made available prior to the commencement of the semester.

**Communication:** Beyond the classroom setting, the preferred modes of communication are through the CANVAS course site messaging or via email at [lisaplatt@ufl.edu](mailto:lisaplatt@ufl.edu).

**Featured Experts:** Subject matter experts from the industry and research sector will deliver presentations to the class, underscoring the significance of the acquired skills and providing students with a valuable networking opportunity with industry leaders. Refer to the modules for more details.

**Curriculum Content Access and Engagement:** The Canvas e-learning platform will serve as the primary hub for all course-related communication, discussions, announcements, submitted assignments, papers, projects, videos, quiz delivery, and presentation materials.

Students are expected to:

- Regularly check the Canvas e-learning platform for weekly course materials and presentations.
- Configure and monitor Canvas messaging to receive important class announcements.
- Submit electronic assignments, papers, presentations, and videos through the designated Canvas submission channels.

## Class Protocols

- 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 your computer 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. See university policies for excused absences and make-up: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
- All assignments, credit submission, and presentations must be turned in on time; projects or assignments may be turned in early. For excused absences you will be given an amount of time that is commensurate with the length of the excused absence to make up any missed assignments. Any assignment turned in after it is due will incur a 10% from grade deduction for every day late (e.g. *assignment due Tuesday at 11:59 pm turned in at 12:00 am Wednesday counts as a full day late*).
- Requirements for class conduct and attendance in this course are consistent with university policies that can be found in the online catalog at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

## Exams & Assignments

This course will not include formal quizzes or exams. Practice quizzes will be assessed to gauge student skill progression, graded as "Complete/Incomplete." Engagement in these practice quizzes will factor into the Class Participation grade. Individual student grades will be primarily determined by module-based assignments and the Final project.

## Graduate Assignments

The graduate assignments outlined in the IND5937: Sustainable Interiors syllabus emphasize applied learning in sustainable design through research, analysis, and project-based exploration within real-world interior environments. The graduate research report component invites students to conduct an in-depth investigation focusing on one or a combination of the following: WELL Concepts, LEED v5 criteria, Living Building Challenge petals, or another third-party sustainability benchmarking framework relevant to their project.

The purpose of this report is to undertake a deep-dive exploration of how sustainability influences key design drivers and impacts user experience. This research-oriented exercise not only strengthens graduate students' capacity for critical inquiry, systems thinking, and evidence-based design but also supports their thesis or dissertation development by grounding sustainability concepts in measurable design outcomes. Accounting for half of the total grade for the final project deliverable, the graduate report serves as a pivotal synthesis of academic research and applied sustainable design analysis, reinforcing the IND MID program's mission to advance leadership and innovation in environmentally responsible interior design practice.

## Grading

Assignments	Category	Description	Weight	Due date
<b>Discussions</b>	Individual	Complete all assigned readings before class sessions. Readings form the basis for both class and online discussions.	10%	On Canvas (refer to schedule)
<b>Quizzes</b>	Individual	Complete all practice quizzes. Quiz questions draw directly from assigned readings and discussion topics.	10%	On Canvas (refer to schedule)
<b>Module Assignments</b>	Individual	Complete WELL concept-based assessments tied to ongoing project development.	20%	On Canvas (refer to schedule)
<b>Iterative Project Assessment</b>	Team-Based	Conduct concept- and criteria-based evaluations to assess the project's progress toward certification benchmarks.	30%	On Canvas (refer to schedule)
<b>Graduate Report</b>	Individual	Write an evidence-based graduate research report exploring how sustainability frameworks influence interior design, project goals, and user experience.	15%	On Canvas (refer to schedule)
<b>Final Project Assessment</b>	Team-Based	Submit the final comprehensive project evaluation and documentation package for certification analysis.	15%	On Canvas (refer to schedule)

### **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/UGRD/academic-regulations/grades-grading-policies/>

### **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 unforeseen scheduling issues. Such changes, communicated clearly, are not unusual and should be expected.*

**Weekly Class Schedule**

Week	Class #	Topic/Activity	Assignment Given
<b>MODULE 1: Course Introduction</b>			
1	1	Introduction to the course; Review of syllabus, CANVAS site, schedule, grading, and resources	CANVAS: Discussion Board Introduction   Create WELL Account   Practice Quiz Assignment <b>Due: TBD</b>
	2	Introduction to WELL and LEED project sites	Read LEED GA Handbook pp 9-17, WELL v2 overview   Complete Discussion Board Assignment <b>Due: TBD</b>
<b>MODULE 2: Getting started with LEED and WELL for Guiding Sustainable Interior Design</b>			
2		Holiday No Class	
	3	Part 1: Understanding the difference between sustainable design certification measures	Read USGBC LEED Rating System webpage and Why WELL webpage
3	4	Part 2: Understanding ESG and Sustainable Design and Project Benchmarking	Read USGBC Green Building and ESG and WELL Investing for Health & ESG webpage   Complete Discussion Board Assignment <b>Due Due: TBD</b>
	5	Integrated Project Delivery LEED and WELL; Score Card Review	Read LEED ID+C Guide pp 3-13 and WELL Community Concept webpage   Practice Quiz Assignment <b>Due: TBD</b>
<b>MODULE 3: Assessing Environments and Setting Sustainable Design Goals</b>			
4	6	Score Card Review and Integrated Project Delivery	Read USGBC Synergies between LEED and SDGs and WELL Innovation and Pre-approved program page. Complete Discussion Board Assignment. <b>Due: TBD</b>
	7	Project Scope Review and Assessment project introductions	<b>Assignment 1:</b> Team Assignments and Project Preassessment <b>Due 2/4/26</b> <b>Quiz 2: IPD and ESG Application for LEED and WELL</b> <b>Due 2/4/26</b> <b>Graduate Research Assignment Introduction</b>
<b>MODULE 4: Sustainable Water Use and Water Safety</b>			
5	8	Designs that support Water Use and Safety	Read USGBC ID+C Guide WE Prerequisite & WE Credit pp 29-36   Review WELL Water Concept   Complete Discussion Board Assignment <b>Due: TBD</b>

	9	Sustainable and Safe Water Assessment	<p><b>Assignment 2:</b> Sustainable and Safe Water Project Assessment PPT <b><u>Due: TBD</u></b></p> <p><b>Quiz 3: Sustainable Water, Energy Use, and IEQ Knowledge Testing</b> <b>Due TBD</b></p> <p><b>Graduate Research Assignment Introduction</b></p>
<b>MODULE 5: Energy, Thermal Comfort, and Indoor Environmental Quality (IEQ)</b>			
6	10	IEQ Systems: Interior Environment Thermal Comfort and Energy Use	<p>Read USGBC ID+C Guide EA pp.37-80   Review WELL Thermal Comfort Concept   Complete Discussion Board Assignment <b><u>Due: TBD</u></b></p>
	11	In Class: Sustainable Water Presentations and Discussion	<p><b>Assignment 3:</b> Air and Thermal Comfort Assessment PPT (IEQ 1 of 2) <b><u>Due: TBD</u></b></p>
7	12	Designing for Improved Acoustics and Auditory Comfort; <i>Guest Speaker: Madison Murray, LEED GA, WELL AP</i>	<p>Read USGBC ID+C Guide EQ pp.123-149 &amp; p159   Review WELL Air and Sound Concepts</p>
	13	IEQ and Sound Mapping Assessment in class	<p><b>Assignment 4:</b> Acoustics Assessment and Sound Mapping PPT (IEQ 2 of 2) <b><u>Due: TBD</u></b></p> <p><b>Graduate Assignment Research Hypothesis(es) Due</b></p>
<b>MODULE 6: Materiality</b>			
8	14	IEQ Ux: Interior Design that Supports User Health Safety and Wellbeing	<p>Read USGBC ID+C Guide MR pp.81-122   Read ILFI Living Product Challenge Basics  Complete Discussion Board Assignment <b><u>Due 3/7/26</u></b></p>
	15	In Class: Assignments 3&4-Air, Thermal Comfort, and Sound Presentations	<p><b>Assignment 5:</b> Materiality Assessment PPT <b><u>Due: TBD</u></b></p> <p><b>Graduate Assignment Research Proposed Methods Due</b></p>
9	16	Understanding Material Selection on Environmental and Human Impact; <i>Guest Speakers: Heather Morgan and Derick Hahn Floor &amp; Decor</i>	<p>Review WELL Material Concept   Read ILFI About the Red List  Complete Discussion Board Assignment <b><u>Due: TBD</u></b></p>
	17	Material Assessment Workday No in-person class	<p><b>LEED &amp; WELL Practice Quiz Completion</b> <b><u>Due TBD</u></b></p>
10		No Class. Spring Break	
		No Class. Spring Break	

MODULE 7: Lighting			
11	18	The impact of Lighting Design on Environmental Quality and User Experience	Read USGBC ID+C Guide EQ pp.150-158  Review WELL Light Concept   Complete Discussion Board Assignment <b><u>Due: TBD</u></b>
	19	In Class: Materiality Presentations and Discussion	<b>Assignment 6:</b> Lighting Assessment PPT <b><u>Due: TBD</u></b> <b>Graduate Assignment Research Proposal Outline Due</b>
12	20	Site Visit to Harrel Med Ed	Read BREEAM Health and wellbeing Hea 01 Visual Comfort   Complete Discussion Board Assignment <b><u>Due: TBD</u></b>
	21	Score card review and update	Practice Quiz Completion <b><u>Due: TBD</u></b>
MODULE 8: Sustainable Furnishing Synergies			
13	22	Sustainable FF&E Selection and Specification	Review WELL Movement and Mind Concepts   Complete Discussion Board Assignment <b><u>Due: TBD</u></b>
	23	In Class: Lighting Presentations and Discussion	<b>Assignment 7:</b> Furnishing Impact on Movement and Mind Assessment PPT <b><u>Due: TBD</u></b>
14	24	Contextual Use and Usage Review and Assessment	Read USGBC ID+C Guide LT pp.14-128 & RP 166   Review WELL Nourishment and Community Concepts
	25	In Class: Sustainable Furnishings Presentations and Discussion	Download Anaconda <b><u>Due: TBD</u></b> <b>Graduate Assignment Research Executive Report Due</b>
MODULE 9: Communicating Sustainable Design Life Cycle and Cost Benefits to Clients			
15	26	Qualitative and Quantitative Methods for Communicating the Return on Investment to Clients (AI)	Read WBDG Life Cycle Cost Analysis  Assess Machine Learning Results on Discussion Board Assignment Complete ROI Assessment for Client Presentation Final slide Deck completion
	27	Final Presentation "Dress Rehearsal."	Final scorecard completion, Fine Tune Presentations and Final Poster Development <b><u>Due: TBD</u></b> <b>Graduate Assignment Research Poster Due</b>

**UNIVERSITY ACADEMIC POLICIES**

Please see academic policies and resources (<https://go.ufl.edu/syllabuspolicies>) regarding:

- Requirements for attendance and makeup assignments (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)
- Getting connected to the Disability Resource Center (DRC) (<https://disability.ufl.edu/get-started/>)
- UF Grading policies (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>)
- Course Evaluations (<https://my-ufl.bluera.com/>)
- Honesty Policy regarding cheating, plagiarism, etc. (<https://sccr.dso.ufl.edu/process/student-conduct-code/>)
- In-Class Recording
- Academic resources (i.e. Computing Help Desk, Career Connections, Library Support, Writing Studio, etc.)
- Campus Health and Wellness Resources (<https://one.uf.edu/whole-gator/discover>)