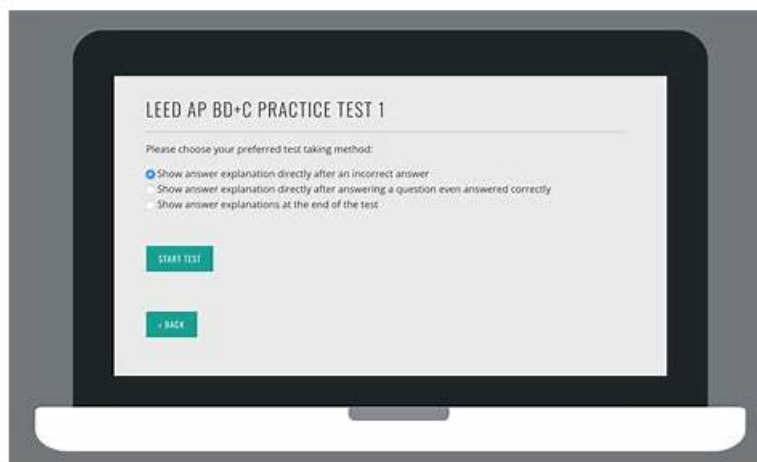


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## USGBC LEED-AP-BD-C Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"><li>Project Surroundings and Public Outreach: LEED Green Associates learn about promoting sustainable practices, regional design considerations that incorporate green construction measures, cultural awareness issues related to historic or heritage impacts, and ensuring that sustainability efforts are respectful of local values.</li></ul>

Topic 2	<ul style="list-style-type: none"> <li>• Location and Transportation: This topic measures the skills of LEED Green Associates in sustainable development. It addresses critical factors in site selection, including development constraints and opportunities related to environmental considerations, and community connectivity concepts, such as walkability and street design, which are vital for promoting sustainable transportation options.</li> </ul>
Topic 3	<ul style="list-style-type: none"> <li>• Indoor Water Use Reduction: This section measures the skills of LEED Green Associates in minimizing indoor water consumption to reduce water use effectively, including toilets, urinals, faucets, and showerheads. Additionally, candidates will examine appliance types that consume water, such as cooling towers and washing machines.</li> </ul>
Topic 4	<ul style="list-style-type: none"> <li>• LEED Process: This topic tests the skills of LEED Green Associates involved in green building initiatives. It focuses on various methods to achieve LEED goals, such as developing credit interpretation rulings and utilizing Regional Priority Credits to explore synergies within the LEED system.</li> </ul>
Topic 5	<ul style="list-style-type: none"> <li>• Building Loads: This topic is focused on optimizing building performances through effective load management. It addresses design considerations such as building orientation and glazing selection while clarifying regional factors that influence these decisions.</li> </ul>
Topic 6	<ul style="list-style-type: none"> <li>• Energy and Atmosphere: In this topic, LEED Green Associates focuses on building reuse, including historic building renovations. It covers material reuse strategies, enclosure materials, and permanently installed interior components into new designs.</li> </ul>
Topic 7	<ul style="list-style-type: none"> <li>• Water Efficiency: This topic measures the skills of LEED Green Associates in optimizing water use in building projects. It explores strategies for reducing outdoor water use through efficient irrigation practices, including landscape water requirements and irrigation systems. It also covers using native and adaptive plant species to minimize irrigation demands.</li> </ul>
Topic 8	<ul style="list-style-type: none"> <li>• Sustainable Sites: It covers site assessment and planning that involves evaluating various site characteristics, such as topography, hydrology, climate, vegetation, and soil conditions. It also covers assessing a site's potential as a resource for energy flows while addressing construction activity pollution prevention measures.</li> </ul>
Topic 9	<ul style="list-style-type: none"> <li>• Indoor Environmental Quality: This domain measures the skills of LEED Green Associates in creating healthy indoor environments. It emphasizes the importance of maintaining adequate ventilation levels through both natural and mechanical means. Additionally, candidates will be assessed on topics such as tobacco smoke control measures.</li> </ul>

## USGBC LEED AP Building Design + Construction (LEED AP BD+C) Sample Questions (Q301-Q306):

### NEW QUESTION # 301

A project team compares a life-cycle assessment (LCA) model to a baseline design to determine the reductions in six impact categories. One impact category exceeds the baseline by 7%. Which alternative analyses should the team run to check different impact measurements?

- A. Increase the wall mass and types of windows in the baseline building
- B. Decrease the gross floor area of the baseline building
- C. Change the orientation of the design case building
- D. Optimize the slab depth of the design case building

**Answer: D**

Explanation:

Explanation

This alternative analysis can help the team check the impact of reducing the amount of concrete used in the building, which can affect several impact categories, such as global warming potential (GWP), acidification, and eutrophication<sup>1</sup>. Concrete is a material with high embodied energy and carbon emissions, and reducing its use can lower the environmental impact of the building<sup>2</sup>. Optimizing the slab depth can also improve the thermal performance and daylighting of the building, which can reduce the operational energy use

and demand<sup>3</sup>.

References: = LCA in LEED - Whole-building Life Cycle Assessment, Concrete and Embodied Carbon - Can we reduce carbon emissions and still use concrete?, Optimizing Slab Thickness for Energy Performance.

### NEW QUESTION # 302

What credit rewards customers who change their normal consumption patterns in response to the varying price of energy over time?

- A. Energy and Atmosphere Credit, Demand Response
- B. Energy and Atmosphere Credit, Advanced Energy Metering
- C. Energy and Atmosphere Credit, Building Level Energy Metering
- D. Energy and Atmosphere Credit, Green Power and Carbon Offsets

**Answer: A**

Explanation:

The Energy and Atmosphere Credit, Demand Response rewards projects that participate in demand response programs that aim to reduce peak electricity demand and shift the load to off-peak periods. The LEED v4 Reference Guide for Building Design and Construction states that "the intent of this credit is to increase participation in demand response technologies and programs that make energy generation and distribution systems more efficient, increase grid reliability, and reduce greenhouse gas emissions"<sup>1</sup>. The project team must either implement a permanent demand response program or develop a plan to implement a program within a year of occupancy. The project team must also demonstrate that the building has the capability to reduce its peak electricity demand by at least 10% in response to demand response signals.

Reference:

LEED v4 Reference Guide for Building Design and Construction, Energy and Atmosphere Credit: Demand Response, page 2721  
Demand response | U.S. Green Building Council<sup>2</sup>

### NEW QUESTION # 303

Which one of the following represents quality transit service as defined in Location and Transportation Credit, Access to Quality Transit?

- A. A private shuttle bus stop providing hourly service Monday through Friday to a rail station two hours away, located across the street from the project building
- B. A rail station served by two train lines Monday through Sunday, located 1 mi. (1.60 km) from the project building
- C. A bus stop served by two bus lines Monday through Friday, located 1/8 mi. (0.20 km) from the project building
- D. A rail station served by one train line Monday through Sunday, located 1/2 mi. (0.80 km) from the project building

**Answer: D**

Explanation:

The Location and Transportation Credit, Access to Quality Transit requires projects to locate within walking distance of existing or planned transit stops that provide access to quality transit service<sup>1</sup>. Quality transit service is defined as transit service that meets the minimum weekday and weekend headways (time between vehicles) and hours of operation listed in Table 1 of the credit requirements<sup>2</sup>. According to Table 1, the minimum weekday headway for bus service is 15 minutes, and the minimum weekday headway for rail service is 10 minutes. The minimum weekend headway for both bus and rail service is 30 minutes. The minimum hours of operation for both bus and rail service are 6 a.m. to 8 p.m. on weekdays and 8 a.m. to 6 p.m. on weekends<sup>2</sup>. In addition, the credit requires projects to locate within a 1/4 mi. (0.40 km) walking distance of bus, streetcar, or rideshare stops or within a 1/2 mi. (0.80 km) walking distance of bus rapid transit stops, light or heavy rail stations, commuter rail stations, or ferry terminals<sup>1</sup>.

Option A does not represent quality transit service because it only has two bus lines that may not meet the minimum headway and hours of operation requirements. Option C does not represent quality transit service because it is beyond the maximum walking distance of 1/2 mi. (0.80 km) for rail stations. Option D does not represent quality transit service because it is a private shuttle bus that does not qualify as a public transportation service, and it provides hourly service that does not meet the minimum headway requirements.

Option B represents quality transit service because it has a rail station that is within the maximum walking distance of 1/2 mi. (0.80 km) from the project building, and it has one train line that operates Monday through Sunday, which implies that it meets the minimum headway and hours of operation requirements.

### NEW QUESTION # 304

The project landscape architect suggests reducing the area planned for surface parking and replacing it with additional vegetated space. What benefit would this strategy provide to the owner?

- A. Decreases the amount of bicycle parking that must be provided
- B. Increases the overall SR (solar reflectance) of the hardscape area
- **C. Increases the rainwater infiltration capacity**
- D. Decreases the required amount of on-street parking that must be provided

**Answer: C**

Explanation:

Reducing the area planned for surface parking and replacing it with additional vegetated space can provide several benefits to the owner, such as:

- \* Decreasing the amount of bicycle parking that must be provided, since there will be less demand for parking spaces for cyclists.
- \* Increasing the overall SR (solar reflectance) of the hardscape area, which can reduce the cooling load and energy consumption of the building.
- \* Decreasing the required amount of on-street parking that must be provided, since there will be less demand for parking spaces for cars.

However, one of the most significant benefits of this strategy is increasing the rainwater infiltration capacity, which can improve the water quality and quantity in the stormwater system. According to a study by Biondolillo<sup>1</sup>, integrating green space into parking lots can decrease stormwater runoff, mitigate the heat island effect, store carbon, improve air quality and may have social benefits as well. The study estimated that converting 30% of Manhattan's parking into green space would decrease runoff and pollutants from parking lots<sup>1</sup>. Therefore, this strategy can help reduce water demand and environmental impact in arid climates.

### NEW QUESTION # 305

Which of the following projects is eligible to pursue the Energy and Atmosphere Prerequisite, Minimum Energy Performance, Option 2. Prescriptive Compliance: ASHRAE 50% Advanced Energy Design Guide?

- **A. 110,000 ft<sup>2</sup> (10 219 m<sup>2</sup>) school project**
- B. 140,000 ft<sup>2</sup> (13 006 m<sup>2</sup>) retail project
- C. 50,000 ft<sup>2</sup> (4 645 m<sup>2</sup>) office project
- D. 80,000 ft<sup>2</sup> (7 432 m<sup>2</sup>) hospital project

**Answer: A**

Explanation:

The Energy and Atmosphere Prerequisite, Minimum Energy Performance, Option 2. Prescriptive Compliance:

ASHRAE 50% Advanced Energy Design Guide allows projects to follow the recommendations of the ASHRAE 50% Advanced Energy Design Guides (AEDGs) for different building types and climate zones. The AEDGs provide design guidance for buildings that use 50% less energy than those built to the requirements of the ANSI/ASHRAE/IES Standard 90.1-2004 commercial code<sup>1</sup>. However, not all building types and sizes are covered by the AEDGs. According to the LEED Reference Guide for Building Design and Construction<sup>2</sup>, the following building types and sizes are eligible for this option:

- \* Small to Medium Office buildings up to 100,000 ft<sup>2</sup> (9 290 m<sup>2</sup>)
  - \* Medium to Large Retail buildings up to 100,000 ft<sup>2</sup> (9 290 m<sup>2</sup>)
  - \* K-12 School buildings up to 200,000 ft<sup>2</sup> (18 580 m<sup>2</sup>)
  - \* Warehouse and Distribution Center buildings up to 500,000 ft<sup>2</sup> (46 450 m<sup>2</sup>)
- Therefore, among the given options, only the school project is eligible to pursue this option, as it falls within the size limit for the K-12 School AEDG<sup>3</sup>.

### NEW QUESTION # 306

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