Credit Intent
This credit aims to provide versatile lighting options that can be controlled by the user in both individual and group settings. Its purpose is to provide a high level lighting system that promotes productivity and comfort of the building occupants.

Feasibility
This credit should be included in the GSB. It requires that all multi-occupant spaces (such as classrooms and conference rooms) have the ability for lighting adjustment to meet the needs of the group, as well as individual lighting controls for 90% of the building occupants in areas such as offices. In an academic setting, lighting controls are important to communicate effectively and allow for much productivity. They are important in classrooms, conference rooms, and individual offices.

Analysis
Because the GSB has not yet been fully designed, it is unclear whether this credit has been met until the design has been finalized. Yet, in Stanford GSB Pre-SD Electrical Narrative it is mentioned that, “Dimming ballasts shall be used in all areas receiving enough natural daylight to meet the work plane lighting levels (below) without supplemental artificial lighting…”1 Additionally, the Building Architectural Systems and Materials Narrative states that, “We intend to provide at a minimum one operable window and one lighting control zone per 200 sq. ft. for occupied areas within 15 feet of perimeter wall. Offices, Seminar rooms, Group Work Rooms, Support Areas will all meet this requirement, and have individual windows and lighting controls.”2 This suggests that lighting controls will be included in the final design.

A series of sample classrooms and conference rooms have been included below to illustrate the possible location of lighting controls3.

1 “Stanford GSB Pre-SD Electrical Narrative,” April 30, 2007, accessed on Coursework website
2 “Building Architectural Systems and Materials Narrative,” accessed on Coursework website
3 All images taken from Coursework website
EQ Credit 6.1: Controllability of Systems: Lighting
LEED-NC Credit: YES | UNSURE | NO