

Course Code & No. - Section:	ENVP 423- Section 1
Course Title (Credits):	Environmental Planning and Public Policy
Term & Year:	Spring / 2016
Course Ref. No. (CRN):	80034
Instructor:	Coleen L. Shade AICP, CEP, LEED AP
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Office Hours:	By appointment
FINAL EXAM	Week of May 9th
Class Meeting Time:	M-W 5:30 – 7:15 p.m.
Location:	TCES 205
Prerequisites:	CORE 200, CORE 205
Corequisites:	ENVP 223 – Introduction to Natural Resource Management

Course Descriptions:

Environmental Planning **is the process of facilitating decision making to carry out decisions with due consideration given to the natural environmental, social, political, economic and governance factors and provides a holistic frame work to achieve sustainable outcomes.**

This course explores both the theory and the practice of Environmental Planning. Discussions, readings, guest speakers and outside class assignments will provide each student opportunities to develop a working knowledge of the diverse disciplines that are engaged in Environmental Planning and how they are applied within different landscapes; both rural and urban. In-depth analyses of the elements, issues, and techniques of environmental planning at local, regional, national, and international levels will be investigated. Included in the curriculum for this course is a review of key public policies that direct and influence environmental planning and the implementation of projects and programs. Environmental planning in the Lake Tahoe basin is used to highlight major concepts presented in class.

Student Outcomes for ENVP 423: Upon completion of ENVP 423, students will

1. Identify key agency stakeholders in local, regional, state and federal environmental planning processes.
2. Understand and recall laws and agencies with jurisdiction under different environmental planning scenarios.
3. Describe and diagram environmental analysis processes (NEPA, CEQA, and TRPA)
4. Demonstrate understanding of environmental analysis and appropriate mitigation strategies
5. Develop and demonstrate an effective method for incorporating public input
6. Compare and contrast pragmatism and practice in the field of environmental planning and policy.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. In class discussions/participation
2. Oral Presentations
3. Outside of class assignments
4. Researched written assignments
5. Written in-class, closed-book exams
6. Written in-class, open and closed-book, comprehensive final examination

Instructional Strategies

Students will prepare for class by reading assigned materials and answering class preparation questions provided by the instructor. Class preparation questions (CPQs) are due in hard copy and will be collected at the beginning of each class. CPQs submitted after the class session they are due will NOT receive credit. Class time will be spent on 1) large group

discussions, 2) small group and individual activities in class, some using laptop computers, 3) discussions with guest lecturers, 4) environmental analysis, and case law research and 5) preparing for exams. The course makes use of the *Moodle* course management system.

Required Texts and Materials

Author: Daniels
Title: Environmental Planning Handbook for Sustainable Communities & Regions
Publisher: Planners Press
Edition: 2nd
ISBN: 9781611901511

Author: Vig
Title: Environmental Policy
Publisher: CQ PRESS, A DIV OF SAGE PUB
Edition: 8th
ISBN: 9781452203300

In addition, much of the reading required for this class will be available on the internet

Attendance

Success in Environmental Planning and Public Policy is significantly influenced by participation in class and outside class activities. Thus, attendance will be taken daily by collecting the responses to the CPQ at the beginning of each class period. CPQs will be accepted only from students who have attended and performed the activities. Since life happens, students may seek to excuse an absence and have an opportunity to do extra-credit work for missed points. Absences will be excused for documented illness (of the student or a dependent), military duty, a family bereavement, or at the instructor's discretion. Excused absences will NOT be granted for employment conflicting with class times or oversleeping. Students with more than two unexcused absences will be penalized by half grades according to this rubric:

- >2 unexcused absences → Half grade drop (for example, from earned B to B- or C+ to C)
- >3 unexcused absences → Full grade drop (for example, from B to C)
- >5 unexcused absences → Two full grade drop (for example, from B to D)
- >7 unexcused absences → Three full grade drop (for example, from A to D)
- >9 unexcused absences → F for the course

Course policies:

1) Electronic devices:

Students are not permitted to use MP3 players in class at any time. Cell phones, tablets, and laptops may be used to access online resources or take notes in class. Phones, tablets, and laptops will be confiscated until the end of class if students use them for non-class-related activities. Anyone who significantly abuses class time by inappropriate use of electronic devices may be asked by the class to provide an appropriate apology (could take the form of an evening snack for all members of the class at the next class meeting).

2) Late work:

Late CPQs and extra credit will not be accepted. CPQs are due at the beginning of the class period on the due date **in hard copy**. Other regular assignments may be turned in late, but students will lose 10% of the possible points for each calendar day that work is late. For example, students may earn 20% fewer points for work due on Monday if it is turned in on the following Wednesday. Work that is more than seven days late will not be accepted.

3) E-mailed work:

All work may be submitted by e-mail (except CPQs) or in hard copy. Students may e-mail files generated on a computer or hardcopy work scanned to pdf files. **Please include your name in the file name.** The instructor will reply to verify that e-mailed work was received. It is the student's responsibility to follow up if the instructor does not reply about e-mailed work.

4) Citing sources:

Cite sources in using CSE style. Scientists routinely cite original sources for factual information that is not widely known. For example, one would not have to cite a source when one states that mutations introduce new genetic variability into the human genome, but one would cite a source when stating that mutations accumulate in human DNA at an average rate of 175 mutations per diploid genome per generation¹. When you are writing a scientific argument in response to a CPQ question or as part of a lab or class assignment, get in the habit of citing facts when you find them in a source. This web site has information about citing sources using CSE (Council of Science Educators) style, which is similar to that used by most scientific journals:

http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch11_sl-0003.html. You can find out about on-line citation tools that set up your bibliography using a given citation style on the "Citation Guides" tab at the Prim Library website.

1. Nachman M W, Crowell S L. Estimate of the mutation rate per nucleotide in humans. Genetics 2000; 156: 297-304

5) Extra credit:

The instructor will offer extra credit for additional work with instructional value periodically throughout the semester.

6) Modifications to the ENVP 423 course syllabus:

This syllabus and schedule is intended to provide students with a clear and accurate outline of course content, student outcomes, class topics, assignments and due dates, and exam dates. Students should keep and refer to the syllabus regularly, and learn how to access it on the course Moodle page. The instructor reserves the right to make announced changes to the syllabus and class schedule at her discretion if it is in the best interest of the students to do so. Major changes, such as changes to exam dates or coverage and permanent changes to the schedule, will be posted on the Moodle site and students will be e-mailed about such postings.

Sanctions for Cheating and/or Plagiarism**The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- ^{1st} Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu, office in Prim Library: PL-304.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

The Sierra Nevada College Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes: Four core themes from the SNC mission are woven through all courses and the life of the community at SNC.

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

Grading Policy

Environmental Planning and Public Policy participation and assignments will contribute to an overall point total. The grading curve is based on a 1000-point scale. Sierra Nevada College awards half grades (e.g., A- or B+), so a student with a point total within 1.5% of the cutoff for the letter grade will earn the appropriate half grade. Once grades are calculated based on the grading curve, any adjustments for excessive unexcused absences will be made (see "Attendance" on page 2 of this syllabus).

Grading Curve

A	90 – 100%	900 – 1000 points
B	80 – 89.9 %	800 – 899 points
C	70 – 79.9%	700 – 799 points
D	60– 69.9%	600– 699 points
F	<59%	<600 points

ASSIGNMENT	POINTS AWARDED	POINTS POSSIBLE
Quizzes		100
Outside Class Community Planning Participation		100
CPQs & Class Participation (10 points each class)		300
Public Engagement Group Project and Presentation (serves as Mid-Term)		100
Final Environmental Analysis Assignment		200
Final Exam (Week of May 9th.)		200
TOTAL		1000

Students may earn points in the following ways:

Assignment details:

Participation points grading scale: the instructor will subjectively award 10 participation points per class which includes the CPQ response. Students cannot earn participation points when absent, even for excused absences (for illness, for example).

Leader – earns 100% of participation points
does all that is asked
plus extra
plus helps someone else

Contributor – earns 90% of participation points
does all that is asked
plus extra

Participant – earns 75% of participation points
does all that is asked
nothing more

Observer – earns 50% of participation points
does something,
but less than is asked

Detractor – earns no participation points
does less than is asked
keeps someone else from doing what they are supposed to do

CPQs Class Preparation Questions:

Short description of the assignment: Students will provide a one page written response to one or two questions posed that will relate to and prepare the student for the topic(s) that will be discussed in class.

How to do the assignment: CPQs will be announced in class and on the ENVP 423 Moodle site as an MS Word or pdf file. Students should have a second copy (file or hard copy) on which to take additional notes during class. You will be allowed to use your CPQ notes during the final exam in May. Students should expect to spend up to twice as much time outside of class on assignments and CPQs as they spend in class. Due dates are given on the schedule and CPQ assignment file.

Collaboration and individual work: Students are encouraged to work with their teams to understand the concepts and facts presented in reading assignments in order to provide thoughtful answers to CPQs. **However, each student must write their own responses to questions in his/her own words.** Students with CPQ prose that is identical to or paraphrased from other students work, the text, Wikipedia, or other published or internet sources will receive a ZERO GRADE for the assignment and consequences for violating the academic honesty policy may apply.

Student questions:

While completing assigned reading, CPQs, or other assignments, students are encouraged to write questions for clarification of confusing or difficult concepts or facts and e-mail these questions to the instructor on the day prior to

class. Please use a subject heading for your e-mail that states it is a question for class. Questions may be submitted prior to any class, not just classes with CPQ or other assignment due dates. Your questions will also help direct the class discussions to help you understand what you find most difficult. Submitting meaningful questions for a given week should ensure a student at least *contributor* participation status (unless detracting behavior occurs).

Quizzes: Quizzes will be given periodically and are not scheduled. Worth 100 points total, quizzes may consist of a brief essay, flow diagram, process description or case study comparison...in other words, no True/False or multiple choice type quizzes. Quizzes may cover any discussed or assigned materials. **Quizzes cannot be made up.**

Outside Class Community Planning Participation: Each student will be required to attend 4 public community planning sessions and provide a meeting summary (each is worth 25 points with an additional 5 points available if you participate in the meeting). The meeting summary due dates are as follows:

Meeting #1 meeting summary due February 10, 2016

Meeting #2 meeting summary due March 9, 2016

Meeting #3 meeting summary due April 6, 2016

Meeting #4 meeting summary due May 4, 2016

Meeting summaries will include the following information:

- Meeting host, date, time you attended, location
- Meeting Purpose
- Copy of Agenda
- Description of the Agenda Item you were most interested in and a summary of the public discussion.
- If you participate (vs. observe) in the meeting describe your participation. **Worth an extra 10 points**

The instructor will maintain a running list on the moodle site of known local and regional public planning opportunities. Students can attend meetings not listed, but must first confirm with ENVP instructor that the meeting meets the intent of the class. Each meeting attendance and summary will be worth 25 points (with a possible 10 points extra for participation).

Public Engagement Group Project and Presentation: Each student team (2-3 people) will develop a public involvement plan (PIP), present the elements of their plan to the class and demonstrate at least one element of the plan using the ENVP class as their “public” audience. The PIP, presentation and demonstration are worth 100 points and will take the place of the mid-term (March 7 and 9).

Midterm grades: Midterm grades will be calculated using all work due through March 13, 2016.

Final Environmental Analysis Assignment: Each student will be responsible for developing a project for a real site location and completing an expanded environmental checklist. Based on the expanded environmental checklist, the students will provide a written recommendation detailing the next level analysis and necessary documentation to submit to the State Clearing House. Each team will clear their project idea with the ENVP instructor prior to developing their description. Assignment is worth 200 points,

Final Exam: A comprehensive final exam will be given in two parts. The first, which is open-book/open-notes, will be within a format similar to the quizzes (essay). The second part will be a closed-note “scavenger hunt-like” laptop assisted activity. The ENVP 423 final exam is scheduled for the week of May 9th, 2016. The final exam will be comprehensive and include questions about material and assignments presented, read and/or discussed during the entire term.

Environmental Planning and Public Policy Schedule – Fall 2014

Week and dates	Topic Overview	Assignments Due
Week 1: Wed. 1/20	Introduction & Perspectives <ul style="list-style-type: none"> ○ Syllabus ○ Course Scheduling ○ Environmental Checklist Activity ○ Perspectives on Planning and the Environment 	-Read syllabus -Purchase text books and binders for loose-leaf text -Assigned Reading
Week 2: 1//25 & 27	30,000 Foot View on Environmental Planning <ul style="list-style-type: none"> ○ Ecological, ethical, economics and legal Discuss and diagram NEPA and CEQA environmental processes Discuss and diagram TRPA environmental process	-CPQ 1 & 2 -Assigned Reading -Environmental Policy Timeline
Week 3: 2//2 & 4	Land Use Planning <ul style="list-style-type: none"> ○ Comprehensive Plans ○ Zoning ○ Specific and Master Planning Discuss Team Assignments	-CPQ 3 & 4 -Read CEQA Environmental Checklist -Submit ind. policy timelines

Week 3: 2/8 & 10	Public Engagement and Stakeholder Involvement <ul style="list-style-type: none"> ○ Stakeholder Mapping ○ Public Involvement Plans ○ Engagement Strategies ○ Engagement Tools Establish Public Involvement Plan teams	-CPQ 5 & 6 -First Meeting Summary Due -Assigned Reading
Week 5: 2/15 & 17	Water; Supply and Quality <ul style="list-style-type: none"> ○ Local, State, Federal ○ Water Resource Planning ○ Water Rights ○ Colorado River Compact ○ Truckee River Operating Agreement 	-CPQ 7 & 8 -Team PIP Project Descriptions -Assigned Reading
Week 6: 2/22 & 24	Water; Supply and Quality <ul style="list-style-type: none"> ○ TMDL ○ ONRW ○ State Water Quality Policies ○ Federal Water Quality 	-CPQ 9 & 10 - Assigned Reading

	<ul style="list-style-type: none"> Land Use and Water Resources Planning <p>Schedule PIP presentations</p>	
Week 7: 2/29 & 3/2	Planning for Natural Resources <ul style="list-style-type: none"> Habitat Conservation Plans Open Space Planning Scenic Resource Planning Hazard Mitigation Planning Ecosystem Services and the Market 	-CPQ 11& 12 -Assigned Reading -Team PIP preparation
Week 8: Midterm 3/7 & 9	Planning for Working Landscapes <ul style="list-style-type: none"> Farmlands and Ranchlands Forest Planning Carbon Sequestration SMARA <p>Establish Environmental Analysis teams</p>	-CPQ 13 & 14 -#2 Meeting Summary Due -20 minute PIP presentations
Week 9: Spring Break 3/14-18		

Week 10: 3/21 & 23	Transportation Planning <ul style="list-style-type: none"> Regional and State Trans Planning Federal Trans Planning Alternative Modes Airport Planning Land Use and Transportation Planning Integration <p>Confirm Environmental Analysis Project Focus</p>	-CPQ 15 & 16 -Submit Environmental Analysis project idea -Assigned Reading
Week 11: 3/28 & 30	Sustainability Planning <ul style="list-style-type: none"> Energy Biofuels Cogeneration Wind Solar 	- CPQ 17 & 18 -Submit Project Description 1. Read CEQA Guidelines re project descript, initial environ checklist, and level of analysis
Week 12: 4/4 & 6	Sustainability Planning in California	-CPQ 19 & 20 -Submit Draft

	<ul style="list-style-type: none"> ○ AB 32 ○ SB 375 ○ Cap and Trade ○ Blue Print Plans ○ Climate Action Plans <p>Discuss and diagram NEPA and CEQA environmental processes Discuss and diagram TRPA environmental process</p>	<p>Expanded Checklist with written justification for level of analysis -Read CEQA Guidelines re project descript and initial environmental checklist -#3 Meeting Summary Due</p>
Week 13: 4/11 & 13	<p>Environmental Justice</p> <ul style="list-style-type: none"> ○ Disparities in land use planning ○ Distributional Equity and accessibility ○ Public Participation ○ Constraints to incorporating environmental justice principles in land use plans 	<p>-CPQ 21 & 22 -Assigned reading</p>
Week 14: 4/18 & 20	<p>Comprehensive Planning</p> <ul style="list-style-type: none"> ○ Nevada's Master Planning requirements ○ Calif. General Plan requirements ○ Programmatic vs. Project level Analysis ○ Public Review 	<p>-CPQ 23 & 24 -Assigned Reading</p>
Week 15: 4/25 & 27	<p>International Planning</p> <ul style="list-style-type: none"> ○ Environmental Planning Protocols used outside the US ○ How are they being applied ○ Where are they being successful ○ NGO's 	<p>-CPQ 25 & 26 -Assigned Reading</p>

Week and dates	Class preparation	Assignments Due
Week 16:	Term Review	-Submit Envir

5/2 & 4		Checklist, documentation, and clearing house application -#4 Meeting Summary Due
Final Exams: Week of 05/9	Final Exam	