

**Course Code & No. - Section:** ENVP 423- Section 1  
**Course Title (Credits):** Environmental Planning and Public Policy  
**Term & Year:** Fall / 2014  
**Course Ref. No. (CRN):** 80034

**Instructor:** Coleen L. Shade AICP, CEP, LEED AP  
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**Office Hours:** By appointment  
**FINAL EXAM** **December 10, 2014 8:00 to 11:00 a.m.**  
**Class Meeting Time:** T-Th 8:00 – 9:45 a.m.  
**Location:** TCES 215

**Prerequisites:** CORE 200, CORE 205  
**Corequisites:** None

### Course Descriptions:

Environmental Planning **is the process of facilitating decision making to carry out development 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, 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

1. *2012 California Environmental Quality Act (CEQA) Statutes and Guidelines*.  
[ceres.ca.gov/ceqa/docs/CEQA\\_Handbook\\_2014\\_wo\\_covers.pdf](http://ceres.ca.gov/ceqa/docs/CEQA_Handbook_2014_wo_covers.pdf).

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

### Recommended Texts and Materials

2. *Sustaining Places: The Role of the Comprehensive Plan*; David R. Godschalk, FAICP and William R. Anderson, FAICP; American Planning Association, *Planning Advisory Service Report Number 567*; © 2012;.

### 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 make up 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 (30=+/-people) 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. 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 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 generation<sup>1</sup>. 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](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.

<sup>1st</sup> 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.

2<sup>nd</sup> 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.

3<sup>rd</sup> 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](mailto: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
Lecture Participation (10 points each class)		300
Public Engagement Group Project and Presentation		100
Final Environmental Analysis Assignment		200
Final Exam (Dec. 10, 2014 8 to 11 a.m.)		200
<b>TOTAL</b>		<b>1000</b>

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 December. Students should expect to spend up to twice as much time outside of class on reading 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 may be made up for excused absences only.

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 September 11, 2014

Meeting #2 meeting summary due October 9, 2014

Meeting #3 meeting summary due November 6, 2014

Meeting #4 meeting summary due December 4, 2014

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.

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.

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.

Final Environmental Analysis Assignment: Each student team (2-3 people) will be responsible for developing a project description 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 with a format similar to the quizzes will be given at the end of the semester. The ENVP 423 final exam is scheduled for December 10, 2014. The final exam will include questions about material and assignments presented, read and/or discussed during the term.

Midterm grades: Midterm grades will be calculated using all work due through October 10, 2014. There will not be a midterm exam, per se.

### Environmental Planning and Public Policy Schedule – Fall 2014

Week and dates	Topic Overview	Assignments Due
Week 1: Tues 8/19  Thurs 8/21 CPQ #1 due	<b>Introduction &amp; Perspectives</b> <ul style="list-style-type: none"> <li>○ Syllabus</li> <li>○ Course Scheduling</li> <li>○ Environmental Checklist Activity</li> <li>○ Perspectives on Planning and the Environment</li> </ul>	<ol style="list-style-type: none"> <li>1. Read syllabus</li> <li>2. CPQ #1, When and Why was the California Environmental Policy Act (CEQA) legislated?</li> <li>3. Purchase text and binders for loose-leaf text</li> </ol>

		4. Find and read 4 current articles on Planning and the Environment (2 in support and 2 against)
Week 2: Tue 8/26 Thur 8/28	<b>30,000 Foot View on Environmental Planning</b> <ul style="list-style-type: none"> <li>Ecological, ethical, economics and legal</li> </ul>	5. CPQ 2 6. Read CEQA and NEPA Introductions 7. CPQ 3
Week 3: Tue 9/2 Thur 9/4	<b>Land Use Planning</b> <ul style="list-style-type: none"> <li>Comprehensive Plans</li> <li>Zoning</li> <li>Specific and Master Planning</li> </ul> Discuss Team Assignments	8. Read assigned loose leaf text 9. Read CEQA Environmental Checklist 10. CPQ 4 11. CPQ 5

Week and dates	Topic Overview	Assignments Due
Week 4: Tue 9/9 Thur 9/11	<b>Public Engagement and Stakeholder Involvement</b> <ul style="list-style-type: none"> <li>Stakeholder Mapping</li> <li>Public Involvement Plans</li> <li>Engagement Strategies</li> <li>Engagement Tools</li> </ul> Establish Public Involvement Plan teams	12. Read assigned loose leaf text 13. CPQ 6 14. CPQ 7 15. First Community Planning Participation Due
Week 5: Tue 9/16 Thur 9/18	<b>Water; Supply and Quality</b> <ul style="list-style-type: none"> <li>Water Resource Planning</li> <li>Water Rights</li> <li>Colorado River Compact</li> <li>Truckee River Operating Agreement</li> </ul>	16. CPQ 8 17. CPQ 9 18. Team PIP Project Descriptions
Week 6: Tue 9/23 Thur 9/25	<b>Water; Supply and Quality</b> <ul style="list-style-type: none"> <li>TMDL</li> <li>ONRW</li> <li>State Water Quality Policies</li> <li>Federal Water Quality</li> <li>Land Use and Water Resources Planning</li> </ul> Schedule PIP presentations	19. CPQ 10 20. Read assigned loose leaf text 21. CPQ 11 22. Team PIP due
Week 7: Tue 09/30	<b>Planning for Natural Resources</b> <ul style="list-style-type: none"> <li>Habitat Conservation Plans</li> </ul>	23. CPQ 12 24. 10 minute PIP



Thur 10/2	<ul style="list-style-type: none"> <li>Open Space Planning</li> <li>Scenic Resource Planning</li> <li>Hazard Mitigation Planning</li> <li>Ecosystem Services and the Market</li> </ul>	<p>presentations</p> <p>25. CPQ 13</p> <p>26. Second Community Planning Participation Due</p>
Week 8: Tue 10/7 <i>Midterm</i> Thur10/9	<b>Planning for Working Landscapes</b> <ul style="list-style-type: none"> <li>Farmlands and Ranchlands</li> <li>Forest Planning</li> <li>Carbon Sequestration</li> <li>SMARA</li> </ul> <p>Establish Environmental Analysis teams</p>	<p>27. CPQ 14</p> <p>28. #2 Meeting Summary Due</p> <p>29. CPQ 15</p> <p>30. Find and Review 3current articles on Ag Lands protection</p>
Week 9: Tue 10/14 Thur10/16	<b>Transportation Planning</b> <ul style="list-style-type: none"> <li>Regional and State Trans Planning</li> <li>Federal Trans Planning</li> <li>Alternative Modes</li> <li>Airport Planning</li> <li>Land Use and Transportation Planning Integration</li> </ul> <p>Confirm Environmental Analysis Project Focus</p>	<p>31. CPQ 16</p> <p>32. Submit Analysis project idea</p> <p>33. CPQ 17</p> <p>34. Second Community Planning Participation Due</p>

Week and dates	Class preparation	Assignments Due
Week 10: Tue 10/21 Thur10/23	<b>Sustainability Planning</b> <ul style="list-style-type: none"> <li>Energy</li> <li>Biofuels</li> <li>Cogeneration</li> <li>Wind</li> <li>Solar</li> </ul> <p>Discuss the importance of the Project Description in an environmental analysis document.</p>	<p>35. CPQ 18</p> <p>36. Submit Project Description</p> <p>37. CPQ 19</p> <p>38. Read CEQA Guidelines re project descript, initial environ checklist, and level of analysis</p>
Week 11: Tue 10/28 Thur10/30	Sustainability Planning in California <ul style="list-style-type: none"> <li>AB 32</li> <li>SB 375</li> <li>Cap and Trade</li> <li>Blue Print Plans</li> <li>Climate Action Plans</li> </ul>	<p>39. Read assigned loose leaf reading</p> <p>40. CPQ 20</p> <p>41. Submit Expanded Checklist with written</p>

	Discuss and diagram NEPA and CEQA environmental processes Discuss and diagram TRPA environmental process	justification for level of analysis 42. CPQ 21 43. Read CEQA Guidelines re project descript and initial environmental checklist
Week 12: Tue 11/4  Thur 11/6	<b>Environmental Justice</b> <ul style="list-style-type: none"> <li>Disparities in land use planning</li> <li>Distributional Equity and accessibility</li> <li>Public Participation</li> <li>Constraints to incorporating environmental justice principles in land use plans</li> </ul> Work in analysis teams on Clearing House submittal	44. CPQ 22 45. Read assigned loose leaf reading 46. CPQ 23 47. Third Community Planning Participation Due
		48.
Week 13: Tue 11/11  Thur 11/13	<b>Comprehensive Planning</b> <ul style="list-style-type: none"> <li>Nevada's Master Planning requirements</li> <li>Calif. General Plan requirements</li> <li>Programmatic vs. Project level Analysis</li> <li>Public Review</li> </ul>	49. Read assigned loose leaf readings 50. CPQ 24 51. CPQ 25 52. Read CEQA NEPA Guidelines re: Level of analysis and public review
Week 14: Tue 11/18  Thur 11/20		
11/24 – 11/28	o <b>THANKSGIVING BREAK</b>	

Week and dates	Class preparation	Assignments Due
Week 15: Tue 12/2  Thur 12/4	<b>International Planning Needs</b> <ul style="list-style-type: none"> <li>Environmental Planning Protocols used outside the US</li> <li>How are they being applied</li> <li>Where are they being</li> </ul>	53. Submit Environmental Checklist, documentation, and clearing house application

	successful	54. Fourth Meeting Summary Due
Final Exams:  12/9 – 12/13	Final Exam Dec. 10, 8-11a.m.	