

Syllabus – Fall 2017

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information

This is a three-credit graduate level course and is one of two required courses in the online graduate certificate program Sustainable Environmental Planning and Management.

Course and Instructor Information

Course Title: Environmental Planning for Sustainable Communities and Regions

Credits: 3

Format: Online

Prerequisites: None

Professor: Chadwick Rittenhouse

Email: chadwick.rittenhouse@uconn.edu After the first day of classes, students registered in the course should send messages to the instructor via HuskyCT.

Telephone: +1/860 486 0335

Office Hours/Availability: Unless otherwise noted, I will check into the course at least five days a week to monitor discussions and respond to messages. If I expect to be away due to illness, travel or family obligations, I will make every attempt to notify you in advance. I commit to reading every discussion post throughout the class but please understand that I cannot respond to every one.

In addition to daily monitoring of discussions and messages, I will maintain online office hours for one hour per week. Date and time of office hours will be established in the first week of the course. Please email me in advance to set an appointment.

Permission Requests: A permission number is required to enroll in this course. Contact the course instructor (chadwick.rittenhouse@uconn.edu) to request permission. Include your Peoplesoft ID number and reason for taking the course.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore of your choice. The [UConn Bookstore](#) carries the required text(s), which can be shipped ([fees apply](#)).

Required Materials:

Groves, C.R., and E.T. Game. 2016. Conservation Planning: Informed Decisions for a Healthier Planet. Roberts and Company Publishers, Greenwood Village, CO.

Supplementary Materials (not required to purchase)

Daniels, T., and K. Daniels. 2003. The Environmental Planning Handbook: For Sustainable Communities and Regions. Planners Press, American Planning Association, Chicago, IL.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Course Description from Course Catalog.

Principles of environmental planning with application to human health, natural areas, working landscapes, and built environments; basis and context for planning, including laws, regulations, zoning, compliance, uncertainty, and risk management.

Additional faculty description.

This course integrates environmental planning within broader, decision making and social-ecological systems contexts. The first component explores principles of environmental planning, including the legal, economic, ethical, and ecological foundations of planning. The second component provides a general road map of environmental planning applicable to human health, natural areas, working landscapes, and built environments. This course introduces some of the central topics in environmental planning theory, research, and practice and provides the basis for understanding and evaluating sustainable environmental planning and management.

Course Objectives

By the end of the semester, students should be able to:

1. Describe principles of sustainable environmental planning,
2. Identify essential components of planning processes,
3. Prepare an environmental management plan with sustainability objectives,
4. Evaluate an environmental plan for sustainable outcomes,
5. Operate effectively in individual and team-based settings.

Course Outline (and Calendar if Applicable)

Component 1: Principles of Environmental Planning

Week 1: Sustainable Environmental Planning

Week 2: Environmental Action Plans

Week 3: Foundations of Environmental Planning

Component 2: Developing an Environmental Plan

Week 4: The Why, Where, How, and What of Conservation Planning

Week 5: Getting Started

Week 6: Establishing Objectives

Week 7: Measuring Objectives with Indicators and Targets

Week 8: Harnessing Knowledge to Inform the Plan

Week 9: Framing Conservation Problems

Week 10: Solving Conservation Planning Problems

Week 11: Uncertainty and Risk

Component 3: Group Project: Environmental Planning

Week 12: Writing Environmental Plans

Week 13: No Class: Fall break

Week 14: Reviewing Environmental Plans

Week 15: Final Environmental Plan

Week 16: Course Review

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Module Activities	20%
Discussion Posts & Responses	15%

Course Components	Weight
Write a Plan	45%
Review a Plan	20%

Module Activities

Module Activities (20% of total grade). Each of the weekly topics contains a learning activity (or activities) where you will be asked to apply your knowledge related to the topic covered. These activities are varied in format and may include responses to questions, reports of work completed, etc. A significant portion of your grade is based on the quality and thoroughness of your required module activity reports. Your responses to specified questions, at the conclusion of each module, are meant to provide evidence that you understand key concepts from the module. Much of your learning in the course will come from your reading, discussion postings and responses to the postings of other students. Within the course, each activity explains your expected role and outlines the grading criteria. The deadline for completing each activity is listed in HuskyCT's Course Schedule.

Discussion Posts & Responses

Discussion Posts & Responses (15% of total grade). These are weekly online discussions, where you post your reflective response to discussion questions and provide a substantive response to other students' postings. Reflective responses are due by the dates listed HuskyCT's Course Schedule. Substantive responses are due within 2 days of the reflective posting due date. Late discussion posts will be graded in accordance with the Late Policy.

Prepare an Environmental Plan

Prepare an environmental plan (45% of total grade). This group assignment requires that you collaboratively write an environmental plan with sustainable outcomes. Your group should have (or be able to acquire) a high degree of familiarity with an issue (e.g. based on experience), and the issue can be current or impending. The purpose of the project is to provide you with an opportunity to work effectively in team-based settings and write an environmental plan. The deadline for completing the environmental plan is listed in HuskyCT's Course Schedule.

Review an Environmental Plan

Review a peer's environmental plan (20% of total grade). Public and peer review are essential components of many planning processes. This assignment requires that you review an environmental plan prepared by peers (classmates). The purpose of the review is to gain experience providing professional, civil, and constructive feedback that can facilitate or improve environmental plans.

Grading Scale:

Graduate

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7

Grade	Letter Grade	GPA
<60	F	0.0

Due Dates and Late Policy

All course due dates are identified in the Course Calendar in HuskyCT. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late activities and discussion posts will be penalized 1 letter grade (10% of the activity's total points) for each day late.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Religious Holidays and Extracurricular Activities

I will make reasonable accommodations in response to student requests to complete work missed by absence resulting from observation of religious holidays. Students anticipating such a conflict must inform the instructor in writing within the first week of the course, and prior to the anticipated absence, and must take the initiative to work out with the instructor a schedule for making up missed work.

Students may request to complete work missed by absence resulting from extra-curricular/co-curricular activities performed in the interest of the university and/or those that support the scholarly development of the student. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Students involved in such activities need to inform their instructor in writing prior to the anticipated absence and take the initiative to make up missed work in a timely fashion.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities \(CSD\)](#). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by

the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software Requirements

The technical requirements for this course include:

- Word processing software
- [Adobe Acrobat Reader](#)
- Reliable internet access

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.