

## **CIRP 5350 - ENVIRONMENTAL PLANNING**

**Tuesday, 3:00-5:50 p.m., Preston Hall, Room 210**

### **Instructor**

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### **Teaching Assistant**

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Office hours By appointment

### **Course Description**

This graduate seminar explores various issues, processes and practical tools of environmental planning to protect public health and ecosystems. Students will learn how environmental regulations and policies at federal and state levels can be addressed through the local planning process. The topics include: water supply, water quality, air quality, climate change mitigation, solid and toxic waste management, environmental justice, landscape and habitat protection, wetland and coastal zone management, natural hazards and disasters, farmland and forest protection, and mining and energy. Practical tools in the local planning process include development reviews/environmental impacts assessments; natural and built environment inventory; land suitability analysis; and comprehensive planning. Students will have an opportunity to work on a community service learning project relevant to environmental planning.

### **Learning Outcomes**

At the conclusion of the course, you will be able to:

- Demonstrate an understanding of the foundation of environmental planning from economic, ecological, legal and ethical points of view.
- Demonstrate an ability to incorporate federal and state environmental planning, policies, and regulations into local planning tools including comprehensive planning and other separate plans.
- Demonstrate an understanding of contemporary environmental issues that threaten public health and the long-term sustainability of the natural and built environment.
- Demonstrate an ability to apply environmental planning tools to real issues in our communities.

## **Textbooks**

### **[Required]**

Tom Daniels. (2014). *The Environmental Planning Handbook for Sustainable Communities and Regions*. 2<sup>nd</sup> edition, Chicago, IL: American Planning Association Planners Press. (Selected reading for ACIP exam preparation)

### **[Recommended]**

John Randolph. (2012). *Environmental Land Use Planning and Management*. 2<sup>nd</sup> edition. Washington, DC: Island Press.

Frederick Steiner. (2008). *The Living Landscape: An Ecological Approach to Landscape Planning*. 2<sup>nd</sup> edition. Washington, DC: Island Press.

\*Other supplemental reading materials will be provided through Blackboard.

## **Requirements & Grading**

Grades will be based on class participation, weekly response papers, two seminar leads, and a project. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Requirements	Evaluation	Weight
Class Participation	Attendance & in-class participation	10
Weekly Response Papers (total 12)	One-page weekly response papers on class readings	25
Topic Seminar Lead	A presentation & discussion lead	15
Contemporary Issue Seminar Lead	A presentation & discussion lead	15
Midterm Presentation	Problem statement, research question, method and timeline	5
Final Presentation		10
Final Paper		20
TOTAL		100
Letter Grade		
	A	$\geq 90$
	B	$\geq 80$
	C	$\geq 70$
	D	$< 70$

\*Important note: **Incomplete grading "I" or extensions are not available in this class** unless severe illness or documented extenuating circumstances justify it.

- **Attendance and In-class Participation (10 pts):** Students are expected to attend class, regularly contribute to discussions and provide constructive comments based on the assigned readings.
- **Weekly Response Papers (WRP) (25 pts):** Students must consistently demonstrate that they have completed the readings through weekly response papers. Each week, students are expected to submit a one page written response to the assigned readings of the week on Blackboard no later than 11pm, Monday. The template will be available on BB.
- **Seminar Leads (30pts):** Each student will choose two topics of their interest out of 11 topics and will lead two kinds of seminars: 1) Topic Seminar and 2) Contemporary Issue Seminar. For each seminar, the seminar leader will make a 30 minute oral presentation for a chosen topic and lead a 30 minute following discussion by posing a minimum of two questions to the class to generate an active discussion. The seminar leader must prepare their presentation in advance and is encouraged to discuss their plan at least a week prior to the presentation (e.g. Tuesday of the prior week). The seminar leader must submit their draft presentation file to the instructor ([yekangko@uta.edu](mailto:yekangko@uta.edu)) and the TA ([ann.foss@mavs.uta.edu](mailto:ann.foss@mavs.uta.edu)) by at least four days prior to their presentation (e.g. Friday of the prior week). Students are expected to incorporate the instructor's comments on their presentation. The evaluation rubric is available on Blackboard.

*1) Topic Seminar (15 pts):* Each student will lead a seminar regarding the assigned topic for the first one hour of the class. The 30 minute presentation is not a summary of the assigned reading; rather, after introducing a brief overview of the reading, it must focus on further surveys on the assigned topic including: the history and implementation of relevant environmental policies and laws, an in-depth investigation of the case study introduced in the reading, and how the topic has actually affected local planning and shaped our cities.

*2) Contemporary Issue Seminar (15pts):* To further explore real-world issues, each student will choose another topic of their interest (a different topic from the topic selected for the seminar lead) and will lead an in-depth, one-hour seminar regarding a relevant issue that recently received public attention that is not covered in the textbook. The seminar leader must address specific processes of the issue such as: background of the issue, major controversies, key stakeholders involved, environmental regulations and planning tools used in the process, the current status – how the issue was resolved or is unresolved. Implications to DFW communities should be addressed at the end of the presentation.

- **Environmental Planning Project (35pts):** To apply knowledge acquired in class, students will select a topic of their interest and work on a semester-long, community service learning project. Working independently or pairing with another student, students will find a community client, determine the project goal and scope, develop a

research design, and conduct research directly related to a need of the community client. In the *midterm presentation* (5pts), each student or group is expected to present their progress including a clear project goal, problem statement, research design, method, expected outcomes, individual tasks, and specific timeline. Final deliverables will be a *final report* (20pts) with professional quality and a *final presentation* (10pts) in class (specific guidelines will be available on Blackboard). For groups, peer evaluation will be performed at the end of the semester and will be incorporated into the final grade.

\*All written assignments for class should use the APA style for in-text citations and the bibliography. Information about APA style can be found on Blackboard. The final paper must be submitted to SafeAssign in Blackboard in order for students to view and correct any evidence of plagiarism. Students should submit a draft of the paper before the due date, review their matching score, and submit the final draft only when their paper has a matching score of less than 15%. More details about APA style and SafeAssign will be provided in class.

### **Schedule**

Wk	Date	Topic	Required Reading	Due
1	1/20	Course Overview		
2	1/27	Environmental Planning Process; EP Tool 1: Environmental Data Inventory & Land Suitability Analysis	Ch.1 Randolph pp. 487-498 (BB) [Rec.] Steiner Ch. 5 (BB)	WRP 1
3	2/3	Foundation of Environmental Planning; EP Tool 2: Environmental Impact Assessment / National Environmental Policy Act (NEPA); Writing a project report	Ch. 2 (~p.48) <a href="http://www.epa.gov/compliance/basics/nepa.html">http://www.epa.gov/compliance/basics/nepa.html</a> <a href="http://www.epa.gov/reg3esd1/nepa/eis.htm">http://www.epa.gov/reg3esd1/nepa/eis.htm</a>	WRP 2
4	2/10	Air Quality & Climate Change/ Clean Air Act	Ch.3 &4 <a href="http://www2.epa.gov/laws-regulations/summary-clean-air-act">http://www2.epa.gov/laws-regulations/summary-clean-air-act</a>	WRP 3
5	2/17	Water Supply/ Safe Drinking Water Act	Ch.5 <a href="http://water.epa.gov/lawsregs/guidance/sdwa/upload/2009_08_28_sdwa_fs_30ann_sdwa_web.pdf">http://water.epa.gov/lawsregs/guidance/sdwa/upload/2009_08_28_sdwa_fs_30ann_sdwa_web.pdf</a>	WRP 4
6	2/24	Water Quality / Clean Water Act	Ch. 6 <a href="http://www2.epa.gov/laws-regulations/summary-clean-water-act">http://www2.epa.gov/laws-regulations/summary-clean-water-act</a>	WRP 5
7	3/3	Midterm presentation		
8	3/10	Spring Break		
9	3/17	Solid & Toxic Waste/ Resource Conservation and Recovery Act & Superfund law	D & D Ch.7 &8; <a href="http://www.epa.gov/oecaagct/lrca.html">http://www.epa.gov/oecaagct/lrca.html</a> ; <a href="http://www.epa.gov/superfund/about.htm">http://www.epa.gov/superfund/about.htm</a>	WRP 6
10	3/24	Landscape & Wildlife Habitat/ Endangered Species Act	Ch.9 &10 <a href="http://www.fws.gov/endangered/laws-policies/">http://www.fws.gov/endangered/laws-policies/</a>	WRP 7
11	3/31	Wetland & Coastal Zone/ Section 404 of CWA	Ch.11&12 <a href="http://water.epa.gov/lawsregs/guidance/wetlands/wetlandsmitigation_index.cfm">http://water.epa.gov/lawsregs/guidance/wetlands/wetlandsmitigation_index.cfm</a>	WRP 8

12	4/7	Natural Disaster/Stafford Disaster Relief and Emergency Assistance Act	Ch.13; TBA (BB) <a href="https://www.fema.gov/media-library/assets/documents/15271?fromSearch=fromsearch&amp;id=3564">https://www.fema.gov/media-library/assets/documents/15271?fromSearch=fromsearch&amp;id=3564</a> <a href="http://www.fema.gov/about-agency">http://www.fema.gov/about-agency</a>	WRP 9
13	4/14	Working Landscape (Farmland & Forest) Protection/ 2008 Farm Bill	Ch. 14&15 <a href="http://www.nrcs.usda.gov/wps/portal/nrcs/main/national/programs/farmbill/">http://www.nrcs.usda.gov/wps/portal/nrcs/main/national/programs/farmbill/</a>	WRP 10
14	4/21	No class - Instructor is attending a conference	Will be substituted by a field trip (TBA)	WRP 11
15	4/28	Mining & Energy / Surface Mining Control and Reclamation Act	Ch. 16&17 <a href="http://www.epa.gov/epawaste/nonhaz/industrial/special/fossil/meeting4/osm-resp.pdf">http://www.epa.gov/epawaste/nonhaz/industrial/special/fossil/meeting4/osm-resp.pdf</a>	WRP 12
16	5/5	Final Presentation		

*\* As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

### **Other General Notes**

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this course, I have established the attendance policy described on page 3. Students have the responsibility to fully participate. This participation includes, but is not exclusive to, attendance, class discussions, and in-class presentations. As a rule, graduate students should expect to spend three to four hours preparing for each hour spent in class (i.e. for a three hour class each week, 9 to 12 hours of preparation). If a student does miss a class, they need to contact the instructor ASAP to determine what, if any impact there is to his/her final grade.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering.

**Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the end of the hallway from our classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.