

COPY

#7

# NEW GRADUATE COURSE REQUEST GRADNEW.ITP (on Informed Filler)

**Return original to:**

Division of Graduate Studies  
Harold H. Haak Administrative Center  
4th Floor, Henry Madden Library  
Mail Stop ML51

Graduate Program: Certificate in Advanced Studies in GRP  
Department: Geography & City & Regional Planning  
Contact Person: Segun Ogunjemiyo  
Phone: 278-6897  
E-mail: sogunjemiyo@csufresno.edu  
Catalog pg. # \_\_\_\_\_

Use this form if your course is: (please select the box below that best describes your course)

- (a) new (never has been taught before)
- (b) conversion (break-out of a "topics" course as a new course)
- (c) significant change to an existing course
- (d) other \_\_\_\_\_

**NOTE:** If the changes you make on this form are different from what you submitted on your mock-ups to catalog, then you must revise your mock-ups and resubmit them to the catalog office.

If you wish to delete or make minor revisions to an existing graduate course, use the "Graduate Course Change or Deletion" form (GRADCHG.ITP on Informed Filler).

### 1. NEW COURSE:

Prefix/ Catalog Long Course  
Subject Geog Number 204 Title Environmental Planning Units Max/Total 3

Environ Planning Letter  
Short Title (16 spaces maximum) for Printing Grading Basis (Letter, CR/NC, RP, Mixed)

Course Classification (C/S#) 02 (online)

**Note:** If the proposed course has been offered previously as a topics course or is the expansion of an existing course, complete the following for the previous course:

Prefix/ Catalog Long Course  
Subject \_\_\_\_\_ Number \_\_\_\_\_ Title \_\_\_\_\_ Units Max/Total \_\_\_\_\_

### Catalog Description of New Course: (40 words only, excluding prerequisite, lecture-lab hours)

This course is designed to familiarize the student with the fundamental concepts and mechanisms underlying environmental planning at the local, state, and federal level. The complex and embedded interactions of the build and natural environments will be examined.

## 2. NEW COURSE QUESTIONS:

(Each item **must** be addressed; attach additional sheet(s) as needed.)

A. How frequently is the new course expected to be offered? once/year

B. What is the expected enrollment? 20

C. What is/are the mode(s) of course delivery (e.g., lecture, seminar, supervision, distance learning)? **Please see the attached "Definitions of Graduate Level Instruction in the CSU."**  
online

D. Identify all new resources (special facilities, library resources, technical assistance, etc.) needed to institute the course.

none

E. Is this course required or elective? required

F. Is there another course(s) covering similar subject matter:

- within your department? No  Yes  (if yes, complete section 4)
- at California State University, Fresno? No  Yes  (if yes, complete section 4)

G. Has this course been previously offered as a topics course? Yes  No   
If yes, how many times? \_\_\_\_\_

H. Justification for New Course: (Please attach an explanation detailing the need for this new course.)

## 3. Please attach a course outline/syllabus that:

- Follows the guidelines stated in the "**Policy on Course Syllabi and Grading**" (June 1997) as published in the Academic Policy Manual (pg. 241-1, 241-2, 241-3).
- Illustrates how the course meets the criteria described in "**Definitions of Graduate Level Instruction in the CSU**" (see attached).

**NOTE:** Proposed Topics (T) courses should include a sample course outline/syllabus that follows the above guidelines and includes criteria by which the department will select future topics courses.

#### 4. CONSULTING SIGNATURES (if required)

In an effort to avoid course duplication and misunderstandings, signatures must be obtained from those departments potentially affected by proposed changes.

I have read the new graduate course proposal and support the offering of this course.

Yes  No

If no, please explain your concern(s):

---

---

---

#### Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date

#### 5. REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

##### Graduate Program Coordinator

Hongwei Dong

Typed Name

Signature

Date

2-5-2014

##### Department Chair

Segun Ogunjemiyo

Typed Name

Signature

Date

2-5-2014

##### School Curriculum (or Credential) Committee Chair (if applicable)

Andrew R. Jones

Typed Name

Signature

Date

2/21/14

##### School Dean

Luz Gonzalez

Typed Name

Signature

Date

2-25-14

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE  
REVIEW RECOMMENDATION:**

Request Approved

Request Denied

Request Deferred

12/4/14  
Date of Action

Explanation:

MSC to approve

Recommendation approved by:

**Dean, Division of Graduate Studies/or designee**

J. MARSHALL  
Typed Name

  
Signature

12/10/14  
Date

**Provost/Vice President for Academic Affairs/or designee**

Typed Name

Signature

Date

Attachment

Rev. 12/11

## CHECKLIST FOR A COURSE SYLLABUS

### Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

### Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face

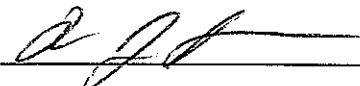
### Syllabus is in an accessible format including:

- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: GEOG 204 Environmental Planning

Instructor: Keith Woodcock/Hongwei Dong

TILT - Name: Randy J. Sanchez Signature:  Date: 2/19/14

Syllabus Policy: [http://www.csufresno.edu/academics/policies\\_forms/instruction/syllabus.shtml](http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml)

Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>

Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>

Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

### Additional Comments:

Document is not structured for accessibility, old urls - use new template. Delete Digital Campus. Include turnaround time for email.

## Proposal to Change Mode of Instruction to Online for Multi-mode (Hybrid) and Web-Based Courses

Date: 10/14/13  
 Department: Geography Subject and Catalog Number: Geog 204  
 Does this proposal apply to a particular Faculty Member: yes X no       
 If yes, please provide Faculty Member Name: Hongwei Dong  
 Check appropriate structure:  Web-based  Multi-mode

If regular class meetings are held (classroom hours greater than zero), the course is defined as "multi-mode."  
 If no classroom hours exist other than orientation and exams, the course is defined as "web-based."

Requested reduction in classroom hours: From:      hrs/wk To:      hrs/wk




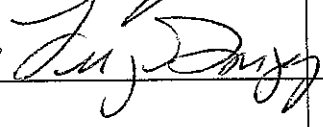
Please be aware that, in consultation with your department chair, your classroom is likely to be reassigned to another course during hour(s) it is not in use.

Attach the course syllabus and indicate how the course will be structured to ensure that the expected student learning outcomes and student workload are equivalent to those for face-to-face instruction. Use additional pages as needed. A syllabus in compliance with APM 241 will generally suffice with brief explanatory comments regarding outcomes and workload.

Plans for offering course in this format: 1 sections per semester.

The final examination / culminating experience will be given  
     In class at the scheduled time  
X Online  
     Other (describe)     

Signatures Required for Approval (attach comments as appropriate):

	Name	Signature	Date
Technology Innovations for Learning & Teaching (TILT)	Ricky J. Sanchez		2/19/14
Department Chair	Segun Ounjeminyo		10/14/13
College Curriculum, Chair	Andrew R. Jones		10/15/13
Dean	Luz Gonzalez		10-15-13
Undergraduate Curriculum or Graduate Curriculum, Chair			
Provost's Designee			

This course will be reviewed consistent with campus curricular procedures.

Please submit completed form by the due date to: Dennis L. Nef  
 Associate Vice President and  
 Dean of Undergraduate Studies  
 M/S ML 54

<b>SYLLABUS FOR</b> <b><u>GEOG 204 – Environmental Planning</u></b> Blackboard – fully online	
<b>SPRING 2015</b>	California State University, Fresno
<b>Course Information:</b> Please see below under Course Description	<b>Instructor Name:</b> Keith Woodcock, AICP CEP
<b>Units:</b> 3	<b>Office Number:</b> To be assigned
<b>Time:</b> Modules will be available in asynchronous format.	<b>E-Mail</b> <u><a href="mailto:kewoodcock@csufresno.edu">kewoodcock@csufresno.edu</a></u> I will respond to emails within 24 hours
<b>Location:</b> Blackboard	<b>Department Telephone:</b> 559-278-2797
<b>Website:</b> Modules and related materials will be posted on Blackboard	<b>Office Hours:</b> On Campus: To Be Determined (pending office assignment) Virtual: To Be Determined and by appointment I will use Skype so that we can see each other.

### **Catalog Description of the Course**

This course is designed to familiarize students with the fundamental concepts and mechanisms underlying environmental planning at the local, state and federal levels. The complex and the embedded interactions of the build and natural environments will be examined.

### **Course Objectives**

1. Acquaint students with the history of environmental planning and the environmental issues confronting the US, California, and local governments.
2. Explore key laws and policies at the federal and state levels that affect environmental planning, such as, NEPA, CEQA, AB 32, and SB375.
3. Learn how regulatory decisions affecting the environment are made at various levels of government
4. Link the theory and practice of environmental planning and develop a set of tools and methods to improve environmental quality
5. Demonstrate the relationship between environmental planning and other planning fields such as land use, transportation, and community development.
6. Explore key California and San Joaquin Valley environmental plans, such as, Climate Action Plans

## **Course Organization**

The course objectives will be pursued through the assigned chapters, lectures, videos, discussion boards and online assignments. All instructions on how to prepare and send documents will be on Blackboard

## **Primary Learning Outcomes**

At the end of this course, it is expected the student will be able to

1. describe important environmental planning concepts from a local, state, and federal perspective;
2. formulate how to plan for sustainable use of major resource categories such as agriculture, water, air, and energy
3. analyze and discuss dilemma's and challenges in environmental planning.

## **Prerequisites**

None .

## **Required Textbooks and Materials**

*Tom Daniels and Katherine Daniels*, Environmental Planning Handbook for Sustainable Communities and Regions, Second Edition, American Planning Association Press 2014, ISBN: 978-161190-151-1

This book is available at the Kennel Bookstore and on the American Planning Association's website. Additional readings will be assigned and will be posted on Blackboard. Cost as of October 2014 was \$99.95 non-APA members and \$79.95 for APA members.

The course lecture and additional/accompanying materials for each class will be posted on Blackboard.

You will need a valid email account. If you don't have one, Internet accounts are available for a fee through **unWired Broadband** (<https://www.unwiredbb.com/>).

## **Assignments**

There will be three Assignments.

All assignments must include a list of references cited. It is expected that concepts from both lectures and readings will be applied, critiqued, and integrated into the assignments. The Grading Rubric used for the assignments follows the section on grading. In summary, I will look for good grammar, organization of thought and reason, complete sentences and paragraphs, and following the format I have provided. My recommendation is to read the written assignments to another person to see how it flows, prior to submitting it to me.

### **Assignment #1: Public Agency Meeting Summary (Assigned Week 2, DUE Week 5)**

This assignment is designed to provide an opportunity to experience local democracy in action. At any time during the semester before classes end, you are encourage to attend a public hearing,



either a county of city planning commission, or an environmental hearing (or conference, or meeting or presentation) involving some aspect of environmental planning (e.g., land use regulation, site plan review, wildlife corridor review. Summaries will describe what you learned from the meeting and discuss how, if at all, the issues addressed related to any of the topics covered in class. Summaries are to be one to two pages (no longer than two pages) with one inch margins top, bottom and sides, double spaced and in 12 pt. Times New Roman. No cover page or fancy folder. Please attach a copy of the agenda to the assignment.

**Assignment #2: Environmental Impact Report/Statement Review and Critique (Assigned Week 3, DUE Week 8)**

Examine an Environmental Impact Report prepared to comply with the California Environmental Quality Act (CEQA), and critique it. Evaluate and comment on its content, form readability, and usefulness to policy-makers. Assignment will be two to three pages in length (no longer than three pages) with one inch margins top, bottom and sides, double spaced, and in 12 pt. Times New Roman. No cover page or fancy folder.

**Assignment #3: Environmental Planning Paper (Assigned Week 4)**

The Paper is to be an in depth study of an environmental planning related topic of your choosing. It is expected to be no less than 4,000 words and no more than 5,000 words in length (not including graphics and the bibliography). Please include at least two graphics that illustrate your topic. The assignment is broken into three subsections:

- 3a Proposed topic and outline with a minimum of three references (DUE Week 9)
- 3b Draft of the paper (DUE Week 13)
- 3c Final paper (DUE Week 17)

Similar to Assignment #2, one inch margins top, bottom and sides, double spaced and in 12 pt. Times New Roman. No cover page or fancy folder.

## Grading Rubric for Writing Assignments

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D/F</b>
<b>Main idea</b>	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
<b>Organization:</b>	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion. Paragraphs have clear ideas and have smooth transitions	Good overall organization includes the main organizational tools. Most paragraphs have clear ideas and some transitions.	There is a sense of organization, although some of the organizational tools are used weakly or missing. Paragraphs maybe missing clarity and transitions are weak	No sense of organization. Paragraphs lack clear ideas
<b>Research (if assignment includes a research component – Assignment 3)</b>	Use of more than five sources with a good mix between journals, texts, and internet The sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to Chicago style sheet.	Use of four sources having a good mix and are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to the Chicago style sheet.	Use of three sources leaning too much toward internet sources. Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in the Chicago style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly, nor listed correctly on the Works Cited page.
<b>Grammar &amp; Mechanics</b>	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

### Quizzes

Yes, there will be a weekly quiz based on the previous weeks lecture and the required readings of the week. I will post on Blackboard a "Discussion Questions" that will be based on the readings

and the previous lecture. The weekly quiz will be drawn from the discussion questions. The quizzes will be 10 to 15 questions in length.

### **Discussion Board**

Although this course is online, the Discussion Board on Blackboard will be used so that students can interact. I expect that students will contribute to the course by posting questions, comments, thoughts, ideas, etc. on Blackboard. I will occasionally post a Question of the Week. No flaming or other abuses will be allowed. Civility is the order of the day.

### **Final Exam**

There will be a final exam consisting of 50 questions that will be drawn from the previous weekly quizzes (no new questions). Because this is an electronic course, all exams, including the final exam will be online.

### **Attendance**

I will be monitoring log-ins to Blackboard. This is how I will keep track of attendance. If you are not able to make an assignment, you need to email me. I will do my best to make alternative arrangements. Remember, each class covers a full week of work. If you miss a quiz for an excused absence, a make-up quiz maybe scheduled. Late submittal of materials will result in a deduction of 10 percent per day.

## Grading

The total number of points for the course will be based on 1,000 points as follows:

Topic	Points	Comment
Attendance	50 points	This will be measured by tracking your log-ins
Participation	50 points	This will be measured by tracking the number of posts to the discussion board
Weekly Quiz	225 points (15 quizzes at 15 points per quiz)	Total of 16 quizzes. I will drop the quiz with the lowest score
Assignment #1	50 points	(will be 50 points or -0- points)
Assignment #2	75 points	A=75 points, B=60 points, C=52, D/F=45
Assignment #3a	100 points	A=100, B=80, C=70, D/F=50
Assignment #3b	100 points	A=100, B=80, C=70, D/F=50
Assignment #3c	250 points	A=250, B=200, C=175, D/F=150
Final Exam	100 points	
Total Points	1,000 points	

Grades will be assigned as follows	
A	1,000-900 points
B	899-800 points
C	799-700 points
D	699-600 points
F	Below 599 points

**I (Incomplete)** – Students who are unable to complete any component of the course due to extenuating circumstances (e.g., military assignment, jury duty, major illness with doctor's note) can request for an *I* grade provided they have completed a minimum of two-third of the work for the course with a passing grade. If approved, the grade must be completed within one calendar year following the end of the term during which it was assigned, or it shall lapse into an IC (equivalent to an F) or an NC grade

**UW (Unauthorized Withdrawal)** – This is assigned when a student just disappears from the course without withdrawing officially.

## Study Expectations

It is usually expected that students will spend approximately two (2) hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of six (6) hours outside of class each week. Some students may need more outside study time and some less.

For free tutoring on campus, contact the Learning Center (<http://www.fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

"Our campus has developed SupportNet (<http://www.fresnostate.edu/studentaffairs/supportnet/>) to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course."

## **Course Policies & Safety Issues**

Planning is typically a collaborative process. I realize that with a digital course where students may be dispersed, it may be difficult to collaborate. That is why I encourage you to post and respond to discussion questions on Blackboard. You may also share email addresses so that you network.

Please, no "flaming" each other. Planning is a diverse field and there is often no one-way to address planning issues. Be respectful of each other. You are all on a great and exciting voyage.

## **Plagiarism Detection**

The campus subscribes to the SafeAssign.com and Turnitin plagiarism prevention service through Blackboard, and you will need to submit written assignments to SafeAssign.com. or Turnitin. Your work will be used by SafeAssign.com or Turnitin for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign.com or Turnitin process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign.com and Turnitin Originality Reports **WILL** be available for your viewing.

## **University Policies**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom –including this digital classroom - is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page (<http://libguides.csufresno.edu/copyright>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and

any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

<b>COURSE SCHEDULE</b>			
<b>Module No.</b>	<b>TOPIC DESCRIPTION</b>	<b>READINGS</b>	<b>NOTE</b>
<b>Part 1: Concepts, Principles, and Practices</b>			
Module 1	Introduction to the course	Introduction	Review syllabus and requirements Video: Ken Burn's National Parks – Sect. 2 Quiz #1
Module 2	The Environmental Planning Process	D&D Chapter 1	Submit newspaper article on an aspect of Env. Planning and short discussion. Assignment #1 Issued Quiz #2
Module 3	Foundations of Environmental Planning	D&D Chapter 2	Assignment #2 Issued Quiz #3
<b>Part 2: Planning for the Built Environment</b>			
Module 4	The Built Environment	D&D Chapter 18 D&D Chapter 19	Assignment #3 Issued William Whyte's Social Life of Small Urban Spaces Quiz #4
Module 5	Transportation Planning and the Environment	D&D Chapter 16	Assignment #1 DUE Quiz #5
Module 6	Planning for Energy	D&D Chapter 17	Quiz #6
<b>Part 3: Planning for Sustainable Public Health</b>			
Module 7	Sustainable Water Supply	D&D Chapter 3	Quiz #7
Module 8	Sustainable Water Quality	D&D Chapter 4	Quiz #8 Video: Poisoned Waters ASSIGNMENT 2 IS DUE
Module 9	Sustainable Air Quality	D&D Chapter 5	Quiz #9 ASSIGNMENT 3a OUTLINE IS DUE
Module 10	Solid Waste and Recycling; Toxic Substances and Toxic Waste	D&D Chapters 6&7	Quiz #10
<b>Part 4: Planning for the Working Landscapes</b>			
Module 11	Farmland and Ranchland	D&D Chapter 13	Quiz #11
Module 12	Forestry and Mining	D&D Chapter 14, 15	Quiz #12



<b>COURSE SCHEDULE</b>			
<b>Module No.</b>	<b>TOPIC DESCRIPTION</b>	<b>READINGS</b>	<b>NOTE</b>
<b>Part 5: Planning for Natural Areas</b>			
Module 13	Protecting Nation's Landscape Treasures, Wildlife Habitat	D&D Chapters 8, 9	Quiz #13
Module 14	Wetlands and Coastal Zone Management	D&D Chapters 10, 11	Quiz #14 ASSIGNMENT 3b is DUE Draft of Paper
Module 15	Planning for Natural Hazards and Natural Disasters	D&D Chapter 12	Quiz #15 (Marked papers returned)
<b>Part 6: Environmental Planning Challenges and Course Closure</b>			
Module 16	Trends and Urgent Needs Environmental Justice	D&D Chapter 20	Quiz #16
Module 17	<u>Final EXAM</u>		ASSIGNMENT 3C is DUE

### **Subject to Change Statement**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent