

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—PROGRAM CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 CATALOG _____

DEPARTMENT: ENVIRONMENTAL SCIENCE

COLLEGE: SCIENCE

PROGRAM NAME: MS IN ENVIRONMENTAL SCIENCE

EFFECTIVE DATE
 (PROVIDE TERM/YEAR)

PLEASE EXPLAIN THE REQUESTED CHANGE(S) AND OFFER RATIONALE BELOW AND/OR ATTACHED:

THE ENVIRONMENTAL SCIENCE PROGRAM REQUESTS TO DROP FROM THE POLICY AND PLANNING CORE SUBJECT AREA THE UNDERGRADUATE COURSE SUSTAINABLE CITIES (URP 4403, 3 CREDITS), AND ADD IN ITS PLACE THE GRADUATE COURSE SUSTAINABLE CITIES (URP 6406, 3 CREDITS).

Faculty contact, email and complete phone number:
 Dale Gawlik
dgawlik@fau.edu
 561-297-3333

Consult and list departments that might be affected by the change and attach comments.

Approved by:

Department Chair: Dale Gawlik

College Curriculum Chair: [Signature]

College Dean: [Signature]

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

Date:

12-Feb-2016

2-23-16

2-23-16

URP 6406 Sustainable Cities

SUMMER 2015

COURSE INFORMATION

Credits:	3
Meeting time & place:	Fully Online:
Instructor:	Diana Mitsova, PhD
Telephone:	(561) 297-4285
E-mail:	dmitsova@fau.edu
Office hours:	Thursday, 10:00 am – 2:00 pm Office 273, Social Sciences Building, Boca Raton Or by appointment

COURSE DESCRIPTION

The course explores the intellectual foundations and historical development of “sustainability” as a concept, places it within the larger context of various development theories, and looks at how it has influenced real-world practice in planning and public policy. Throughout the course we will be discussing the challenges of sustainable development, and the opportunities and limits at various scales in meeting these challenges. We will explore sustainability from various perspectives including environmental protection, climate change, economic development, human welfare, community development, and urban form. We will apply the knowledge acquired throughout the course to better understand the principles of building sustainable communities. We will examine the guidelines for LEED-certified neighborhood development and will apply them critically and thoughtfully in an attempt to understand both their benefits and pitfalls. The course will be conducted as distance learning and is intended for students in planning, public administration, architecture, environmental science and economics.

COURSE OBJECTIVES

1. Upon successful completion of the course, the students will be able to explain, provide examples, and discuss specific applications of urban sustainability.
2. Upon successful completion of the course, the students will be able to use online resources to conduct data search, and use the data to create graphs and maps for a selected area of study.
3. Upon successful completion of the course, the students will be able to apply a rating system of sustainable practices to evaluate neighborhoods.
4. Upon successful completion of the course, the students will be able to identify and critically evaluate sustainable planning practices that will effectively reduce the contribution of urban areas to GHG emissions and address the impacts of climate change.

ASSESSMENT SUMMARY

Grading for this course will be based on:

Assignment Description	Percent of final grade	Due date
Orientation Module (Start here: Course Overview)		
Student Introductions	2.5 %	May 18
Syllabus quiz	2.5 %	May 18
MODULE 1		
Module 1 Discussion Board post	5 %	May 27
Module 1 Quiz	10 %	June 3
MODULE 2		
Project Assignment 1	10 %	June 10
Module 2 Discussion Board post	5 %	June 17
Modules 2 Quiz	10 %	June 24
MODULE 3		
Project Assignment 2	10 %	July 1
Module 3 Quiz	10 %	July 8
MODULE 4		
Module 4 Discussion Board post	5 %	July 15
MODULE 5		
Project Website	15 %	August 3
Final Report - project description and analysis	15 %	August 3

DISCUSSION BOARD ASSIGNMENTS. You are required to complete three Discussion Board assignments. Please note that these are graded assignments and they have a deadline. The posts should be entered directly into the discussions, not in the form of an attachment. Please abide by the rules of netiquette as explained in the orientation module (“Start here”). In addition, follow the university policies on academic integrity (see below).

QUIZZES. There are three graded quizzes under modules 1, 2 and 3 respectively. The quizzes consist of multiple choice and short answer. The short answer questions will cover definitions and brief explanations of a specific concept discussed in the lecture notes and the readings. **The quizzes for the graduate section will include a different set of questions as compared with the undergraduate section.**

RESEARCH ASSIGNMENT. Your research assignment will consist of two graded assignments, and developing a website. Your assignments #1 and #2 will be the building blocks of your final submittals which are:

Your research project is associated with 4 deliverables.

- Assignments #1 and #2 have to be submitted as a Word document. They will help you develop the content for your website. For further details see the Research Project Description & Guidelines posted under “Start Here: Course Overview.”
- Your third deliverable is your project website which will be developed using www.wix.com. The instructions on how to develop a WIX website are [posted under Module 5.
- A final report describing the relevant literature and rationale behind the website development as well as its main components. It has to include detailed explanation of your analytical tools. The report should include executive summary, introduction, rationale and background; literature review; data and methods, findings, conclusions, references.

The Website project is an opportunity for you to showcase all (or most) of the practical skills that you have learned during your studies, and integrate them in a cohesive manner. Your site should consist of at least 10 pages: an index (home) page, resume page, portfolio page, and a research /project page. Additional pages are allowed and may be necessary to appropriately convey content. Any additional pages must meet the general site requirements, and these are detailed below:

For your research assignment you will choose a topic, do preliminary research as part of assignments 1 and 2 and build a website. I would recommend the **2009 LEED for Neighborhood Development Rating System**, available at <http://www.usgbc.org/DisplayPage.aspx?CMSPageID=148>

Or, other sustainability ranking systems.

The purpose is a thoughtful and critical assessment of existing planning practices. You will also use the LEED-ND Rating System to create a vision for a more sustainable design of your selected study area. You may use the 2009 LEED-ND to make an assessment of how your neighborhood will improve its rating after implementing your vision in support of building a sustainable community.

The research assignment for the graduate section requires developing AN ANALYTICAL TOOL to be included in the project website as part of the research project.

A description of the research project will be uploaded on Blackboard separately.

*NOTE: For assignments 2 and 3, you will work individually or with a teammate (**Note: no more than 2 students in a team**). If you choose to work in groups, each student in the group should pursue a separate facet of the project. Your grade will be based on the sections of the group assignment that you have written. **Therefore, your name should clearly indicate what part of the assignment has been prepared by you.** I will provide feedback that should be taken in consideration in revising the assignment and including it in the Project Website.*

ASSESSMENT POLICIES

Testing policy. I will use LockDown Browser to prevent responses to be copied and pasted. I will also use other software to find out if you have quoted, paraphrased or copied from other sources without proper citation. The quizzes will be timed but you will have at least 3 days to complete them. I will provide feedback via a rubric. Accommodations will be made with the Office for Students with Disabilities for qualified individuals.

Late assignments policy. Late assignments will be penalized by subtracting a percentage from your grade. Late assignments will be penalized 5% per day late.

Make-up policy. If you have any special circumstances or problems, please contact me as soon as possible. Due to the participatory nature of this course, please communicate any expected or unexpected absences with the instructor as early as possible. Every effort will be made to work with students with unusual or unexpected obligations outside the course.

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above.

GRADING SCALE

Final grades are determined according to the following table:

A	94 and higher
A ⁻	90 - 93
B ⁺	87 - 89
B	84 - 86
B ⁻	80 - 83
C ⁺	77 - 79
C	74 - 76
C ⁻	70 - 73
D ⁺	67 - 69
D	64 - 66
D ⁻	60 - 63
F	Less than 60

TECHNICAL PROBLEM RESOLUTION PROCEDURE

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select "Blackboard (Faculty)" for the Ticket Type.
 - b. Input the Course ID.

- c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
3. Send a message within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
 4. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
 5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
 6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

DISABILITY POLICY

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), and follow all OSD procedures.

The Americans with Disabilities Act requires that course content is accessible to qualified individuals. In this online course I have planned for a universal design to meet the needs of students who may have a variety of disabilities. There is specialized hardware and software such as alternative keyboards, screen readers, and automatic speech transcripts to assist students with disability in accessing course content. Electronic formats, communications via email, or Blackboard messages are fully accessible to people with disabilities. The layout and navigation options of an online course page are kept simple, consistent and clear to facilitate learning for students with learning disabilities or low vision.

Support Service

The Office for Students with Disabilities provides resources for qualified individuals that can be accessed through the assistive technology lab. Under Resources on the Main Menu you will find a link to watch a video on the assistive technology lab resources.

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see the Code of Academic Integrity in the University Regulations at <http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf>

OTHER POLICIES AND RESOURCES

- Anti-Discrimination and Anti-Harassment Policy

- Instructional Design Department
- Blackboard Support
- OIT Help Desk
- Libraries
- Center for Teaching and Learning
- Center for eLearning

COURSE MATERIALS

Required Material(s)

There is no required textbook for this course. Course resources (e.g., websites, articles, etc.) will be linked within the applicable learning units and/or topics.

Computer Requirements

• Operating System

You will need a computer that can run Mac OSX or Win XP or higher, speakers and a microphone, or a headset with microphone, or a webcam with microphone as well as backup options for your work such as an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

• Software

The Students tab in Blackboard located at the top of each Blackboard page will check your computer's LMS compatibility. Use more than one Internet browser (Internet Explorer, Google Chrome, and Firefox are acceptable). Instructions for other software that is required to complete the course work will be provided within the applicable unit and/or topic.

SCHEDULE

MODULE 1. SUSTAINABILITY: THEORIES AND CONCEPTS (Weeks 2-4)

Ecological footprint

Urbanization, urban growth and sprawl

"Green Cities, Growing Cities, Just Cities" (Campbell 1996)

"Edge Cities" (Gareau 1991)

Rees, William. 1992. Ecological footprints and appropriated carrying capacity: What urban economics leaves out *Environment and Urbanization*, 4(2): 121-129.

Campbell, Scott. 1996. Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. *Journal of the American Planning Association*, 62(3): 296-312.

Downs, A. (2005), Smart Growth - Why We Discuss It More than We Do It, *Journal of the American Planning Association*, 71,(4), pp.367 - 380.

Module 1 ASSESSMENT

Module 1 Quiz

Discussion board Assignment: One original post and 2 replies

MODULE 2. SUSTAINABLE URBAN DESIGN (Weeks 8 - 10)

LEED for Neighborhood Development

Form-based codes and principles of “good urban design”

Street Design, Alternative Means of Transportation and Walkability

Sustainable Urban Site Design Manual. 2008. Prepared for: NYC Department of Design & Construction Office of Sustainable Design by Gruzen Samton Architects LLP with Mathews Nielsen Landscape Architects PC

http://www.nyc.gov/html/ddc/downloads/pdf/ddc_sd-sitedesignmanual.pdf

pp. 2-7 NYC Environmental Challenges & Climate Change and the Future

pp. 75-105 Water Management on Urban Sites

Module 2 ASSESSMENT

Module 2 Quiz

Discussion Board assignment

Assignment #1

MODULE 3. Renewable sources of energy and the built environment (Weeks 5 -7)

[Towards a Climate-Friendly Built Environment](#) (2005), pp. 1 – 58, available at

<http://www.pewclimate.org/publications/report/towards-climate-friendly-built-environment>

CCSP, 2007: *Effects of Climate Change on Energy Production and Use in the United States*. A Report by the U.S. Climate Change Science Program and the subcommittee on Global Change Research.

Department of Energy, Office of Biological & Environmental Research, Washington, DC, pp. 7-18,

pp. 24-25. Available at <http://www.climatechange.gov/Library/sap/sap4-5/final-report/sap4-5-final-all.pdf>

Module 3 ASSESSMENT

Module 3 Quiz

Assignment #2

MODULE 4. CLIMATE CHANGE AND THE BUILT ENVIRONMENT (Weeks 11 - 12)

Gentrification, Affordability, Mixed-Income Housing and Inclusionary Zoning

Brownfields and Contaminated Uses

Urban Agriculture

Module 4 ASSESSMENT

Module 4 Discussion Board assignment

MODULE 5. FINAL DELIVERABLES

Website link

Final Report Submission