CAMOSUN COLLEGE
School of Arts & Science
Department of Environmental Technology

ENVR-222-001
Urban & Regional Environments
Fall 2018

COURSE OUTLINE

The course description is online @ http://camosun.ca/learn/calendar/current/web/envr.html

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

(a) Instructor	Tim Elkin			
(b) Office hours	Tues 10.30-12.20; Thurs 11.30-1.20			
(c) Location	E238			
(d) Phone	370-3115	**Alternative:**		
(e) E-mail	elkint@camosun.ca			
(f) Website				

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Demonstrate an understanding of key concepts in environmental management, including the preventive approach, industrial ecology, demand management, and environmental policy.
2. Demonstrate an ability to use specific techniques and tools in environmental management, including environmental reports and environmental indicators, cost benefit analysis, environmental auditing and environmental management systems, and GIS.

3. Required Materials

Excerpts from the following works:
Patrick Condon, 2010, Seven Rules for Sustainable Communities, Island Press; Mark Roseland, 2012, Toward Sustainable Communities 4th ed., New Society; Paul Hawken, Amory B. Lovins and L. Hunter Lovins, 2010, Natural Capitalism, 2nd Edition, Earthscan; Jane Roberts, 2011, Environmental Policy, Routledge; Mark Roseland, ed., 1997, Eco-City Dimensions, New Society

4. Course Content and Schedule

WEEK 1 **Introduction**
Week of Sept 3 Introduction to course - Urban and regional environments; Introduction to Project 1: Designing sustainable communities

WEEK 2 Classes 1/2: Project 1: research/field work

Sept 10

WEEK 3 **Sustainable communities: Key concepts**
Sept 17 Class 1: Lecture: Sustainable communities: Key concepts
Reading:
Mark Roseland, 2012, Toward Sustainable Communities, Ch. 1, *The Context for Sustainable Communities*; Ch. 2, *Sustainable Community Development*

Paul Hawken, Amory B. Lovins and L. Hunter Lovins, 2010, Natural Capitalism, 2nd Edition. Earthscan, *Chapter 1:* The Next Industrial Revolution

Jenny Moore, *Inertia and Resistance on the Path to Healthy Communities*, in Roseland M., ed., 1997, Eco-City Dimensions.

Class 2: Guest - Sustainability manager, City of Victoria

WEEK 4 **Sustainable communities: Key concepts**
Sept 24 Class 1: Lecture: Sustainable communities: Key concepts
Introduction to Project 2: Managing air quality

Class 2: Project work

WEEK 5 **Sustainable communities: Key concepts**
Oct 1

Class 1/2: Project work

WEEK 6 **Sustainable communities: Urban planning, concepts and practice**
Oct 8 Theme: Integrating land use and transportation

Class 1: **THANKSGIVING HOLIDAY**

Class 2: Lecture: focus on land use and transportation
Introduction to project 3: Transportation choice
Reading:
Mark Roseland, 2012, Toward Sustainable Communities, *Ch. 8, Transportation Planning and Traffic Management; Ch. 9, Land Use, Urban Form and Community Design*
Todd Litman, 2017, *Evaluating Transportation Land Use Impacts*
http://www.vtpi.org/landuse.pdf

WEEK 7 **Sustainable communities: Urban planning, concepts and practice**
Oct 15 Theme: Integrating land use and transportation
Class 1: Project work

Class 2: Guest: Victoria Transport Policy Institute

WEEK 8 **Sustainable communities: Urban planning, concepts and practice**
Oct 22 Theme: Designing with nature
Class 1: Lecture: Designing with nature
Introduction to Project 4: Managing the hydrologic cycle
Reading:
Patrick Condon, Ch. 8, *Invest in Lighter, Greener, Smarter Infrastructure*;
Mark Roseland, 2012, Toward Sustainable Communities, Ch. 5, *Water and Sewage*; Ch. 11, *Green Building*

Class 2: Project work

WEEK 9 **Sustainable communities: Urban planning, concepts and practice**
Oct 29 Theme: Designing with nature
Class 1: Lecture: Designing with nature

Class 2: Site visit - **Selkirk Waterfront**

WEEK 10 **Sustainable communities: Urban planning, concepts and practice**
Nov 5 Theme: Designing with nature
Class 1: Project work

Class 2: Site visit - **Dockside Green**

Week 11 **Sustainable communities: Urban planning, concepts and practice**
Nov 12 **Class 1:** REMEMBRANCE DAY

Class 2: Project work

WEEK 12 Sustainable communities: Implementation
Nov 19 **Class 1: Lecture: Implementing sustainable community development**
Introduction to Project 5
Reading:
Jane Roberts, Ch. 5, *Environmental Policy Making in Organizations;* International Standards Organization, *ISO 14001 - Environmental management systems – Specification with guidance for use*, 1996; Stapleton, Philip J., and Margaret A. Glover, *Environmental Management Systems: Implementation Guide for Small and Medium-Sized Organizations*, 2001.

Class 2: Guest: Camosun Sustainability Manager

WEEK 13 Sustainable communities: Implementation
Nov 26 **Class 1/2: Project work**

WEEK 14 Sustainable communities: Implementation
Dec 3 **Class 1: Project work**

Class 2: Presentations: Project 5

5. Basis of Student Assessment (Weighting)

Projects (90%)
Designing sustainable communities
Managing air quality
Addressing transportation choice
Managing the hydrologic cycle
Implementing change

Participation (10%)
Evaluation here is based on attendance at all presentations in the course. In an applied academic course of this nature, participation is essential if students are to be successful. Students are expected to be fully involved in the course by attending **all class events** – lectures, guest speakers and site visits. **Students must achieve a 70% participation mark to pass the course**

Students are expected to fully participate in small-group project work where students tackle a problem and present a report based on their findings. Groups have the option to hand in, with each report, an evaluation of student member participation in the project, if participation in the work has not been equal for all students.

6. Grading System

[x] Standard Grading System (GPA)

[ ] Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support
If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ http://camosun.ca/about/mental-health/emergency.html or http://camosun.ca/services/sexual-violence/get-support.html#urgent

College Services
Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at http://camosun.ca/

College Policies
Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at http://camosun.ca/about/policies/. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS *http://camosun.ca/about/policies/index.html*

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7

77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at http://camosun.ca/about/policies/index.html for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	*In progress*: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	*Compulsory Withdrawal*: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.