State University of New York (SUNY Oneonta)
Department of Geography and Environmental Sustainability

ENVS 294- W4 Neighborhood Development and Sustainable Communities

Spring 2021
Online Course

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COURSE DESCRIPTION: Credits 3. This course explores the planning process associated with neighborhood development to create sustainable communities in order to enhance the public realm, protect natural/cultural resources, and ensure a high quality of life for residents. With a focus on the LEED rating system for Neighborhood Development (LEED® ND), it's aimed to review the credit categories, points, rating prerequisites and credit requirements, and sustainable neighborhood development certification process. It covers the major prerequisites and credits of LEED® ND including Smart Location and Linkage (SLL), Neighborhood Pattern and Design (NPD), Green Infrastructure and Buildings (GIB), and Innovation (IN) and Regional Priority (RP). This course helps students to understand how neighborhood-scale decisions influence our day-to-day lives, and how sustainable neighborhoods impacts the natural environment, resident's health and well-being, and community prosperity (addressing the UN Sustainable Development 3, 5, 8, 11, 16 Goals[1]). Successful course completion can prepare students for LEED ND exam or becoming a LEED ND Accredited Professional. Students who complete the course in good standing will receive funding to take the certification exam as part of their tuition.[2]

COURSE LEARNING OBJECTIVES (CLOs):

Upon completion of this course the student will be able to:
CLO 1: Explain the impact of cities as a key contributor to climate change, on natural environment and health and well-being of residents.
CLO 2: Connect the sustainability as a multi-dimensional concept to the real-world urban challenges (socially, politically, or environmentally).
CLO 3: Discuss the role of sustainable cities and communities to achieve the UN's SDGs (with an emphasis on SDG 11).
CLO 4: Describe the concept and design principles of sustainable urban communities.
CLO 5: Highlight the role of green neighborhoods as an integral part of the sustainable urban development.
CLO 6: Identify the LEED rating system for Neighborhood Development (LEED® ND), and its goals, key aspects, benefits, and major users.
CLO 7: Demonstrate the acquired knowledge associated with the LEED® ND prerequisites, credits, points and certification process.
CLO 8: Develop a set of design guidelines, development standards, and implications that could be used in the context of creating sustainable urban neighborhoods and communities.
CLO 9: Prepare for LEED ND exam or a LEED ND Accredited Professional.

[1] https://sustainabledevelopment.un.org/post2015/transformingourworld
[2] Note that registration fund for the LEED ND exam will be available only for students **who already passed the LEED GA exam**.

COURSE CONTENT OUTLINE:

Module 1	Week 1: Introduction and Syllabus Review
Module 2	Week 2: The Urban Environment and Climate Change
Module 3	Week 3: Sustainable Communities, Sustainable Planet: With a focus on UN SDG 11
Module 4	Week 4: LEED® for Neighborhood Development
Module 5	Week 5: Transportation Planning and Traffic Management
Module 6	Week 6: LEED® ND Credit Catergory#1: Smart Location and Linkage (SLL)
Module 7	Week 7: Land Use, Urban Form, and Community Design
Module 8	Week 8: Housing and Community Development
Module 9	Week 9: Waste Reduction and Recycling
Module 10	Week 10: LEED® ND Credit Catergory#2: Neighborhood Pattern and Design (NPD)
Module 11	Week 11: Water and Sewage
Module 12	Week 12: Green Buildings
Module 13	Week 13: LEED® ND Credit Catergory#3: Green Infrastructure and Buildings (GIB)
Module 14	Week 14: LEED® ND Credit Catergory#4/5: Innovation (IN) and Regional Priority (RP)
Module 15	Week 15: Case Studies: LEED® ND Certified Projects Review
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MODULE LEARNING OBJECTIVES (MLOs):

Upon completion of each module the student will be able to:

Module 1: Introduction and Syllabus Review	Week 1	**MLO 1-1**: Explain the concept of sustainability in the context of cities and communities. (CLO 1, CLO 3) **MLO 1-2**: Describe the features of a sustainable community and its importance for future urban development. (CLO 1, CLO 2, CLO 3)
Module 2: The Urban Environment and Climate Change	Week 2	MLO 2-1: Recognize climate change as the biggest problem facing the world (causes and consequences). (CLO 1) MLO 2-2: Explain the impact of climate change on cities and urban spaces. (CLO 2) MLO 2-3: Describe the role of cities as a key contributor to GHG emissions, air pollution, global warming, and climate change. (CLO 2) MLO 2-4: Discuss possible urban design/planning strategies solutions to mitigate climate change and environmental crisis. (CLO 3, CLO 4)
Module 3: Sustainable Communities, Sustainable Planet: With a focus on UN SDG11	Week 3	**MLO 3-1**: Explain the ecological footprint (EF) and its relevance to urban sustainability. (CLO 1) **MLO 3-2**: Describe the concept of sustainable development and the significance of the UN's SDGs for future urban development. (CLO 2, CLO 3) **MLO 3-3**: Highlight the Sustainable Development Goal 11: Sustainable cities and communities. (CLO 3) **MLO 3-4**: Identify the Challenges for developed and developing communities. (CLO 2) **MLO 3-5**: Discuss the concept of sustainable community, its foundations, features, and key elements. (CLO 3, CLO 4)

Module 4: LEED® for Neighborhood Development	Week 4	**MLO 4-1**: Identify the LEED® (Leadership in Energy and Environmental Design) as the most widely used sustainable buildings rating system in the world. (CLO 6) **MLO 4-2**: Describe the Governing Bodies of LEED®: USGBC + GBCI. (CLO 6) **MLO 4-3**: List the LEED® rating systems and describe their scope and structure. (CLO 6) **MLO 4-4**: Explain the LEED® credit categories and its four certification levels. (CLO 6) **MLO 4-5**: Identify the LEED credential process and its three-tiered system. (CLO 6) **MLO 4-6**: Express the LEED® for Neighborhood Development, and its goals, key aspect, benefits, and major users. (CLO 6, CLO 7) **MLO 4-7**: Outline the LEED® ND prerequisites, credits, and certification process. (CLO 6, CLO 7)
Module 5: Transportation Planning and Traffic Management	Week 5	**MLO 5-1**: Discuss the impact of transportation on GHG emissions and climate change. (CLO 1) **MLO 5-2:** Identify the role of sustainable transportation as an essential component of vibrant, livable sustainable communities. (CLO 1, CLO 3, CLO 4) **MLO 5-3:** Describe the transportation management strategies such as TDM, TSM, etc. (CLO 1, CLO 3, CLO 4) **MLO 5-4**: Explain the concept and benefits of transit-oriented development (TOD) in sustainable communities' development. (CLO 2, CLO 3, CLO 4) **MLO 5-5:** Highlight the advantages of pedestrian-only areas in designing a sustainable urban community. (CLO 2, CLO 3, CLO 4) **MLO 5-6**: Identify the role of walkability as a key element of sustainable community design. (CLO 2, CLO 3, CLO 4) **MLO 5-7**: List new technologies gaining global popularity toward a sustainable community transportation. (CLO 3, CLO 4, CLO 8)
Module 6: LEED® ND Credit Catergory#1: Smart Location and Linkage (SLL)	Week 6	**MLO 6-1:** Identify the Smart Location and Linkage (SLL) category in LEED Neighborhood Development rating system. (CLO 5, CLO 6) **MLO 6-2:** Highlight the intent of Smart Location and Linkage (SLL) credit category in LEED® ND. (CLO 6) **MLO 6-3**: Discuss SLL prerequisites (smart location, imperiled species and ecological communities' conservation, wetland and water body conservation, agricultural land conservation, and floodplain avoidance). (CLO 6, CLO 7, CLO 8) **MLO 6-4:** Explain SLL credits (preferred locations, brownfield remediation, access to quality transit, bicycle facilities, housing and jobs proximity, steep slope protection, site design for habitat or wetland and water body conservation, restoration of habitat or wetlands and water bodies, long-term conservation management of habitat or wetlands and water bodies). (CLO 6, CLO 7, CLO8)

Module 7: Land Use, Urban Form, and Community Design	Week 7	**MLO 7-1**: Define urban sprawl and discuss its characteristics, causes, and consequences. (CLO 1, CLO 4, CLO 5) **MLO 7-2**: Explain the impacts of land use on transportation. (CLO 3, CLO 4, CLO 5) **MLO 7-3**: Define the concept of smart growth and its principles. (CLO 3, CLO 4, CLO 5, CLO 6) **MLO 7-4**: Explain the role of street systems (layout) to enhance the neighborhood connectivity. (CLO 4, CLO 5, CLO 6, CLO 8) **MLO 7-5**: Highlight the features and benefits of dense livable communities. (CLO 3, CLO 4, CLO 5, CLO 8) **MLO 7-5**: Define greenfield, brownfield, and gray field sites and their impacts on sustainable urban development. (CLO 3, CLO 4, CLO 5, CLO 8)
Module 8: Housing and Community Development	Week 8	**MLO 8-1:** Identify the impact of residential buildings on energy consumption, GHS emissions and climate change. (CLO 1) **MLO 8-2**: Define the concept of affordable housing, and its environmental, socio-cultural and economic values to the community. (CLO 2, CLO 3) **MLO 8-3**: Explain the green affordable housing movement and its benefits for a sustainable community development. (CLO 3, CLO 4, CLO 5) **MLO 8-4**: Discuss the public policies, private strategies (limited equity cooperative (LEC), community land trusts (CLT), etc.), affordable housing and sustainable communities' program (AHSC) to promote affordable, safe, and climate-friendly housing for a sustainable future. (CLO 4, CLO 5, CLO 8)
Module 9: Waste Reduction and Recycling	Week 9	**MLO 9-1**: Realize the relationship between solid waste and climate change. (CLO 1) **MLO 9-2**: Explain the waste hierarchy and list five major categories of waste. (CLO 4, CLO 5, CLO 6) **MLO 9-3**: Discuss the waste management (WM) strategies including product life-cycle analysis (LCA), Cardel to Cardel management, etc. (CLO 3, CLO 4, CLO 5) **MLO 9-4**: Highlight the benefits of source reduction a cost-effective waste management approach that encompasses environmentally-sound products and packaging, consumer education and reuse of products and materials in their original form. (CLO 3, CLO 4, CLO 5) **MLO 9-5**: Explain the zero-waste framework to create a sustainable community. (CLO 3, CLO 4, CLO 5, CLO 8) **MLO 9-6**: Identify Waste-to-Energy (WtE) technology and its benefits from a sustainability perspective. (CLO 3, CLO 4, CLO 5, CLO 8)
Module 10: LEED® ND Credit Catergory#2: Neighborhood Pattern and Design (NPD)	Week 10	**MLO 10-1**: Identify the Neighborhood Pattern and Design (NPD) category in LEED Neighborhood Development rating system. (CLO 5, CLO 6) **MLO 10-2**: Highlight the intent of Neighborhood Pattern and Design (NPD) credit category in LEED® ND. (CLO 6)

		MLO 10-3: Discuss NPD prerequisites including walkable streets, compact development, connected and open community. (CLO 6, CLO 7, CLO 8) **MLO 10-4**: Explain NPD credits such as walkable streets, compact development, mixed-use neighborhoods, housing types and affordability, reduced parking footprint, connected and open community, transit facilities, etc. (CLO 6, CLO 7, CLO 8)
Module 11: Water and Sewage	Week 11	**MLO 11-1**: Explain the impact of built environment and human activities on water resources. (CLO1, CLO 3, CLO4) **MLO 11-2**: Define the Demand Side Management (DSM) program for supply-side water efficiency and end-user conservation. (CLO 3, CLO 4, CLO 8) **MLO 11-3**: Identify the soft path approach to water resource management. (CLO 3, CLO 4, CLO 5, CLO 8) **MLO 11-4**: Discuss the Sewage Treatment Plant (STP): advantages and disadvantages. (CLO 3, CLO 4, CLO 8) **MLO 11-5**: Explain the Solar Aquatic Systems (SAS) for water purification. (CLO 3, CLO 4, CLO 8) **MLO 11-6**: Define the concept of Green Infrastructure (GI) as an integral component of sustainable urban communities (CLO 2, CLO 3, CLO 4, CLO7, CLO 8) **MLO 11-7**: Discuss the importance of Green Infrastructure (GI) technology to stormwater management. (CLO 3, CLO 4, CLO7, CLO 8) **MLO 11-8**: Describe the Integrated Water Resources Management (IWRM): concepts and issues. (CLO 3, CLO 4, CLO 8)
Module 12: Green Buildings	Week 12	**MLO 12-1**: Describe the role of buildings as the major contributor to climate change. (CLO 1) **MLO 12-2**: Discuss the salient features of energy use and GHG emissions from building use and construction. (CLO 1) **MLO 12-3**: Define the concept of green buildings and highlight its benefits to achieve the UN SDGs. (CLO 2, CLO 3) **MLO 12-4**: Explain green building design principles including sustainable site development, water savings, energy efficiency, material selection and indoor environmental quality, for a sustainable future. (CLO 3, CLO 5, CLO 6, CLO 8) **MLO 12-5**: Identify green rating systems such as BREEM®, LEED®, BOMA BEST®, Green Globes®, PASSIVEHAUS, etc. (CLO 5, CLO 6, CLO 8) **MLO 12-6**: Explain LEED® rating system, its credit categories and four level of certifications. (CLO 3, CLO 5, CLO 6, CLO 8)
Module 13: LEED® ND Credit Catergory#3: Green Infrastructure		**MLO 13-1**: Identify the Green Infrastructure and Buildings (GIB) credit category in LEED Neighborhood Development rating system. (CLO 5, CLO 6) **MLO 13-2**: Highlight the intent of Green Infrastructure and Buildings (GIB) credit category in LEED® ND. (CLO 6)

and Buildings (GIB)		**MLO 13-3**: Discuss GIB prerequisites including minimum building energy performance, indoor water use reduction, and construction activity pollution prevention. (CLO 6, CLO 7, CLO 8) **MLO 13-4**: Explain GIB credits such as certified green buildings, optimize building energy performance, indoor water use reduction, outdoor water use reduction, building reuse, minimized site disturbance, etc. (CLO 6, CLO 7, CLO 8)
Module 14: LEED® ND Credit Catergory#4/5: Innovation (IN) and Regional Priority (RP)	Week 14	**MLO 14-1**: Identify the Innovation (IN) and Regional Priority (RP) credit categories in LEED Neighborhood Development rating system. (CLO 5, CLO 6) **MLO 14-2**: Highlight the intent of Innovation (IN) and Regional Priority (RP) credit categories in LEED® ND. (CLO 6) **MLO 14-3**: Discuss IN credits including innovation and LEED accredited professional (CLO 6, CLO 7, CLO 8) **MLO 14-4**: Explain RP regional priority credit (CLO 6, CLO 7, CLO 8)
Module 15: Case Studies: LEED® ND Certified Projects Review	Week 15	**MLO 15-1:** Review the LEED® ND certification program and summarizing its main credit categories. (CLO 6, CLO 7) **MLO 15-2**: Identify some of the successful certified sustainable neighborhood/communities as case studies. (CLO 3, CLO 6, CLO 7) **MLO 15-3**: Analyze LEED®-certified project cases to extrapolate the strategies (as lessons learned) to integrate neighborhood design, planning, and/ or development for a sustainable future. (CLO 3, CLO 6, CLO 7, CLO 8)

REQUIRED TEXT:

1. Roseland, M. 2012. **Toward Sustainable Communities: Solutions for Citizens and Their Governments**, New Society Publishers, ISBN: 978- 0-86571-711-4.
2. USGBC, 2018. **LEED v4 for Neighborhood Development - current version.**[3]

- In addition to the main textbook, additional materials will be provided including posted documents, weblinks, online articles, and videos (mostly from USGBC[4], BuildingGreen[5], and LEEDuser[6] as online resources that are available for eLearning students).

RECOMMENDED TEXT:

1. The Congress for the New Urbanism, Natural Resources. 2009. LEED Reference Guide for Green Neighborhood Development, U.S. Green Building Council.
2. Friedman, A. 2014. Fundamentals of Sustainable Neighborhoods, U Springer, Cham.
3. Chiras, D., Wann, D. 2009. Superbia: 31 Ways to Create Sustainable Neighborhoods. New Society Publishers
4. Fraker, H. 2013. The Hidden Potential of Sustainable Neighborhoods: Lessons from Low-Carbon Communities, Island Press.

COURSE ACTIVITIES/ TEACHING STRATEGIES: The course will use a mix of brief lectures, readings, videos, films, and other instructional strategies for online courses such as virtual field trips and

[3] https://www.usgbc.org/resources/leed-v4-neighborhood-development-current-version
[2] https://www.usgbc.org/articles
[5] https://www.buildinggreen.com/
[6] https://leeduser.buildinggreen.com/

guided tours to engage students more in learning and provide opportunities for them to move from consumers to creators. Students are required to take **one (1) exams**, **five (5) module self-assessment quizzes**, and **(6) module assignments** in different types of literature review, research essay/ paper, project presentation, etc. where they can exercise independent studies, either alone or in group of three. **five (5) module online discussion forums/ Wikis** are also designed to as a part of class, to encourage students to explore a topic in detail and exchange ideas on urban environment, urban sustainability, neighborhood development, sustainable cities and communities, and LEED® ND prerequisites and credit requirements. Students are required to access information such as grades, lecture presentations, lecture outlines, readings, supplemental materials, videos, tools, the blog, assignments, discussions, and other resources will be available on Blackboard.

ADDITIONAL UNIQUE ASPECTS OF COURSE:

1. **Addressing the UN' Sustainable Development 3, 5, 8, 11, 16 Goals**[7]**,** this interdisciplinary course focuses on the theory, policies and principles of neighborhood development for sustainable urban communities, and test strategies for their implementation in urban scale projects. It helps students as future **urban sustainability leaders (USL)**, to understand how neighborhood-scale decisions influence the natural environment, health and well-being of residents, and community prosperity by encouraging walk able developments and infill on unutilized developed land to reduce land consumption.
2. With a focus **on LEED ND credit** categories, points, rating prerequisites and credit requirements, and green buildings certification process, it prepares students to sit for the LEED® ND exam or becoming a LEED Accredited Professional.
3. This course highlights the **mission of department of geography and environmental sustainability at SUNY Oneonta,** to "give students the geographic and/or environmental sustainability knowledge and skills they need to interpret social, physical and environmental influences at local, regional and global scales"[8]. It encourages students to look beyond the scale of buildings to consider entire communities to create better, more sustainable, well-connected neighborhoods, encouraging daily physical activity through walking and biking availability, to reduce greenhouse gas emissions, energy and resource consumption while showcasing SUNY Oneonta's commitment to sustainability.
4. This course also fulfils the **SUNY General Education attributes NS3** to help students to "understand the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and application of scientific data, concepts, and models in one of the natural sciences".[9]

COURSE REQUIREMENTS:

GENERAL REQUIREMENTS:

- **Course Format:** This course is delivered completely online asynchronously (so you will need consistent, reliable access to the Internet) via Blackboard. The tools that are part of Blackboard (grading, information posting, emails, etc.) will be used for administration and general communication. A discussion board will be the primary tool for interaction within the class. Microsoft Office, Adobe Acrobat, Google Earth, etc. will be used to develop and view materials as well as demonstrate concepts being discussed or presented. Media to be used will include digital documents, video and audio. The media will be a combination of instructor developed material as well as material available in print or web based. The tools and media are selected in conjunction with each course module and the associated learning objectives. Course components include online material, multimedia, threaded discussions and e-mail. This course is primarily **asynchronous** (not "real time"); please keep in mind that each module

[7] https://sustainabledevelopment.un.org/post2015/transformingourworld
[8] https://suny.oneonta.edu/geography-environmental-sustainability
[9] https://suny.oneonta.edu/academic-advisement/general-education

is designed to be completed within the designated timeframe and will include specific "due dates" for each part of the module's assignments.

- **Attendance Policy**: Success in this course is dependent on your active participation and engagement throughout the course. You need consistent, reliable access to the Internet via Blackboard, as it delivers online using an asynchronous (not "real time") format. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions. Additionally, students are expected to:
    - Log on at least three times a week – on different days in order to completely weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus;
    - Participate in the weekly threaded discussions, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and comment and questions from the instructor and/or other students;

  If you find that you cannot meet the class' minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit assignment/essay or complete assessment if administered in that week.

SPECIFIC REQUIREMENTS:

1. **Exams/Quizzes:** There will be **one (1) exam** (see the attached course schedule for the exam dates). In addition, there will be **five (5) self-assessment quizzes**. Quiz material will be drawn from the previous discussions and assigned readings. Exam/quizzes will consist of a mix of multiple choice, true/false, and short answer questions about the material covered in that unit.
2. **Discussions/Forums:** Students are required to participate in **five (5) online discussion forums/Wikis** as a part of class, to explore a topic in detail and exchange ideas. Attendance by way of online participation is considered in the calculation of the student's final grade, as each activity is assigned a value and is counted toward the student's final grade. The instructor reserves to issue a failing grade for lack of online presence in this course.
3. **Homework Assignments:** Students are required to conduct **six (6) assignments**. All assignments should be completed independently unless they are specifically indicated as a team assignment by your instructor (directions for the homework assignments and group assignments will be made available on Blackboard). Students are expected to complete all assigned readings prior to each class; these may include materials supplemental to the textbook posted on Blackboard. Students must always properly cite their sources and properly credit all words, thoughts and images to the original author. Students are also responsible for completing all assignments by due dates and times. Due dates will be announced when the assignment becomes available on the Blackboard calendar. You have to submit your assignments in Microsoft Word or PDF format using the Blackboard Assignment tool (digital drop boxes) on Blackboard (please plan ahead in case there are technical difficulties) unless there are extenuating circumstances, **emailed papers will not be accepted**.

   ***NOTE: I always aim to have assignments graded within a week of the due date, often sooner. If you don't see a score within a week, please check to make sure it was received. DO NOT WAIT until the end of the semester to check. To iterate, I will not accept missing material or reconsider missing grades after the final class.

LATE ASSIGNMENT/ MAKE-UP TEST POLICY: All assignments must be submitted online on Blackboard on the due date announced unless otherwise noted by the instructor. If you cannot submit work on time, let me know beforehand and we'll make alternate arrangements. Unexcused late work will only be accepted for up to one week after the due date, with reduced credit.

METHOD OF EVALUATION & BASIS OF FINAL COURSE GRADE DETERMINATION:
Assessment Methods:

- Professor will regularly interact with the students through discussion forums, and provide feedback validating their understanding of the fundamental course material delivered through posted readings and videos and posts, papers and projects presented by other students. Discussions will be evaluated utilizing an associated Discussion Board Participation rubric and assigned points for each discussion forum.
- Posted module assignments will be discussed and critiqued by the professor and other students. The student will be evaluated utilizing an associated Written Assignment Assessment rubric and assigned points for each assignment.
- Self-assessment quizzes will be provided in seven modules to assist the student in assessing their understanding of the reading assignments. All quizzes are graded items and their weights are indicated in the course.
  ***NOTE: All rubrics and their associated assessment criteria will be available to the student.

Course Grading: Your final letter grade is determined on a **percentage-based scale**. Please don't assume that percentages from other classes guarantee a particular final grade in this class. You can track your progress throughout the semester by adding up points you've earned out of the total possible.

Course Grading:		**Total Percentage**
Final Exam (Comprehensive)	20%	20%
Self-assessment quizzes	5@6% each	30%
Assignments	6@5% each	30%
Discussion forums and Wiki Participation	5@4% each	20%
Total		**100%**

Distribution: The distribution of your final grade will be based on the following:

A 90-100 B 80-89 C 70-79 D 60-69 F Below 60

Please do not email to ask if I will give you extra points or if you can complete missing assignments or extra credit after grades are posted (especially since I am required to submit final grades to the Registrar within 48 hours of the exam).

STUDENTS WITH DISABILITIES: All individuals who are diagnosed with a disability are protected under the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. As such, you may be entitled to certain accommodations within this class. If you are diagnosed with a disability, please make an appointment to meet with Accessibility Resources, 133 Milne Library, ext. 2137. All students with the necessary supporting documentation will be provided appropriate accommodations as determined by the Accessibility Resources Office. It is your responsibility to contact Accessibility Resources and concurrently supply me with your accommodation plan, which will inform me exactly what accommodations you are entitled to. You will only receive accommodations once you provide me with an Accessibility Resources accommodation plan. Any previously recorded grades will not be changed.

ACADEMIC INTEGRITY: You are expected to know and abide by SUNY Oneonta's Academic Integrity Policy[10]. Plagiarism in any form—including copying and pasting text from websites or other materials without using quotation marks and/or referring to information without properly crediting sources—will not be tolerated. If you unethically copy the work of another student or outside source, you will receive NO CREDIT for the entire assignment.

[10] http://www.oneonta.edu/development/judicial/code.pdf

COURSE SCHEDULE:

Module	Topic	Task to Complete	Due Date
Week1 (1/25-1/31)	Introduction and Syllabus Review	W1_Ice Breaker (DB)	1/28
		W1_Discussion Board	1/31
Week 2 (2/1-2/7)	The Urban Environment and Climate Change	W2_ Discussion Board	2/7
Week 3 (2/8-2/14)	Sustainable Communities, Sustainable Planet: With a focus on UN SDG11	W3_Assignment	2/14
Week 4 (2/15-2/21)	LEED® for Neighborhood Development	W4_ Quiz	2/21
Week 5 (2/22-2/28)	Transportation Planning and Traffic Management	W5_ Assignment	2/28
Week 6 (3/1-3/7)	LEED® ND Credit Catergory#1: Smart Location and Linkage (SLL)	W6_Quiz	3/7
Week 7 (3/8-3/14)	Land Use, Urban Form, and Community Design	W7_ Assignment	3/14
Week 8 (3/15-3/21)	Housing and Community Development	W8_ Discussion Board	3/21
Week 9 (3/22-3/28)	Waste Reduction and Recycling	W9_ Assignment	3/28
Week 10 (3/29-4/4)	LEED® ND Credit Catergory#2: Neighborhood Pattern and Design (NPD)	W10_Quiz	4/4
Week 11 (4/5-4/11)	Water and Sewage	W11_ Assignment	4/11
Week 12 (4/12-4/18)	Green Buildings	W12_ Assignment	4/18
Week 13 (4/19-4/25)	LEED® ND Credit Catergory#3: Green Infrastructure and Buildings (GIB)	W13_ Quiz	4/25
Week 14 (4/26-5/2)	LEED® ND Credit Catergory#4/5: Innovation (IN) and Regional Priority (RP)	W14_ Quiz	5/2
Week 15 (5/3-5/9)	Case Studies: LEED® ND Certified Projects Review	W14_Wiki	5/9
Week 16 (5/10-5/16)	Final Exam (Comprehensive)	-------	5/16

*DB: Discussion Board Participation