

CITIZEN PLANNING ACADEMY: Creating Sustainable Communities

Instructional Design for an Online Course



Why Community Education?



Instructional Objectives

- Understand the planning process including concepts of sustainability, community, and be able to define what basic tools are used to enable good planning goals.
- Take an active role in the planning process as community members.
- Critically reflect and evaluate proposed planning decisions and be able to provide informed feedback to decision-makers.
- Work within their sphere of influence to create sustainable communities by engaging with the community and enacting sustainable change.

Critical Tasks

- Participating in the community planning process
- Creating sustainable change within the learner's sphere of influence



Where?



Who?



Course Layout

	Topic	Suggested Reading	Activity
Week 1	The Goal of Planning	Krueckeberg, 1987. Chapter 1: The Culture of Planning. Jacobs, 2016. The Death and Life of Great American Cities. Cullingworth & Caves, 2014. Chapter 4: Planning and Sustainability. Smart Growth Online: About Smart Growth.	Reading and Discussion
Week 2	Planning Decisions	Cullingworth & Caves, 2014. Chapter 7: The Comprehensive Plan. Landis & Pendall, 2009. From Zoning to Smart Growth.	Participation in the Planning Process
Week 3	Methods for Ecological Friendly Development, Part 1	Perlman & Milder, 2005, Chapter 6: The Ecology of Landscapes	Critical Review of Development Proposal
Week 4	Methods for Ecological Friendly Development, Part 2	Perlman & Milder, 2005, Chapter 11: Principles in Practice.	Designing Communities
Week 5	Small-Scale Changes & How to Get Involved as a Citizen	Perlman & Milder, 2005, Chapter 8: Nature in the Neighborhood.	What Can I Do?

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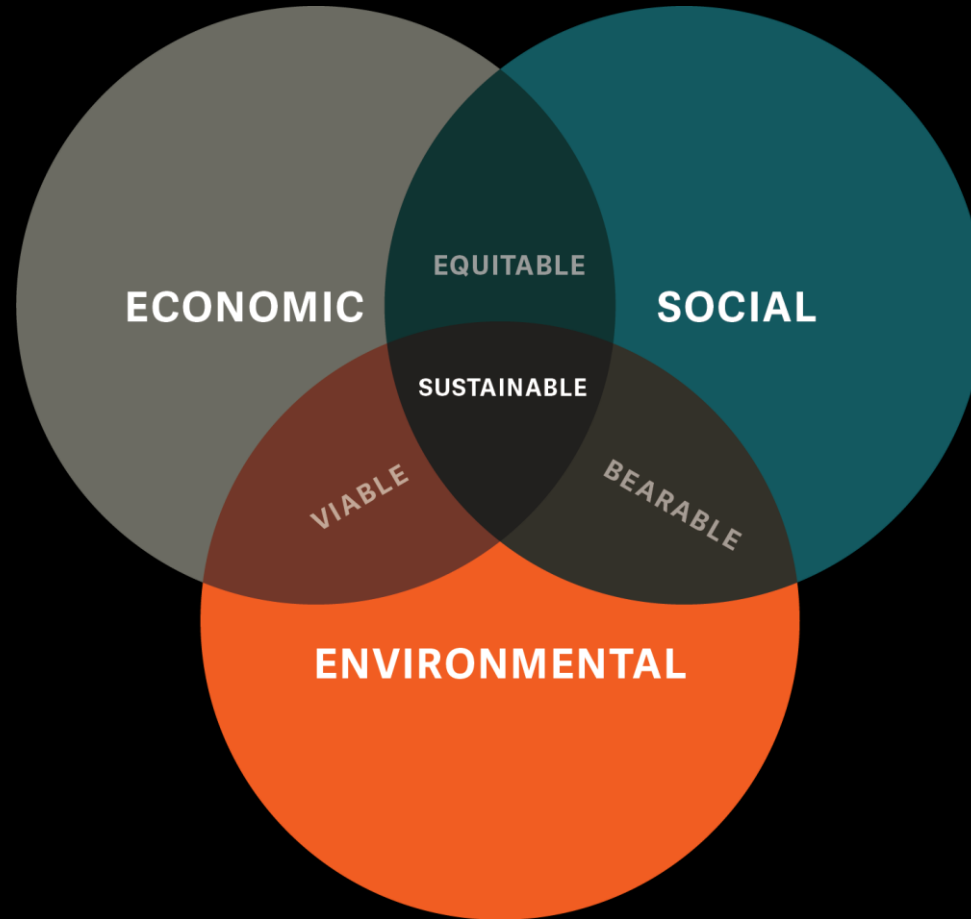
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The Goal of Planning



Sustainability



Health, Safety, General Welfare



Protect Natural Systems

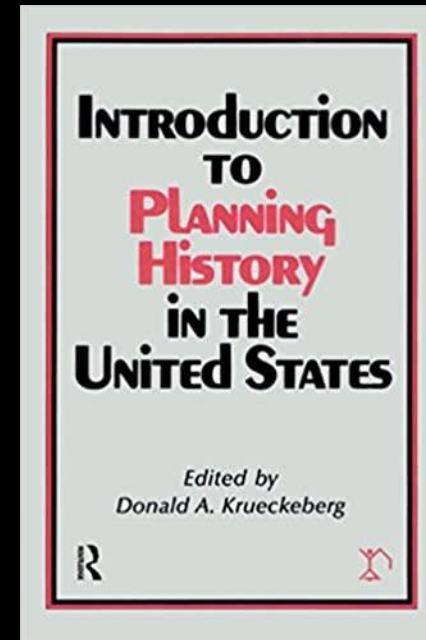
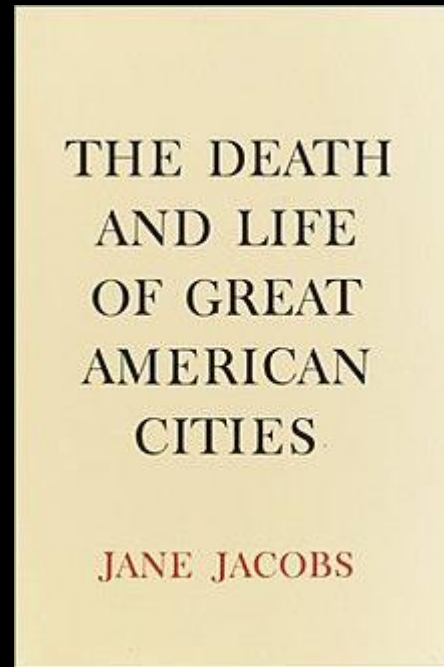
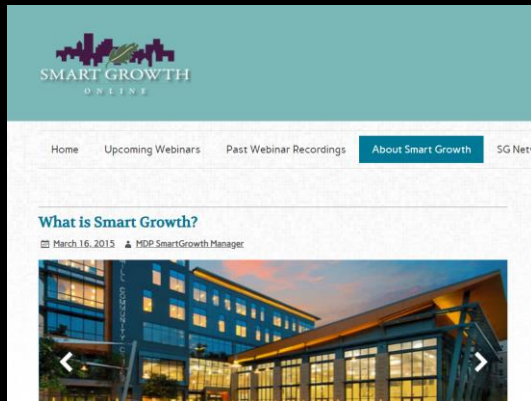


Vibrant Communities

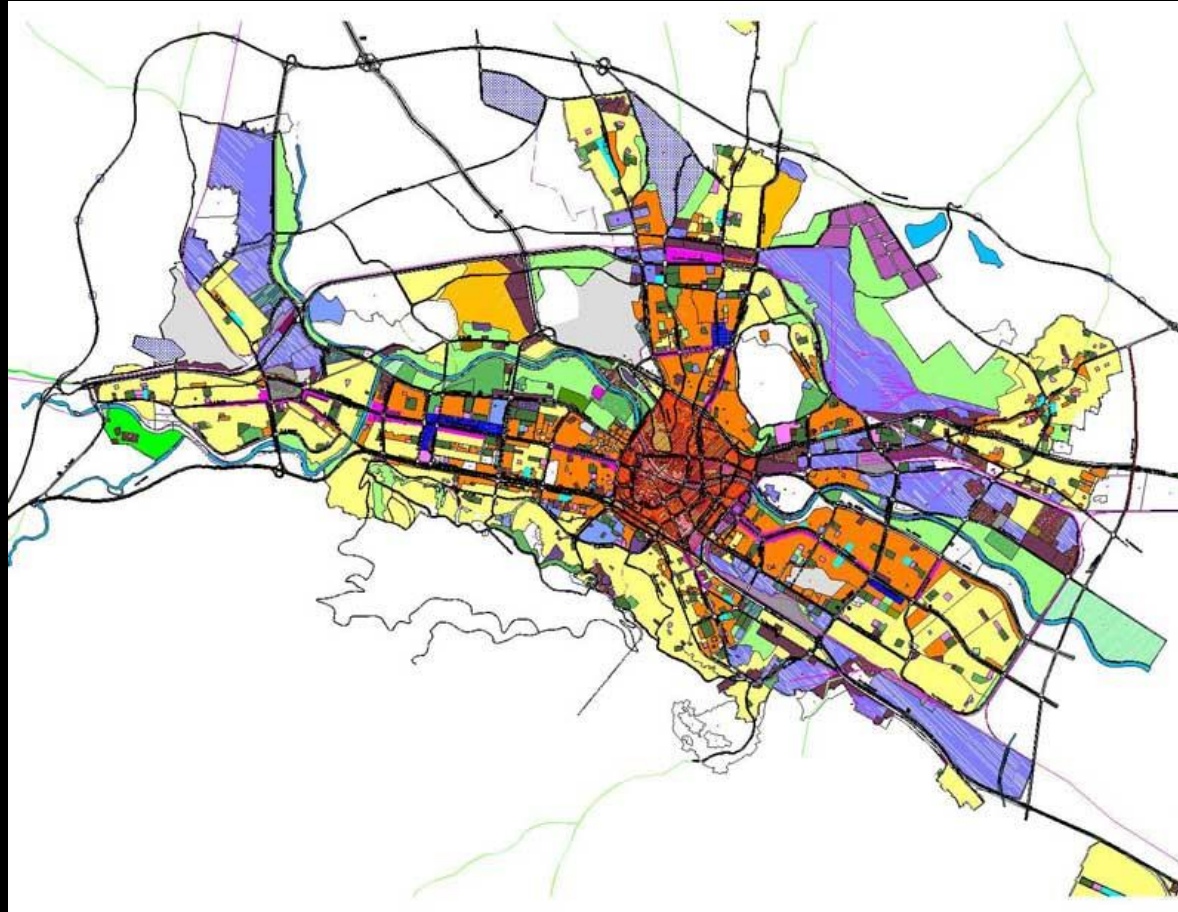


Activity

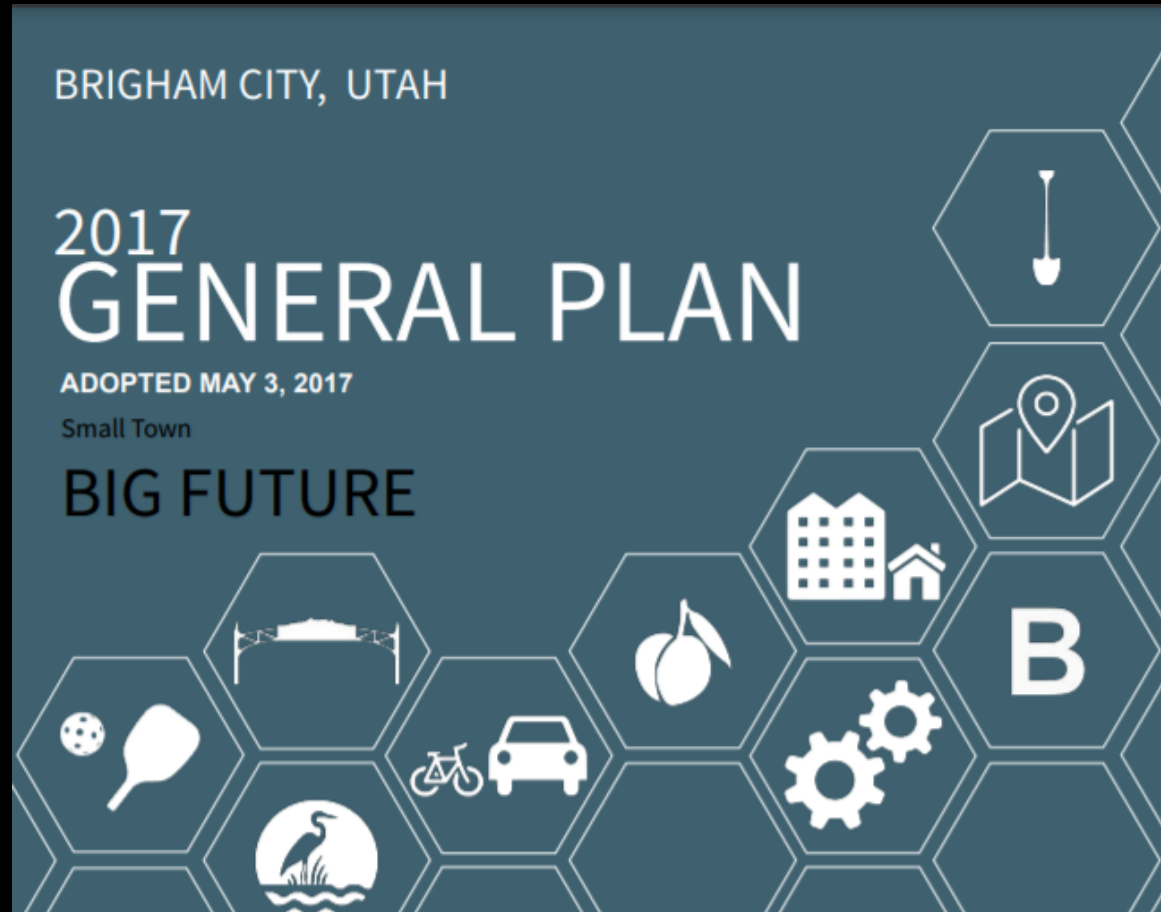
- Reading and Discussion



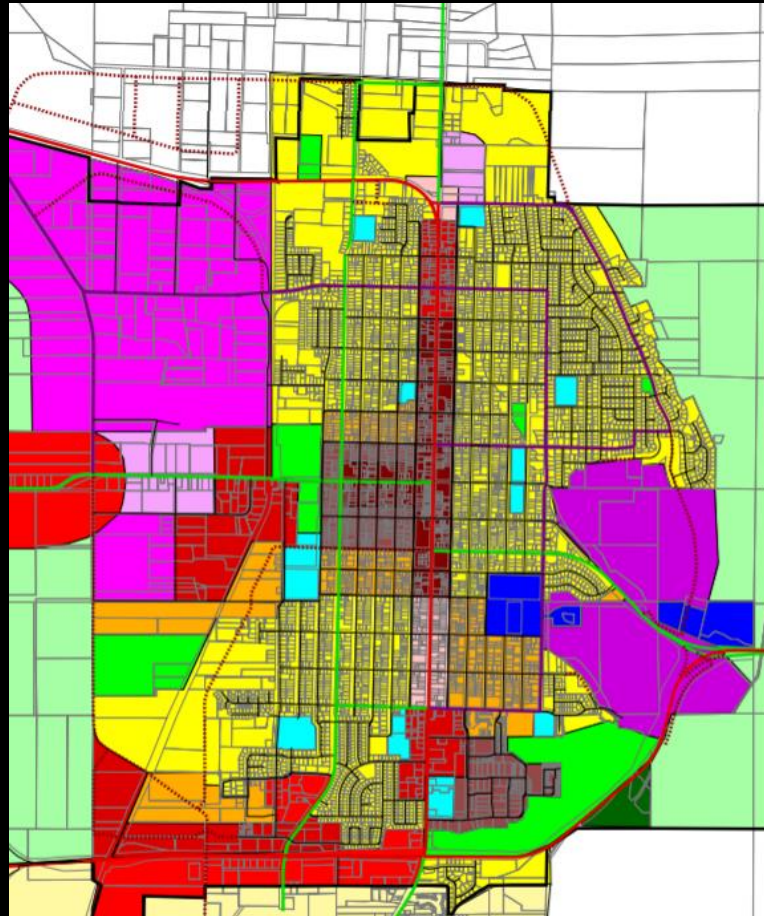
Planning Decisions



General Plan



Zoning Ordinances



Land Use Plan

- Commercial - General & Gateway
- Commercial - Historical Downtown
- Commercial - Neighborhood
- Office /Research Park
- Gravel Extraction
- Industrial/Manufacturing
- Public Schools
- Public Facilities
- Parks & Recreation
- Open Space
- Residential - Very Low Density
- Residential - Low Density
- Residential - Medium Density
- Residential - High Density

Activity: Participation in the Planning Process

Attend public meeting, forum, any participatory opportunity



Review plans, zoning and ordinances for your city



Methods for Ecological Friendly Development

- Why is nature important?

Development causes...



Smart Growth



Activity: Critical Review of Development Proposal

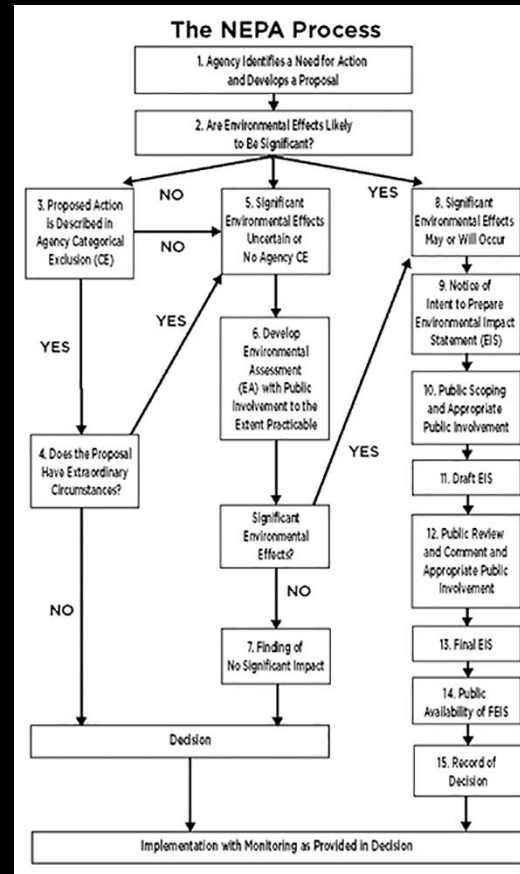


Additional Measures For Ecological Friendly Development



Environmental Review Process

	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
V. CULTURAL RESOURCES. Would the project:				
a) Cause a substantial adverse change in the significance of a historical resource as defined in § 15064.5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to § 15064.5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Disturb any human remains, including those interred outside of dedicated cemeteries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. GEOLOGY AND SOILS. Would the project:				
a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death involving:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Strong seismic ground shaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Seismic-related ground failure, including liquefaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Landslides?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Result in substantial soil erosion or the loss of topsoil?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Activity: Designing Communities



Small-Scale Changes & How to Get Involved as a Citizen



Home-Based Conservation



Community Efforts



Local Planning Process



Activity: What Can I Do?





Educated Citizens = Better Community



Questions?