
UP 456, Spring 2021

Instructor: Daniel Schneider

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Office Hours: By appointment

Compass site: <https://compass2g.illinois.edu/webapps/login/>

Data repository: <https://box.illinois.edu/>

Sustainable Planning Workshop

Meeting Time: T,Th 9:30–10:50 PM

Meeting Location: Virtual

COURSE DESCRIPTION

In this class we will be cooperating with University of Illinois Extension and the Illinois Environmental Protection Agency to help develop a watershed plan for Cedar Creek, a tributary of Henderson Creek and the Mississippi River, near Galesburg, IL. We will be focusing on strategies for reducing both point and non-point sources of pollution. Illinois EPA has identified the Henderson Creek as a priority watershed to reduce nutrient loss from Illinois Rivers. They are working with Extension to work with local stakeholders to begin the watershed planning and implementation processes.

In this workshop, we will use the US EPA's watershed planning process to develop a plan that could receive implementation funds through the EPA's grant process in sec. 319 of the Clean Water Act. Both of these processes influence the structure and contents of a watershed plan, so we will follow US EPA guidelines in developing the plan.

COURSE FORMAT AND SCHEDULE

A tentative schedule is included below. We will first cover watershed processes and management to provide a basis for planning. After that, most classes will consist of teamwork. All students are expected to attend every class session, in order to communicate with the other groups or have team meetings with the instructor. Because the schedule and work plan are subject to change as the course progresses and various constraints and opportunities present themselves, some class sessions may involve rearranging our work plans or revising priorities. If you are not able to attend a class session, please notify the instructor via email in advance.

ASSIGNMENTS

We will be working in teams. One team will work on rural/agricultural land uses, and one team will work on urban land uses. Graduate students will be split among the teams and act as group leaders. Graduate student leadership will be evaluated as part of the group project and will factor into their grade. Teams will produce a professional plan that describes current watershed condition, identifies critical areas contributing to pollution of the creek, and prioritizes the implementation of best management practices for reducing pollution. Data will be archived in a class data repository. The bulk of work will be devoted to developing the team projects, but there will also be several individual assignments, to insure that each student is developing the skills to contribute to the final project.

Individual assignments: 40%

Watershed map—5%

Soils map—5%

BMP analysis—15%

BMP/land use model—15%

Group Report 60%

Draft report—10%

Final report—40%

Data archiving—5%

Final Presentation—5%

Confidential group evaluation: Each student will be asked to evaluate the contribution of other members of their group. These evaluations will be taken into consideration as final grades are determined by the instructor.

READINGS

Readings will all be on Compass. Key resources include

US Environmental Protection Agency. "Handbook for developing watershed plans to restore and protect our waters." (2008).

With supplements:

- (1) Nutrient and Sediment Estimation Tools for Watershed Protection (2018)
- (2) Critical Source Area Identification And BMP selection: Supplement To Watershed Planning Handbook (2018)

US Environmental Protection Agency. A Quick Guide to Developing Watershed Plans to Restore and Protect Our Waters (2013)

Illinois Environmental Protection Agency and Chicago Metropolitan Agency on Planning. Guidance for Developing Watershed Action Plans in Illinois

Illinois Department of Agriculture. Illinois Nutrient Loss Reduction Strategy (2013)

US Environmental Protection Agency. Nonpoint Source Program and Grants Guidelines for States and Territories. Appendix C—Minimum Elements of a Watershed Based Plan.

Student Code

The Illinois Student Code states: “It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.” Note that you are subject to the Honor Code, as well as procedures for addressing violations to the Code, regardless of whether you have read it and understand it. According to the Code, “ignorance is no excuse.” See <http://www.provost.illinois.edu/academicintegrity/students.html>

To meet this standard in this course, note the following: in written work, all ideas (as well as data or other information) that are not your own must be cited. While this course does not require a standard citation style or formatting, we suggest you use either APA (American Psychological Association) or MLA (Modern Language Association) formats for in-text references and your reference sections. Please consult your TA or a university librarian if you have questions about appropriate reference formatting. Note that ideas that require citation may not have been published or written down anywhere. The consequence for violating these expectations may include receiving no credit for the assignment in question, and at the discretion of the instructor, may include automatic failure of the course.

Code of Behavior

The Department of Urban and Regional Planning (DURP) is committed to maintaining a learning environment that is rooted in the goals and responsibilities of professional planners. By enrolling in a class offered by the Department of Urban and Regional Planning, students agree to be responsible for maintaining an atmosphere of mutual respect in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs.

Disability Resources and Educational Services

DRES works with students who have trouble succeeding due to having a learning disability, autism spectrum disorder, psychiatric condition, and/or ADHD and offers more complex support services in addition to academic accommodations, assistive technology, and access. These are offered by their **learning disabilities/ADHD specialist** who works with student on compensatory strategies in test preparation, test taking, reading comprehension, and written expression and their four **licensed clinical psychologists** and additional **mental health professionals** who provide supports and services to our students with ADHD, acquired brain injury, autism spectrum disorders, and psychiatric disabilities. <http://disability.illinois.edu/academic-support>

Student Assistance Center

The Student Assistance Center serves as the first point of contact for students who call, email, or walk in to the Office of the Dean of Students. The Assistant Deans help students understand university policies and procedures, educate them about and connect them to campus resources, and support students in crisis. Students visit the Student Assistance Center regarding a broad range of issues which may be impacting their academic performance including those related to health/mental health, course attendance issues, questions about where to go on campus to seek different services, options for withdrawing from the university, or because they need help and just aren't sure where to go. The Student Assistance Center helps students find their way! <http://odos.illinois.edu/community-of-care/student-assistance-center/>

The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. Go to the Counseling Center website: <https://counselingcenter.illinois.edu/>.