



## COURSE OUTLINE

**CCPC 502**  
**STRATEGIC PLANNING FOR CLIMATE CHANGE ADAPTATION**  
**AND MITIGATION**

**3 CREDITS**

PREPARED BY: Dr. Katrine Frese, Instructor/Coordinator  
DATE: December 14, 2020

APPROVED BY: Dr. Andrew Richardson, Dean  
DATE: September 14, 2020

APPROVED BY SENATE: Click or tap to enter a date  
RENEWED BY SENATE: Click or tap to enter a date



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## **STRATEGIC PLANNING FOR CLIMATE CHANGE ADAPTATION AND MITIGATION**

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### **COURSE DESCRIPTION**

This highly interactive course exposes students to the concepts, tools and processes of strategic planning from a climate change policy perspective. It will explore how to set strategic objectives and action plans in order to realize climate change adaptation and/or mitigation goals, especially in a Northern setting. This course teaches tools and tactics to formulate, plan, execute and measure the success of a strategy. It will provide students with a framework to be able to develop climate change policies that

- a. simultaneously address adaptation and mitigation measures, and
- b. are capable of protecting the environmental and social integrity of communities and regions and fostering ecologically sustainable economic development.

The course will explore the means to ensure that strategy development addresses real (verified, validated, most pressing) issues and leads toward effective solutions. Under a climate change policy umbrella, tools utilized include scenario building and mapping climate change effects to specific sectors, issues and geographies; risk assessment; and benefit-cost analysis. Indigenous people's engagement, consultation and consent play a crucial role in the process and will be addressed at the same time as public participation in general. Finally, this course will address limits to adaptation, maladaptation, climate economics and governance. Students will review case studies and apply critical thinking and problem-solving skills.

### **PREREQUISITES**

Students must be eligible to register in the Climate Change Policy Certificate or obtain permission from the School of Liberal Arts to register in this course.

### **RELATED COURSE REQUIREMENTS**

This online course requires that students are able to engage effectively through the Yukon College learning management system (LMS). All students must have access to a personal computing device that meets the minimum operating requirements as described by Yukon College's Information Technology and Learning Commons (ITLC).

Email and frequent internet access are an important part of this course. This course will emphasize the importance of locating and managing information on the internet, as this is an essential tool for interdisciplinary research. The instructor will communicate through a variety of electronic means. The use of Yukon College's LMS is mandatory.

### **EQUIVALENCY OR TRANSFERABILITY**

This course has been recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Liberal Arts.

### **LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to

- Explain methods and tools commonly used in contemporary strategic planning processes involving multi-stakeholder engagement
- Recognize the need of public participation and indigenous people's engagement in strategic planning, while being aware of Northern legislation (land claims) and other obligations like formal consultation
- Apply strategic planning tools, for instance gap analysis or scenario building, to develop adaptation and mitigation responses in a climate change context
- Develop climate change policy that incorporates adaptation responses and mitigation measures simultaneously, while reflecting and respecting indigenous and Northern values
- Develop climate change policy that protects the environmental and socio-cultural integrity of communities and regions and fosters future ecologically sustainable economic development
- Analyse and illustrate how various factors influence evidence-based, participatory decision-making in a climate change policy context.

## **COURSE FORMAT**

This course will be delivered through an online learning management system (LMS) and potentially web conferencing. Courses are modularized. Students will be expected to read assigned module readings and are encouraged to explore and read supplementary materials.

This online course is taught in an asynchronous format requiring students to participate in an equivalent of a 3 hour in-person lecture, including discussion per week. Students should also expect to spend an additional up to 6 hours per week for readings and assignments. A student enrolled in this course will not be successful without active participation. Although online, all lectures, assignments, and seminar classes complement each other, and failure to attend any portion of the class will severely limit a student's ability to effectively learn course material.

## **ASSESSMENTS**

*Module Exercises* – Students will be given four gradable module exercises throughout the course. These may involve preparing for an in-class activity, and/or presenting answers to the class from study questions, and/or contributing to a class strategic planning toolbox, and/or submitting a response or a short answer or essay questions to the instructor. All four assignments must be completed to obtain a final grade.

*Online Discussion Board* – on a weekly basis, students will post contributions (minimum of 150 words).

*Strategic Planning Report* – students will prepare a report drafting a strategic planning session on a topic, chosen in consultation with the instructor (word processed, 3000 words). Each report must include a reference list/bibliography using academic citation standards.

*Strategic Planning Session and Presentation* – Each student (or team of up to 3 students) will be required to deliver a 10-minute overview presentation on their strategic planning report and a 20-minute active planning session on a selected part of their report. Presentations will be graded on the clarity of the material presented, oral presentation skills, quality of visual presentation aids and the quality of the responses to questions posed by the audience and instructor following the presentation. The active planning

session will be graded on clarity of the material presented, facilitation skills, interactivity, the quality of visual presentation aids and the quality of the responses to questions posed by the audience and instructor during the session.

*Final Exam* – There will be a final, three hour, timed, take-home exam.

Students are expected to hand in assignments in a timely manner. A schedule of deadlines will be provided in class and is found on the course site. All assignments are due at the beginning of class. Assignments submitted up to one week late after deadline will have 25% deducted from the mark. Assignments submitted up to two weeks late will have 50% deducted from the mark. After two weeks, a mark of 0% will be given. This does not apply to the online discussion board. Postings to the online discussion board are mandatory on a weekly basis. Further grading will be provided on the course website. If a student is aware that they have a conflict with a due date, it is the student's responsibility to make arrangements with the instructor accordingly.

## **EVALUATION**

Module Exercises, four at 7.5% each	30%
Online Discussion Board	5%
Paper	20%
Presentation	20%
Exam	25%
Total	100%

## **REQUIRED TEXTBOOKS AND MATERIAL**

There is no assigned textbook for this course. Students are expected to make use of the required and recommended reading/media list delivered with each online lecture. It is the student's responsibility to go online weekly to access required reading materials. Note: The reading list below provides just a snapshot and is not considered complete. Due to the matter of the subject, reading lists will be updated regularly on the course website throughout the term.

- Bush, E. and Lemmen, D.S., editors (2019): Canada's Changing Climate Report; Government of Canada, Ottawa, ON. 444 p. The digital interactive version of the report is available at [www.ChangingClimate.ca/CCCR2019](http://www.ChangingClimate.ca/CCCR2019). The report is also available at: [adaptation.nrcan.gc.ca](http://adaptation.nrcan.gc.ca). This report is part of Canada in a Changing Climate: Advancing our Knowledge for Action, the national assessment of how and why Canada's climate is changing; the impacts of these changes on our communities, environment, and economy; and how we are adapting.
- Warren, F.J. and Lemmen, D.S., editors, 2014. Canada in a Changing Climate: Sector Perspectives on Impacts and Adaptation (Chapter 9); Government of Canada, Ottawa, ON, 286p.  
[http://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/assess/2014/pdf/Full-Report\\_Eng.pdf](http://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/earthsciences/pdf/assess/2014/pdf/Full-Report_Eng.pdf)
- Blackerby, P., 1994. History of strategic planning. Armed forces comptroller magazine, 39(1), 40-49. A slightly revised version can be accessed from:  
<http://www.blackerbyassoc.com/history.html#fns1>
- Online resources on strategic planning basics:  
<http://www.strategymanage.com/strategic-planning-basics/>  
<http://balancedscorecard.org/Resources/Strategic-Planning-Basics>
- Kennedy, A.W. and Kennedy, T. E., 2013. The Alpha Strategies: Understanding Strategy, Risk, and Values in Any Organization. Xlibris Corporation.  
<http://www.thealphastrategies.com/free-e-book-download/>
- Bardach, E. and Patashnik, E.M., 2015. A practical guide for policy analysis: The eightfold path to more effective problem solving. CQ press.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).



**APPLIED ARTS DIVISION**  
**CCPC 502**  
**STRATEGIC PLANNING FOR CLIMATE CHANGE ADAPTATION AND MITIGATION**  
**3 Credits**  
**Winter, 2021**

**TOPIC OUTLINE**

<b>Week</b>	<b>Topic</b>
<b>#1 Jan 7-13</b>	Introduction and Orientation; The importance of strategic planning for climate change policy development <i>YOUR QUESTION - Part 1: Formulate your question, provide context, why is this an issue, identify stakeholders involved</i>
<b>#2 Jan 14-20</b>	Strategic Planning 101 <i>Module exercise #1 due Jan 20</i>
<b>#3 Jan 21-27</b>	Evidence-based decision-making: How to use evidence effectively in developing climate change adaptation and mitigation measures <i>YOUR QUESTION - Part 2: Run a rapid evidence assessment for your Q</i>
<b>#4 Jan 28-Feb 03</b>	Planning session (1) – Define vision and goal of policy; the common good; perform baseline and gap analysis
<b>#5 Feb 04-10</b>	Planning session (2) – Identify and develop strategic choices/objectives to meet stated outcomes; action planning <i>YOUR QUESTION - Part 3: Develop vision, goal and action plan for your Q</i>
<b>#6 Feb 11-17</b>	Planning session (3) – Implementation and evaluation: How to meet stated outcomes; Implementation processes; Evaluating effectiveness <i>YOUR QUESTION - Part 4: Perform logic modeling for your Q</i>
<b>#7 Feb 18-24</b>	Public participation 101 <i>YOUR QUESTION - Part 5: Design P2 guidelines for your Project</i>
<b>#8 Feb 25-March 3</b>	Strategic planning and roles of key agents through the policy process - example of Kluane First Nation <i>Module Exercise #2 due March 3</i>
<b>#9 March 4-10</b>	Roles of decision-makers at the political level, citizens, the media, and organizations through the policy process <i>Module Exercise #3 due March 10</i>
<b>#10 March 11-17</b>	Case Studies (1): Including limits of adaptation and maladaptation <i>Module Exercise #4 due March 17</i>
<b>#11 March 18-24</b>	Case studies: (a) Being a policy analyst with Yukon Government & (b) Innovation in leadership and public engagement: Yukon Government's Water Strategy Development
<b>#12 March 25-31</b>	Class Presentations and discussion. <i>Every student will present their policy project ('YOUR QUESTION') that they have worked on continuously through the term</i>
<b>#13 April 1-7</b>	Class presentations and discussion, Part 2.
<b>Latest Week April 10</b>	Exam (exact date tbc)