	Universitas Negeri Surabaya Faculty of Social and Legal Sciences, Bachelor of State Administration Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Environmental Policy	6320102647	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	January 30, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-10	Mastering qualitative and quantitative analysis methods and techniques for administration.
	PLO-12	Collaborate and have concern for society and the environment.
	PLO-15	Able to utilize information technology in managing organizations.
	Program Objectives (PO)	
	PO - 1	Able to collaborate with elements of society in environmental policy
	PO - 2	Able to analyze theoretical concepts of environmental policy
	PO - 3	Able to formulate the root of environmental policy problems based on the results of information and data analysis
	PO - 4	Able to formulate environmental policy solutions
	PLO-PO Matrix	

P.O	PLO-3	PLO-10	PLO-12	PLO-15
PO-1			✔	
PO-2	✔			
PO-3		✔		
PO-4				✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course is designed so that students are able to analyze various environmental problems comprehensively. Several important concepts are used as study material to support this goal. Some of these concepts include environmental ethics, ecology, environmental governance, decentralization, community participation and others.	
References	**Main :**	

1. Keraf, A.Sonny. 2014. Filsafat Lingkungan Hidup: Alam sebagai Sebuah Sistem Kehidupan
2. Kraft, Michael E. 2011. Environmental Policy and Politics. Pearson Education, Inc.: United States
3. Eckersley, Robyn. 1992. Environmentalism and Political Theory: Toward an Ecocentric Approach. UCL Press: London
4. Durant, Robert F. 2004. Environmental Governance Reconsidered: Challenges, Choices, and Opportunities. MIT Press: London
5. Brady, John. 2005. Environmental Management in Organization: The IEMA Handbook. Earthscan: London
6. Fadli, Moh. 2016. Hukum dan Kebijakan Lingkungan. UB Press: Malang
7. Connelly, James and Smith, Graham. 1999. Politics and the Environment: From Theory to Practice. Routledge: London and New York
8. Kanie, Norichika Kanie and Haas, Peter M. 2004. Emerging Forces in Environmental Governance. United Nation University Press: Tokyo, New York, Paris
9. Lemos, Maria Carmen and Agrawal, Arun. 2006. Environmental Governance. Annu. Rev. Environ. Resour, 2006, 31:297-325
10. Lenschow, Andrea. 2002. Environmental Policy Integration: Greening Sectoral Policies in Europe. Earthscan Publication Ltd: London and Sterling
11. May, Peter J. et al. 1996. Environmental Management and Governance: Intergovernmental Approaches to Hazards and Sustainability. Routledge: London and NewYork

Supporters:

1. Undang-undang Nomor 32 Tahun 2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup
2. Yakin, Addinul. 2015. Ekonomi Sumber Daya Alam dan Lingkungan. Akademika Pressindo; Jakarta
3. Asdak, Chay. 2014. Kajian Lingkungan Hidup Strategis: Jalan Menuju Pembangunan Berkelanjutan. Gajah Mada University Press: Yogyakarta
4. Arts, Bas and Leroy, Pieter. 2006. Institutional Dynamics in Environmental Governance. Springer: Netherlands
5. Jordan, Andrew J. and Lenschow Andrea. . Innovation in Environmental Policy?: Integrating the Environment for Sustainability. Edward Elgar: Cheltenham, UK

Supporting lecturer

Dr. Tjitjik Rahaju, M.Si.
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to analyze environmental dynamics from a policy perspective	1. Students are able to explain the definition of environmental policy 2. Students are able to identify the role of stakeholders in environmental policy	**Criteria:** 1. Students can explain the definition of environmental policy correctly 2. Students can identify the roles of stakeholders correctly **Form of Assessment** : Participatory Activities	- Lecture - Question and answer - Discussion 2 X 50	- Lectures via Sidia - Questions and answers - 2 X 50 discussions	**Material:** Environmental Paradigm **References:** *Keraf, A. Sonny. 2014. Environmental Philosophy: Nature as a Living System* **Material:** Environmentalism **Bibliography:** *Eckersley, Robyn. 1992. Environmentalism and Political Theory: Toward an Ecocentric Approach. UCL Press: London*	5%
2	Able to analyze the role of various stakeholders in the development and implementation of environmental policies	Students are able to detail the basic principles of environmental policy	**Criteria:** Students are able to correctly detail the basic principles of environmental policy **Form of Assessment** : Participatory Activities	- Lectures - Case Studies - Questions and Answers - Discussions 2 X 50	- Lectures - Case Studies - Questions and Answers - Discussions 2 X 50	**Material:** Stakeholder analysis in environmental policy **Reference:** *Kraft, Michael E. 2011. Environmental Policy and Politics. Pearson Education, Inc.: United States*	5%

3	Able to translate key concepts such as sustainable development, environmental impacts, and climate change into the context of environmental policy	1. Able to explain about sustainable development 2. Able to explain environmental impacts and precautionary principles 3. Able to explain and discuss climate change and Common-Pool Resource Theory	**Criteria:** 1. Able to explain sustainable development in the context of environmental policy correctly 2. Able to explain environmental impacts and precautionary principles in the context of environmental policy appropriately 3. Able to explain and discuss climate change and Common-Pool Resource Theory in the context of environmental policy appropriately **Form of Assessment** : Participatory Activities	- Lectures - Case Studies - Questions and Answers - Discussions 2 X 50	- Lectures - Case Studies - Questions and Answers - Discussions 2 X 50	**Material:** Sustainable environmental development **References:** *May, Peter J. et al. 1996. Environmental Management and Governance: Intergovernmental Approaches to Hazards and Sustainability. Routledge: London and New York*	5%
4	Able to identify environmental problems using relevant data and information	1. Able to use tree logic analysis tools and fishbone diagrams (Ishikawa diagrams) 2. Able to identify the causes of problems in environmental policy issues	**Criteria:** 1. Able to design tree logic analysis tools and fishbone diagrams (Ishikawa diagrams) correctly 2. Able to identify the causes of problems in environmental policy issues carefully and precisely **Form of Assessment** : Practice / Performance	- Case Study - Question and answer - Discussion 2 X 50	- Case Study - Question and answer - Discussion 2 X 50	**Material:** Environmental Politics and Policy **Bibliography:** *Kraft, Michael E. 2011. Environmental Policy and Politics. Pearson Education, Inc.: United States* **Material:** Environmental Politics and Policy **Bibliography:** *Connelly, James and Smith, Graham. 1999. Politics and the Environment: From Theory to Practice. Routledge: London and New York*	5%
5	Able to analyze the factors that cause environmental problems	1. Able to use and develop tree logic analysis tools and fishbone diagrams (Ishikawa diagrams) 2. Able to find the root of the problem in environmental policy issues	**Criteria:** 1. Able to use and develop tree logic analysis tools and fishbone diagrams (Ishikawa diagrams) appropriately 2. Able to find the root of the problem in environmental policy issues correctly **Form of Assessment** : Practice / Performance	- Case Study Presentation - Question and answer - Discussion 2 X 50	- Case Study Presentation - Question and answer - Discussion 2 X 50	**Material:** Environmental Politics and Policy **Bibliography:** *Kraft, Michael E. 2011. Environmental Policy and Politics. Pearson Education, Inc.: United States* **Material:** Environmental Politics and Policy **Bibliography:** *Eckersley, Robyn. 1992. Environmentalism and Political Theory: Toward an Ecocentric Approach. UCL Press: London*	5%

6	Able to formulate the main problems that need to be addressed with an environmental policy approach	1. Able to connect identified problems with sustainable development goals 2. Able to formulate specific questions or problem statements that will be addressed by environmental policy	**Criteria:** 1. Students can connect identified problems with sustainable development goals 2. Students are able to formulate precise questions or statements of specific problems that will be addressed by environmental policy **Form of Assessment** : Practice / Performance	- Case Study Presentation - Question and answer - Discussion 2 X 50	- Case Study Presentation - Question and answer - Discussion 2 X 50	**Material:** Environmental Governance **Reference:** *Durant, Robert F. 2004. Environmental Governance Reconsidered: Challenges, Choices, and Opportunities. MIT Press: London* **Material:** Environmental Management **Bibliography:** *Brady, John. 2005. Environmental Management in Organizations: The IEMA Handbook. Earthscan: London*	5%
7	Able to formulate the main problems that need to be addressed with an environmental policy approach	1. Able to connect identified problems with sustainable development goals 2. Able to formulate specific questions or problem statements that will be addressed by environmental policy	**Criteria:** 1. Students can connect identified problems with sustainable development goals 2. Students are able to formulate precise questions or statements of specific problems that will be addressed by environmental policy **Form of Assessment** : Practice / Performance	- Case Study Presentation - Question and answer - Discussion 2 X 50	- Case Study Presentation - Question and answer - Discussion 2 X 50	**Material:** Sustainable environmental development **References:** *Asdak, Chay. 2014. Strategic Environmental Assessment: The Path to Sustainable Development. Gajah Mada University Press: Yogyakarta*	5%
8	Midterm Exam (UTS)	Ability to answer UTS questions	**Criteria:** Weight of question no. 1 to 5 = 100 **Form of Assessment** : Test	2 X 50		**Material:** Environmental Philosophy **Reference:** *Keraf, A. Sonny. 2014. Environmental Philosophy: Nature as a Living System* **Material:** Environmental Politics and Policy **Bibliography:** *Kraft, Michael E. 2011. Environmental Policy and Politics. Pearson Education, Inc.: United States* **Material:** Sustainable environmental development **References:** *Asdak, Chay. 2014. Strategic Environmental Assessment: The Path to Sustainable Development. Gajah Mada University Press: Yogyakarta*	15%

9	Collaborate with various stakeholders such as government, NGOs, business and the general public within the scope of environmental policy	1. Able to identify and involve various relevant stakeholders in the context of environmental policy 2. Able to analyze environmental policy instruments which contain the rights and obligations of stakeholders 3. Able to explain and discuss social instruments 4. Able to play the role of a stakeholder in the context of environmental policy	**Criteria:** 1. Able to correctly identify and involve various relevant stakeholders in the context of environmental policy 2. Able to accurately analyze environmental policy instruments which contain the rights and obligations of stakeholders 3. Able to play a role well as a stakeholder in the context of environmental policy **Form of Assessment** : Participatory Activities	- Case study - Question and answer - Discussion 2 X 50	- Case study - Question and answer - Discussion 2 X 50	**Material:** Environmental Management **Bibliography:** *Brady, John. 2005. Environmental Management in Organizations: The IEMA Handbook. Earthscan: London* **Material:** Environmental Management and Governance **References:** *May, Peter J. et al. 1996. Environmental Management and Governance: Intergovernmental Approaches to Hazards and Sustainability. Routledge: London and New York*	5%
10	Students are able to explain the integration of environmental policies	1. Able to explain and discuss the history and concept of environmental policy integration 2. Able to explain and discuss the main dimensions of environmental policy integration 3. Able to explain and discuss various perspectives on environmental policy integration 4. Able to explain the supporting factors for the success of environmental policy integration	**Criteria:** Able to explain the integration of environmental policies comprehensively **Form of Assessment** : Participatory Activities	- Learning Form: Face to Face Lecture - Method: Learning Problem Based Learning 2 X 50		**Material:** Sustainable environmental development **References:** *Asdak, Chay. 2014. Strategic Environmental Assessment: The Path to Sustainable Development. Gajah Mada University Press: Yogyakarta* **Material:** Environmental Politics and Policy **Bibliography:** *Kraft, Michael E. 2011. Environmental Policy and Politics. Pearson Education, Inc.: United States* **Material:** Environmental Management **Bibliography:** *Brady, John. 2005. Environmental Management in Organizations: The IEMA Handbook. Earthscan: London* **Material:** Environmental Governance **Reference:** *Durant, Robert F. 2004. Environmental Governance Reconsidered: Challenges, Choices, and Opportunities. MIT Press: London*	5%

11	Students are able to explain the integration of environmental policies	1. Able to explain and discuss the history and concept of environmental policy integration 2. Able to explain and discuss the main dimensions of environmental policy integration 3. Able to explain and discuss various perspectives on environmental policy integration 4. Able to explain the supporting factors for the success of environmental policy integration	**Criteria:** Able to explain public policy integration comprehensively **Form of Assessment** : Participatory Activities	- Learning Form: Face to Face Lecture - Method: Learning Problem Based Learning 2 X 50		**Material:** Sustainable environmental development **References:** *Asdak, Chay. 2014. Strategic Environmental Assessment: The Path to Sustainable Development. Gajah Mada University Press: Yogyakarta* **Material:** Environmental Politics and Policy **Bibliography:** *Kraft, Michael E. 2011. Environmental Policy and Politics. Pearson Education, Inc.: United States* **Material:** Environmental Management **Bibliography:** *Brady, John. 2005. Environmental Management in Organizations: The IEMA Handbook. Earthscan: London* **Material:** Environmental Governance **Reference:** *Durant, Robert F. 2004. Environmental Governance Reconsidered: Challenges, Choices, and Opportunities. MIT Press: London*	5%

12	Students are able to explain decentralization and participation in the management of natural resources and the environment	1. Able to explain and discuss the theory of decentralization and control of natural resources 2. Able to explain and discuss decentralized models of natural resource management 3. Able to explain and discuss issues of decentralized management of natural resources and the environment 4. Community participation in managing natural resources and the environment	**Criteria:** Able to explain decentralization and participation in environmental management **Form of Assessment** : Participatory Activities	- Learning Form: Face to Face Lecture - Method: Learning Problem Based Learning 2 X 50		**Material:** Sustainable environmental development **References:** *Asdak, Chay. 2014. Strategic Environmental Assessment: The Path to Sustainable Development. Gajah Mada University Press: Yogyakarta* **Material:** Environmental policy **Reference:** *Fadli, Moh. 2016. Environmental Law and Policy. UB Press: Malang* **Material:** Integration of environmental policy **References:** *Lenschow, Andrea. 2002. Environmental Policy Integration: Greening Sectoral Policies in Europe. Earthscan Publications Ltd: London and Sterling*	5%
13	Students are able to explain decentralization and participation in the management of natural resources and the environment	1. Able to explain and discuss the theory of decentralization and control of natural resources 2. Able to explain and discuss decentralized models of natural resource management 3. Able to explain and discuss issues of decentralized management of natural resources and the environment 4. Community participation in managing natural resources and the environment	**Criteria:** Able to explain decentralization and participation in environmental management **Form of Assessment** : Participatory Activities	- Learning Form: Face to Face Lecture - Method: Learning Problem Based Learning 2 X 50		**Material:** Environmental Governance **Reference:** *Durant, Robert F. 2004. Environmental Governance Reconsidered: Challenges, Choices, and Opportunities. MIT Press: London*	5%

14	Students prepare and present pollution prevention and control policy papers; conservation and biodiversity; climate change; renewable energy; transportation; agriculture	1. Able to explain and discuss the substance of the disaster problem which is used as the topic of the paper 2. Able to explain and discuss disaster management activities at the pre, during and post-disaster stages according to the topic of the paper 3. Able to explain and discuss the impact of disasters (according to the topic) on public health	**Criteria:** Able to prepare environmental policy recommendations **Form of Assessment** : Participatory Activities	- Learning Form: Face to Face Lecture - Method: Learning Problem Based Learning 2 X 50		**Material:** Environmental Governance **Reference:** *Durant, Robert F. 2004. Environmental Governance Reconsidered: Challenges, Choices, and Opportunities. MIT Press: London*	5%
15	Students prepare and present pollution prevention and control policy papers; conservation and biodiversity; climate change; renewable energy; transportation; agriculture	1. Able to explain and discuss the substance of the disaster problem which is used as the topic of the paper 2. Able to explain and discuss disaster management activities at the pre, during and post-disaster stages according to the topic of the paper 3. Able to explain and discuss the impact of disasters (according to the topic) on public health	**Criteria:** Able to prepare environmental policy recommendations **Form of Assessment** : Participatory Activities	- Learning Form: Face to Face Lecture - Method: Learning Problem Based Learning 2 X 50		**Material:** Sustainable environmental development **References:** *Asdak, Chay. 2014. Strategic Environmental Assessment: The Path to Sustainable Development. Gajah Mada University Press: Yogyakarta* **Material:** Environmental Governance **Reference:** *Durant, Robert F. 2004. Environmental Governance Reconsidered: Challenges, Choices, and Opportunities. MIT Press: London*	5%
16	Students are able to answer UAS questions well	Able to answer UAS questions	**Criteria:** Weight of question no. 1 to 5 = 100 **Form of Assessment** : Test	Final Semester Exam 100 minutes		**Material:** Environmental Governance **Reference:** *Durant, Robert F. 2004. Environmental Governance Reconsidered: Challenges, Choices, and Opportunities. MIT Press: London* **Material:** Sustainable environmental development **References:** *Asdak, Chay. 2014. Strategic Environmental Assessment: The Path to Sustainable Development. Gajah Mada University Press: Yogyakarta*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%

2.	Practice / Performance	20%
3.	Test	30%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.