

## Planning Administration and Ethics

**URP 6061 – Section 4387 – Spring 2016**

**Tuesdays 1:55 PM - 3:50 PM and Thursdays 3:00 PM - 3:50 PM**  
**ARCH 439**

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Office by appointment

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This course provides students with a working knowledge of administrative, managerial, and career aspects within organizations and social networks. Another intent is to examine the ethical decision-making frameworks, in theory and practice, within which planners carry out their day-to-day responsibilities and relate to the wider world.

To accomplish these aims, we examine questions relating to the theory of organizations and bureaucracies and their practices, the perceived and real roles of planners in those entities, and the way power is organized and wielded. We explore how information is used and misused, and how values are incorporated into decision making. In addition, we look at linkages among management, budgeting, and planning, issues related to citizen participation, and the problem of innovation within public agencies.

Although the course concentrates on local level planning administration, we also discuss planning administration in regional, state, and national contexts. Using examples from speakers' presentations, we also explore the roles of the private planning consultant, and planners in non-profit and for-profit organizations. The course will provide practical examples against which students may test theoretical and conceptual models of planning practice and ethical behavior.

While students from other departments may register for this course, first priority for seats goes to URP students.

### **Course Format**

The course has a Canvas eLearning site that contains course readings, presentations, assignments, grades, and additional resources.

The course subject matter is foundational, while also being contemporary and reflective. The course format fits the subject matter and includes a mix of presentations (instructor, guests, students – individual and groups), discussions, in-class small group activities, and outside-class research and writing assignments supported by assigned readings.

This syllabus is subject to minor change with advance notice to students.

Four textbooks and major readings are required:

- Center for Building Better Communities. 2011. *Florida Planning Officials Handbook*. University of Florida. (Available on Canvas)
- Zucker, Paul C. 2007. *The ABZ's of Planning Management, 2nd Edition*. West Coast Publishers.
- Susskind, Lawrence E., and Jeffrey L. Cruikshank. 2006. *Breaking Robert's Rules: The New Way to Run Your Meeting, Build Consensus, and Get Results*. New York: Oxford University Press.
- Barrett, Carol D. 2001. *Everyday Ethics for Practicing Planners*. Chicago: American Planning Association.

### Assignments and Grading

<b>Assignment</b>	<b>Instructions</b>	<b>% of grade</b>
<i>Attendance, reading</i>	Come to class on time, prepared, and fully engage	15%
<i>Website hunt</i>	Online scavenger hunt of professional websites	5%
<i>Resume</i>	Develop a useable resume that you can present to an employer	5%
<i>Informational interview</i>	Interview a planning professional to inquire about their job and career; write a report	10%
<i>Midterm exam</i>	Take home short essay exam based on course readings and classes	15%
<i>Public meeting</i>	Attend and document one public meeting on a planning issue	10%
<i>Lay presentation</i>	Present a planning issue to a lay audience, and give feedback to others	10%
<i>Ethical vignette</i>	Create and act out in class a group ethical vignette; write an individual essay	10%
<i>Final exam</i>	Comprehensive take home exam short essay based on course readings and classes	20%

An “A” grade requires demonstration of a solid understanding and application of the course readings, presentations, and other materials, insights and synthesis of topics that come from reflection, independent research (if assigned), and analysis, ability to work in small groups, clear and compelling writing/presentation, proper reference citations, and timely submittal. A “B” grade is basically sound, but has a deficiency in at least one of the categories above. A “C” or lower grade has significant deficiencies.

*Late assignments* will be marked down 10% of the total grade if they are not turned in by the deadline, and then an additional 10% for each week they are late (including weekends). *Missed class* and *makeup work* are allowed with acceptable, documented, and prompt reasons for absence:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. The terms of making up missed work will be determined by the instructor in discussion with the student. Communicate with me regarding late assignments and class absences ASAP.

The relationship between letter grades and numeric grades is: A ( $\geq 93.0$ ), A- ( $\geq 90.0$ ), B+ ( $\geq 87.0$ ), B ( $\geq 83.0$ ), B- ( $\geq 80.0$ ), C+ ( $\geq 77.0$ ), C ( $\geq 73.0$ ), C- ( $\geq 70.0$ ), D+ ( $\geq 67.0$ ), D ( $\geq 63.0$ ), D- ( $\geq 60.0$ ), and E ( $< 60.0$ ). Where A=4.0, A-=3.67, B+=3.33, B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, E=0.0.

### **Accommodation for Students with Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation and assistance with providing reasonable accommodation.

### **Student Honor Code and Academic Honesty**

Students MUST follow the University's Honor Code, which includes issues of cheating, plagiarism, and honesty. Please see <http://www.correspondencestudy.ufl.edu/students/handbook/Plagiarism/PlagiarismAlert.html> for guidance to avoid plagiarism and other Honor Code violations. *I will screen all assignments for plagiarism using the text-matching Tools Turnitin (<http://turnitin.com/static/index.html>)*. Students must submit work that is original to this course, i.e., not the student's work from another course (unless it is used as a reference and properly cited).

### **About Professor Frank**



I am an assistant professor in the Department of Urban and Regional Planning. I specialize in collaborative and adaptive planning processes, especially for ecosystem/watershed management, regional sustainability, and rural stewardship. Recent research projects include evaluating collaborative planning for Everglades restoration, identifying state policies that influence regional transportation planning, and conducting sea level rise adaptation planning in Florida. I formerly worked as a consultant, and as an environmental engineer for a large manufacturing company. I have a doctorate in City and Regional Planning from Georgia Tech in Atlanta and a master's degree in Community and Regional Planning from the University of Oregon. My undergraduate majors were chemical engineering and mathematics.

**SCHEDULE**

DATE	TOPICS	ASSIGNMENTS
<b>Week 1</b> 1/5,7	<b>Course Overview and Class Introductions</b>	<ul style="list-style-type: none"> <li>• Begin               <ul style="list-style-type: none"> <li>○ Website scavenger hunt (Module 1 reading)</li> <li>○ Resume</li> <li>○ Module 2 reading</li> </ul> </li> </ul>
<b>MODULE 1: PLANNING PROFESSION</b>		
<b>Module 1 Reading</b> <ul style="list-style-type: none"> <li>• <a href="https://www.planning.org">https://www.planning.org</a>, <a href="http://www.planetizen.com">http://www.planetizen.com</a>, and <a href="http://www.floridaplanning.org">http://www.floridaplanning.org</a></li> </ul>		
<b>Week 2</b> 1/12,14	<b>Planning Careers</b>	<ul style="list-style-type: none"> <li>• <b>Website scavenger hunt due (Thu)</b></li> </ul>
<b>Week 3</b> 1/19,21	<b>AICP Exam, Professional Networking</b> APA Florida Conference This Week in Hollywood, FL, 9/8-11	<ul style="list-style-type: none"> <li>• <b>Resume due (Tue)</b></li> </ul>
<b>MODULE 2: PLANNING INSTITUTIONS AND ACTORS</b>		
<b>Module 2 Reading</b> <ul style="list-style-type: none"> <li>• <i>Florida Planning Officials Handbook</i></li> </ul>		
<b>Week 4</b> 1/26,28	<b>Political, Legal and Scientific Bases for Planning</b>	<ul style="list-style-type: none"> <li>• <b>Module 2 reading due</b></li> <li>• Begin Module 3 reading</li> <li>• Receive               <ul style="list-style-type: none"> <li>○ Informational interview assignment</li> <li>○ Public meeting assignment</li> </ul> </li> </ul>
<b>Week 5</b> 2/2,4	<b>State Law and Planning Departments, Agencies, Non-Governmental Planning Actors</b>	
<b>MODULE 3: ADMINISTRATION</b>		
<b>Module 3 Reading</b> <ul style="list-style-type: none"> <li>• <i>ABZs</i></li> </ul>		
<b>Week 6</b> 2/9,11	<b>Public Administration</b>	<ul style="list-style-type: none"> <li>• <b>Module 3 reading due</b></li> <li>• Begin module 4 reading</li> </ul>
<b>Week 7</b> 2/16,18	<b>Budgeting and Proposals</b>	
<b>Week 8</b> 2/23,25	<b>Project Management</b>	<ul style="list-style-type: none"> <li>• <b>Informational interview due (Tue)</b></li> </ul>
<b>Week 9</b>	<b>Midterm Review</b>	<ul style="list-style-type: none"> <li>• Receive take-home midterm exam</li> </ul>

3/1,3	Spring Break (Take-home exam)	
<b>MODULE 4: COMMUNICATION AND NEGOTIATION</b>		
<b>Module 4 Reading</b> <ul style="list-style-type: none"> <li>• <i>Breaking Robert's Rules</i></li> </ul>		
<b>Week 10</b> 3/8,10	<b>Professional Relationships, Effective Meetings</b>	<ul style="list-style-type: none"> <li>• <b>Midterm exam due (Tue)</b></li> <li>• <b>Module 4 reading due</b></li> <li>• Begin module 5 reading</li> <li>• <b>Public meeting assignment due (Thu)</b></li> <li>• Receive lay presentation assignment</li> </ul>
<b>Week 11</b> 3/15,17	<b>Collaboration, Negotiation, and Public Engagement</b>	
<b>Week 12</b> 3/22,24	<b>Lay Presentations</b>	<ul style="list-style-type: none"> <li>• <b>Lay presentation due (Tue)</b></li> <li>• Receive ethical vignette assignment</li> </ul>
<b>MODULE 5: ETHICS</b>		
<b>Module 5 Reading</b> <ul style="list-style-type: none"> <li>• <i>Everyday Ethics</i></li> </ul>		
<b>Week 13</b> 3/29,31	<b>AICP Code of Ethics</b>	<ul style="list-style-type: none"> <li>• <b>Module 5 reading due</b></li> </ul>
<b>Week 14</b> 4/5,7	<b>Ethical Vignettes</b> Class Tuesday, Holiday Thursday	
<b>Week 15</b> 4/12,14	<b>Ethical Vignettes</b>	<ul style="list-style-type: none"> <li>• <b>Ethical vignette performed (Tue/Thu)</b></li> <li>• <b>Ethical vignette essay due (Tue)</b></li> </ul>
<b>COURSE REVIEW</b>		
<b>Week 16</b> 4/19	<b>Final Review</b> Class Tuesday, No Class Thursday	<ul style="list-style-type: none"> <li>• Receive take-home final exam</li> </ul>
<b>Week 17</b>	<b>Finals</b>	<ul style="list-style-type: none"> <li>• <b>Take-home final exam due at scheduled exam time</b></li> </ul>