

## URP 6341 (Section 04D7) – Urban Planning Project

**Class Meet:** Tuesdays and Thursdays, periods 5-7, 11:45 am – 2:45 pm

**Classroom:** FAC 202

**Instructors:** Dr. Ruth Steiner, office Arch 458, tel. (352) 294-1492, [rsteiner@ufl.edu](mailto:rsteiner@ufl.edu), Office Hours: Wednesday 2:00 – 4:00 pm or by appointment. Office hours will take place in person or via [Zoom](#).

Dr. Emre Tepe, office Arch 444, tel. (352) 294-1487, [emretepe@ufl.edu](mailto:emretepe@ufl.edu), Office Hours: Thursday 3:00 – 5:00 pm or by appointment. Office hours will take place in person or via Zoom. Please sign up for an available time slot using the following link: Office hours.

**Credits:** 6

**Prerequisites:** None; however, students are expected to have completed one semester of courses in Urban and Regional Planning or other departments of the College of Design, Construction and Planning

**Attendance:** Mandatory, on time

**Field visits:** Site visits may be required to understand the context of

**Resources:** See “*References & Resources*” section

**Course format:** The course will be taught in the classroom based on the schedule below. All material will be posted on e-Learning at: <https://ufl.instructure.com/courses/515887>

**Description:** Providing affordable housing and equity in transportation are major challenges in our modern urban areas. Various factors affect the severity of conditions, and conditions are not homogeneously distributed across the nation. Urban planners play a key role in finding solutions for these challenges. The main goal of this Urban Planning Project will be to develop a community plan that provides equitable opportunities and benefits through affordable house policies and multimodal transportation services to the residents of a neighborhood in Jacksonville. We plan to engage with community organizations in this project to understand the existing challenges and potentials. We will work with Local Initiative Support Corporation (LISC) at Jacksonville on this project. They have substantial experience working with community members to transform local neighborhoods into healthy, sustainable communities. Both LISC and other community organizations we plan to engage can provide invaluable information for planners.

## **Course Objectives**

This course will use the city of Jacksonville neighborhoods to explore the ideas of working with the LISC Jacksonville to understand the opportunities for affordable housing and alternative transportation services for all city residents.

The purpose of this course will be to understand opportunities for Jacksonville to enhance affordable housing and multimodal transportation services to support the needs of low-income households. The issue now is: given existing conditions and the information and resources available, how can we best identify and address the needs in the community? The class will first review and assess pertinent planning documents and support materials. The studio's work will then turn toward outlining a proposal to address development pressures, opportunities, and challenges. This activity will include developing a work plan, assessing data and planning materials, identifying opportunities and constraints, designing specific alternatives and supporting rationales, and recommending a course of action for the city to follow to address the needs for service accessibility and housing affordability.

The studio will be organized as a series of exercises that eventually lead to the development of a report supporting and outlining specific recommendations as outlined above. Thus, the final product of this course will be a professional quality group report. This document will include several sections that will be developed throughout the semester by each student (individually and in groups): (1) background and inventory; (2) policy and plan review; (3) opportunities and constraints; (4) assessment of best practices; and (5) a plan outlining viable funding sources, responsible agencies, and a timeline for implementation based on assessment of planning documents and fieldwork. Each section will include both written and visual components. Students will also be required to present the final recommendations in a public meeting at the end of the semester to the community, city planners, and other interested parties.

## **Structure of the Course**

The purpose of this course is for students to complete an urban planning project. Thus, this course will focus on doing planning rather than learning about doing planning. This course will be run as a workshop, and students will be actively involved in developing the agenda and the course products. The instructors will function as the project managers on this planning project, and the students will be the project team. Thus, students will participate in making decisions as a group on the roles taken in the group. The instructors will provide a basic structure and a set of requirements for each of the assignments, which will require some combination of written, visual, and oral presentations. The class meeting times will be used for sharing information and for members to coordinate activities, work on aspects of the project, and review progress.

## **Student Responsibility and Grading**

The most important requirements for the course are CLASS ATTENDANCE and CLASS PARTICIPATION. Because much of the work in this class is accomplished during class meetings, your attendance and participation are crucial. You will be allowed one unexcused absence from class during the semester. With your second unexcused

absence, your grade may be lowered by one grade. Additional absences above the second unexcused absence may justify expulsion from the class and a failing grade.

The class is currently scheduled to meet on Tuesdays and Thursdays from 11:45 am to 2:45 pm. Because this class involves significant group work, additional meeting times may be required to complete the course assignments.

The final product of this course will be a report that documents the plans of this studio to address the need for affordable housing and equitable transportation. While Jacksonville and the surrounding area will be the course's primary focus, we may need to consider the broader community to understand the nature of these relationships. This document will include several sections that will be developed throughout the semester: (1) background and inventory; (2) policy and plan review; (3) opportunities and constraints; (4) assessment of best practices applicable to the area; and (5) final recommendations. This document will include both written and visual presentations for each section. Students will also be required to present the final plan in a public meeting at the end of the semester.

Each student will prepare four assignments and then work together in a group to produce the final document. Because it can sometimes be difficult to separate individual effort from the overall group effort, each student will also be required to keep a journal of all their work in the course. The individual notebook will log the activities in which each student engages throughout the semester, as the title suggests. Thus, the individual notebook should include the observations of the student, documentation of telephone calls, class discussions, and interviews, draft ideas used to develop the conceptual design, notes from attending meetings, and all other items related to the project. We will also explore the use of a credit statement for each of the assignments. Increasingly, when your professors and others publish in academic journals, they are asked to make a statement about the contributions of each of the authors. The group participation portion of the grade will include participation in activities that the group determines necessary to gather information for use in the preparation of the draft, final report, and presentation. Examples include scheduling speakers, preparing drawings, interviewing experts, and other activities to support the development of a plan to address transportation access and housing affordability.

Grades will be based on the four assignments, the journal, and the final report and presentation. The final document will be completed in two parts: a draft of the background, policy, and plan review, and the opportunities and constraints will be required following the completion of that section of the course. The final report will be required at the end of the course.

<u>Assignment 1</u> : Background and Inventory (group)	10%
<u>Assignment 2</u> : Policy and Plan Review (group and individual)	10%
<u>Assignment 3</u> : Book assignment (individual)	5%
<u>Assignment 4</u> : Opportunities and Constraints (individual)	10%
<u>Assignment 5</u> : Assessment of Applicable Best Practices with proposed infill concepts for the area (group)	5%

Written Draft of Background, Policy and Plan Review, and Opportunities and Constraints	10%
<u>Assignment 6</u> : Final Report and Presentation (group)	30%
Group Participation*	10%
Individual Notebook/Contribution	10%

\*A portion of this grade will be based on input from other members of the class. The rest will be based upon class participation and observations of the instructors about the participation of each student in the overall group effort.

We expect that all graduate students should be able to accomplish the basic requirements for the course—a “B” grade, but do not hesitate to mark lower when the student does not meet a minimal standard for graduate-level work. “A” grades require performance beyond the minimum or average—e.g., quality, depth, synthesis of ideas, originality, or creativity. Meeting deadlines matters too! Even though deadlines differ individually, each must be honored, or the grade will be lowered accordingly. The University of Florida allows us to give the following grades: “A”, “B+”, “B”, etc.

**University of Florida grading scale**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
% Range	>93	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60				
Grade Point	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0

**Non-Punitive Grades (not counted in GPA)    Failing Grades (counted in GPA)**

- |                    |                       |                        |
|--------------------|-----------------------|------------------------|
| W – Withdraw       | N – No grade reported | NG – No grade reported |
| U – Unsatisfactory | E – Failure           | I – Incomplete         |
| H - Deferred       | WF – Withdrew Failing |                        |

**Class Participation Considerations**

Students will be expected to be prepared for class and participate in the class discussion and deliberations. The following rules apply to the discussion in class:

- Be critical of ideas, not people
- Listen to everyone’s ideas even if you do not agree
- Try to understand all sides of an issue
- Talk through issues, do not try to change other’s minds
- Stay focused; stick to the subject
- Avoid overly long stories, anecdotes, or examples
- Do not dominate the conversation; let all participate
- Remember there are no right answers; most policies involve tradeoffs.

In summary, good participation requires careful listening, responding, asking questions, and making comments to others in the classroom. If you are not comfortable talking in class, try to talk to the instructors during office hours.

Working in a group requires the organization of activities involving all group members. The following reference will be helpful in facilitating effective group work:

### **Resources on Systems Thinking**

- Donella Meadows, *Leverage Points: Places to Intervene in a System* & *Dancing with Systems*
- From Banks & Tanks to Caring & Cooperation: A Strategic Framework for a Just Transition, Movement Generation

### **Levels of Involvement in Decision-Making Processes**

- Detailed Description of the Levels of Involvement in Decision-Making Processes
- Factors to Consider in Choosing a Level of Involvement

Electronic technology (laptops, tablets, cellphones, etc.) are a part of our daily activities. The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, students should plan to minimize the interference of technology in the classroom. Students will turn off cellphones and other handheld, tablets, and other devices that are not a direct part of the educational experience in the classroom. Students can use laptops, tablets, and other devices they are used to take notes related to the class discussion. Any student who misuses technology may receive a lower or failing grade or be kicked out of the class. The instructors reserve the right to collect and set aside technology if it distracts from what is happening in the classroom.

### **Use of Reference Material**

In written work, the format of all references should follow the format of used by the Journal of the American Planning Association (JAPA) and based upon Publication Manual of the American Psychological Association, Sixth Edition (2010) (see also, <http://www.apastyle.org/>), and The Chicago Manual of Style, 16th Edition (see also, <http://www.chicagomanualofstyle.org/home.html>). This method is called the author-date system. Citations should appear in the text as follows: (Giuliano & Hanson, 2017) when using an idea from the text; or (Hanson, 2017: 10) when using a specific quote on the indicated page (in this case, page 10). A good source of information on the APA format can be found on the website of the Writing Center at the University of Wisconsin – Madison: <http://writing.wisc.edu/Handbook/DocAPA.html>, under the “Frequently Asked Questions” about the APA Style at: <http://www.apastyle.org/learn/faqs>, and through the “Style Guide Resources” link on the UF Library page (<http://www.uflib.ufl.edu/tutorials/research.html>). Students from departments other than Urban and Regional Planning may use a commonly accepted format for citations from their own field; please discuss this option with the instructors before using other citation formats in assignments.

### **Assistance for Writing Papers**

The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (<http://cwoc.ufl.edu>), the University Writing Program

(<https://writing.ufl.edu>), and the Smathers Library (<http://www.uflib.ufl.edu/tutorials/research.html>) at the University of Florida can assist you in different aspects of writing. You can use the Writing Center to get one-on-one help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. The Dial Center provides assistance on oral communications through their Public Speaking Lab. Library Support (<http://cms.uflib.ufl.edu/ask>) provides a variety of resources on conducting research through a variety of methods (e.g., chat, text, email, and phone).

Many other universities offer online handbooks on writing. The following are particularly useful: the University of North Carolina at Chapel Hill (<http://writingcenter.unc.edu/handouts/>), the University of Wisconsin (<https://writing.wisc.edu/handbook/>), and Purdue University (<http://owl.english.purdue.edu/>). The following handouts is particularly helpful while editing papers; <http://writing.wisc.edu/Handbook/CommonErrors.html> and <https://writing.wisc.edu/handbook/style/>. The online handbooks described above discuss many aspects of writing papers. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please see the instructors.

### **Teaching Philosophy**

The assignments of this course and all the courses that we teach have been designed to allow students to practice the kinds of skills they will use as planning professionals. In particular, this course is designed to introduce students to how to work on urban planning problems. The exercises, and the structure of the course itself, have been designed to develop the following skills that can be important to professional practice: (1) *data collection and analysis*; (2) *verbal, written, and visual communication skills*; (3) *critical problem solving*; (4) *creativity*; and (5) *working in groups*.

During the early part of the semester, students will gather and review a variety of written information related to the area of study (such as planning documents, regulations, etc.). They will also observe the existing conditions in the area. Using this information, they will conduct an analysis to gain an understanding of the opportunities and constraints and development activity in the area. Students will develop their verbal, written, and visual communication skills throughout the semester. Each student will make at least three presentations to members of the class and invited guests who will assist in interpreting the meaning of the data and the understanding of the conceptual designs. While the instructors recognize that not all students are well skilled in visual representation, we will encourage you to try, and allow you to emphasize your other skills throughout the course. Each student will be asked to exercise their *critical problem-solving skills and creativity* throughout the course to solve those problems. Students will need to challenge the assumptions of what can and cannot be accomplished in their selected areas, and they need to think broadly and creatively about how to solve some the challenges in their area. Finally, students will learn how to work in groups. Throughout the semester, students will need to organize their activities in the course to take advantage of the existing skills of course members to accomplish the agreed upon goal. At the same time, students need to feel free to develop skills in

areas where they are not comfortable. Thus, the challenge becomes one of balancing the need to develop new skills with the needs of the group to complete aspects of the project efficiently.

Consistent with the expectations of professional conduct in this course, all final written assignments must be typed. In the journal, handwritten notes of meetings, interviews, observations, and other drafts of concepts will be accepted.

### **Changes**

As the course develops, we may make changes in the readings or assignments, and scheduling. If there are theories, issues, readings, or speakers that you want included in this course, please let us know. This is your course, and we will make time for ideas, within the limits of reason and time.

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

Students MUST follow the University's policy regarding cheating and the use of copyrighted materials. Please consult the graduate catalog or visit <http://www.dso.ufl.edu/stg/> for more information.

### **Help for Student/Accommodations for Students with Disabilities**

The instructors will respect the needs for accommodations for students with disabilities consistent with the University's policy on such accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructors when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. We are happy to provide reasonable accommodations for students who register with the DRC and ask that students inform the instructors of any request no later than the end of the second week of the course.

At times students may experience periods of increased stress when challenges related to decisions, goals and relationships arise. Often these experiences are accompanied by thoughts and emotions that produce sadness, anxiety, frustration, anger, and confusion. If you are experiencing excessive stress in your life that are affecting your ability to meet the deadlines for this course, please speak to the one (or both) of the instructors or contact the Counseling and Wellness Center (<http://www.counseling.ufl.edu/cwc/Default.aspx>; (352) 392-1575) to make an appointment or contact the University Police Department at 352-392-1111 or 911 for emergencies. If you observe or know of anyone in distress, please reach out to U Matter, We Care ([www.umatter.ufl.edu](http://www.umatter.ufl.edu)), 352-294-CARE (2273) or #UMatterUF

### **College of Design, Construction and Planning – Spray Painting Policy**

Spray painting or the use of any other sort of aerosol spray is not allowed in the Architecture Building, Rinker Hall, or Fine Arts C, except within the spray booth in Room 211 of Fine Arts C. Students found in violation of this policy will be referred to the Dean

of Students for disciplinary action.

## **References & Resources**

### **Textbook:**

- Shane Phillips (2020) *The Affordable City: Strategies for Putting Housing Within Reach (and Keeping it There)*, Island Press, ISBN-10: 1642831336.
- Karen Lucas, Karel Martens, Florida Di Ciommo, and Ariane Dupont-Kieffer (Ed.) (2019) *Measuring Transport Equity*, Elsevier Inc. ISBN: 978-0-12-814818-1. DOI: <https://doi.org/10.1016/C2017-0-01787-1>

### **Readings:**

In addition to the required textbook, we have identified the following sources that will be helpful in the course and have requested that the Architecture and Fine Arts Library order them:

Barth, B. (2019) *Smart Cities or Surveillance Cities?* American Planning Association, retrieved from: <https://www.planning.org/planning/2019/mar/smartcities/>

Bureau of Business and Economic Research (BEER) (2018). *Understanding Racial Inequity in Alachua County*. Retrieved from: <https://www.bebr.ufl.edu/economics/racial-inequity>

Center for Neighborhood Technology (CNT). *H + T Index*. Retrieved on August 16, 2024, from <https://htaindex.cnt.org/>.

Democracy Collaborative. (n. d.) *Overview: Anchor Institutions*. Retrieved on August 16, 2022, from <https://community-wealth.org/strategies/panel/anchors/index.html>.

Litman, T. (2021, December 17). *Transportation Affordability Evaluation and Improvement Strategies*. <https://www.vtpi.org/affordability.pdf>

Markusen, A., & Nicodemus, A. G. (2014). *Creative placemaking: how to do it well*. *Community Development Investment Review*, 2, 35-42. <http://www.petkovstudio.com/bg/wp-content/uploads/2017/03/creative-placemaking-how-to-do-it-well.pdf>

National League of Cities (NLC) (2024, February 21). *Balancing Housing Supply and the Risk of Displacement*. <https://www.nlc.org/article/2024/02/21/balancing-housing-supply-and-the-risk-of-displacement/>

National League of Cities (NLC). (2024, January 20). *Linking Housing and Transportation for Successful Communities*. <https://www.nlc.org/article/2024/01/10/linking-housing-and-transportation-for-successful-communities/>



National Low-Income Housing Coalition. (n. d.) Working to End Homelessness and Housing Poverty. Retrieved on August 12, 2019, from: <https://nlihc.org/>

Pena, J. (2021, December 21). Creative Placemaking for Community Health. <https://planning.org/blog/9227251/creative-placemaking-for-community-health/>.

United States Department of Transportation (USDOT). (2015, August 24).

United Way of Florida. (n. d.) ALICE (Asset Limited, Income Constrained, Employed). Retrieved on August, 16 ,2024, from <https://www.uwof.org/alicer>

### **Web Resources**

- University of Florida (Library homepage): <http://www.uflib.ufl.edu>
- VPN connection (Off campus access): <https://connect.ufl.edu/it/wiki/Pages/glvpn.aspx>
- Library Tools and Mobile Apps (smart phones, RSS feeds, etc.): <http://www.uflib.ufl.edu/tools>

### **Computer & Software Resources**

#### **1. Canvas (e-Learning)**

This course will be taught in the classroom. The course will be supplemented with online support provided by e-Learning in Canvas. The Canvas system will be used to post all course materials - lectures, assignments, readings, grades, and other materials. Canvas can be accessed at <https://elearning.ufl.edu/>

*\*For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at: [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu) or (352) 392-HELP - select option 2 or <https://lss.at.ufl.edu/help.shtml>*

*\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor(s) within 24 hours of the technical difficulty if you wish to request a make-up.*

#### **2. Software**

Students are required to have a computer. The software expected to be used in this class for presentation and visualization needs include **ArcGIS, Sketchup Pro, SPSS, GIMP or Photoshop, Microsoft Word, Microsoft PowerPoint.**

It is best to have this software installed on your computer. You can obtain the software as follows:

- ArcGIS Desktop - Request a Student Copy at <https://www.geoplan.ufl.edu/software/arcgis-desktop/>
- SketchUp Make 2017 - Downloads for free at <http://www.sketchup.com/download/all>
- Gimp 2.8.18: for image/ photo editing - Downloads for free at <http://www.gimp.org/>
- Microsoft Office (Word, PowerPoint) - Downloads for free at <http://www.it.ufl.edu/gatorcloud/free-office-365-downloads/>
- Google Earth – Download for free at <http://www.google.com/earth/index.html>

This software is also available in UF Apps at <https://apps.ufl.edu/>.

*\*For any assistance with UF Apps contact UF Computing Help Desk. For any issue that happens to most students and can reproduced submit a feedback ticket at <http://info.apps.ufl.edu/feedback/>*

### 3. Learning software:

Use <https://elearning.ufl.edu/supported-services/linkedin-learning/> available for free through e-Learning.

### 4. GIS data and Aerial imagery

- Florida Geographic Data Library (FGDL): <http://www.fgdl.org/>
- Land Boundary Information System (LABINS): <http://data.labins.org/2003/>

### **Getting Help:**

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor(s) within 24 hours of the technical difficulty if you wish to request a make-up.

### **Campus Resources**

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

- *Counseling and Wellness Center:* Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department:* Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

#### Academic Resource

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* Visit the Student Honor Code and Student Conduct Code webpage for more information.
- *On-Line Students Complaints:* View the Distance Learning Student Complaint Process.

#### **COVID and other Health Considerations**

COVID and other related practices: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. COVID, and other respiratory and communicable disease present an ongoing challenge because of the need to prevent the spread of infections. In response to COVID and other diseases, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions. If you are experiencing COVID-19 symptoms (Click here for guidance from the Center for Disease Control and Prevention (CDC) on symptoms of coronavirus), follow the instructions on when to isolate/quarantine. If you are isolating/quarantining and are healthy enough to participate in class, please notify your instructors in advance of class time so that we can set up a Zoom meeting for you to join the activities. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up the work. For other students who are well, please plan to join the class in person like any other class period. The link to the Zoom meeting is NOT an invitation

to work from home. We are providing the link as a convenience for a student who needs accommodation. This is not a course with hybrid delivery.

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## **Course Schedule**

Below is a general outline of the course that includes the deadlines. As the weeks pass, we will update this schedule, including relevant public hearings and neighborhood meetings that we will urge you to attend. In addition, guest speakers and instructors will occasionally present lectures relevant to the studio's work throughout the semester. Additional reading will be assigned as we proceed throughout the semester. Thus, the schedule will become more specific as we proceed through the semester.

### **Thursday, August 22**

Introduction to the Course

### **Tuesday, August 27**

Background and Inventory

Discussion of accessing secondary data organized by Emre Tepe

Assignment 1: Background and Inventory handed out.

### **Thursday, August 29**

Background and Inventory

Presentation by Emre Tepe – Introduction to ArcGIS pro (basic procedures for preparing GIS data)

### **Tuesday, September 3**

Work Session – Background and Inventory

### **Thursday, September 5**

Work Session – discussing and reviewing data gathered.

*Florida APA Conference*

### **Tuesday, September 10**

Work Session – Background and Inventory

Presentation by TBD

### **Thursday, September 12**

In-studio presentation of Assignment 1: Background and Inventory

Assignment 2: Policy and Plan Review handed out

### **Tuesday, September 17**

Policy and Plan Review – Getting Organized

Presentation by TBD

### **Thursday, September 19**

Policy and Plan Review – Work Session

### **Tuesday, September 24**

Policy and Plan Review- Work Session

Presentation by TBD

**Thursday, September 26**

Policy and Plan Review

*Policy and Plan Review (assignment 2)* due – in-studio presentation and class discussion.

Assignment 3: Book assignment is organized.

Assignment 4: Opportunities and Constraints handed out.

**Tuesday, October 1**

Opportunities and Constraints – Getting Organized

Presentation by TBD

**Thursday, October 3**

Discussion of the course textbook in class.

Opportunities and Constraints – Work Session

**Tuesday, October 8**

Opportunities and Constraints – Work Session

Presentation by TBD

**Thursday, October 10**

In-studio presentation of Opportunities and Constraints (*Assignment 4*).

Interim presentation of Individual Proposals

Assignment 5: Assessment of applicable Best Practices handed out.

**Tuesday, October 15**

Assessment of applicable Best Practices

Presentation by TBD

**Thursday, October 17**

Best Practices – Work Session

**Tuesday, October 20**

Best Practices – Work Session

**Thursday, October 22**

In-studio presentation of Best Practices (*Assignment 5*)

Assignment 6: Final Report handed out.

**Tuesday, October 29**

Final Report – Getting Organized

Presentation by TBD

**Thursday, October 31**

Final Report – Work Session

**Tuesday, November 5**

Final Report – Work Session

**Thursday, November 7**

Final Report – Work Session

*Instructors participating in Association of Collegiate Schools of Planning conference.*

Submission deadline of the draft version of the final report is November 12, 2022

**Tuesday, November 12**

In-studio presentation of the draft version of the final report (*Assignment 6*)

Submission of the draft version of the final report

**Thursday, November 14**

Final Report – Work Session

**Tuesday, November 19**

Final Report – Work Session

**Thursday, November 21**

Run-through of the final presentation

Individual notebooks due at 4:00 pm.

**Tuesday, November 26**

Thanksgiving holiday – no class.

**Thursday, November 28**

Thanksgiving holiday – no class.

**Tuesday, November 30**

**December 2 - 4**

Final Presentation (TBD)

**Tuesday, December 10**

Final Report due at 4:00 pm.

**UF Policies:**

Student evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

Add/Drop policy: University policies on matters such as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the graduate student handbook and on the Dean of Students website.

COVID related practices: We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. COVID-19 has presented an ongoing challenge because of the changing federal, state and university requirements. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

Further, the university is monitoring the spread of monkeypox and urges people who have been exposed or who develop a rash to consult the Student Health Care Center or their private physician. For additional detail on campus policies related to COVID or monkeypox, please view the [Campus Updates](#). Please also visit [coronavirus.ufhealth.org](http://coronavirus.ufhealth.org) or the [Centers for Disease Control and Prevention website](#) for additional information on both viruses. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), follow the instructions on [when to isolate/quarantine](#). If you are isolating/quarantining and are healthy enough to participate in class, please notify your instructors in advance of class time so that we can set up a Zoom meeting for you to join the activities. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies.](#)