

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT <b>SCHOOL OF URBAN AND REGIONAL PLANNING</b>	COLLEGE <b>COLLEGE FOR DESIGN AND SOCIAL INQUIRY</b>
COURSE PREFIX AND NUMBER <b>URP 6920</b>	CURRENT COURSE TITLE <b>PLANNING WORKSHOP</b>
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) <b>Fall 2016</b>	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO:  CHANGE PREFIX FROM:            TO:  CHANGE COURSE NO. FROM:        TO:  CHANGE CREDITS <sup>2</sup> FROM: 1-3        TO: 3  CHANGE GRADING FROM:            TO:  CHANGE DESCRIPTION TO:  <b>NOTE: THIS CHANGE REFLECTS THE FACT THAT THIS COURSE IS ALWAYS OFFERED FOR 3 CREDITS.</b>	CHANGE PREREQUISITES/MINIMUM GRADES TO*:   CHANGE COREQUISITES TO*:   CHANGE REGISTRATION CONTROLS TO:   *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
<b>Faculty contact, email and complete phone number:</b> <b>Steven Bourassa, Director, School of Urban and Regional Planning, sbourassa@fau.edu, (561) 297-4164</b>	<b>Attach syllabus for ANY changes to current course information.</b>
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here:  N/A	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>  N/A

<b>Approved by:</b> Department Chair: <u>Steven C Bourassa</u> <small>Digitally signed by Steven C Bourassa                  DN: cn=Steven C Bourassa, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=sbourassa@fau.edu, c=US                  Date: 2016.02.03 17:27:45 -05'00'</small> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>Wesley Hawkins</u> <small>Digitally signed by Wesley Hawkins                  DN: ou=Wesley Hawkins, o=FAU, cn=Wesley Hawkins, email=whawkins@fau.edu, c=US                  Date: 2016.02.26 09:14:38 -05'00'</small> UGPC Chair: <u>Wm J McDaniel</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	<b>Date:</b> <u>2-9-16</u> <u>3/2/16</u> <u>2-9-16</u> <u>3-2-16</u> <u>3-2-16</u> _____ _____	<ol style="list-style-type: none"> <li><b>1. Syllabus</b> must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></li> <li><b>2. Review Provost Memorandum: Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></li> <li><b>3. Consent</b> from affected departments (attach if applicable)</li> </ol>
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting.

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Florida Atlantic University  
College of Design and Social Inquiry  
School of Urban and Regional Planning

# URP 6920

## PLANNING WORKSHOP

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Fall 2016  
Wednesdays 7:10 PM – 10:00 PM  
AUGUST 24 – November 29, 2016  
Classroom: TBD  
3 Credit Hours

Frank Schnidman  
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Office Hours: By Appointment

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## Overview

Fall 2016 Planning Workshop is a graduate course that builds upon the foundation each student has received relating to the planning process as it is applied during urban development, redevelopment and revitalization. The class sessions, guest speakers and assigned work will explore the issues, challenges and opportunities associated with community redevelopment and economic development, as well as the urban planning and land development regulation concepts that foster and regulate those activities.

Fall 2016 Planning Workshop focuses on the Florida experience with Community Redevelopment Agencies (CRAs) established under Florida Statute. Lectures and assignments will concentrate on the framework for redevelopment espoused by specific public policies, and concentrate on the tools and techniques available under State law and local ordinance, and public/private and private programs that implement Community Redevelopment Plans designed to alleviate slums and blight. Federal programs are reviewed, but only to the extent they are implemented through state and local government. Selected examples of land use, environmental and economic development programs that impact residential, commercial and industrial uses will be examined. Selected state and local studies and visioning efforts will also be reviewed.

Each student shall select a specific CRA as the topic of his or her required Case Study paper. The Professor will provide a list of CRAs from which each student will make their selection. In addition to the Case Study paper, each student shall prepare a Power Point presentation covering his or her CRA. The Professor will distribute a template for the Case Study paper outlining the key points that should be covered and a template for the Power Point presentation. It is critically important to understand that the assigned Case Study paper is to be analytical in nature and must include references to personal interviews as well as a bibliography of all relevant CRA documents reviewed. What is expected is an opinion about the strengths and weaknesses of the projects and programs of the CRA in relation to the Goals and Objectives of their Redevelopment Plan, an analysis that must include extensive research of previous annual reports and annual budgets and audits.

Once a student has selected their CRA, the Professor will make the initial introduction of the student to the CRA staff, allowing the research process to proceed in an effective and efficient manner.

## Class Organization

Attendance is very important and participation in discussion and question and answer sessions is critical. Class work will include, but is not limited to, lectures, discussion of assigned readings and newspaper articles, guest speakers, class exercises and question and answer sessions. In addition, students will work individually and in groups on the Case Study paper assignment and power point presentation of the specific CRA they select to investigate.

Each student must also fill out a provided Student Information Sheet and submit a current copy of their resume.

In addition, each week, for class sessions 7 (October 5) to 11 (November 2) inclusive (5 sessions), each student shall be responsible for bringing to class a significant historical or

## Materials

The required readings for the course will be provided by the professor and include:

- 1). Florida Statutes Chapter 163, Part III, Community Redevelopment, Sections 163.330-163
- 2). University of Florida Levin College of Law, Center for Government Responsibility, Conservation Clinic, *City Beautiful: Establishing Community Redevelopment Areas in Florida* (2006)
- 3). Monroe, William O., Auditor General, State of Florida, *Local Government Financial Reporting System Performance Audit*, Community Redevelopment Agencies, Report No. 2006-186 (June 2006)
- 4). Brown, Keely N., *Community Redevelopment Agencies: An Analysis of Policy Options* (2004)
- 5). Redevelopment Management Associates, *CRA Impact Study* (2013)

In addition to the above readings, a substantial amount of Internet and library research will be assigned. Students will be responsible for the copying costs of selected materials that should be given to the Professor. In addition, students will be required to find and print materials from the Internet, as well as copy materials necessary for their research. Students should be prepared to report on the results of their research at each class session.

In addition to the 5 required readings, there will be a Supplemental Reading List made up of a number of documents recommended by Planning Workshop students that are discovered during case study paper research and are felt to be applicable to the concepts being investigated generally, and not

recent newspaper article that specifically deals with their selected CRA. A HARD COPY of this article, with proper citation, highlighted portions, and legibly signed by the student and dated, must be handed in EACH WEEK by each student. Each student should also retain a copy of their article as well as be prepared to discuss it in class. A selected number of these articles will be discussed each week. Student issues with absences, incompletes, or late assignments will be dealt with on an individual basis by the Professor, and may have an impact on grading.

## Guest Lecturers

During the semester a number of guests will attend class to both present information and to serve as a resource. These guest lecturers are individuals who are actively engaged in community development and redevelopment, and will provide “real world” observations of the challenges and opportunities of different approaches to community redevelopment.

## Course Objectives

Students successfully completing this course will gain a detailed understanding of the operations of CRAs in the urban redevelopment and revitalization process. Through the lectures, course assignments and guest lecturers, the students will be exposed to the urban redevelopment goals, objectives and policies of Florida local governments, and the issues and challenges they face in the implementation of policy and programs. This exposure and the preparation of their CRA Case Study paper and Power Point will result in the ability to apply the tools and techniques covered in class to real world situations the students will face once on the job as planning professionals.

## Performance Evaluation

The grade each student may earn in this course will be based upon the following criteria:

Class Participation:	20%
CRA Case Study Paper:	50%
Case Study Power Point:	30%
Total points possible for the course:	100

## Code of Academic Integrity Policy Statement

Students at FAU are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

specifically related to an individual CRA.

## Milestones

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**September 7, 2016**

Student selection of their CRA for Case Study analysis

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**Classes 7 to 11 (5 Sessions)**

Submission of hard copy of relevant newspaper articles.

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**October 19, 2016**

Submit draft Case Study

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**November 16 and 23, 2016**

All students submit Case Study papers November 16. Power Point presentations November 16 and 23.

## Student Accessibility Services

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures (see <http://www.fau.edu/sas/> for procedures and forms).

## Student Success Resources

If you read the book, take good notes, study for quizzes, and read the assignment instructions closely, you should succeed. If you are having problems reading assignments, or having difficulty with exams or quizzes, or completing computer assignments, see your instructor during office hours or contact your instructor via email. It is imperative that you contact your professor early in the term if you are having problems with this course. Do not wait until the end of the term to seek assistance. If you need individualized help or tutoring in reading, writing, taking notes, or other academic issues, please see one of the help centers listed below:

UNIVERSITY CENTER FOR EXCELLENCE IN WRITING  
<http://www.fau.edu/UCEW/WC/>

LEARNING COMMUNITY  
<http://www.fau.edu/class/LearningCommunity/>

TUTORING, STUDY HELP, & ACADEMIC SUPPORT  
<http://www.fau.edu/ctl/TutoringStudyHelpAndAcademicSupportStudentResources.php>

CENTER FOR LEARNING AND STUDENT SUCCESS  
<http://www.fau.edu/CLASS/>

CAREER DEVELOPMENT CENTER  
<http://www.fau.edu/cdc/>

STUDENT INVOLVEMENT AND LEADERSHIP  
<http://www.fau.edu/sil/>

If you are having personal problems and need guidance or help, please contact one of the centers listed below:

OFFICE OF HEALTH AND WELLNESS  
<http://www.fau.edu/wellness/index.php>  
<http://www.fau.edu/wellness/staff.php>

COUNSELING CENTER  
<http://www.fau.edu/counseling/>

STUDENT INTERVENTION TEAM  
<http://www.fau.edu/studentsindistress/index.php>  
<http://www.fau.edu/studentsindistress/aboutus.php>  
<http://www.fau.edu/studentsindistress/SITrole.php>

STUDENT CRISIS AWARENESS COMMITTEE  
<http://www.fau.edu/studentsindistress/SCACROLE.php>

*Syllabus subject to change!*

## Course Outline

### CLASS 1

August 24 Introduction and Course Overview  
Assignment: Initial Review of Required Materials #1 & #2  
Distribution of List of CRAs for Case Study Paper

### CLASS 2

August 31 Discussion of the Creation and Management of a CRA  
Discussion of Supplemental Readings  
Assignment: Reading of Required Materials #3, #4, & #5

### CLASS 3

September 27 Discussion of Community Redevelopment Plans  
Assignment: Careful review and analysis of Required Material #1, discussion of individual student Case Study research. Students to select the CRA for their Case Study Paper and Power Point. Professor will distribute templates for both the Case Study Paper and the Power Point presentation

### CLASS 4

September 14 CRA Governance: Advantages and Disadvantages  
Assignment: Materials from the Supplemental Reading List; Internet research, Florida Attorney General Advisory Legal Opinions, and discussion of individual student Case Study Paper research re Governance

### CLASS 5

September 21 Comparing CRAs, DDAs, Etc. Redevelopment Efforts  
Assignment: Materials from Supplemental Reading List

### CLASS 6

September 28 No Class Meeting. Individual Case Study Research

### CLASS 7

October 5 CRA Operations: Redevelopment Plan Implementation  
Assignment: Case Study discussion re Implementation

### CLASS 8

October 12 Specific Examples of CRA Operation: Guest Lecturers  
Assignment: Materials from Supplemental Reading List

**CLASS 9**

October 19 KELO v. New London: Impact on Redevelopment  
Assignment: Case Study Draft submission.  
Materials from Supplemental Reading List

**CLASS 10**

October 26 Discussion of Student Case Studies  
Assignment: Materials from Supplemental Reading List

**CLASS 11**

November 2 The Role of the Private Sector in Redevelopment: Real Estate  
Development and Public Private Partnerships  
Assignment: Materials from Supplemental Reading List

**CLASS 12**

November 9 Redevelopment Planning Internationally  
Assignment: Materials from Supplemental Reading List

**CLASS 13**

November 16 Student Power Point Presentations  
All students to submit final Case Study Papers  
All students presenting must submit their Power Points

**CLASS 14**

November 23 Student Power Point Presentations  
All students presenting must submit their Power Points

**CLASS 15**

November 30 Review of the Experience Gained in Planning Workshop