

COPY

#4

# NEW GRADUATE COURSE REQUEST GRADNEW.ITP (on Informed Filler)

**Return original to:**

Division of Graduate Studies  
Harold H. Haak Administrative Center  
4th Floor, Henry Madden Library  
Mail Stop ML51

Graduate Program: Certificate for Advanced Studies in CRP  
Department: Geography & City & Regional Planning  
Contact Person: Segun Ogunjemiyo  
Phone: 278-6897  
E-mail: sogunjemiyo@csufresno.edu  
Catalog pg. # \_\_\_\_\_

Use this form if your course is: (please select the box below that best describes your course)

- (a) new (never has been taught before)
- (b) conversion (break-out of a "topics" course as a new course)
- (c) significant change to an existing course
- (d) other \_\_\_\_\_

**NOTE:** If the changes you make on this form are different from what you submitted on your mock-ups to catalog, then you **must** revise your mock-ups and resubmit them to the catalog office.

If you wish to delete or make minor revisions to an existing graduate course, use the "Graduate Course Change or Deletion" form (GRADCHG.ITP on Informed Filler).

### 1. NEW COURSE:

Prefix/	Catalog	Long Course	Units Max/Total
Subject <u>Geog</u>	Number <u>201</u>	Title <u>Foundations in Urban Planning</u>	<u>3</u>

<u>Urban Planning</u>	Letter
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Short Title (16 spaces maximum) for Printing	Grading Basis (Letter, CR/NC, RP, Mixed)
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Course Classification (C/S#) 02 (online)

**Note:** If the proposed course has been offered previously as a topics course or is the expansion of an existing course, complete the following for the previous course:

Prefix/	Catalog	Long Course	Units Max/Total
Subject _____	Number _____	Title _____	_____

**Catalog Description of New Course:** (40 words only, excluding prerequisite, lecture-lab hours)

Introduction to and critical analysis of theory and practice of urban planning; traditional and alternative roles of planning in contemporary society; perspectives on community problems; evaluations of concepts, literature and history.

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## 2. NEW COURSE QUESTIONS:

(Each item **must** be addressed; attach additional sheet(s) as needed.)

A. How frequently is the new course expected to be offered? once/year

B. What is the expected enrollment? 20

C. What is/are the mode(s) of course delivery (e.g., lecture, seminar, supervision, distance learning)? Please see the attached "Definitions of Graduate Level Instruction in the CSU."  
online

D. Identify all new resources (special facilities, library resources, technical assistance, etc.) needed to institute the course.  
none

E. Is this course required or elective? required

F. Is there another course(s) covering similar subject matter:

- within your department? No  Yes  (if yes, complete section 4)
- at California State University, Fresno? No  Yes  (if yes, complete section 4)

G. Has this course been previously offered as a topics course? Yes  No   
If yes, how many times? \_\_\_\_\_

H. Justification for New Course: (Please attach an explanation detailing the need for this new course.)

## 3. Please attach a course outline/syllabus that:

- Follows the guidelines stated in the "Policy on Course Syllabi and Grading" (June 1997) as published in the Academic Policy Manual (pg. 241-1, 241-2, 241-3).
- Illustrates how the course meets the criteria described in "Definitions of Graduate Level Instruction in the CSU" (see attached).

**NOTE:** Proposed Topics (T) courses should include a sample course outline/syllabus that follows the above guidelines and includes criteria by which the department will select future topics courses.

#### 4. CONSULTING SIGNATURES (if required)

In an effort to avoid course duplication and misunderstandings, signatures must be obtained from those departments potentially affected by proposed changes.

I have read the new graduate course proposal and support the offering of this course.

Yes  No

If no, please explain your concern(s):

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#### Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date

#### 5. REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

##### Graduate Program Coordinator

HONGWEI DONG

Typed Name

Signature

Date

2-5-2014

##### Department Chair

Segun Ogunjemiyo

Typed Name

Signature

Date

2-5-2014

##### School Curriculum (or Credential) Committee Chair (if applicable)

ANNEX R JONES

Typed Name

Signature

Date

2/21/14

##### School Dean

Luz Gonzalez

Typed Name

Signature

Date

2-25-14

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE  
REVIEW RECOMMENDATION:**

Request Approved

Request Denied

Request Deferred

12/4/14  
Date of Action

Explanation:

MSC to approve

Recommendation approved by:

**Dean, Division of Graduate Studies/or designee**

J. MARSHALL  
Typed Name

[Signature]  
Signature

12/10/14  
Date

**Provost/Vice President for Academic Affairs/or designee**

Typed Name

Signature

Date

Attachment

Rev. 12/11

## CHECKLIST FOR A COURSE SYLLABUS

### Syllabus includes:

- Catalog description
- Contact information for academic department
- Contact information for the instructor including office hours
- Textbook information
- Outcomes or learning objectives (based on Bloom's Taxonomy)
- Course policies and procedures
- Attendance policies and student study expectations
- Course grading policies
- Required syllabus policy statements
- Complete course schedule
- Email protocol
- Discussion board policies including frequency, content and netiquette, if applicable.
- A statement regarding SafeAssign, if applicable

### Syllabus clearly reflects delivery mode:

- online
- multi-mode/hybrid
- face-to-face

### Syllabus is in an accessible format including:

- Appropriate Headings used
- Alternative Text on all images
- Tables 'Repeat Header Rows'
- Tables replace Tabs

The Technology Innovations for Learning and Teaching (TILT) department has reviewed the syllabus for the following course and found that it meets the qualifications for an accessible document and aligns with the above checklist.

Course Name & Number: GEOG 201 Foundations in Urban Planning

Instructor: Michelle Calvarese

TILT - Name:

Randy J. Sanchez

Signature:

[Signature]

Date:

2/19/14

Syllabus Policy: [http://www.csufresno.edu/academics/policies\\_forms/instruction/syllabus.shtml](http://www.csufresno.edu/academics/policies_forms/instruction/syllabus.shtml)

Learning Outcomes (SOAPs): <http://www.csufresno.edu/irap/assessment/SOAP/prsoaps.shtml>

Academic Integrity: <http://www.csufresno.edu/academicintegrity/instructors/index.shtml>

Honor Code: <http://www.csufresno.edu/studentaffairs/general/univhonor.shtml>

### Additional Comments:

You will want to include contact information for the department. Consider using the new syllabus template for spring 2014 (<http://www.fresnostate.edu/academics/policies-forms/instruction/>)

## Proposal to Change Mode of Instruction to Online for Multi-mode (Hybrid) and Web-Based Courses

Date: 10/14/13

Department: Geography Subject and Catalog Number: Geog 201

Does this proposal apply to a particular Faculty Member: yes X no     

If yes, please provide Faculty Member Name: Michelle Calvarese

Check appropriate structure:  Web-based  Multi-mode

If regular class meetings are held (classroom hours greater than zero), the course is defined as "multi-mode."  
If no classroom hours exist other than orientation and exams, the course is defined as "web-based."

Requested reduction in classroom hours: From:      hrs/wk To:      hrs/wk

Please be aware that, in consultation with your department chair, your classroom is likely to be reassigned to another course during hour(s) it is not in use.

Attach the course syllabus and indicate how the course will be structured to ensure that the expected student learning outcomes and student workload are equivalent to those for face-to-face instruction. Use additional pages as needed. A syllabus in compliance with APM 241 will generally suffice with brief explanatory comments regarding outcomes and workload.

Plans for offering course in this format: 1 sections per semester.

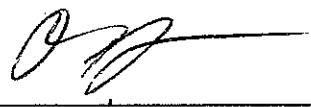
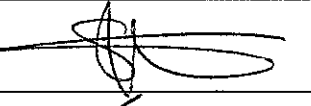


The final examination / culminating experience will be given

     In class at the scheduled time

X Online

     Other (describe)     

Signatures Required for Approval (attach comments as appropriate):

	Name	Signature	Date
Technology Innovations for Learning & Teaching (TILT)	<u>Ruby D. Sanchez</u>		<u>2/19/14</u>
Department Chair	<u>Segun Ogunjemigbo</u>		<u>10/14/13</u>
College Curriculum, Chair	<u>Andrew R Jones</u>		<u>10/13/13</u>
Dean	<u>Luz Gonzalez</u>		<u>10-15-13</u>
Undergraduate Curriculum or Graduate Curriculum, Chair			
Provost's Designee			

This course will be reviewed consistent with campus curricular procedures.

Please submit completed form by the due date to: Dennis L. Nef  
Associate Vice President and  
Dean of Undergraduate Studies  
M/S ML 54

<b>GEOG 201: FOUNDATIONS IN URBAN PLANNING</b>	
Fall 2015	California State University, Fresno
<b>Instructor:</b> Dr. Michelle Calvarese	<b>Office Number:</b> Science 148
<b>Units:</b> 3	<b>E-Mail*:</b> <a href="mailto:mcavare@csufresno.edu">mcavare@csufresno.edu</a> * Please note that I do not read or answer emails after 5:00pm or on weekends or holidays.
<b>Time:</b> No required face-to-face meetings and no required synchronous meetings.	<b>Office Hours:</b> TBA
<b>Location:</b> All class meetings will be held online.	<b>Telephone:</b> Direct line:(559) 278-2836 Department office: (559) 278-2836
<b>Before starting this course:</b> You are required to self enroll and complete the Blackboard orientation (found under "hot spots").	<b>Website:</b> To access the course log-on to Blackboards ( <a href="https://blackboard.fresnostate.edu">https://blackboard.fresnostate.edu</a> ) using your Fresno State username and password.

## **Certificate of Advanced Studies in Community and Regional Planning - Historical Summary and Overview**

The Program was initially conceived as an undergraduate certificate. The Certificate Program in Urban and Regional Planning was nominated for its Leadership and won an "Academic Award" in early 2000. The program consisted of 4 courses (face-to-face instruction) and was developed in partnership with the California Chapter-Central Section, American Planning Association. The courses presented basic information about the field of urban and regional planning with topics such as planning history, the profession of urban planning, land use law, commissions and boards, technology use, zoning, etc. The program offered the first formalized courses in city and regional planning at CSU Fresno since the closing of the Master's Degree in Urban and Regional Planning. In 2002 the Certificate was offered by the Maddy Institute. There is no indication in any of the files that this was ever a Certificate of Advanced Study. It was considered an Award Certificate Program issued between Maddy Institute and Extended Education at the time. It was dormant several years and re-launched in 2006 through fall of 2008 under the Division of Continuing & Global Ed and was offered as a series of weekend workshops. Attendance averaged 20-22 students in each of the courses offered. Attendees were city planners, engineers, and board members of city councils. Courses were taught in Fresno and Turlock. Instructors focused on preparing students to take the American Institute of Certified Planners (AICP) Examination. The courses were offered as Non-Credit; however, they did have a credit option. The optional academic credit was available for each course under **PLSI 188T**.

The Certificate of advanced study in Community and Regional Planning is one of the three programs the department of Geography and City and Regional Planning is either proposing or has recently started as part of the goals to expand its curriculum in City and Regional Planning and re-introduce planning education to CSU Fresno. The 15 units program is specifically designed to address the educational needs of persons who are currently employed by agencies as planners, but who do not possess a planning degree. The target audience may include current graduate-level students who plan to obtain their master's degree in a land use planning-related field, such as Real Estate, Public Administration, Civil Engineering, Public Health, and Architecture, and planning-related practicing professionals, such as architects, engineers, planners, elected and appointed public officials, and non-profit community service providers

### **Catalog Description of the Course**

Introduction to and critical analysis of theory and practice of urban planning; traditional and alternative roles of planning in contemporary society; perspectives on community problems; evaluation of concepts, literature, and history.

### **Course Objectives:**

1. Acquaint students with the history of urban planning in the United States and the legal and administrative context in which planning takes place.
2. Provide an overview and assessment of important issues and common techniques used in land use planning, growth management, environmental planning, transportation planning, and economic development planning.
3. Evaluate several models of planning processes, and consider their appropriateness.
4. Consider citizen involvement in planning, career options, the benefits of knowing something about planning for those who will not pursue it as a career, and planning ethics.
5. Evaluate examples of recent planning practice and local and regional events that relate to class topics.

### **Course Organization:**

The course objectives will be pursued through the assigned chapters, lectures, videos, discussion boards and online assignments. All instructions on how to prepare and send documents will be on Blackboard.

### **Primary Learning Outcomes**

Upon successful completion of this course, students should be able to:

1. Formulate basic knowledge of the history and context of public planning in the United States.
2. Be able to evaluate the nature and scope of various substantive areas of planning.
3. Evaluate the components of the comprehensive planning process.



4. Formulate a basic understanding of data collection and data base assembly.
5. Formulate a basic understanding of data analysis and plan formulation.
6. Analyze the role of government in planning.
7. Evaluate the nature of the educational and job requirements of a planner.

**Prerequisites:**

None

**Required Text:**

Levy, John (2012) Contemporary Urban Planning, 10<sup>th</sup> edition, Prentice Hall.

**Examinations**

All examinations will be online and will be multiple choice and true/false. You will receive a study guide approximately one week before each exam. Exams are not comprehensive. There will be a designed date and time period for each exam.

**Description of Major Assignments:****Brief**

During the semester you will be asked to write one brief. The brief is to be double spaced and 4 to 6 pages in length. The brief will be an analysis of a compressive plan or other planning document. You will locate the plan from a city of your choosing (except for Fresno/Clovis) on the Internet and analyze its content as described below. It might be particularly interesting for you to choose a city that you are at least somewhat familiar with. The final product will be a 4 to 6 page analysis of the plan that accomplishes the following:

1. Identifies the location and type of plan selected and summarizes the "occasion" for the plan (what necessitated the plan).
2. Identifies what specific problems the plan addresses and does not address.
3. Briefly discusses the elements that are included in the plan. How is the plan structured? What elements are included and why?
4. Derives from the plan a general summary of what the practice of planning involves.

**Memo on a Planning Meeting**

Each student must attend one public meeting related to planning during the semester. (Students can earn extra credit by announcing information on the class discussion board on meetings other than the county and city planning commission meetings that may be suitable for their classmates to attend) After attending the meeting, the student should write a memo of at least 800 words, summarizing who met, when and where, what happened at this meeting, and how it relates to what we have been studying. I expect these memos to be clearly written, without errors in grammar or spelling. Meetings that

would be suitable include those of The Fresno County Planning Commission, the Fresno Planning Commission, other local planning commissions, public hearings or public information meetings on transportation, sewage treatment, water quality or other capital improvement plans and many others. Please check with me if you are in doubt about whether the meeting you plan to attend will be appropriate. I strongly encourage you to attend a meeting in which you have a personal interest. Don't postpone this until late in the semester, when you may have a hard time finding a meeting you can attend.

### **Case Study Project and Powerpoint**

The final major assignment for the course is a 15-20 page case study project. Research skills are particularly essential for anyone pursuing a career in planning. This project will provide you with an opportunity to explore a topic of particular relevance to your own interests or career goals. You will then prepare a Powerpoint for the class to view and to comment on to a discussion board.

Write a case study of an interesting planning project or planning problem in a specific city or region. Your case study may focus on any neighborhood, city, or region you like. For instance you could do a study of a particular issue in Fresno or Clovis. You might study an issue in your hometown or even in another country. The paper should use the literature used in class as well as additional literature from academic journals, studies, or books to interpret the particular case that you have chosen. For this option you will need to collect planning documents, maps, newspaper articles, census information, informal interviews and other primary sources of data to build your case. You will find this type of information in local libraries, on the Internet, in historical society archives, and at city hall among other places.

The library's full text databases provide us with excellent access to a number of academic journals concerning planning. In addition there is a good selection of books on planning in the library though the collection is not as up to date as it should be. You will likely need to use interlibrary loan to obtain books and articles that our library does not have so please locate critical resources early in the semester. You should consult with the professor regularly throughout the semester on your paper.

A detailed guideline sheet will be provided.

### **Participation Standards**

You will be required to participate in discussion boards to fulfill your participation grade. You will need to post at least once for each class period. A discussion board topic will be posted for each class and you will have one week to respond. You will earn 3 points for each discussion board topic.

### Grading Rubric for Writing Assignment

	A (4)	B (3)	C (2)	D/F (1/0)
<b>Main idea</b>	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
<b>Organization:</b>	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
<b>Content</b>	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
<b>Grammar &amp; Mechanics</b>	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

## Course Policies & Safety Issues

### Online communication

All online communication will be done via email. Please include your full name, along with course name and section number in the subject line of your email. Please reserve emails to me for private matters, course material help or questions that cannot be answered elsewhere. There will be a discussion board open to the entire class to post general class and technology questions. Please use this board first before contacting me and/or contact TILT for technology issues. This will allow me to answer the most important questions efficiently and not waste time answering questions that are addressed in the syllabus or in your Blackboard training.

### Course Assignments and Files

Students must keep a copy of their submitted materials (e.g. emails, discussion postings, assignments, etc.) as part of their coursework. Students are fully responsible for the timely re-submission of their work upon the instructor's request.

### **Excused Absences and Make Up Policy (including taking exams/quizzes early)**

Although you will have some flexibility to completing an online exam, there is still a specific day on which it needs to be taken. Exam will be "open" for 18 hours and will be timed. I have a strict policy regarding taking an exam on a day other than what is scheduled. Please read the following carefully.

**An "absence" is only considered excused and exam makeup are only allowed if you meet the one or more the following requirements:**

1. You are sick and able to furnish a doctor's note or note from the student health center. This may mean that you may have to visit the health center regardless of whether or not you feel a visit is warranted and/or whether or not medication is required. If you want a make-up, you must have a note and the student health center is free for all students. All documentation must be **original**, not a copy. If you need to show it to more than one instructor, be sure to get more than one---or I personally will make a copy of the original after class.
2. You have a letter from athletics stating that you will not be present on the day of the exam or quiz.
3. You have a letter from a student organization or professor stating that you will be participating in a university related event.
4. You are attending a funeral of an immediate family member and are able to provide documentation.
5. Verifiable military duty.

**If you meet one of the above the requirements, then you must:**

1. Request a makeup in writing within **2 days** of your missed exam or quiz. This can be done via email. Your request must include your name, your course, your section, what you missed and why you missed it. Most, if not all, communication regarding make-ups and excusable absences will be done through email so there is written verification of our communication. I do not approve make-ups or excuse absences verbally or "on the spot" after class.
2. Provide documentation of your excuse within **one week** after the missed date. If you emailed me that you were sick, but do not give me your doctor's note within one week, your makeup will be denied.
3. I reserve the right to request additional documentation in addition to what was initially submitted and/or verify all documents before I approve a makeup. Fraudulent documentation may result in an F for the course and expulsion from the university.
4. If you meet all the above requirements, I will give you three options for a makeup time. If you fail to appear for your makeup after a date was chosen, you will no longer be able to makeup that exam or quiz.
5. Finally, it is your responsibility to make sure all the requirements are met and followed through. I do not chase down or remind students that they need to provide documentation or schedule a makeup.

**I do NOT approve make-ups or taking an exam early for any of the following reasons:**

- You forgot about the exam or quiz.
- You read the syllabus incorrectly.
- You have to work.
- You have job training.
- You have a vacation scheduled.
- You have a family reunion.
- You overslept.
- You are going out of town and will not return until the day after the exam or you're leaving the day before the exam.
- Any appointment that could have been scheduled at another time---this includes things such as a job interview, etc.
- You have to pick someone up at the airport.
- It is listed as a different day on the syllabus and you missed the update (you need to check Blackboard for updates).
- The exam period was changed to a day that you had something else scheduled (nothing should be scheduled on any class day unless absolutely necessary).
- Your internet/computer is not working.
- Essentially anything not listed in 1-5 above will not be approved. You will have to make a choice of which is more important to you, i.e., whatever your excuse is or not getting a zero on an exam or quiz. You make that choice---not me.

**Late Assignments:**

- Due dates are the **last** day I will accept an assignment. Assignments can be turned in anytime before that date (and it is encouraged). Unexpected circumstances can always arise (unforeseen emergency, illness, computer problems, etc.) therefore I highly suggest that you turn in assignments early.
- To be clear, late papers and assignments are **NOT** accepted for **ANY** reason.  
*NOTICE: Assignments for this class are expected to be your own work. If you are absent from class, it is your responsibility to ensure that any assignments that are due are turned in.*

**How You Earn Your Grade:**

- Three exams (multiple choice, t/f, short answer & essay worth 100 points each)
- Participation (42 points—3 pts. for each class)
- Brief (50 points)
- Memo (58 points)
- Case Study Project (100 points)
- Powerpoint (50 points)

### **How Do I Earn an “A”:**

- 600 points are the maximum number of points you can accumulate in this class. The following is a breakdown of the number of points you need to accumulate for each grade. You must accumulate that specified number of points. I do not use percentages. There will be no “rounding up” of points.

**A= 540 points**  
**B= 480 points**  
**C= 420 points**  
**D= 360 points**  
**F= below 360 points**

I am always available for extra help during my office hours on campus should you wish to communicate in person rather than via email. I am more than happy to go over material with you and/or help review for exams.

### **Class Policies:**

- All students must respect opinions and statements of all present. Intimidation, ridicule, confrontation or domination of class discussion boards will not be tolerated.
- Cheating in any way results in an automatic zero and possible reporting to higher authorities at the university. Cheating includes the obvious cheating on exams and quizzes, but also includes turning in fake documents of any kind, attempting to falsify a grade (i.e. erasing and changing answers after grading) and plagiarism.
- Plagiarism will also result in an automatic zero on any written assignment and the plagiarism incident will be reported. It may also result in an F in the course with the possibility of suspension from the university. Plagiarism includes, but is not limited to, not including a bibliography, not citing sources within the text and not citing sources correctly. Please see the university policy for cheating and plagiarism. If you have any questions regarding sources---ask.
- Students are expected to work independently on all assignments unless otherwise noted (such as the case of the group project).
- Any grade discrepancy must be brought to my attention within two weeks upon return of the assignment.
- Before you email a question, please be sure to check the syllabus and Blackboard. More times than not, your question has already been answered.

### **Study Expectations**

It is usually expected that students will spend approximately 2 hours of study time outside of normal class work for each unit. Since this is a 3-unit class, you should expect

to study an average of 6 hours each week. Some students may need more outside study time and some less.

Keep in mind that this is just for studying—not actually working on assignments and projects.

**READINGS:** Students are responsible for completing assigned readings in advance of each class meeting and to actively participate in online discussions. Reading assignments are listed on the class schedule.

## University Policies

- **Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).
- **Cheating and Plagiarism:** “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting material so used as one’s own work.” **Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university.** For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).
- **Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."
- **Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of

themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

- **Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

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- **Honor Code:** Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:
  - a) Understand or seek clarification about expectation for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
  - b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.



## Tentative Course Schedule

Module	Topic Description	Readings	Note
1	Urban & Regional Planning Introduction	Chapters 1 and 2	Review syllabus and requirements. Participation in discussion board topic
2	Infrastructure Planning and Politics	Chapters 5-7	Participation in discussion board topic
3	Land Use Planning & Zoning	Chapters 10 and 11	Participation in discussion board topic
4	Environmental Planning	Chapter 15	Participation in discussion board topic
5	The Legal Basis of Planning	Chapter 4	Participation in discussion board topic. <b>Exam #1</b>
6 & 7	Transportation Planning	Chapter 12	<b>Week 6: Brief Due</b> Participation in discussion board topic required
8	Emergency & Disaster Planning	Chapter 15	You will also read the article by Gunes, and Kovel, (2000). "Using GIS in Emergency Management Operations." <i>J. Urban Plann. Dev.</i> , 126(3), 136-149.
9	Health Systems Planning	<b>Chapter 8.</b>	Participation in discussion board topic required  You will also read the article by Samimi and Mohammadian (2010). "Health Impacts of Urban Development and Transportation Systems." <i>J. Urban Plann. Dev.</i> , 136(3), 208-213
10	Human Services Planning	Chapter 18	Participation in discussion board topic required
11	Urban Renewal and Community Development	Chapter 11	<b>Exam #2</b> Participation in discussion board topic
12	Planning Methods and Outcomes	Chapters 8 and 9	Participation in discussion board topic required
13	Growth Management and Sustainable Development	Chapter 14	Participation in discussion board topic required
14	Economic Development Planning	Chapter 13	Participation in discussion board topic <b>Powerpoint must be posted to discussion</b>
15	Planning Theory	Chapter 19	<b>Project and memo due.</b> Participation in discussion board topic
16	Planning for Metropolitan Regions	Chapter 16	Final Exam Prep & Consultation Days
17	FINAL EXAM		

***Final notes regarding syllabus:***

*This syllabus and schedule are subject to change. All updated changes will be posted on Blackboard. It is your responsibility to check Blackboard several times per week*

*(preferably every day) to be kept aware of these changes. Any date posted on Blackboard supersedes any date on this syllabus. The makeup policy remains in effect regardless of whether or not there was a date change.*

*Should you have any questions, issues, problems, difficulties, etc. at any point during the semester, please come and see me or email me. The time to seek help is the first time you earn a grade you are not happy with. Don't wait until the end of the semester when not much can be done.*

***By enrolling in this course, you are AGREEING to all the rules and terms of this syllabus. Each student is required to sign a written statement regarding their understanding of the syllabus. If it is not received by the first exam, a flat 25 point penalty will be deducted from your final grade along with an additional 5 point penalty for each subsequent day it is late.***