 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Undergraduate Programs</b>	UUPC Approval <u>10/10/22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Urban and Regional Planning <b>College</b> College of Science	
<b>Current Course Prefix and Number</b> URP 4923	<b>Current Course Title</b> Urban Design Capstone	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b> RI: Urban Design Capstone  <b>Change prefix</b> From: _____ To: _____  <b>Change course number</b> From: _____ To: _____  <b>Change credits*</b> From: _____ To: _____  <b>Change grading</b> From: _____ To: _____  <b>Change WAC/Gordon Rule status**</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>  <b>Change General Education Requirements***</b> Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See <u>Definition of a Credit Hour</u>.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small>	<b>Change description to:</b> Students develop an intensive research-based design project reflective of their interests. Emphasis on research design, data gathering methods and translating findings into a written report with design solutions. Studio time is used for lectures, to meet with faculty about their projects and to present progress reports to the class.  <b>Change prerequisites/minimum grades to:</b>   <b>Change corequisites to:</b>   <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
<b>Effective Term/Year for Changes:</b> Spring 2023	<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> John L. Renne, jrenne@fau.edu, 7-4279		
<b>Approved by</b> Department Chair <u>Joseph Symon</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UUPC Chair <u>Ehlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	<b>Date</b> <u>9/26/22</u> 10/3/22 <u>10/3/22</u> 10/10/22 10/10/22 _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**URP 4923-001**  
**RI: Urban Design Capstone**

Tuesday 1:00 – 3:50  
Primarily Classroom  
3 credits

Prof. John L. Renne, AICP  
Office: SO 284F  
Office hours: Tu and Wed 9 am – 11 pm  
Classroom: SO 276  
Telephone: 504-717-1744 (mobile)  
Email: [jrenne@fau.edu](mailto:jrenne@fau.edu)

## Course Description

Students develop an **intensive** research-based design project reflective of their interests. Emphasis on research design, data gathering methods and translating findings into a written report with design solutions. Studio time is used for lectures, to meet with faculty about their projects and to present progress reports to the class.

## Instructional Method

Primarily Classroom: Less than 50% of the course is delivered online, see:  
[https://www.fau.edu/registrar/courses/Instru\\_Method.php](https://www.fau.edu/registrar/courses/Instru_Method.php)

## Prerequisites/Corequisites

For B.U.D. students; permission of instructor; URP 4922 with a minimum grade of "C"

## Research Intensive Course Designation (RI) and Requirements

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

## Required Books

*Bartholomew, Keith and Reid Ewing. 2013. Pedestrian- and Transit-Oriented Design. Washington, D.C.: Urban Land Institute. (ISBN-13: 978-0874202014). Amazon: <https://www.amazon.com/Pedestrian-Transit-Oriented-Design-Reid-Ewing/dp/0874202019>*

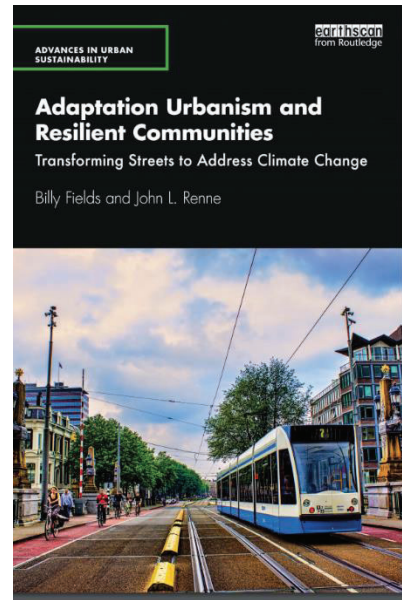
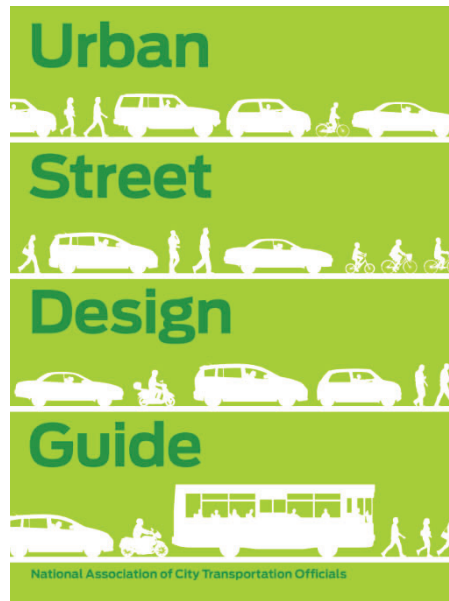
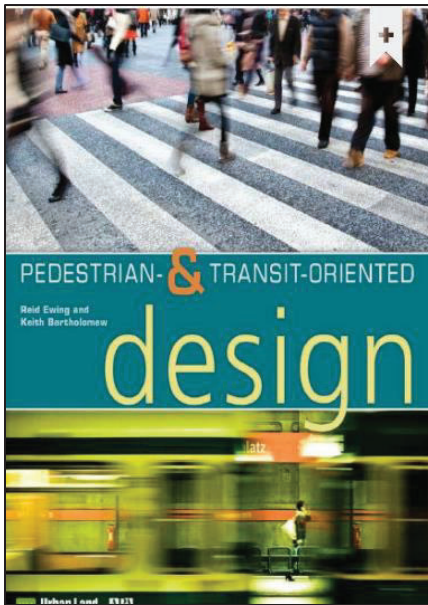
Please note that this book is available electronically through the FAU library at no cost:  
<https://ebookcentral.proquest.com/lib/fau/detail.action?docID=1204990>

*National Association of City Transportation Officials (NACTO). 2013. Urban Street Design Guide, 3<sup>rd</sup> Ed. Washington, D.C.: Island Press*

Please note that this book is available electronically through the FAU library at no cost and on Canvas

Additional chapters will be made available on Canvas (free of charge) from:

*Fields, Billy and John Renne. 2021. Adaptation Urbanism and Resilient Communities: Transforming Streets to Address Climate Change. Abingdon, UK: Earthscan by Routledge.*



# COURSE ASSESSMENTS, ASSIGNMENTS, GRADING POLICY, AND COURSE POLICIES

Assessment of student learning outcomes will cover several key areas with formal feedback from the instructor:

- Critical and analytical skills
- Written communication
- Graphical presentation skills
- Oral communication and presentation

All written assignments must be submitted as a hard copy at the beginning of the class in which they are due. The following grading system will be used to determine the final grade:

Item	Percentage
Attendance and Class Participation	10
Urban Design Essay	10
Research Assignments	40
Final Project	40
<b>Total</b>	<b>100</b>

Final grades will be assigned as follows:

Total	100-	92-	89-	86-	82-	79-	76-	72-	69-	66-	62-	<60
Points	93	90	87	83	80	77	73	70	67	63	60	
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

### Attendance:

One hundred percent presence, participation, persistence, and production are essential to your success in this course. This class is online live, so we do take attendance at every class. In addition, your participation in class activities and discussions is mandatory.

### Urban Design Essay:

For this essay, you must conduct a field observation of a main street, such as Mizner Park in Boca, Atlantic Avenue in Delray Beach, Lake Avenue in Lake Worth, Rosemary Avenue or Clematis St. in West Palm Beach, or something similar. Summarize the lessons from the Bartholomew and Ewing book (Chapters 1 - 6) and NACTO book (pp. 1 - 118) regarding street design. See Canvas for detailed instructions.

### Assignments:

In the first Urban Footprint assignment, you will make a series of analysis maps using the Urban Footprint tool.

In the second assignment, you will conduct a corridor level urban design analysis.

In the third assignment, you will redesign a street using the Remix tool.

In the fourth assignment, you will redesign an intersection using the Remix tool.

See Canvas for detailed instructions for all assignments.

### **Final Project:**

You will work on your final project over the course of the semester. Interim deliverables include:

- Draft Vision Statement
- Draft Planning and Urban Design Context
- Draft Complete Streets Analysis
- Draft Urban Design Recommendations
- **Final Draft Capstone Report**
- **Final PowerPoint Presentation**
- **Final Capstone Report**

You will receive grades on each of these deliverables, but these grades are primarily instructive, to indicate the quality of your progress towards your final report. Only the final three items in bold will count towards your Final Project grade.

See Canvas for detailed instructions on each of these components of your Final Project.

### **Late Work Policy**

Assignments submitted late will result in a lower grade (1/2 letter grade per day – no exceptions outside the extenuating circumstances). Late work will only be accepted if you have planned with the faculty in advance, otherwise the assignment will receive a failing grade.

### **Incomplete Grade Policy**

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor but is allowed only if the student is passing the course.

### **Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University 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 [University Regulation 4.001](#).

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all Canvas Forum posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

## **General Course Policies**

### **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **Classroom Etiquette/Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct

<http://www.fau.edu/studentconduct/>

### **Inclusiveness and Respect for Diversity**

Like Florida Atlantic University as a whole, the instructor are committed to creating an environment where all students are respected and where diverse voices can be expressed in a safe setting. We should not expect to agree on viewpoints or have the same backgrounds or experiences, but we should all expect to have a chance to have our voices heard, so long as our speech and action respects the rights of others.

Our classroom should be a space of mutual respect for individuals regardless of race/ethnicity, nationality, gender, class, sexual orientation, religion, culture, age, or ability. Considerations of diversity extend to other types of indirectly observable differences, such as differences in personality/thinking style and life experience (e.g., Veterans). Lack of respect and/or discrimination can be communicated through non-verbal cues (body language/gestures). It is expected that respect be demonstrated in all written and verbal communications from the instructor to all students, from all students to their instructor, and between all students in the course.

FAU’s Office of Equity, Inclusion, and Compliance provides a variety of policies and resources for promoting an inclusive learning environment: <https://www.fau.edu/eic/>

All students and employees at FAU have a right to an environment free from sexual harassment. For more information about FAU’s policies, please see their Title XI page: <http://www.fau.edu/eic/Title%20IX.php>

**Communication Policy**

Expectations for Students

- Announcements
  - You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.
- Email
  - You are responsible for reading all your course email and responding in a timely manner.

**Support Services and Online Resources**

Office of Information Technology Online Help Desk:	<a href="https://helpdesk.fau.edu/TDCClient/Home/">https://helpdesk.fau.edu/TDCClient/Home/</a>
FAU Libraries:	<a href="http://www.fau.edu/library/">http://www.fau.edu/library/</a>
Center for Learning and Student Success:	<a href="http://www.fau.edu/class/">http://www.fau.edu/class/</a>
University Center for Excellence in Writing:	<a href="http://www.fau.edu/UCEW/">http://www.fau.edu/UCEW/</a>
Office of Undergraduate Research and Inquiry:	<a href="http://www.fau.edu/ouri/">http://www.fau.edu/ouri/</a>
Student Accessibility Services:	<a href="http://www.fau.edu/sas/">http://www.fau.edu/sas/</a>
Office of International Programs and Study Abroad:	<a href="http://www.fau.edu/goabroad/">http://www.fau.edu/goabroad/</a>

**Faculty Rights and Responsibilities**

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each class.

- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

## Selected University and College Policies

### Accessibility Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please see: <http://www.fau.edu/sas/>.

Questions relating to academic accommodations for students with disabilities are to be directed to Students Accessibility Services, Boca Raton campus, Room 133, (561) 297-3880, TDD (561) 297-0358.

### Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.
- Procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](#).

### Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

### University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is the student's responsibility to notify the instructor at least one week prior to missing any course assignment.

### Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### Drops/Withdrawals

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. [Link to FAU Registrar Office](#)



## Integration of Student learning outcomes and Assignments

SLOs	Assignment Requirements and Assessments
<b>SLO 1: Knowledge</b>	Common base of knowledge required for effective professional practice in the field of planning including policy and organizational contexts. Students will demonstrate knowledge of key theories of planning, and multidisciplinary interpretative views of human settlements. Students will also show knowledge of tools and practical skills needed to analyze planning problems related to environmental issues, transportation, economic development, historic preservation, and urban design, and understand urban and regional trends. Knowledge of written, oral communication, and advanced visualization techniques are also required to incorporate research findings in planning documents and presentations. Students will complete a literature review and an urban design context.
<b>SLO 2: Formulate Questions</b>	Students are required to develop a problem statement in which they specifically formulate questions related to a planning problem in a local community. The students are expected to present a clear concise statement of the research problem. When appropriate, the students should be able to break down principal problems into smaller solvable sub-problems. They will develop a scope of the study and a problem statement.
<b>SLO 3: Plan of Action</b>	Students will create a plan of action that will encompass a methodology and data analysis summary.
<b>SLO 4: Critical Thinking</b>	Students will demonstrate critical thinking skills by taking into consideration multiple perspectives, examining implications and consequences of an action or planning alternative; ability to use evidence and reasoning to distinguish between categories or rank them, ability to apply standards and make judgments according to established personal, professional, or social rules or criteria, ability to build predictive models and transform knowledge. Students will develop urban design scenarios and recommendations.
<b>SLO 5: Ethical Conduct</b>	All students are required to familiarize themselves with the Code of Ethics of the American Planning Association.
<b>SLO 6: Communication</b>	Students will be required to professionally write and present a planning project, a professional report and be prepared to present all stages of their planning project as outlined in SLO3. Students are expected to demonstrate knowledge of technical report writing, visualization, and presentation.

## Schematic Course Schedule

Note: See Canvas for up-to-date deadlines

<b>Week</b>	<b>Required Readings and Class Schedule</b>
<b>1</b>	Introduction
<b>2</b>	<i>Urban Design Qualities and Essential Features</i> Bartholomew and Ewing, Chapters 1 – 3  <i>Street Design Principles and Street Elements</i> NACTO, p. 1 -70
<b>3</b>	Work on Capstone Project
<b>4</b>	<i>Highly Desirable Features and Worthwhile Additions</i> Bartholomew and Ewing, Chapter 4 – 6  Interim Design Strategies NACTO, p. 71 - 88
<b>5</b>	Work on Capstone Project
<b>6</b>	<i>Intersections and Intersection Design Elements</i> NACTO, p. 89 - 134
<b>7</b>	Work on Capstone Project
<b>8</b>	<i>Design Controls</i> NACTO, p. 135 - 162
<b>9</b>	Work on Capstone Project
<b>10</b>	<i>Climate Resilient Streets</i> Fields and Renne, Chapter 6 & 7 (Available in Canvas)
<b>11</b>	Work on Capstone Project
<b>12</b>	<i>Climate Resilient Streets</i> Fields and Renne, Chapter 8 & 9 (Available in Canvas)
<b>13</b>	Work on Capstone Project
<b>14</b>	Work on Capstone Project
<b>15</b>	Work on Capstone Project
<b>16</b>	Final Presentations