University of Louisville
Department of Urban and Public Affairs
PLAN 650: CapstoneStudio

Class Meetings: Monday and Thursday, 5:30 – 8:15 P.M., Urban Design Studio, 429 W Muhammad Ali Blvd
Remote meetings will be held via Microsoft Teams, as necessary

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Office Hours: Monday and Thursday, 4:00-5:00 or by appointment

Course Description and Purpose
This course is intended for students enrolled in the Master of Urban Planning (MUP) or Interdisciplinary Master of Sustainability programs who are within (or close to) their final semester of study. The purpose of the Capstone Studio is to allow students to apply the various skills acquired over the course of their graduate studies to a real planning project co-produced with a local community partner. At the center of the course is a group, experiential learning assignment focused on applying and sharpening planning related knowledge and other professional skills, such as leadership and teamwork, necessary to excel as a practicing planner.

Course Objectives
- Provide students with a collaborative and experiential learning opportunity that addresses a current planning problem or opportunity, requires engaging actively with a client organization and community members, and mimics as closely as possible professional work experiences typical for the practice of urban planning, yet is still conducted under the tutelage of the instructor.
- Work collaboratively with the studio client(s) to understand their needs and produce a planning product that meets these needs
- Prioritize the principles of racial equity and social justice through all aspects of the planning process (e.g. listening to, learning from, and asking questions of community residents to facilitate an engagement process that values the deep knowledge held by residents and stakeholders, places their lived experiences at the forefront of discussions, and specifically seeks out voices that are underrepresented or marginalized in traditional planning processes.)

Learning Outcomes
This course is designed to meet four of the Planning Accreditation Board's Learning Requirements from the Planning Skills category:
- **Planning Process Methods**: tools for stakeholder involvement, community engagement, and working with diverse communities.
- **Research**: Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- **Written, Oral and Graphic Communication:** Ability to prepare clear, accurate, and compelling text, graphics, and maps for use in documents and presentations.

- **Leadership:** Tools for attention, formation, strategic decision-making, team building and organizational/community motivation.

In addition, this course is designed to meet two of the Planning Accreditation Board's Learning Requirements from the Values and Ethics category:
- **Governance and Participation**: appreciation of the roles of officials, stakeholders, and community members in planned change.
- **Social Justice**: appreciation of equity concerns in planning.

Course Materials

Readings for this course will include academic journal articles, web pages, planning reports, and other materials suggested by the instructor, students, and guests. All readings and resources are available on Microsoft Teams.

Virtual Workspace and Software Requirements

The ability to collaborate, communicate, and share information virtually is a key factor for successful completion of the final Capstone product. We will use the **Microsoft Teams platform** to meet virtually when in-person meetings are not possible. Teams will also serve as the main repository for all documents, files, readings, notes, and assignments for the Capstone Studio.

For virtual meeting sessions: We strongly encourage you to turn on your camera, particularly if we are meeting with community partners. Being present with your camera turned on will greatly improve the overall quality of the learning environment, your ability to communicate effectively with the instructor, your classmates, and community partners, the quality of discussion, and the collaboration necessary for a successful Capstone project. However, you are not required to turn on your camera and keeping your camera off will not affect your participation grade.

> *Teams Video Trainings*
> *Teams Tutorials*

You are expected to be competent in working with the Microsoft Office applications of **Excel, Word, and PowerPoint**. Additionally, you are expected to have a strong working knowledge of **ArcGIS**. Part of this project includes creating an ESRI Story Map to present components of your work. Resources, tutorials, and guest lectures on Story Maps will be made available. Finally, having a working knowledge of the **Adobe Creative Suite** (particularly Photoshop and InDesign) and **SketchUp** applications is also strongly recommended.

It is your responsibility to be familiar with all of the aforementioned applications prior to the start of the semester to fulfill the requirements of this course. This may require additional time, on your own outside of class, to bring yourself up to speed if you are not familiar with any of these programs.

The Studio Experience

Students are treated as entry-level planning practitioners and are expected to perform **independent** and **collaborative** tasks related to community engagement, data collection, and planning-related research and analysis, under the direction of the instructor. This class carries **high expectations of commitment and effort from students** in completing the course project. Students are expected to effectively apply and synthesize previous academic course work and relevant professional experience into the final documents produced in the Capstone Studio.

As this is a 6-credit hour course, on average, work **outside** of scheduled class times *should include, at minimum, an additional 12 hours per week* to produce high quality work that sufficiently fulfills the project requirements and meets the expectations of the community partner and the instructor. **Exceptional work**

may require greater time invested. As is expected of professionals, students will perform a broad range of tasks in this class, including but not limited to:

- Articulating project objectives
- Organizing team-based work
- Delegating duties to teammates
- Leading specific project components
- Identifying and engaging relevant stakeholders
- Gathering and analyzing relevant data
- Conducting appropriate analyses of quantitative and qualitative data
- Reviewing and synthesizing relevant research and literature
- Critically analyzing problems
- Applying pertinent planning theories, principles, and frameworks
- Creating and designing maps and graphics utilizing the appropriate software (ArcGIS, QGIS, ESRI Story Map, SketchUp, InDesign, Photoshop, Excel, etc.)
- Preparing professional quality planning reports that effectively present the results of all data gathering and analysis
- Delivering presentations of your work to the client organization and other relevant stakeholders over the course of the semester

Unlike other classes, the Capstone Studio more closely mirrors the dynamics of planning projects outside of a classroom setting. As we move through the different phases of the project the scope of work may shift and the specifics of the final product(s) may evolve. I also **welcome and encourage student input** regarding project scoping and deliverables as the project evolves. While I will do my best to maintain the course structure outlined in this syllabus and associated documents, please recognize _these documents represent a basic class project plan, and this plan may be revised in mutual regard of the interests and capabilities of the instructor, students, and client(s)_.

Attendance and Class Participation

Class attendance and participation is necessary. Please communicate with your classmates and me if you are unable to attend class.

- If you find yourself without childcare, you are welcome to bring your child to class.
- If you are sick, do NOT come to class in-person. I am happy to arrange for you to attend class virtually if you are able. Please contact me as soon as possible to coordinate these arrangements.

Studio participation is defined as expressing a command and understanding of the project tasks, demonstrating professional attitude and participation, supporting your classmates, and contributing your knowledge and skills to the project. Because this is a studio course, most, if not all, of each class meeting comprises work focused on the specific tasks within the project plan. Studio time is limited and essential to the overall success of the project and your experience. **Students are expected to take considerable initiative** towards understanding and completing the assigned tasks towards the level of a professional planner (e.g., acquiring, organizing, and analyzing relevant datasets, actively researching and summarizing current practice literature, etc.).

Students are expected to prepare for class meetings by:

- completing their portions of assigned major tasks as outlined in this syllabus and in Teams Assignments tab
- completing their portions of assigned sub-tasks as determined by Task Leaders
- completing any required readings outlined in Syllabus or assigned by instructor

- preparing a status update on assigned tasks and sub-tasks to share with instructor, classmates, and community partners during each class meeting
- preparing meeting agenda, as assigned in syllabus, and posting in Teams 24 hours prior to class meeting
- taking meeting notes, as assigned in syllabus, and posting in Teams 24 hours after class meeting
- other duties as assigned by instructor and/or Task Leaders

Studio Topic and Scope of Work

The Urban Design Studio (UDS) is now part of the Envirome Institute, with a specific focus on understanding the connections between the design and function of cities and health impacts, with a specific focus currently on downtown revitalization.

Through a generous gift from the Trager Family Foundation, the Envirome Institute via the UDS will be focused on redeveloping Founders Square through the Trager Micro-Forest Project. The goal of the 2023 Capstone Studio will be to work with the Envirome Institute and strategic partners such as Gresham Smith to collect a variety of data, develop site activations and community engagement efforts, research and journal reviews, and provide support towards the urban planning and redesign of Founders Square into an intensely greened model for bringing nature into urban settings.

Specific project tasks, milestones, and due dates will be found in the **Assignments and Tasks** tabs on Teams.

Class meeting format and structure

Class sessions will generally function as project team meetings. Starting in Week 2, one person will be assigned to create the meeting agenda and one person will be assigned as the note taker, as specified in the Course Schedule in this syllabus and posted in Teams (Files – Class Materials). Assignments will rotate weekly and will count as a part of individual points (50) towards your final grade.

- The agenda should be posted in the Teams (Files – Agendas & Meeting Notes) **24 hours prior to our meeting** (i.e., 5:30 p.m. on Sunday/Wednesday).
- Meetings notes should be posted in the Classroom Notebook **within 24 hours after class meetings** (i.e., 8:15 p.m. on Tuesday/Friday).

Project Team Roles

The course is designed to mirror elements of a typical planning process, including a scope of work, project phases, and deliverables. To complete this project and create a high-quality product, there are multiple deliverables built into the course. This allows me to monitor the progress of the project and provide consistent guidance and helps students understand some of the project management components common to the field of urban planning.

Team Leadership and Delegation:
1. **Assignment/Task Leaders**: Each student will be assigned as a co-leader for a specific portion(s) of the project as outlined in the Teams Assignments tab. These leadership assignments will be made during the first weeks of the semester based on your stated interests and the instructor's discretion. Assignment leaders are essentially the "project manager" for their portion of the project and are responsible for coordinating and delegating specific sub-tasks to team members and ensuring execution of the assignment to completion.
2. The scale and scope of this project and the class size will require all students to actively engage in all assignments, **including those where they are *not* an Assignment Leader**.
3. Most of the assignments in this course will be completed and graded based on **the collaborative effort of all students working together as a team**.

4.   There are also assignments I will ask you to complete individually. There are no leaders for those assignments.

Project Team Expectations
Students are expected to strive for excellence in the following areas:

- Accuracy and completeness (e.g., neat, clear, grammatically correct, typed prose; neat, clear, and appropriate tables, charts, maps, and graphics)
- Critical thinking
- Rigorous analysis and synthesis of data
- Timely completion of all assignments (note: *Because of the phased nature of this project, it is **absolutely necessary** that all assignments are completed on time, in order for the project to be completed by the end of the semester.*)
- Willingness and ability to focus on two or three phases of the project at one time
- Taking responsibility for the smooth running of the project and for the teamwork process
- Readiness to re-do assignments when necessary and to strive for professional quality work
- Patience with ambiguity and willingness to sort through the issues and the data to create a document that benefits the community partner
- Willingness to step into the breach when unforeseen needs or tasks arise
- Effective collaboration on all aspects of the assignments and project work
- Readiness to assist other students with their work
- Equitable sharing of the workload
- Sincere efforts to use good communication and conflict-resolution skills
- Punctual attendance in class each week for the entire class period
- Attendance at all class activities outside of scheduled class meeting time, as necessary
- Completion of all assignments prior to class, with hard and/or digital copies, as necessary
- Active participation in class discussions
- Sustaining maximum effort throughout the entire semester
- Participation in preparation and delivery of final presentation

Assignments and Grades
Grades will be determined based on both team and individual assignments. Students will work together to complete many components of the course project, **thus the majority of your grade stems from group-based assignments**. In the event of a free-rider problem, the instructor reserves the right to award individual grades to team assignments as necessary. Self and peer evaluations are employed mid-semester to address this potential issue. The key deliverables for the course are outlined in the table below and are explained in detail in the Teams Assignments tab.

Assignment submission: All written assignments should be submitted via Teams. Please do not submit via email.

Format: All written assignments should be completed using **Microsoft Word**. As a student, you can get a free copy of Word and other Microsoft software. Visit Microsoft Office 365 Pro Plus for Students for more information. I do not care what font, font size, or spacing configuration you use, but it should be easy to read.

Citation Style: All written assignments must follow American Psychological Association (APA) style. Each APA citation has **two parts** –
1. the in-text citation (e.g., Author, date) and
2. a list of references that come at the end of the paper.

You must have both an in-text citation and a reference entry for all sources you use. For more on APA citations, see the UofL Library or Purdue's APA website for more in-depth information.

Grading Policies:
Grades will be given for each of the following items:
20% - Attendance & Participation (including weekly logs, status updates, weekly agendas, and meeting notes)
20% - Project 1
20% - Project 2
15% - Final Presentation
35% - Final Project

Your course grade will be determined by taking the average of each of the above grades and using the letter grade that is closest to the average. Late projects are those not prepared for presentation at the assigned time. Such projects will be graded down one full grade if they are one week late. Projects later than one week will be graded down two full grades.

> **PLEASE NOTE!:**
> This studio course, unlike statistics or other classes, will not have graded tests or exams where the answer is either right or wrong. Evaluation is determined through a combination of student participation in class discussions, contributions to group work, evidence of completing assignments and readings, and quality of project work throughout the semester. Improvement of technical skills and critical thinking will be weighed in determining the final grade.

Grade Distribution:
A+ = 100-97% A = 96-94% A- = 93-90%
B+ = 89-87% B = 86-84% B- = 83-80%
C+ = 79-77% C = 76-74% C- = 73-70%
D+ = 69-67% D = 66-64% D- = 63-60%
F = 59% or below

Course Policies and Expectations:
Absence policy: In general, class attendance is expected. Please let me know if you are unable to attend class as it may affect planned in-class discussions and activities. Excused absences are allowed for health concerns/illness, UofL sanctioned events, religious work-restricted holy days, work demands, and emergencies. For sanctioned events, email the instructor a formal excused absence letter from the sponsoring unit at least one week in advance of the absence(s). For religious work-restricted holy days, submit requests in writing during the first two weeks of term. If an emergency arises, contact me ASAP. Students are responsible for taking the lead to coordinate with the instructor regarding missed coursework/assignments. The instructor will make all efforts towards reasonable accommodations.

Late Submittals of Work: All projects, assignments and presentations **must be** completed by the assigned due date. If you need additional time to complete an assignment, please communicate this to me as soon as possible. Late assignments submitted without any prior communication to the instructor will be penalized.

Academic Honesty: Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. I expect your written work to be original products created for

this course only. For more information, please see [Students Rights and Responsibilities](Sections 5 and 6). http://www.plagiarism.org/ is also a useful resource.

All submitted assignments must be your own original, independent work. Do not turn in any work with your name on it that was done by someone else. Any words or ideas that come from another source (books, websites, etc.) must be cited properly. Plagiarism, cheating, or any other act of academic fraud will not be tolerated. I take academic honesty very seriously; plagiarism and cheating are threats to your academic success and to the integrity of the learning environment. Plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. Please review http://www.plagiarism.org, which includes many helpful resources.

For purposes of this course, plagiarism is defined as:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Syllabus Revision: The instructor reserves the right to modify any portion of this syllabus. As this is a benevolent dictatorship, when possible, students will be provided an opportunity to comment on a proposed change before it takes place.

Technology Expectations: All assignments should be saved to the Teams shared file space. Continuing and regular use of UofL email is expected. You must be able to use Internet search tools, access Blackboard, download documents, and upload assignments. If you need technical support, the IT Help Desk is available.

Student rights and responsibilities: Students are encouraged to discuss with the instructor any circumstances that might affect their performance (e.g. including physical or intellectual challenges, illness, or any events of which the instructor should be aware) **before** they have the chance to affect the course grade. Specific needs will be addressed on a case-by-case basis between the student and the instructor. Student rights, responsibilities, and code of conduct at UofL apply to this class.

Communication with Instructor: I am happy to answer your questions via email. I aim to respond to emails within 24 hours. However, you should assume that I might not respond to emails on weekends and generally not after 10 p.m. on weekdays. If you do not receive a response within that period, please reach out again. Emailing me about an assignment due within 24 hours is generally a bad idea. You are unlikely to get assistance in time to complete the assignment. Using complete sentences, appropriate tone, and proper salutations and signatures in emails are strongly encouraged. If you have a question or issue that you would prefer to speak with me about in-person, we can schedule a phone call or virtual meeting via Microsoft Teams. Please use email to coordinate this meeting with me.

Hostile-free learning: To assure a safe learning environment and enhance academic freedom of expression, UofL requests that classroom settings and the course proceedings be harassment-free and non-discriminating on the basis of race, gender, religion, national origin, disability and all other pejorative stereotypes. We will not challenge each other on a personal level, but rather learn in good faith and honor, respect one another as adults, value our diversity and never demean each other by our critical comments. This applies to all online discussion, interactions, and email exchanges.

University Guidelines, Policies, & Resources
COVID-19:
If you have not been vaccinated, please do so as soon as possible. You can text your zip code right now to 4-3-8-8-2-9 to get a quick text back with vaccine locations near you or click here.

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University.

Faculty have the responsibility to help students meet these recommendations by:
1. Allowing students absent for reason of illness to make up missed work and not to penalize students for these absences
2. Not requiring doctor's notes for absences
3. Notifying the physical plant when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

Student Privacy Rights: The Family Educational Rights and Privacy Act of 1974 (sometimes referred to as the Buckley Amendment, but more often by its acronym, FERPA) affords students certain rights concerning their education records. Under FERPA, UofL students have the right to inspect and review their education records; to seek to have their records amended; and to have some control over the disclosure of information from their records. No one, not even a UofL student's parent or legal guardian, will have access to a student's education records, nor will their contents be disclosed, without the written consent of the student, except as provided by the Act. UofL may release certain categories of "directory information," however, unless a student asks that some or all of that information not be disclosed. FERPA, as amended, may be found at 20 U.S.C. 1232g; its final revised regulations may be found at 34 CFR 99. It is administered by the Family Policy Compliance Office of the U. S. Department of Education; for additional information, see the FPCO web site at: Family Policy Compliance Office (FPCO).

Title IX/Clery Act Notification: Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) **is not confidential under Title IX.** Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide.

Sexual Harassment: The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems. Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement. Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service. I believe that everyone should be able to participate in my class without the fear of sexual harassment, and I am committed to the university's policy. Additionally, certain behaviors are inappropriate even if they do not meet the technical criteria for harassment. Be respectful to each other.

Anti-racism, Diversity, & Inclusion: The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of

prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences – including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status – that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty, and staff who reflect the diversity of our larger society. For more information, visit the Office of Diversity. The University recently launched its Anti-Racism Agenda, pledging to take a stand against the systemic racism that continues to impact all of us, particularly our Black students, faculty and staff, and other stakeholders of color and from historically marginalized groups. We will take concrete action to lead to much-needed change on campus and in our community.

Students with Disabilities: The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, please notify me immediately so we can discuss your access needs. I also suggest that you contact the Disability Resource Center (Stevenson Hall, 502.852.6938) for assistance with determining specific accommodations.

Religious Holidays and Observances: Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. **Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.** Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines. For more information, view the Calendar and Policy on Religious Holy Days and Observances.

University Closures/Delays: If the University of Louisville is closed due to public health restrictions, weather-related conditions, or other unusual circumstances, planned real-time activities in classes will not be held. As an alternative, course activity will continue via Microsoft Teams. Please be sure to check your University email for additional information from the instructor. If the University of Louisville is on a delayed schedule and on-campus classes are canceled up until a certain time, classes that begin at or after the delayed time meet at their regular time and include the full instruction period.

Academic Resources
University Libraries: https://library.louisville.edu/home

Information Technology Services: https://louisville.edu/its/ If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the HelpDesk Resources website.

Writing Center: http://louisville.edu/writingcenter

Support Services
UofL Concern Center: A directory designed to help you find resources on campus based on various concerns (e.g. academic, emotional, financial, physical, sex and relationships, social, spiritual).

Centerstone Adult Crisis Line: 1-800-221-0446 / TTY, call via KY Relay @ 711 National Suicide Prevention Lifeline: 1-800-273-8255 Crisis Text Line: Text HOME to 741741 in the US

PEACC Center: [PEACC](#) works to end power-based personal violence by utilizing a prevention model that decreases victimization and builds capacity for positive relationships and social interactions.

Students facing hardship: Any student facing personal hardship is urged to make use of resources at UofL that may be able to provide assistance. These problems may include difficulty affording groceries or accessing sufficient food to eat everyday, a lack of a safe and stable place to live, or many other scenarios. If comfortable doing so, you may consider notifying the professor to enable her to provide any resources she may possess.

      Student Emergency Fund: http://louisville.edu/dos/help/studentemergencyfund
      Cardinal Cupboard: Swain Student Activities Center W303 C (Third Floor)
      Free Store: 108 E Cardinal Blvd. Louisville, Kentucky 40208