

COPY

NEW GRADUATE COURSE REQUEST

GRADNEW.ITP (on Informed Filler)

#5

Return original to:

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

Graduate Program: Certificate in 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
 Subject Geog Number 202 Title Land Use Regulation, Law & Ethics Units Max/Total 3

Land Use Law Letter
 Short Title (16 spaces maximum) for Printing _____ Grading Basis (Letter, CR/NC, RP, Mixed)

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
 Subject _____ Number _____ Title _____ Units Max/Total _____

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

This course will examine the development and application of the jurisdictions "Police Powers" to implement land development plans and policies. Historical and contemporary case studies will be examined. Topics include general plan, zoning, subdivisions, nuisance control, and growth management strategies.

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):

Department Chair (of department being consulted)

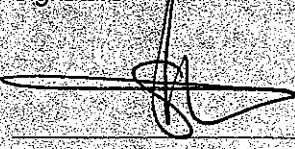
Department	Department
Department Chair (typed name)	Department Chair (typed name)
Department Chair Signature	Department Chair Signature
Date	Date

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

Graduate Program Coordinator

Hongwei Dong  2-5-2014
Typed Name Signature Date


Department Chair

Segun Ogunjemiyo  2-5-2014
Typed Name Signature Date

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

Andrew R Jones  2/21/14
Typed Name Signature Date

School Dean

Luz Gonzalez  2-25-14
Typed Name Signature Date

- 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 202 Land Use Regulation, Law and Ethics

Instructor: Keith Woodcock

TILT - Name: Paul D. Smith

Signature: [Signature]

Date: 2/19/14

Syllabus Policy: 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:

Document is not structured for accessibility, old urls - use new template. Delete Digital Campus. Include turnaround time for email

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 202
 Does this proposal apply to a particular Faculty Member: yes no
 If yes, please provide Faculty Member Name: Keith Woodcock

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



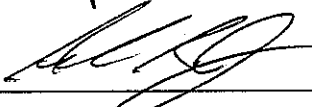
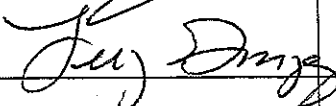
Please be aware that, in consultation with your department chair, your classroom is likely to be reassigned to another course during hour(s) it is not in use.

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
 Online
 Other (describe) _____

Signatures Required for Approval (attach comments as appropriate):

	Name	Signature	Date
Technology Innovations for Learning & Teaching (TILT)	<u>Reid J. Smith</u>		<u>2/19/14</u>
Department Chair	<u>Sogun Ogunjemilo</u>		<u>10/14/13</u>
College Curriculum, Chair	<u>Andrew R. Jones</u>		<u>10/15/13</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

SYLLABUS FOR <u>GEOG 202 – Land Use Regulation, Law and Ethics</u> Blackboard – fully online	
SPRING 2015	California State University, Fresno
Course Information: Please see below under Course Description	Instructor Name: Keith Woodcock, AICP CEP
Units: 3	Office Number: To be assigned
Time: Modules will be available in asynchronous format.	E-Mail kewoodcock@csufresno.edu I will respond to emails within 24 hours
Location: Blackboard	Department Telephone: 559-278-2797
Website: Modules and related materials will be posted on Blackboard	Office Hours: On Campus: To Be Determined (pending office assignment) Virtual: To Be Determined and by appointment I will use Skype so that we can see each other.

Catalog Description of the Course

This course will examine the development and application of the jurisdiction's "Police Powers to implement land development plans and policies. Historical and contemporary case studies will be examined. Topics include general plan, zoning, subdivisions, nuisance control, and growth management strategies.

Course Objectives:

1. Explore the basic political, legal and socio-economic context and major issues that both allow and limit land use planning activities in the US and California
2. Acquaint students with land use laws and controls at the federal, state, and local levels
3. Apprise the major urban growth management tools
4. Increase student's knowledge of land development analysis, process and regulation
5. Advance student's skills for site planning, urban design, and urban renewal and revitalization
6. Evaluate land development impacts on the environment
7. Examine the ethical issues related to planning regulations and professional planning practice

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:

At the end of this course, it is expected the student will be able to:

1. Articulate the important land use practices and control strategies from a local, state, and federal perspective
2. Explain the context with which land use laws and controls are used
3. Discuss the challenges in regulating land use to improve the built and natural environment

Prerequisites

None

Required Textbooks and Materials

Curtin's California Land Use and Planning Law, Solano Press ISBN: 978-1-938166-07-5; Copyright (c) 2014. (Referred to as CLUPL in this Syllabus)

Books may be purchased through Solano Press (www.solano.com). Price listed as of October 2014 was \$95.00 plus shipping and handling. A Kindle version of the book was priced at \$47.00.

The course lecture and additional/accompanying materials for each class will be posted on Blackboard. You will need a valid email account. If you don't have one, Internet accounts are available for a fee through unWired Broadband (<https://www.unwiredbb.com/>).

Assignments

There will be three Assignments.

All assignments must include a list of references cited. It is expected that concepts from both lectures and readings will be applied, critiqued, and integrated into the assignments. The Grading Rubrics used for the assignments follow the section on Grading. In summary, I will look for good grammar, organization of thought and reason, complete sentences and paragraphs, and following the format I have provided. My recommendation is to read the written assignments to another person to see how it flows, prior to submitting it to me.

Assignment #1: Zoning Ordinance Review (Assigned in Week 3, DUE in Week 5)

This assignment involves the review of a local jurisdiction's zoning ordinance. How is it organized? What does it cover? How does the zoning ordinance relate to the General Plan (i.e., compare the General Plan map to the Zoning map). Are there any discrepancies? Think about how the zoning ordinance is used at the 'front counter'. Write a summary of your review. Summaries are to be two to three pages in length (no longer than three pages) with one inch margins top, bottom and sides, double spaced and in 12 pt. Times New Roman. No cover page or fancy folder.

Assignment #2: Review of a Development Project (Assigned in Week 7, DUE in Week 11)

Examine a Planning Project (for example: Conditional Use Permit, Variance, Subdivision Map or Parcel Map, Planned Unit Development, Zoning Amendment, etc.). Take notes as to the process followed, what was required to be submitted, etc. Examine any review comments on the proposal. Who was the project routed to? What were the issues? Read the Staff Report and its recommendations. How was the review comments handled in the staff report? How did the staff report deal with any findings that may have been necessary?

Write a short paper about the project and the above topics. Was the decision by the Planning Commission/City Council supportive of the Staff's recommendation? If there was a resolution adopted, how was it organized?

The paper is to be two to three pages in length (no longer than three pages) with one inch margins top, bottom and sides, double spaced and in 12 pt. Times New Roman. No cover page or fancy folder.

Assignment #3: Land Use Regulation Paper (Assigned in Week 12, DUE in Week 16)

You are a Planner for either a county or city. You are asked by the Board/Council to research a topic and present your recommendations back to them. The topics to research will be assigned later in the course. Potential examples include: Strategies to comply with AB 32/SB375; How do we incorporate policies that promote active living and healthy eating into our plans?; Complete Streets; Using round-a-bouts; and many more.

The Paper is expected to be no less than 2,000 words and no more than 3,000 words in length. Include at least two graphics that illustrate your topic.

Similar to Assignment #2, one inch margins top, bottom and sides, double spaced and in 12 pt. Times New Roman. No cover page or fancy folder.

Quizzes

There will be a weekly quiz based on the previous weeks lecture and the required readings of the week. I will post on Blackboard "Discussion Questions" that will be based on the readings and the previous lecture. The weekly quiz will be drawn from the discussion questions. The quizzes will be 10 to 15 questions in length.

Discussion Board

Although this course is online, the Discussion Board on Blackboard will be used so that students can interact. I expect that students will contribute to the course by posting questions, comments, thoughts, ideas, etc. on Blackboard. I will also post a Question of the Week. No flaming or other abuses will be allowed. Civility is the order of the day.

Final Exam

There will be a final exam of 100 questions that will be drawn from the previous weekly quizzes (no new questions)

Attendance

I will be monitoring log-ins to Blackboard. This is how I will keep track of attendance. If you are not able to make an assignment, you need to email me. I will do my best to make alternative arrangements. Remember, each class covers a full week of work. If you miss a quiz for an excused absence, a make-up quiz maybe scheduled. Late submittal of materials will result in a deduction of 10 percent per day.

Grading

The total number of points will be based on 1,000 points as follows:

Topic	Points	Comment
Attendance	50 points	This will be measured by tracking your log-ins
Participation	50 points	This will be measured by tracking the number of posts to the discussion board
Weekly Quiz	225 points (total of 15 quizzes at 15 points per quiz)	I will drop the lowest quiz.
Assignment #1	75 points	Based on the Rubric, an A = 75 points, B= 60 points, C=52 points, D/F= 40 points
Assignment #2	100 points	Based on the Rubric, an A=100 points, B=80 points, C=70 points, D/F = 50 points
Assignment #3	350 points	Based on the Rubric, an A=350 points, B=280 points, C=245 points, D/F=175 points
Final Exam	150 points	
Total Points	1,000 points	

Grades will be assigned as follows	
A	1,000-900 points
B	899-800 points
C	799-700 points
D	699-600 points
F	Below 599 points

Grading Rubric for Writing Assignments

	A	B	C	D/F
Main idea	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

Organization:	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion. Paragraphs have clear ideas and have smooth transitions	Good overall organization includes the main organizational tools. Most paragraphs have clear ideas and some transitions.	There is a sense of organization, although some of the organizational tools are used weakly or missing. Paragraphs maybe missing clarity and transitions are weak	No sense of organization. Paragraphs lack clear ideas
Research (if assignment includes a research component – Assignment 3)	Use of more than five sources with a good mix between journals, texts, and internet The sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to Chicago style sheet.	Use of four sources having a good mix and are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to the Chicago style sheet.	Use of three sources leaning too much toward internet sources. Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in the Chicago style.	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly, nor listed correctly on the Works Cited page.
Grammar & Mechanics	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

Because this is an electronic course, all exams, including the final exam will be online.

I (Incomplete) – Only under extenuating circumstances (e.g., military assignment, jury duty, major illness with doctor's note) would an "I" grad be awarded. Under such circumstances student must meet the requirements (more than two-thirds of the course work completed and has a passing grade) and must inform the instructor in writing before the last day of instruction. Failing to do so will result in a "UW" or "F" Grade.

UW (Unauthorized Withdrawal) – This is assigned when a student just disappears from the course without withdrawing officially.

Study Expectations

It is usually expected that students will spend approximately two (2) hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of six (6) hours outside of class each week. Some students may need more outside study time and some less.

For free tutoring on campus, contact the Learning Center (<http://www.fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

"Our campus has developed SupportNet (<http://www.fresnostate.edu/studentaffairs/supportnet/>) to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course."

Course Policies & Safety Issues

Planning is typically a collaborative process. I realize that with a digital course where students may be dispersed, it may be difficult to collaborate. That is why I encourage you to post and respond to discussion questions on Blackboard. You may also share email addresses so that you network.

Please, no "flaming" each other. Planning is a diverse field and there is often no one-way to address planning issues. Be respectful of each other. You are all on a great and exciting voyage.

Plagiarism Detection:

The campus subscribes to the SafeAssign.com and Turnitin plagiarism prevention service through Blackboard, and you will need to submit written assignments to SafeAssign.com or Turnitin. Your work will be used by SafeAssign.com or Turnitin for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the SafeAssign.com process, in which case the instructor can use other electronic means to verify the originality of their work. SafeAssign.com and Turnitin Originality Reports **WILL** be available for your viewing.

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

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:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

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. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) 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 Class Schedule (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 or the University Bookstore (<http://www.kennelbookstore.com>). 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 –including this digital 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 (<http://libguides.csufresno.edu/copyright>).

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COURSE SCHEDULE			
Module No.	TOPIC DESCRIPTION	READINGS	NOTE
Part 1: The Groundwork			
Module 1	Introduction to the course	CLUPL Chapter 1 Local Land Use Authority	Review syllabus and requirements
Module 2	The General Plan	CLUPL Chapter 2	
Module 3	Specific Plan	CLUPL Chapter 3	Assignment 1 assigned
Part 2: The Tools of Land Use Regulation			
Module 4	Zoning	CLUPL Chapter 4	
Module 5	Subdivisions	CLUPL Chapter 5	
Module 6	California Environmental Quality Act	CLUPL Chapter 6	Assignment 1 DUE
Part 3: Federal, State, and Local Aspects to Land Use Regulation			
Module 7	Federal and State Wetland Regulation	CLUPL Chapter 7	Assignment 2 assigned
Module 8	Endangered Species Protections	CLUPL Chapter 8	
Module 9	Design Review, Historic Preservation, Williamson Act, TDR, and other Development Regulations	CLUPL Chapter 9	
Module 10	Vested Rights	CLUPL Chapter 10	
Part 4: Land Use Regulation Issues			
Module 11	Necessity for Findings	CLUPL Chapter 11	Assignment 2 DUE
Module 12	Takings, Exactions: Dedications and Development Fees	CLUPL Chapters 12 & 13	Assignment 3 assigned
Part 5: Other Considerations and Challenges			
Module 13	Initiative and	CLUPL Chapter 14	

COURSE SCHEDULE			
Module No.	TOPIC DESCRIPTION	READINGS	NOTE
	Referendum		
Module 14	Growth Management, Climate Change and Sustainable Development	CLUPL Chapters 15 & 22	
Module 15	Local Agency Formation Commissions	CLUPL Chapter 16	
Part 6: Implementation of Land Use Regulations and Course Closure			
Module 16	Enforcement of Land Use Laws and Land Use Litigation	CLUPL Chapters 19 & 21	Assignment 3 DUE
Module 17	FINAL EXAM		

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent