

SYLLABUS FOR PDD 611 PLANNING CAPSTONE STUDIO

Time and place: Tues/Thurs, 4:00 p.m. - 5:50 p.m. Sweet Seminar Room UR 241

REQUIRED READING MATERIALS for the studio project:

From Recreation to Re-creation: New Directions in Parks and Open Space System Planning, Megan Lewis (2008)

Planning Theory for Practitioners, Michael Brooks, 2002. (Available at the CSU bookstore)
Connecting Cleveland

Additional readings for the class may be given out in class, or will be available on-line. Access to the reading materials, including syllabus, assignments, and other materials will be on the LCUA network at Urban Affairs N drive at <ftp://urban.csuohio.edu/utility> (which provides access to the N drive) or CSU electronic course reserve as indicated by the instructors.

INSTRUCTORS:

Dr. Robert, Simons, Professor, UR 223
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Office hours: Tuesday 3-4pm

Mr. James Kastelic, Senior Park Planner, Cleveland Metroparks
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Park Conservancy expert
Ms. Lynn Garrity, Project Manager, Trust for Public Land
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COURSE DESCRIPTION

This course is intended for MUPDD students in their final year of study. The goal of the course is to enable students to apply their knowledge and planning skills to a real-world project. Students will work in teams on a project for a client, which in this case will be the Cleveland City Planning Commission. The class will consider the following developments during the formulation of the studio project:

First, the city of Cleveland has experienced a significant increase in vacant and abandoned housing in recent years as the foreclosure crisis has deepened. These properties have placed an enormous burden on the city's safety forces, as vacant and abandoned houses often become havens for criminal activity or

arson. Furthermore, their very presence frequently results in neighborhood disinvestment and depresses property values in nearby areas.

As a result of these concerns, the Cleveland City Planning Commission recently adopted guidelines for "Re-Imagining a More Sustainable Cleveland". The guidelines were developed over the past year by the City of Cleveland, Neighborhood Progress Inc., and the Cleveland Urban Design Collaborative. According to the final report: "re-imagining a more sustainable Cleveland starts from the premise that the loss of population over the past 60 years will not likely be reversed in the near term, and that Cleveland's future as a post-industrial city that can attract and retain residents and investment depends in large part in how it adapts to population decline and changing land use patterns to realize its potential as a green city on a blue lake". The guidelines envision short- and long-term uses for vacant land that include increasing areas for urban farming or for parks or recreation areas that could link neighborhoods to regional trails or park systems, such as the Ohio & Erie Towpath Trail or the Cleveland Lakefront Bikeway. In addition, the Ohio General Assembly is considering legislation which would streamline Ohio's land banking procedures in urban areas.

Secondly, the City of Cleveland's waterfront has long been envisioned to play a valuable role in the future of the greater Cleveland economy and quality of life. The development of the Cleveland Waterfront District Plan in 2004 was an ambitious effort to transform the City's lakefront, connecting neighborhoods and restoring the ecological integrity of its unique coastal environment. The Plan included a significant public input process with numerous community meetings to create the vision for the lakefront's future. However, the plan to date has not moved into a comprehensive implementation phase and has not realized the potential envisioned by the City.

The key public asset component defined in the Cleveland District Waterfront Plan is the City's lakefront parks. The Cleveland Lakefront State Park system includes six lakefront parks in the city of Cleveland and serves as the front door for public access to Lake Erie in one of the most densely populated regions of the Great Lakes. The system also provides a key linkage to other regional public assets, including the CanalWay National Heritage Corridor and the Cuyahoga Valley National Park. As with every major city, this network of green space in the urban core has endured many economic and social changes over the years. In the City of Cleveland, public access to the lakefront should play a significant role in enhancing the City's competitiveness to retain and attract businesses and residents, but the Cleveland Lakefront State Park is challenged by declining state revenue, deteriorating infrastructure and a decrease in programming and visitor use.

Therefore, the need to improve the Cleveland Lakefront State Park and the potential for expanding the Waterfront District Plan by applying the new "sustainable Cleveland" guidelines to the City's five lakefront wards create a unique opportunity to create a more vibrant and attractive lakefront. The class will conduct research, analyze data and develop planning strategies towards this goal.

The course focus for the 2009 capstone studio class will thus be to examine foreclosure trends in the five Cleveland lakefront wards, determine strategies for improving the Cleveland Lakefront State Park and develop an expanded and updated Waterfront District Plan. The updated Plan will identify opportunities to create new greenspace (including parks, recreation facilities, trail corridors and community gardens), determine strategies to improve funding, programming and ecological resources of the Cleveland Lakefront State Park and other existing and proposed greenspace along the Cleveland shoreline and

determine economic development opportunities along Cleveland's lakefront which could occur as a result of the city's land bank program.

Specifically, students will work in teams, and may undertake the following tasks in two separate phases:

Phase I:

Determine housing trends (sales, foreclosures, demolitions, construction, etc) in Cleveland wards 8,11,13,17 and 18 from 2004 through 2008

Identify opportunities to assemble land in the above wards consistent with the City's recently adopted "sustainable Cleveland" guidelines

Examine status of existing city lakefront park and recreation facilities (size, amenities, conditions, budgets, programming activities, etc.)

Identify status of recent lakefront projects (Wendy Park, Dike 14 Nature Preserve, Canal Basin Park, Towpath Trail extension, Port Relocation, Burke Lakefront Airport, Hullett Unloaders, Euclid Beach Carousel, Coast Guard Station, Cuyahoga Valley Initiative, etc.)

Examine opportunities to create additional greenspace opportunities (greenway corridors, trail linkages, community gardens, riparian setbacks, parks, etc.) in the five lakefront wards

Examine opportunities to create recreation-related redevelopment opportunities in the five lakefront wards, using foreclosed properties and site assembly

Research mechanisms to acquire and hold land for greenspace purposes (fee title, conservation easements, lease agreements, life estates, etc.)

Research mechanisms in other cities to provide funding for urban parks (land conservancies, community development corporations, waterfront development authorities, etc.)

Research mechanisms to provide management and stewardship of existing and future lakefront related greenspace

Phase II

Develop a revised and spatially expanded Waterfront District Plan for the Cleveland lakefront, including how the city's new "Sustainable Cleveland" guidelines can be applied to expand greenspace and provide redevelopment opportunities in five Cleveland lakefront wards

Develop a business and marketing plan, utilizing sustainable development principles to promote economic development that complements and can be integrated into a "green" Cleveland lakefront;

Identify programmatic activities to stimulate interest and excitement along the shoreline and any new recommended greenspace in the five lakefront wards;

Identify opportunities for ecologic restoration and the use of green infrastructure in existing or new parks proposed in the city's five lakefront wards;

Determine a long term strategy for managing existing and proposed greenspace along the City's lakefront

Recommend a series of funding strategies to provide for ongoing maintenance and future improvements at the Cleveland Lakefront State Park, as well as major restoration projects along the Cleveland lakefront (Hullett ore unloaders, Euclid Beach carousel, Coast Guard Station, etc.).

Phase I of the project will include a review of the 2004 Waterfront District Plan; an update of specific developments that have occurred since completion of the Waterfront Plan; extensive research on greenspace stewardship initiatives throughout the United States; and the formulation and implementation of a survey to help determine public perception of lakefront issues. During this Phase, an update of socio-economic characteristics, transportation and infrastructure projects, zoning and land use changes and other pertinent data sets will be required. Students will prepare spreadsheets, utilize GIS analytical tools and prepare reports detailing their findings.

Phase II will focus on five components of a revised and updated Waterfront District Plan:

- *land use*
- *ecologic restoration*
- *business, marketing, programming and economic development*
- *management strategies*
- *funding mechanisms*

Students will be responsible for organizing team-based work, developing graphics and maps utilizing GIS technology, conducting a survey, developing a final report for distribution, and developing a web site for the project. The final report for the project will be presented at the end of the semester to invited guests from greater Cleveland.

This class should be viewed as a dynamic process, rather than a product. This syllabus represents a class project plan, and this plan may be revised in mutual regard of the instructors' and students' interests, capabilities, and findings.

Students will also write an essay focused on ethical considerations related to the project and will compile a portfolio of work as an assignment. These assignments will be distributed in class.

COURSE FORMAT, ASSIGNMENTS AND GRADING

The course utilizes a studio format. Students will work in teams and individually to develop generalized data findings. The course format will include lectures by guest speakers familiar with lakefront planning and sustainable development issues interspersed with frequent work sessions. Students will be assigned to project teams that will be responsible for discrete parts of the planning project. The instructors will act as project management advisors and technical resources.

There will be no examinations for this course. Grades will be determined on the basis of both individual and team-based work. Students will work together to complete components of the course project, and

will be graded on discrete sections of those components on an individual basis. Students will also be graded for their productivity as teams.

Grading for the course will be as follows:

Individual work product	30%
Individual survey work	10%
Individual ethics paper	5%
Individual class participation:	5%
Team reports:	30%
Team presentations:	<u>20%</u>
TOTAL	100%

Letter grades will be assigned on the following percentage basis:

A	93-100	B-	80-82
A-	90-92	C	70-79
B+	88-89	F	69 or less
B	83-87		

STUDENTS WITH SPECIAL NEEDS

Anyone needing special accommodations to complete course assignments must identify himself or herself to the instructor by the end of the second week of class. These accommodations are for a student who is physically challenged or who has a university-documented learning disability.

POLICY ON PLAGIARISM & CHEATING

Plagiarism (copying other people's work in any form, without proper reference and citation) is strictly prohibited and is grounds for a grade of "F" on an assignment. Misrepresentation of work as one's own that has been developed by another classmate is prohibited and is grounds for a grade of "F" on an assignment. This policy will be carried out in accordance with university policy on cheating and plagiarism. If you are not clear about what does and does not constitute plagiarism, please consult the University Writing Center or their web page:

<http://www.csuohio.edu/writingcenter/WAC/Plagiarism.html>

PROJECT DELIVERABLES

The project deliverables will include the following:

1. interim power point presentations and data summarizing Phase 1 of the project; each team's materials will be posted to the class web site and be available to other members of the class
2. final power point presentation and final report, posted to the class web page and saved on a CD for the instructors; more details on requirements for this to follow
3. final class web page nicely designed and executed
4. handout for final presentation

COURSE SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>Speaker (Bold indicates confirmed)</u>
<u>Week 1</u>		
Jan. 20	Introduction and Course Overview	Instructors
Jan. 22	Project background; Conservancy overview	Instructors
<u>Week 2</u>		
Jan. 27	Cleveland Waterfront District Plan	4-5p Chris Ronayne, President, UCI
Jan. 29	Sustainable Cleveland Guidelines	4-5p Terry Schwarz, Senior Planner, CUDC
<u>Week 3.</u>		
Feb. 3	Cleveland Lakefront Park Plan	4pm Tom Zarfoss, President, Behnke&Assoc. 5pm Brian Mikelbank Foreclosure data,
Feb. 5	Phase I Assignments	Instructors
<u>Week 4</u>		
Feb.10	CLSP Programming	Carol Ward, Naturalist, CLSP
Feb. 12	Work Session	
<u>Week 5</u>		
Feb. 17	City Lakefront Issues	Bob Brown, Director, Cleveland CPC
Feb. 19	Work Session/Field Trip	
<u>Week 6</u>		
Feb. 24	Survey Discussion	Instructors
Feb. 26.	Survey Formulation	Kastelic only
<u>Week 7</u>		
March 3	Cuyahoga County Greenspace Plan	Paul Alsenas, Director, Cuy Cty PC
March 5	Ethics of Planning Practice <i>Readings: Brooks, Ch. 2, 5, & 13</i>	Dr. Wendy Kellogg
<u>Week 8</u>		
March 10	Phase II Assignments	Instructors

March 12 Survey Work session/finalize Instructors

SPRING BREAK March 15-March 21: NO CLASS

Week 9

March 24 Ecologic Restoration

John Mack, Chief, Nat. Resources, CMP

March 26 Work Session

Week 10

March 31 Green City, Blue Lake

David Beach, Director, GCBL

April 2 Work Session

Kastelic Only

Week 11

Apr. 7 National conservancies

**Peter Harkin, Trust for Public Land
webinar**

Apr. 9 Work Session

Week 12

Apr. 14 Policy Issues: Real Estate/Finance

Dr. Simons

Apr. 16 Work Session

Week 13

Apr. 21 Work Session

Apr. 23 Work session
Ethics Essay Due in Class

Week 14

April 28 Work Session or APA National Conference. Simons only

April 30 Work Session

Week 15

May 5 Work Session – Dry Run I

May 7 Work Session – Dry Run II

Week 16

May 12 Final Presentation

May 14 Final class written reports and web page due