



BLOUSTEIN SCHOOL SYLLABUS GUIDE

Last Revised, December 10, 2015

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Bloustein Syllabus Committee

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INTRODUCTION AND CONTEXT

A syllabus is a critical instrument for effective communication and instruction. It is a crucial link within a broader process of identifying learning goals, communicating and working to realize those goals through class and other instruction, assessing the realization of the learning objectives provided by the instruction, and effecting continuing refinements to enhance pedagogy.

The Bloustein School is committed to excellence in teaching and assessing and improving student performance. This syllabus guide is a component of that commitment. It is a product of a faculty and staff committee formed by the Bloustein undergraduate programs in planning and public health in Spring 2014. Syllabus committee members include Anita Franzione, Ann Marie Hill, David Listokin, Tony Nelessen, Dona Schneider, Tamara Swedberg, Marc Weiner and Lyna Wiggins. While the committee's focus is undergraduate, its deliberations and recommendations have broader graduate application in the Bloustein School.

SYLLABUS GUIDE COMPONENTS AND UTILIZATION

The Syllabus Guide comprises three sections: (1) Syllabus Template and Commentary; (2) "Good Practice" Syllabus Example, and (3) Syllabus Evaluation Rubrics.

The first section identifies recommended syllabus components and useful information on "what to include." The second section illustrates the recommended template with a "good practice" example. As the Bloustein School provides a broad array of programs, a "good practice" example syllabus can be multifaceted. The third section on the syllabus evaluation rubric provides a guide for evaluating the quality of the Bloustein syllabus on an ordinal "beginning," "emerging" and "exemplary" rating scale. This rubric will be used by the Bloustein Syllabus Committee to continue to examine and enhance Bloustein syllabi.

SECTION ONE: BLOUSTEIN SYLLABUS TEMPLATE

The attached template is designed to assist all instructors in constructing a syllabus. It contains the sections and information to be included along with explanations and suggestions for use.

Note: For accreditation purposes, some sections are required only for certain programs (e.g. for public health alone) and this is indicated in the instructions.

The template can be used in two ways, as a model that can be closely replicated or as a useful checklist. The "good practice" example template contained in Section Two of this Syllabus Guide is a near-mirror of the recommended template.

Whatever the exact syllabus that is produced, it is important that it should be ready and available during course registration and never later than the first class meeting of the semester.

SYLLABUS TEMPLATE

Course Title

Course Number

Semester/ Year

Classroom and Class Time

Include if relevant, Cross-listed course information and Class Section Number

1. Instructor Information

Name of Instructor (title, advanced degrees, relevant research/academic unit affiliation)

Instructor's office address and office hours

Instructor's telephone number, email address and optional other contact information (webpage, fax, postal address)

2. Instructor Assistant Information (if applicable)

Name of any instructional assistants (title, highest degree, and research/academic unit affiliation)

Assistants' office addresses and office hours

Assistants' telephone numbers and email addresses, and optional other contract information (webpage, fax, postal address)

3. Class Credit Hours

Indicate a fixed number of credits or variable credits (added credits for added work such as major paper) if the latter option is available

4. Pre- and Co- requisites

The number and title of any prerequisite and co-requisite courses, and other pre-requisites for enrollment; if relevant, list alternatives, such as placement testing. In some semesters some courses or sections may have special stipulations, such as "this section open only to juniors," or "enrollment by special permission number only" and this information should be included as relevant.

5. Class Website, if applicable (e.g., <http://sakai.rutgers.edu> or <http://rutgersonline.net>)

Notification of students of the web-based course site you intend to use. Courses in New Brunswick can host their websites on Sakai or E-college. You may choose to use a section within the syllabus to offer students a more detailed explanation of how you intend to use the site, as on page 6 below.

6. Course Catalog Description

The description of the course as it appears in the Rutgers University catalog at www.rutgers.edu/academics/catalog. This is a description of the content of the course as it was approved. Plans to teach the course in a manner that deviates significantly from the approved description should be discussed with the program director or curriculum committee.

7. Course Synopsis

You may wish to include text in your syllabus that describes your personal perspective of and approach to the course. This is fine, as long as it is in addition to, and not in place of, the catalog description, and both are labeled. In the course syllabus, provide a description or synopsis that may address the following: the material the course will cover; the relationship of the course to other courses in the area or department; the relationship of the course to the field; the intended audience of the course; the theoretical or methodological assumptions that structure the course; and any other relevant information.

The course synopsis should include learning methods as the example below illustrates:

Learning Methods: Class is structured for participatory learning. Each class session will contain a didactic presentation of the week's topic but not summarizing the assigned readings. Class time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues. Guest speakers, as appropriate, will present in their topic of expertise.

8. Core Competencies Addressed in the Course (*Required for Public Health*)

In addition to sections 7 and 8, key or core competencies should be additionally specified as the example below illustrates:

Core Competencies Addressed in the Course: Successful completion of this course satisfies the major core competency understanding the health promotion and delivery of services for older as designated by the Council on Education for Public Health, the accrediting agency for undergraduate public health majors. After completing this course, the student will:

1. Recognize, value, and integrate diverse individuals, groups and communities in order to produce public health outcomes.
2. Describe health problems including their social, cultural, environmental and behavioral causes.
3. Identify the role of social and community factors in both the onset and solution of public health problems.
4. Recognize the causes of social and behavioral factors that affect health of individuals and populations including social justice and social inequalities.

9. SAS Learning Goals (*If course is SAS Core Curriculum Certified*).

If your course is Core Certified, you will be notified prior to the beginning of each semester and provided with the set of SAS Core Curriculum learning goals for which your course was certified. The example below illustrates an SAS Learning Goals section, which should be included—optimally—on the first page, but at the very least in the first part of your syllabus:

Satisfaction of SAS Core Curriculum Requirements: Successful completion of this course satisfies three of the 28 SAS Core Curriculum Learning Goals.

Under Goal “h,” which is a background “social and historical analysis goal,” you will “be able to understand the bases and development of human and societal endeavors across

time and place.” Successfully achieving Goal “h” will aid in satisfying Goals “m” and “n,” both of which are “social analysis goals.”

With the satisfaction of Goal “m” you will be “able to understanding different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.”

With the satisfaction of Goal “n” you will be “able to apply concepts about human and social behavior to particular questions or situations.”

10. Course Learning Objectives and Assessment

Identify specific and verifiable goals for what students completing the course will know, think, and do. The objectives might suggest what students will be able to list, identify, explain, demonstrate, compare/contrast, test, discuss, or create by the end of the course.

It is important to list as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students’ learning as your outcomes should drive your assessment and grading schema. Kinds of evidence can be manifest in what students say, do, think and/or present (as on an exam, paper, project, homework, or in class discussion). A well stated learning outcome has two components: substance (content/subject matter like neighborhood design) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, and present).

The learning objectives typically begin with the statement “By the end of the course, students will be able to ...” and then list 3 to 5 key objective for the class. It is not meant to be a comprehensive list of everything students will learn and is not merely a summation of the things students will do as part of taking the class, such as reading articles.

Courses may have individualized learning goals, or learning goals that dovetail with the University, program or unit. For example, some undergraduate courses may be certified as meeting SAS Core Curriculum Learning Goals and these goals should be listed in such courses.

In identifying learning objectives, consider the typology on this subject identified by T. Bloom (*Taxonomy of Educational Objectives* New York: Longmans Green 1964) from lowest order (knowledge) to highest order (create) and summarized at

<http://ctaar.rutgers.edu/assessment/UMassAssessHandbook.pdf> (page 13).

A resource for instructors for their self-evaluation of their identification of learning objectives is found at http://www.schreyerstitute.psu.edu/pdf/Learning_outcomes_rubric.pdf.

After specifying the course learning objectives, the syllabus should describe how the attainment of these objectives will be *assessed*. Assessment is the systematic collection and analysis of information to gauge and improve student learning. Assessment may include both *direct methods* and *indirect methods*. According to Palomba and Banta (*Assessment Essentials* Josey-Bass 1999, 10-11) direct methods “require students to display their knowledge and skills as they respond to the instrument itself (objective tests, presentations and classroom assignments all

meet this criteria) while indirect methods, such as surveys and interviews, ask students and others to reflect on their learning rather than to demonstrate it.” Assessment may involve a “rubric” which is a scoring guide designed around student learning outcomes. Undergraduate classes that are part of the Rutgers Core Curriculum should not only include the core curriculum learning objectives as noted earlier, but should additionally include assessments aligned with those learning objectives, often involving a rubric.

A Middle States Commission on Higher Education guide on *Student Learning Assessment: Options and Resources* is available at www.msachc.org. Rutgers University resources on the subject are available from the Center for Teaching Advancement and Assessment Research <http://ctarr.rutgers.edu>.

11. Book and Other Readings and Resources

List all required and recommended texts and how to obtain them. Include full bibliographic information including ISBN numbers and specific edition information (if pertinent). Similarly, provide full bibliographic information for journal articles and other readings. If your reading list includes works that are in the public domain, include links to free editions at Project Gutenberg, Archive.org, or other e-book distributors. Some courses require the students to purchase additional materials such as lab supplies or specialized software. These should be listed on the syllabus, along with possible locations for purchase. If you require your students to use specific software such as MatLab or SPSS, check the university software licences to see if students are eligible for free downloads or reduced pricing.

If the course contains class materials on or in other ways, links to electronic sites such as Sakai, you should list the URL for the students so they know to access the website.

Note that Rutgers has a Sakai demo available to help students learn the course ware at <http://sakai.rutgers.edu>.

If you choose to organize the text, article and other readings alphabetically, you will need to link these readings to the course organization, content and calendar section (Section 11). Alternatively, you may arrange the readings chronologically.

12. Course/Class Organization, Content and Calendar

Include a course calendar that details by class number and/or date: the topics covered and attendant learning goals, the associated readings and other pedagogic materials, and homework, quiz, exam, and other assignments. The weekly class learning goals function in concert with the overall class learning goals. Being explicit about these learning goals helps students’ understand the relevance of readings, lectures, assignments and exams to their overall learning goals.

Weekly schedule may include such sub-topics as:

Lecture topics

Lecture topics for each day or week can help keep the instructor, as well as the students, focused and on-track.

Pre-class readings

List readings students are expected to have completed before class. Including a short summary, discussion questions, or sample problems can help students focus on key insights from the readings, and can help students to be more prepared for discussion and lecture.

Homework assignments

Consider distributing homework assignments via the weekly schedule in the syllabus, rather than as stand-alone sheets throughout the semester. This can help students understand what is expected of them, help them manage their workload across the semester, and ensure that they are aware of assignments despite missing class.

In-class tests and assignments

Note the dates, times, formats, and percent value of in-class tests and assignments, as well as policies on missed or make-up exams and assignments.

In-class activities

Activities that are clearly tied to the weekly topics can help students master material. Distributing instructions or assignments as part of the weekly schedule can help students understand what is expected of them, help them manage their workload across the semester, and ensure that they are aware of activities despite missing class.

Weekly learning goals and assessment of goals

Many instructors build weekly or daily learning goals which function in concert with the overall course learning goals. Being explicit about these learning goals helps students understand the relevance of readings, lecture, assignments etc. to their overall learning. Where relevant, identify how the learning goals will be assessed.

Course and instructor feedback policy

Set expectations for students about what sorts of feedback, on what time line, they should expect from you. It is also often useful to tell students how they can provide feedback about the course - for example, through the Student Instructional Rating Survey, or via in-class feedback mechanisms.

Highlight and provide complete information for class milestones such as midterms and finals.

13. Course Requirements

Summarize the tasks the students must complete for the course (e.g. class participation, assignments, quiz/exams and papers); identify the importance of each of the tasks with respect to the final grades (e.g. class participation – 10%, assignments – 30%, quiz/exams – 30%, and paper – 30%); and describe the criteria and/or rubric used to evaluate student work. The criteria and rubric should be based on the stated learning objectives.

You should list as clearly as possible the criteria you will use to assess all student work. The criteria for assessments should be based on the stated learning objectives.

Providing examples of the differences between work that would earn an A, B, C, D, or F is helpful such as: "An A grade will be awarded to an assignment that both fulfills the terms of the assignment and shows evidence of out-of-the-ordinary original, creative, analytical, and interesting thought. A B grade will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a C grade. Assignments that fail to fulfill the terms of the assignment will receive a D. An assignment that does not approximate the terms of the assignment will receive an F. Assignments must be handed in on time. If emergencies occur, let the instructor know in a timely fashion.

Identify the Bloustein grade scale: A, B+, B, C+, C, D (undergraduate only), and F. An F is used for failing work or for a student who has stopped attending class without formally withdrawing. An incomplete, IN, can only be assigned to a student who due to unforeseen, and generally emergency, circumstances cannot finish coursework within the given semester; the student then has extra time to complete the coursework and have the grade changed or else the incomplete becomes permanent.

Identify the crosslink between numerical grades on homework, papers, quizzes, exams, and other work and the assignment of letter grades.

Identify your policy with respect to missed or late assignments, exams, papers, re-submissions, extra-credit work and other requirements and how this will affect the final grade. Identify your policy with respect to class attendance and lateness and whether and how these will affect the final grade. Generally, grading on attendance and lateness is not advised.

Include the following Rutgers policy with respect to attendance and self-reporting of absences:

"Students are expected to attend all classes; if you expect to miss one or two classes or a period of time in an online class, please use the University absence reporting website - <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances."

Further information on Rutgers attendance policy is found at:

http://catalogs.rutgers.edu/generated/nb-ug_current/pg21721.html. University religious holiday policy is found at: <http://scheduling.rutgers.edu/religious.shtml>. A university interfaith calendar is found at: <http://www.interfaithcalendar.org/index.htm>. Rutgers rarely cancels classes for inclement weather and to check, visit <http://campusstatus.rutgers.edu>.

14. Academic Integrity

Academic integrity is a core value of the Bloustein School and Rutgers University. Violations include cheating, fabrication, plagiarism, denying others access to information or material and facilitating violations of academic integrity.

Rutgers policy on and resources concerning academic integrity can be found at:

<http://academicintegrity.rutgers.edu/integrity.shtml>

Helpful Rutgers tutorials on the subjects of academic integrity and plagiarism are found at: <http://sccweb.sccnet.rutgers.edu/douglass/sal/plagiarism/Intro.html> and <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/> and http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml

15. Other Considerations: Disability/Medical Conditions

Rutgers disability policies and procedures are found at: <http://disabilityservices.rutgers.edu>

Students with disabilities requesting special accommodations in this class must follow the procedures outlined at: <http://disabilityservices.rutgers.edu/request.html>

Students who develop disabling medical problems or other issues during the semester should consult the director of their academic program or Bloustein Associate Dean of Student Services, Steve Weston.

16. Library and Other Resources

It is worth including this information on your syllabus – links to specific library resources and contact information for a librarian who can assist students:

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides are available to get you started. The librarian who specifically supports the Bloustein School is Karen Hartman at Alexander Library. (<http://libguides.rutgers.edu/profile.php?uid=24767>)

Karen Hartman
169 College Avenue
New Brunswick, New Jersey 08901
848-932-6104
khartman@rci.rutgers.edu

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help; for information, check <http://lrc.rutgers.edu>. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/index.html>.

Bloustein offers help with a variety of technology problems. For technology assistance at Bloustein, visit: <http://policy.rutgers.edu/its/helpdesk/contact.php>

Students are expected to take the initiative to become aware of Rutgers University and Bloustein policies regarding their academic work. See www.rutgers.edu/academics/catalogs for the overall Rutgers catalog and the Bloustein website, including course descriptions and details about all degree programs: <http://ejb.rutgers.edu>. For Rutgers Undergraduate Professional Schools Academic Policies (including Bloustein), see <http://policy.rutgers.edu/academics/undergrad/ProfSchoolsPoliciesMarch2012.pdf>

SECTION TWO: “GOOD PRACTICE EXAMPLES”

These examples of a “public health and aging course” and an “urban redevelopment course” are near mirrors of the recommended template.



Edward J. Bloustein School
of Planning and Public Policy

COURSE SYLLABUS
Public Health and Aging
10:832:341:01 Fall 2014

Faculty: Anita Franzione, DrPH, MPA

Contact Information: anita.franzione@rutgers.edu; 848-932-2391

Office hours: Bloustein, Room 255

Wednesdays: 10 am to 3pm.

Tuesdays and Thursdays mornings by appointment

Class Meeting Days/Times: Tuesdays 11:30 am to 2:30 pm

Class Location: College Avenue Scott Hall Rm 120

Credits: 3 credits

Pre-requisites: None; Required for Long-Term Health Care Certificate.

Course Website: <http://sakai.rutgers.edu/>

COURSE CATALOG DESCRIPTION: Students gain a basic understanding of the physical, mental, and social aspects of aging. Focus is placed on the implications of aging for families, caregivers, and communities; wellness models; long-term care; reimbursement; and health care delivery issues.

COURSE SYNOPSIS AND LEARNING METHODS: This is a three credit course that will provide a broad overview of aging in the United States and what to expect in the coming decades. The goal of the course is to provide a basic understanding of the physical, mental, and social aspects of aging, the societal, economic, and policy implications of the aging population and the impact of the aging population on the public health and health care services. Class is structured for participatory learning. Each class session will contain a didactic presentation of the week's topic but not summarizing the assigned readings. Class time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues. Guest speakers, as appropriate, will present in their topic of expertise.

KEY COMPETENCIES ADDRESSED IN THE COURSE: Successful completion of this course satisfies the major core competency understanding the health promotion and delivery of services for older as designated by the Council on Education for Public Health, the accrediting agency for undergraduate public health majors. After completing this course, the student will:

- A. Recognize, value, and integrate diverse individuals, groups and communities in order to produce public health outcomes.
- B. Describe health problems including their social, cultural, environmental and behavioral causes.
- C. Identify the role of social and community factors in both the onset and solution of public health problems.
- D. Recognize the causes of social and behavioral factors that affect health of individuals and populations including social justice and social inequalities.

Course Learning Objectives and Assessments: The specific objectives of the course are:

- 1. Students will understand the physical, mental, and social aspects of aging, as well as explore some myths and misconceptions;
- 2. Students will comprehend the social and economic impact of aging;
- 3. Students will be able to identify and distinguish the variety of services for this population and the wide range of career paths for providing these services;
- 4. Students will understand the public health issues surrounding health care delivery for this population;

Assessment of these objectives will be accomplished by:

Midterm: Links with Course Objectives 1, 2, 3, and 4

Current Event: Links with Course Objectives 1, 2, 3, and 4

Final Paper: Links with Course Objectives 1, 2, 3, and 4

Participation: Links with Course Objectives 1, 2, 3, and 4

BOOKS AND READINGS

Required textbook: Introduction to Aging: A Positive, Interdisciplinary Approach, Sugar, JA, Riekse, RJ, Holstege, H, Faber, MA, Springer Publishing Company, New York, 2014

CLASS TOPIC Outline AND READINGS Assignments

WEEK	DATE (Tu)	CLASS CONTENT	READINGS & RESOURCES All Found in Sakai
1	Sept 2	Introduction <ul style="list-style-type: none"> •“Getting to know you” •Course description, goals, expectations •Assignments •Introduction to Aging Professional Careers in Gerontology	Week 1 Lecture 50 Fascinating Aging Facts Textbook, Chapter 1 An Age Old Problem – Who is Elderly? Preparing future long term care leaders Preparing for Future Consumers
2	Sept 9	Demographics, Aging and Health <ul style="list-style-type: none"> •Demographics •Aging and Needs of the population – the Silver Tsunami •Disparities 	Week 2 Lecture Age Wave = Change Wave The Big Idea in 4 Minutes America’s Fastest Growing Population Current Events Assignments Posted/Available!
3	Sept 16	Biology and Physiology of Aging <ul style="list-style-type: none"> •What is aging? What is 65? •Why do we grow old? 	Week 3 Lecture Textbook – Chapter 3 Theories on Why We Age:
4	Sept 23	Common Diseases in Older Adults <ul style="list-style-type: none"> •Multiple Systems •Co-morbid Conditions •What is happening to my body? 	Week 4 Lecture Living Longer but not Healthier:
5	Sept 30	Wellness and Health in Older Adults <ul style="list-style-type: none"> •Living well •Importance of literacy 	Week 5 Lecture Textbook – Chapter 4 Poll: Upbeat Baby Boomers Say They’re Not Old Yet:
6	Oct 7	Psychosocial Aspects of Aging <ul style="list-style-type: none"> •Ageism and the stigma of being old •Alternative lifestyles 	Week 6 Lecture Textbook – Chapters 2 & 6 Ageism

			AIDS: 30 years Later – AARP article
7	Oct 14	Alzheimer’s, Dementia, and other mental health issues <ul style="list-style-type: none"> •Alzheimer’s and Dementia •Mental Illness and depression •Substance Abuse 	Week 7 Lecture Textbook – Chapter 5 Alzheimer’s Association 2013 Facts & Figures
8	Oct 21	Palliative Care and End of Life Issues <ul style="list-style-type: none"> •Difference between hospice and palliative care •POLST: Physician Orders for Life-Sustaining Treatment 	Week 8 Lecture Textbook – Chapter 7 National Hospice and Palliative Care Organization POLST
9	Oct 28	Families, Caregivers, and Social Support <ul style="list-style-type: none"> •Impact and importance •The value of unpaid caregiving 	Week 9 Lecture Textbook – Chapters 12 & 13 Valuing the Invaluable: 2011 Update - The Growing Contributions and Costs of Family Caregiving
10	Nov 4	Policy Issues for Health Care and the aging society <ul style="list-style-type: none"> •Access •Payment •Quality of Care; Quality of Life 	Week 10 Lecture Textbook – Chapters 10 & 18 Preparing for an Aging Society NJ Quick Facts 2011 Caring for an Aging American in the 21 st Century Retooling for An Aging America – fact sheet Key Issues in Understanding the Economic and Health Security of Current and Future Generations of Seniors
11	Nov 11	Medicare, Medicaid, and Long Term Care Insurance <ul style="list-style-type: none"> •The impact of insurance; Medicare Advantage Plans 	Week 11 Lecture Textbook – Chapter 14 Medicare and you Medicare and Medicaid quizzes from KFF
12	Nov 18	Community Wellness Models <ul style="list-style-type: none"> •Rethinking elder 	Week 12 Lecture Textbook – Chapter 11

		housing •Aging in Place •Live in Place	Senior Living Trends Aging in Place
13	Nov 25	Tuesday is Thursday this week! Thanksgiving Break! No PH & Aging Class today!	
14	Dec 2	Long Term Care and Community Based Care •Medical Home •Person Centered Care	Week 14 Lecture Textbook – Chapter 15 Long Term Care Services in the US: 2013 Overview My Top 10 Movements in Long Term Care
15	Dec 9	Integrating Health Care Delivery Systems •Primary Care •Intersections with other health services	Week 15 Lecture Accountable Care Organizations WebMD guide to ACOs:

COURSE REQUIREMENTS

Course Grading:

To earn an “A” for this course, students must **regularly attend class, read** the assigned readings **before class**, participate in the classroom discussions, and be prepared to present your current event article to the class on your assigned date. A grade of “A” constitutes *consistent* excellence, interest, and participation.

Grades will be determined on the basis of:

- Participation in class discussion and attendance (25%);
- Mid-term exam (30%);
- Final Paper (35%)
- Current Event Presentation (10%)

Class Participation/Attendance – All students are expected to review the assigned readings and class slides before class and participate throughout the semester. Also comments about the readings and slides will be expected.

Midterm Exam – The midterm exam will cover material from assigned readings, lectures, and class discussions. Exam format will include short answers questions and essay questions. Unless the absence is authenticated by the University, no make-up exams will be provided. Midterm is in class on **October XX, 2014**.

Final Paper – There is no final exam, only the paper. The purpose of the final paper is to provide students with an opportunity to apply the skills and techniques they have learned in class to a real-life scenario. Posted in Sakai assignments after the midterm, two to three (2 to 3) case-study questions will be distributed for the student to choose to answer one (1). Students will be asked to identify the best method for addressing their chosen case. Students should fully address the following areas in their paper:

- Provide an overview of the question
- Identify potential courses of action and discuss the pros/cons of each.
- Make a recommendation/conclusion

As part of the assignment, students should justify their recommendations using class discussions, principles from class, the assigned readings, and/or other academic resources. A minimum of three sources are required for the paper. All sources must be properly cited using either MLA or APA format. Papers should be 6-8 pages long, double spaced. Please remember to proofread your papers for any grammar or spelling mistakes. **Papers are due into Sakai by 11:59 PM, Monday, December XX, 2014.**

Current Event Presentation -- Each student will be required to present a current event article at the class he/she is assigned. Topics should focus on issues currently effecting older adults such as the aging process, older adult health public policy issues, etc.. Article sources may include but are not limited to: newspapers, peer-reviewed journals, and/or professional organizations. Presentations should summarize the article and identify key stakeholders in the discussion. Students should conduct a review of their current event article and state why it is important to this class. The assigned class for the current events presentation will be distributed/made available in Sakai and in class at the second week of classes.

Letter Grade	Definition
A	90 - 100
B+	85 – 89.99
B	80 – 84.99
C+	75 – 79.99
C	70 – 74.99
D	60 – 69.99
F	0 – 59.99

Class Participation/Attendance – All students are expected to review the assigned readings and class slides before class and participate throughout the semester. Also comments about the readings and slides will be expected. Class participation and attendance is 25% of the final grade.

Students are expected to attend all classes. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including tests and written tasks. Any unexcused absence or excessive tardiness may result in a loss of participation points.

If you expect to miss one or two classes or a period of time in an online class, please use the University absence reporting website - <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances."

Further information on Rutgers attendance policy is found at:

http://catalogs.rutgers.edu/generated/nb-ug_current/pg21721.html.

University religious holiday policy is found at: <http://scheduling.rutgers.edu/religious.shtml>. A

University interfaith calendar is found at: <http://www.interfaithcalendar.org/index.htm>.

Rutgers rarely cancels classes for inclement weather and to check, visit

<http://campusstatus.rutgers.edu>.

Academic Integrity

Academic integrity is a core value of the Bloustein School and Rutgers University. Violations include cheating, fabrication, plagiarism, denying others access to information or material and facilitating violations of academic integrity.

Rutgers policy on and resources concerning academic integrity can be found at:

<http://academicintegrity.rutgers.edu/integrity.shtml>

Helpful Rutgers tutorials on the subjects of academic integrity and plagiarism are found at:

<http://sccweb.sccnet.rutgers.edu/douglass/sal/plagiarism/Intro.html> and

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/> and

http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml

Other Considerations: Disability/Medical Conditions

Rutgers disability policies and procedures are found at: <http://disabilityservices.rutgers.edu>

Students with disabilities requesting special accommodations in this class must follow the procedures outlined at: <http://disabilityservices.rutgers.edu/request.html>

Students who develop disabling medical problems or other issues during the semester should consult the director of their academic program or Bloustein Associate Dean of Student Services, Steve Weston.

Library and Other Resources

It is worth including this information on your syllabus – links to specific library resources and contact information for a librarian who can assist students:

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides are available to get you started. The librarian who specifically supports the Bloustein School is Karen Hartman at Alexander Library.

(<http://libguides.rutgers.edu/profile.php?uid=24767>)

Karen Hartman
169 College Avenue
New Brunswick, New Jersey 08901
848-932-6104
khartman@rci.rutgers.edu

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help; for information, check <http://lrc.rutgers.edu>. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/index.html>.

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Students are expected to take the initiative to become aware of Rutgers University and Bloustein policies regarding their academic work. See www.rutgers.edu/academics/catalogs for the overall Rutgers catalog and the Bloustein website, including course descriptions and details about all degree programs: <http://ejb.rutgers.edu> .

For Rutgers Undergraduate Professional Schools Academic Policies (including Bloustein), see <http://policy.rutgers.edu/academics/undergrad/ProfSchoolsPoliciesMarch2012.pdf>.

URBAN REDEVELOPMENT
970:622:01
Fall 2014
Bloustein Building, Room 112
9:50AM – 12:30PM

Faculty: David Listokin (Ph.D.) & Christopher Paladino (J.D.)

<u>SYLLABUS SECTIONS</u>	<u>Syllabus Page</u>
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6 – Course Synopsis	2
7 – Core Competencies, Learning Objectives, and Assessments	3
8 – Class Schedule & Topics	4
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URBAN REDEVELOPMENT
970:622:01
Fall 2014
Bloustein Building, Room 112
9:50AM – 12:30PM

1. **Faculty:** David Listokin, Ph.D., Professor at Bloustein School, and Co-Director of the Center of Urban Policy Research (CUPR)
Office: Room 487, Bloustein Building, 33 Livingston Avenue, New Brunswick, NJ 08901
Contact: E-mail: listokin@rutgers.edu, Phone: 848-932-2374, Fax: 732-932-2363

2. **Faculty:** Christopher J. Paladino, J.D., President of New Brunswick Development Company (DEVCO)
Office: 120 Albany Street, Tower 1, 7th Floor, New Brunswick, NJ 08901
Contact: E-mail: cpaladino@devco.org, Phone: 732-249-2220, Fax: 732-249-4671

3. **Class Credit Hours – 3 Note:** This class counts as one of the three required classes in the Housing and Real Estate concentration and counts as a recommended course in the Urban and Community Development concentration for the M.C.R.P. degree at Bloustein. This class also counts as one elective class for the Historic Reservation Certificate. See Bloustein website “Concentrations” and “More Information—Certificate Programs” for more details

4. **Class Website:** www.sakai.rutgers.edu

5. **Course Catalog Description**
The evolution of urban redevelopment activities in the United States, post-World War II. Examines the successes and failures of urban renewal, public housing, historic preservation, business improvement district , enterprise and empowerment zones, targeted incentives, and the public provision of cultural and tourism infrastructure.

6. **Course Synopsis**
This class considers how urban redevelopment has been effected in both the United States nationally (macro perspective) as well as in a case study community, New Brunswick New Jersey (micro perspective).At the macro scale, the course considers such topics as the historical implementation of redevelopment since the 1930s (major programs and assumptions behind the major initiatives);the legal , neighborhood and other perspectives framing national urban redevelopment efforts ; and the financial and public finance considerations that underlie how urban redevelopment is implemented. Many of these national considerations are paralleled in New Brunswick and redevelopment here is examined principally through detailed case studies of major redevelopment projects in this city effected over approximately the past half century. The New Brunswick efforts have involved such programs and strategies as urban renewal, public housing (and Hope VI),a downtown business improvement district (BID) and an Urban Enterprise Zone, utilization of a variety of programmatic subsidies (e.g., Community Development Block Grant and Urban Development Action Grant) , tapping a host of income tax incentives (e.g., New Markets Tax Credits , Low Income Housing Tax Credits ,and Historic

Preservation and Urban Transit Hub Tax Credits) as well as property tax incentives , such as payment in lieu of taxes (PILOT) and tax increment financing (TIF).

The first portion of the class (classes 1-10) emphasizes national considerations, while the second portion (classes 11-15) emphasizes the New Brunswick case. While the course presents both theoretical and practical (“how to”) perspectives of urban redevelopment, the latter is emphasized. The theme of “how to do urban redevelopment” is embedded in the major paper assignment. Students are divided into two teams and each team will examine urban redevelopment in a major city in New Jersey; the cities to be studied in this class are: Jersey City, and Newark. Each paper will examine the conditions that underlie urban redevelopment in each community (e.g., history of the city’s growth and evolution, socioeconomic and public finance profile, and prior redevelopment strategies) and will in tandem examine in detail a redevelopment project in each city, including market, financial proforma and other project analyses. (See Section 12 for paper details)

The class is structured for participatory learning. Each class session will contain a didactic presentation of the week’s topic. Class time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues. Guest speakers, as appropriate, will present in their topic of expertise.

Course requirements are apportioned as follows:

Major Paper – 95 points

Class Participation – 5 points

See Syllabus Section 12 for further details

7. Core Competencies, Learning Objectives, and Assessments

After completing this course the student will:

1-Understand the historical perspective of urban redevelopment in the United States.

2—Recognize the economic, social political, and legal forces that influence such redevelopment.

3—Acquire analytical skills important to redevelopment ,including the ability to conduct/critique, market study, financial analysis and development impact assessment.

4—Implement a variety of urban redevelopment strategies and programs including a BID, TIF and PILOT.

Assessment of these learning objectives will be accomplished by:

Class Participation (5% of grade); Links with Course Objectives 1,2,3, 4.

Final Paper (95% of grade): Links with Course Objectives 1, 2, 3, 4

8. Class Schedule & Topics

Class Number	Date	Subject	Instructors
<i>CLASS INTRODUCTION</i>			
1	3-Sept.	Class Overview and New Brunswick History & Redevelopment	Listokin & Hughes
<i>NATIONAL PERSPECTIVES</i>			
2	10-Sept.	Redevelopment Challenges and Community Context	Listokin
3	17-Sept.	U.S. Redevelopment and Preservation History/Programs	Listokin
4	24-Sept.	Legal and Planning Redevelopment Framework	Listokin, Goldsmith, & Slachetka
5	1-Oct.	Community & Neighborhood Redevelopment Framework	Listokin & Powell
6	8-Oct.	Business Improvement District – BID	Listokin
7	15-Oct.	Financial Analysis	Listokin & Clarke
8	22-Oct.	Property Tax Incentives - TIF	Listokin
9	29-Oct.	Income Tax Incentives	Listokin
10	5-Nov.	Development Impact Analysis – Fiscal & Other	Listokin
<i>NEW BRUNSWICK PERSPECTIVES</i>			
11	12-Nov.	NB Redevelopment Focus—Early Projects	Listokin & Paladino
12	19-Nov.	NB Redevelopment—Heldrich and Rockoff	Listokin & Paladino
13	3-Dec.	NB Redevelopment—Gateway & Rutgers	Listokin & Paladino
14	10-Dec.	Dissenting Perspective and Overall Analysis of NB Redevelopment	Listokin & Kafka
<i>STUDENT CITY CASE STUDY</i>			
15	15-17-Dec.	Final Report	Students

9. Class Schedule & Readings

All class readings are on Sakai, under Resources, with the readings organized as follows:

Class Number	Date	Sakai Readings
1	3-Sept.	New Brunswick (NB) 1.A – NB History and Projects 1.B – NB Timelines—City, Redevelopment, and Rutgers 1.C – International Context
2	10-Sept.	Redevelopment Challenges and Community Context 2.A – Implementation Challenges and Responses 2.B – Community Context 2.C – Local Public Finance/Property Tax
3	17-Sept.	U.S. Redevelopment and Preservation History/Programs 3.A – Redevelopment 3.B – Preservation
4	24-Sept.	Legal and Planning Redevelopment Framework 4.A – Legal 4.B – Planning
5	1-Oct.	Community & Neighborhood Redevelopment Framework
6	8-Oct.	Business Improvement District – BID
7	15-Oct.	Financial Analysis 7.A – Market and Feasibility Analysis 7.B – Proforma and Valuation Analysis
8	22-Oct.	Property Tax Incentives 8.A – Property Tax Incentives 8.B – Tax Increment Financing
9	29-Oct.	Income Tax Incentives
10	5-Nov.	Development Impact Analysis – Fiscal & Other 10.A – Development Impact Analysis (Many Effects) 10.B – Fiscal Impact Analysis (FIA) – Demographics 10.C – FIA - Procedures
11-14	12-Nov. to 10- Dec.	New Brunswick Redevelopment Focus and Early Projects A – Holcomb B – Schkurtz C – Listokin – Historical Projects D – Listokin – Schools and PPP E – Paladino – Heldrich/Rockoff/Gateway/etc. F – Kafka

10. Class Schedule & Deliverables

Class Number	Date*	Report Section Due – Number**	Status
1	3-Sept.	N/A	N/A
2	10-Sept.	2	Draft/Final
3	17-Sept.	3	Draft
4	24-Sept.	3	Draft
5	1-Oct.	3	Draft
6	8-Oct.	3	Final
7	15-Oct.	4	Draft
8	22-Oct.	4	Final
9	29-Oct.	5	Draft/Final
10	5-Nov.	6	Draft
11	12-Nov.	6	Final
12	19-Nov.	7	Draft
13	3-Dec.	7	Draft
14	10-Dec.	7	Final
15	15-17-Dec.	1-9	Final

* All materials are due by no later than 9:30AM on the indicated dates.

** See Syllabus Section 11—Final Report Components

N/A = Not Applicable

11. Final Report Components

Urban Redevelopment in Jersey City/Newark

Report Section	Approximate Length (Pages)	Informed by Class #	Report Grade Weight
1. Executive Summary	± 4	All	5
2. City History: Overview	± 5	1	5
3. City Socioeconomic & Public Finance Profile	± 20	2	25
4. Legal and Planning Redevelopment Framework	± 10	3 and 4	15
5. Community Redevelopment Framework	± 10	5	10
6. Business Improvement District (BID)	± 10	6	10
7. Redevelopment Project Analysis	± 20	7-14	20
a. Market Analysis			
b. Financial Proforma			
c. Participants			
d. Fiscal Impact Analysis			
8. Overall Recommendations	± 10	All	5
9. Bibliography	± 5	N/A	
			95

12. Course Requirements

Class Participation: 5% of Final Grade

Final Paper: 95% of Final Grade

Grade Weight of Paper Components:

1. Executive Summary: 5 points
2. City History Overview: 5 points
3. City Socioeconomic and Public Finance Profile: 15 points
4. City Redevelopment/ Preservation History/Incentives: 15 points
5. Legal and Planning Redevelopment Framework: 10 points
6. Community Redevelopment Framework: 10 points
7. Business Improvement District: 10 points
8. Project Analysis: 20 points
9. Recommendations: 5 points

TOTAL: 95 points

The Bloustein graduate grade scale is A, B+, B, C+, C, and F. Grades for the paper components are assigned as follows: An A grade will be awarded to an assignment that both fulfills the terms of the assignment and shows evidence of the out-of-ordinary original, creative, analytical, and interesting though. A B+ grade will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a B grade. Assignments of lesser quality will receive a C+ or C (yet lesser quality). Assignments that fail to fulfill the terms of the assignment will receive an F. Assignments must be handed in on time. Late assignments will receive a grade of F.

An incomplete, IN, can only be assigned to a student who due to unforeseen, and generally emergency, circumstances cannot finish coursework within the given semester; the student then has extra time to complete the coursework and have the grade changed or else the incomplete becomes permanent.

While attendance will NOT formally affect the final grade, you have a fundamental responsibility to attend all class sessions. You won't be able to do the work if you do not attend class.

As per Rutgers policy, if you expect to miss one or two classes, please use the University absence reporting website – <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances.

Further information on Rutgers attendance policy is found at:
http://catalogs.rutgers.edu/generated/nb-ug_current/pg21721.html.

University religious holiday policy: <http://scheduling.rutgers.edu/religious.shtml>.

13. Academic Integrity

Academic integrity is a core value of the Bloustein School and Rutgers University. Violations include cheating, fabrication, plagiarism, denying others access to information or material and facilitating

violations of academic integrity.

Rutgers policy on and resources concerning academic integrity can be found at:

<http://academicintegrity.rutgers.edu/integrity.shtml>

Helpful Rutgers tutorials on the subjects of academic integrity and plagiarism are found at:

<http://sccweb.sccnet.rutgers.edu/douglass/sal/plagiarism/Intro.html> and

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/> and

http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml

14. Other Considerations: Disability/Medical Conditions

Rutgers disability policies and procedures are found at: <http://disabilityservices.rutgers.edu>

Students with disabilities requesting special accommodations in this class must follow the procedures outlined at: <http://disabilityservices.rutgers.edu/request.html>

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SECTION THREE: SYLLABUS EVALUATION RUBRICS

CORNELL SYLLABUS RUBRIC – CENTER FOR TEACHING EXCELLENCE

Criterion	Beginning	Emerging	Exemplary
Course Description	Instructor name & contact info, class time and location	in addition: course prerequisites (if any) course description	in addition, how the course fits into the larger program/department curriculum, field, supplemental readings, and resources
Overall Tone	Mechanical, dictatorial	teacher-oriented	student/learning oriented (e.g.: first person)
Course Outcomes	Not articulated	Stated in general, but vague and immeasurable terms	listed with appropriate, descriptive verbs that lend themselves to measurement and seek higher levels of learning
Course Format	vague, or cryptic descriptions of course expectations and how class time will be used	mutual role expectations for students and instructor are explained, together with various teaching methods and modes	role expectations and class format are explained in such a way that students understand the underlying rationale and benefits for them
Instructor Beliefs & Assumptions	little or no accounting of the instructor's teaching philosophy, beliefs or assumptions about learning	section describing the instructor's beliefs or assumptions about teaching and learning that guide the course	well-articulated and thought out rationale that about includes the values and/or experiences that guide the instructor's teaching practice
Class Schedule	little or no information on what course topics will be covered each week	course topics broken down by class period	fully articulated and logically sequenced course schedule with chronological topics listed for each class, along with required readings and preparation necessary from students
Assignments Required	Course assignments listed but with no due dates	Course assignments listed with clear due dates	Assignments listed with due dates, with explanation of late policy and other requirements that might affect grades
Academic Policies & Procedures	little or no information	description of academic integrity policy	information about all pertinent academic policies, including academic integrity, accommodating students with disabilities, class attendance
Assessment of	little or no information about how the	Each graded assignment is clearly described with	Each assignment includes descriptions of its rationale for inclusion in the

Students' Learning	students will be graded; any information that is included reinforces a grade-focus	its relative value towards the overall course grade	course and what the student should get out of completing it; use of rubrics with quality criteria specified
Alignment	no clear connection between stated course goals/outcomes and assessment schema	the connections between some assignments and stated course goals/outcomes are apparent	all assignments are linked with a specific course goal/outcome and are likely to provide sufficient evidence to adequately assess each goal/outcome
Diversity of Teaching & Assessment Methods	course teaching and assessment methods are similar; e.g. All lectures; all tests	Evidence the instructor has employed a diverse set of teaching and assessment methods	Diverse assessment methods and evidence that the instructor has taken into account the diversity of students in choosing teaching and assessment methods
Continuity of Feedback to Students on Their Learning	little or very infrequent venues for giving students feedback on their progress in the course	adequate opportunities for students to get feedback on their progress in the course	all course requirements have sufficient means by which the instructor can keep students adequately appraised of their relative progress in the course
Opportunities for students to provide evaluative course input	Students' only opportunity to provide input on their experiences in the course to the instructor is at the end of the course	Instructor has developed and scheduled a mid-semester course evaluation opportunity for the students	Students are encouraged to provide the instructor with regular input on how they are experiencing the course throughout the semester