

## Course Outline

### 1. COURSE INFORMATION

<b>Session Offered</b>	Fall 2021
<b>Course Name</b>	Advanced Land Use Planning
<b>Course Code</b>	CIVTECH 4LU3
<b>Date(s) and Time(s) of lectures</b>	
<b>Program Name</b>	CIVTECH 4LU3
<b>Calendar Description</b>	Urban and Regional Planning: The context of planning will be examined including basic planning studies, including population, economic, and land use studies. The strategy, development and engineering associated with comprehensive plans including land use and infrastructure development associated with housing, industry, transportation, recreation, water and sewage, social service components together with the use of analytical procedures and data systems. In the concluding session, plan implementation measures and controls, including zoning, land divisions and urban renewal will be discussed. The course will conclude with a discussion of the planner's role in directing and monitoring urban and regional development.
<b>Instructor(s)</b>	George McKibbon E-Mail: <a href="mailto:mckibbg@mcmaster.ca">mckibbg@mcmaster.ca</a> <a href="mailto:Georgeh@mckibbonwakefield.com">Georgeh@mckibbonwakefield.com</a> Office Hours & Location: Available as required over the internet or by appointment

### 2. COURSE SPECIFICS

<b>Course Description</b>			
<b>Instruction Type</b>	<b>Code</b>	<b>Type</b>	<b>Hours per term</b>
	C	Classroom instruction	39
	L	Laboratory, workshop or fieldwork	
	T	Tutorial	As required
	DE	Distance education	
	<b>Total Hours</b>		
<b>Resources</b>	<b>ISBN</b>	<b>Textbook Title &amp; Edition</b>	<b>Author &amp; Publisher</b>
	ISBN: 0-8020-8522-0	Land Use Planning Made Plain, Second Edition	Hok-Lin Leung University of Toronto Press
	<b>Other Supplies</b>	<b>Source</b>	
	As needed and posted on Avenue to Learn		
<b>Prerequisite(s)</b>	None		
<b>Corequisite(s)</b>	None		
<b>Antirequisite(s)</b>	None		
<b>Course Specific Policies</b>	None		
<b>Departmental Policies</b>	Students must maintain a GPA of 3.5/12 to continue in the program.  In order to achieve the required learning objectives, on average, B.Tech. students can expect to do at least 3 hours of "out-of-class" work for every scheduled hour in		

	<p>class. “Out-of-class” work includes reading, research, assignments and preparation for tests and examinations.</p> <p>Where group work is indicated in the course outline, such collaborative work is mandatory.</p> <p>The use of cell phones, iPods, laptops and other personal electronic devices are prohibited from the classroom during the class time, unless the instructor makes an explicit exception.</p> <p>Announcements made in class or placed on Avenue are considered to have been communicated to all students including those individuals that are not in class.</p> <p>Instructor has the right to submit work to software to identify plagiarism.</p>	
<b>3. SUB TOPIC(S)</b>		
<p>Week 1: Introduction</p>	<p>The session’s <b>objective</b> is to provide an overview of the course taking time for introductions and questions and answers on student interests and learning objectives. To the extent possible, subsequent sessions are organized to link the course materials with the accumulated experiences students have in the work place and/or their learning objectives.</p> <p>A brief discussion of “An Act respecting the Ontario Professional Planners Institute” will occur on how the land use planning profession and activity are organized in Ontario, Canada, and in the United States. Various Professional Codes of Practice will be discussed.</p> <p>Time will be spent thinking about how professionals should and should not handle situations that raise ethical questions. We will also discuss how to handle situations that raise ethical questions. We will also discuss the relationships between architecture, engineering and landscape architecture and land use planning.</p> <p>Time permitting, a planning study(s) will be presented together with a discussion of how this effort addresses materials in each chapter of Hok-Lin Leung’s text.</p> <p><b>This session’s class projects will focus on how to design streetscapes for personal delivery devices. Harmonize Mobility Inc has partnered with the</b></p>	

	<p>School to help prepare an ISO Standard for these devices. Each session will include readings and discussion to assist this design effort.</p> <p><b>Assignment:</b> Provide your understanding (definition of planning) on one page (500 words +/-) of what planning means in your words.</p>	
<p>Week 2: Why plan?</p>	<p><i>Students will hand in their one-page definition of planning or email it to the instructor in advance of the class.</i></p> <p>The <b>objective</b> of this session is to introduce the students to the public interest and what a land use plan and is not. We will begin with a group exercise to define what a land use is taking time to put this definition into context with work experiences and learning objectives.</p> <p>The thought process that goes into planning includes: goal setting; gathering relevant information; analyzing this information; synthesizing the analytical results; and implementation through land development and public infrastructure works. Each will be introduced and placed into context in the discussion of “Why Plan”.</p> <p><b>Readings:</b> Chapters 1 and 2 of Land Use Planning Made Plain and articles by Gertler and Caldwell which will be uploaded onto Avenue to Learn.</p>	
<p>Week 3: Purpose</p>	<p>The <b>objective</b> of this session is to introduce students to goal setting and multi-disciplinary working environments in which municipal decision making occurs together with public input and involvement. We will use current planning issues to frame class discussions. Beginning with goal setting we will begin to think about how information gathering and analysis; synthesis and implementation might unfold where different disciplines and public involvement occur.</p> <p>We will begin to explore what the public interest is and how it applies to municipal planning. To the extent possible, we will begin to explore the implications associated with climate change and chronic diseases associated with built environments.</p>	

	<p>Using scenarios, the instructor will present, students will engage in a “think”, “pair”, and “share” exercise while students reflect on an example and suggest what are appropriate goals might be and compare with various public interests that might apply.</p> <p><b>Readings:</b> Chapter 2 and 3 of Land Use planning Made Plain; A Citizen’s Guide to the Planning Act; The Ontario Planning and Development Act, Sections 1, 2 and 3.</p>	
<p>Week 4: Information</p>	<p>The <b>objective</b> of this session is to introduce students to the varieties of information that are used in land use planning decision making. We will also take time to think about how the collection of information and its use might change so as to address climate change and creation of physically active communities.</p> <p>Students will discuss a number of statistical and analytical premises contained in a “Research You Can Use” series and how these or might not be used depending upon the circumstances. The specific scenarios will be uploaded onto Avenue to Learn in advance of the class.</p> <p><b>Readings:</b> Chapter 4 of Land Use Planning Made Plain and selected articles from the series Research You Can Use to be uploaded onto Avenue to Learn.</p> <p><b>Review Article Assignment:</b> Students will select one of six articles to review. The articles will be available in the readings section of Avenue to Learn. Using between 1200 and 1500 words, you will summarize the article describing what you think of the content. Specifically describe what the author is saying: his premise, research and findings. In addition, describe how you would use or not use the findings. Your review is to be handed in to the instructor in two (2) weeks.</p>	
<p>Week 5: Analysis</p>	<p>The <b>objective</b> of this session is to introduce students to how information discussed in the previous section is used in land use planning decisions. The emphasis in on site planning were buildings and infrastructure are being designed for construction, occupation and use. The land uses we will discuss include residential, industrial, commercial and institutional uses and associated infrastructure requirements.</p>	

	<p>We will also discuss how standards get derived and where these can be found in Provincial legislation, regulations and policies as well as the broader literature.</p> <p>Students will also discuss a number of statistical and analytical premises in a “Research You Can Use” series and how these might or might not be used depending upon the circumstances. The specific scenarios will be uploaded onto Avenue to Learn in advance of the class.</p> <p><b>Readings:</b> Pages 89 to 134 of Chapter 5 of Land Use Planning Made Plain and selected scenarios from “Research You Can Use” to be uploaded onto Avenue to Learn.</p>	
<p>Week 6: Analysis continued</p>	<p><i>Students will hand in their review article assignment either in class or electronically email it to the instructor in advance of the class.</i></p> <p>The <b>objective</b> of this session will be to complete the discussion of planning analysis commenced during the previous week.</p> <p><b>Group project assignment:</b> Students will identify topics associated with Personal Delivery Devices (PDD) and begin forming a design team group to select, refine and execute a planning report on their usage on City streets and sidewalk. The instructor will circulate background material amongst the groups to answer questions, help clarify and organize for the task.</p> <p><b>Readings:</b> Pages 135 to 166 of Chapter 5 of Land Use Planning Made Plain and review selected short articles written by the instructor for discussion.</p>	
<p>Week 7</p>	<p><i>Mid-term break</i></p>	
<p>Week 8: Synthesis</p>	<p>The <b>objective</b> of this session is to explore how a planning project pulls together goals set at the outset, information gathered and analyzed during the research effort together with a consideration of the public interest and involvement. We will also review the Provincial policy Statement 2014 ad how it is used in planning decisions in the Province of Ontario.</p> <p><b>Readings:</b> Pages 167 to 199 of Chapter 6 of Land Use Planning Made Plain and the Provincial Policy Statement 2020.</p>	

	<p>Students will have the opportunity to discuss their <i>group projects</i> amongst themselves and with the instructor to advance their efforts and assign tasks amongst their teams.</p>	
<p>Week 9: Synthesis continued</p>	<p>The <b>objective</b> of this session will be to complete the work commenced in Week 8. We will also begin to look at examples of planning decisions and instruments in order to begin a discussion of official plans and zoning bylaws.</p> <p><b>Readings:</b> Pages 200 to 219 of Chapter 6 of Land Use Planning Made Plain and the Provincial Policy Statement 2020. Examples of Official Plans and Zoning Bylaws will be uploaded onto Avenue to Learn for discussion during the class.</p> <p>Students will have the opportunity to discuss their <i>group projects</i> amongst themselves and with the instructor to advance their effort and assign tasks among the team.</p>	
<p>Week 10: Implementation (Control oriented)</p>	<p>The <b>objective</b> of this session is to look at official plan policies and zoning controls as examples of what the planning system can accomplish. Come prepared to discuss how synthesis gets addressed in policy and zoning. Examples will be uploaded onto Avenue to Learn for review in advance and discussion during class.</p> <p>Time permitting, we will also discuss the Local Planning Appeal tribunal (LPAT) and do some role playing to familiarize with hearing procedures.</p> <p><b>Readings:</b> Chapter 7 of Land Use Planning Made Plain and various Provincial Citizens Guides to various aspects of the planning approvals provided under the Planning Act</p> <p>Students will have an opportunity to discuss their <i>group projects</i> amongst themselves and with the instructor to advance their efforts and assign tasks amongst the team.</p>	
<p>Week 11: Implementation (Action oriented)</p>	<p>The <b>objective</b> of this session is to look at various examples of public works such as traffic calming, infrastructure and various other public works arising from planning decisions.</p> <p><b>Readings:</b> Chapter 7 of Land Use Planning Made Plain and a case study to be uploaded onto Avenue to Learn.</p>	

	Students will have an opportunity to discuss their <i>group projects</i> amongst themselves and with the instructor to advance their efforts and assign tasks amongst the team. Final prep will take place in advance of the class presentations next week.	
Week 12: Class presentations	<b>Class presentations</b> of group projects will take place during this session followed by instructor comments and class discussion	
Week 13: The land use planner	The <b>objective</b> of this session will be to explore how the practice of planning may evolve in the future and reflect upon the class presentations made during the following week. We will also review the course and prepare for the final examination.  <b>Readings:</b> The concluding chapter of Land Use Planning Made Plain.	
Week 14: Course review and examination preparation	Course review and examination preparation	

**Classes end: Wednesday, December 8<sup>th</sup>, 2021**

Final Examination Period: Thursday, December 9 to Wednesday, December 22

All examinations **MUST** be written during the scheduled examination period.

**List of experiments**

Lab 1	
Lab 2	
Lab 3	
Lab 4	
Lab 5	
Lab 6	
Lab 7	
Lab 8	
Lab 9	
Lab 10	
Lab 11	
Lab 12	

Note that this structure represents a plan and is subject to adjustment term by term. The instructor and the University reserve the right to modify elements of the course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes.

<b>4. ASSESSMENT OF LEARNING *including dates*</b>	<b>Weight</b>
Assignments	25%
Mid-term test	
Project	35%
Labs	

Final examination (tests cumulative knowledge)	40%
<b>TOTAL</b>	<b>100%</b>

Percentage grades will be converted to letter grades and grade points per the University calendar.

### 5. LEARNING OUTCOMES

1. **The Goal: Provide students with an understanding of goal setting, information gathering, analysis, synthesis and the administrative and political decision-making involved in municipal land use and infrastructure planning decisions and implementation.**
2. Objective #1: Provide students with an understanding of how projects they either work with or will work with received Planning Act approvals.
3. Objective #2: Provide students with an understanding of how to obtain information on subsequent Planning Act and other legislative approvals that may be required for projects they are working on in order to better schedule design, construction and development activities.
4. Objective #3: Provide students an understanding of how the public, community organizations, governments and adjoining land owners participate in land use and environmental planning decisions.
5. Objective #4: Acquaint students with emerging built environment issues such as public health concerns and climate change adaptation and mitigation.
6. Objective #5: Coach students with a “hands on” practical experience in a land use and environmental design example of their choice.
7. Objective #6: Reflect on how to be most effective when addressing future planning issues.

### 6. COURSE OUTLINE – APPROVED ADVISORY STATEMENTS

#### ANTI-DISCRIMINATION

The Faculty of Engineering is concerned with ensuring an environment that is free of all discrimination. If there is a problem, individuals are reminded that they should contact the Department Chair, the Sexual Harassment Officer or the Human Rights Consultant, as soon as possible.

[http://www.mcmaster.ca/policy/General/HR/Discrimination\\_Harassment\\_Sexual\\_Harassment-Prevention&Response.pdf](http://www.mcmaster.ca/policy/General/HR/Discrimination_Harassment_Sexual_Harassment-Prevention&Response.pdf)

#### ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty: The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

#### AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly

to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **COURSES WITH AN ON-LINE ELEMENT**

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **ONLINE PROCTORING**

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **COMMUNICATIONS**

It is the student's responsibility to:

- Maintain current contact information with the University, including address, phone numbers, and emergency contact information.
- Use the University provided e-mail address or maintain a valid forwarding e-mail address.
- Regularly check the official University communications channels. Official University communications are considered received if sent by postal mail, by fax, or by e-mail to the student's designated primary e-mail account via their @mcmaster.ca alias.
- Accept that forwarded e-mails may be lost and that e-mail is considered received if sent via the student's @mcmaster.ca alias.
- Check the McMaster/Avenue email and course websites on a regular basis during the term.

### **CONDUCT EXPECTATIONS**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

### **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

#### **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

#### **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests. <http://www.mcmaster.ca/policy/Students-AcademicStudies/Studentcode.pdf>

#### **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

#### **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.