

## Course Outline

### 1. COURSE INFORMATION

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| <b>Session Offered</b>                 | Winter 2017  |   |
| <b>Course Name</b>                     | Advanced Land Use Planning   |   |
| <b>Course Code</b>                     | CIVTECH 4LU3   |   |
| <b>Date(s) and Time(s) of lectures</b> | Monday January 9 2017 to Monday April 3 2017<br>Monday 6:30 pm to 9:30 pm  |   |
| <b>Program Name</b>                    | CIVTECH 4LU3: Advanced Land Use Planning   |   |
| <b>Calendar Description</b>            | Urban and Regional Planning: The context of planning: basic planning studies, including population, economic, and land use studies. The strategy, development, and engineering associated with comprehensive plans and full infrastructure development including housing, industry, transportation, recreation, water and sewage, social service components. The use of analytical procedures and data system. Plan implementation measures and controls, including zoning, land subdivision, and urban renewal. The role of the planner 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> and <a href="mailto:Georgeh@mckibbonwakefield.com">Georgeh@mckibbonwakefield.com</a><br><br>Office Hours & Location: Available as required over the internet and in person at McMaster University by appointment |

### 2. COURSE SPECIFICS

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| <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: 0-8020-8552-0  | Land Use Planning Made Plain, Second Edition | Hok-Lin Leung<br>University of Toronto<br>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.<br><br>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 class. "Out-of-class" work includes reading, research, |  |   |

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|  | <p>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> |
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**3. SUB TOPIC(S)**

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| <p>Week 1: Introduction</p> | <p>The session’s objective 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 is organized in Ontario, Canada, and the United States. The various Professional Codes of Practice will also be discussed. Some time will be spent thinking about how professionals should and should not 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>Assignment: Provide your understanding in one page (500 words +/-) of what “planning” involves in your words.</p> |  |
| <p>Week 2: Why Plan?</p>    | <p>Students will hand in their one page definition of planning or email it to the instructor in advance of the class.</p> <p>The objective of this session is to introduce the students to the public interest and what a land use plan is 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: setting goals; 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</p>   |  |

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|                            | <p>into context in the discussion of “Why Plan”.</p> <p>We will also discuss how planning practice and infrastructure development varies between urban and rural/small town contexts in Ontario and Canada.</p> <p>Readings: 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 objective of this session is to introduce students to goal setting and the multi-disciplinary working environment in which municipal decision making occurs together with public input and involvement. We will use current planning issues to frame the 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 in 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 where students reflect on an example and suggest what are appropriate goals and compare these with various public interests that may apply.</p> <p>Readings: Chapters 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 objective 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 the creation of physically active environments.</p> <p>Students will also discuss a number of statistical and analytical premises contained 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>Readings: Chapter four 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>Review Article Assignment: Students will select one of</p>  |  |

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|  | <p>four articles that interests the student. The articles will be available on the readings section of Avenue to Learn. In between 1200 and 1500 words summarize the article describing what you think of the content. Describe how you would or would not use the findings in planning efforts. Your review is to be handed into the instructor in two (2) weeks.</p>  |  |
| <p>Week 5: Analysis</p>  | <p>The objective of this session is to introduce students to how information discussed in the previous section is used in land use planning decisions with the emphasis on site planning where 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 set and where these can be found in Provincial legislation, regulations and policies.</p> <p>Students will also discuss a number of statistical and analytical premises contained 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>Readings: Pages 89 to 134 of Chapter 5 of Land Use Planning Made Plain and selected scenarios form “Research you can Use” to be uploaded into Avenue to Learn.</p> |  |
| <p>Week 6: Analysis:<br/>Continued</p>                                   | <p>Students will hand in their review article assignment either in class or electronically email it to the instructor.</p> <p>The objective of this session will be to complete the discussion of planning analysis commended during the previous week.</p> <p>Students will also discuss a number of short articles written by the instructor and discuss how these might or might not be used depending upon the circumstances. The articles will be uploaded onto Avenue to Learn in advance of the class.</p> <p>Group Project Assignment: Students will identify topics of interest and begin forming a design team to select, refine and execute a planning report on a project of their choice. The instructor will circulate amongst the groups to answer questions and help clarify and organize for the task.</p> <p>Readings: Pages 135 to 166 of Chapter 5 of Land Use Planning Made Plain and review selected short article scenarios written by the instructor for discussion.</p>  |  |
| <p>Mid-term Recess: Monday, February 20 to Sunday, February 26, 2017</p> |   |  |

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| <p>Week 7: Synthesis</p>                          | <p>The objective of this session is to explore how a planning project pulls together goals set at the outset, information gathered and analyzed during the effort together with a consideration of the public interest and involvement. We will also review the use the Provincial Policy Statement 2014 and how it is used in planning decisions in the Province of Ontario.</p> <p>Readings: Pages 167 to 199 of Chapter 6 of Land Use Planning Made Plain and the Provincial Policy Statement 2014.</p> <p>Students will have an opportunity to discuss their group projects amongst themselves and with the instructor to advance their effort and assign tasks amongst the team.</p>  |  |
| <p>Week 8: Synthesis: Continued</p>               | <p>The objective of this session will be to complete the work commenced in Week #7. We will also begin to look at examples of planning decisions and official plan and zoning bylaws in order to begin to ground the discussions.</p> <p>Readings: Pages 200 to 210 of Chapter 6 of Land Use Planning Made Plain and the Provincial Policy Statement 2014. Examples of Official Plan policies and Zoning Bylaw requirements will be uploaded into Avenue to Learn for discussion during the class.</p> <p>Students will have an opportunity to discuss their group projects amongst themselves and with the instructor to advance their effort and assign tasks amongst the team.</p>  |  |
| <p>Week 9: Implementation: (Control Oriented)</p> | <p>The objective of this session is to look at examples of official plan policies and zoning controls as examples of what the planning system can accomplish. Come prepared to discuss how synthesis gets address in policy and zoning controls. 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 role of the Ontario Municipal Board and do some role playing to familiarize with Board procedures.</p> <p>Readings: Chapter 7 of Land Use Planning Made Plain and various Provincial Citizen’s Guides to various aspects of planning.</p> <p>Students will have an opportunity to discuss their group projects amongst themselves and with the instructor to advance their effort and assign tasks amongst the team.</p> |  |
| <p>Week 10: Implementation (Action Oriented)</p>  | <p>The objective of this session is to look at examples of public works such as traffic calming, infrastructure and various other public works arising from planning decisions.</p> <p>Readings: Chapter 7 of Land Use Planning Made Plain and a case study to be uploaded onto Avenue to Learn.</p>   |  |

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|                               | Students will have an opportunity to discuss their group projects amongst themselves and with the instructor to advance their effort and assign tasks amongst the team. |  |
| Week 11: Class Presentations  | Class group presentations will take place during this session followed by instructor comments and discussion.   |  |
| Week 12: The Land Use Planner | The objective of this session will be to explore how the practice of planning may evolve in the future and reflect on the class presentation made the previous week.    |  |
| Week 13: Review               | The purpose of this session is to review the course and prepare for the examination.  |  |

Classes end: Thursday, April 6, 2017  
Final examination period: Tuesday, April 11 to Thursday, April 27, 2016  
All examinations MUST be written during the scheduled examination period.

#### List of experiments

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| Lab 1   |  |
| Lab 2   |  |
| Lab 3   |  |
| Lab 4   |  |
| Lab 5   |  |
| Lab 6   |  |
| Mid-term Recess: Monday, February 20 to Sunday, February 26, 2017 |  |
| 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.

| 4. ASSESSMENT OF LEARNING *including dates*    | Weight      |
|--|-------------|
| 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 so when students are employed on site, they have an appreciation of the land use and site planning decisions that led to this projects approval and can anticipate what requirements may apply during and after construction, occupation and maintenance as well as think about how these approvals may be amended to address unforeseen circumstances that come up from time to time.
2. Objective #1: Provide students with an understanding of how projects they either work or will

work on received approvals under the Planning Act.

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 construction and development program priorities.

4. Objective #3: Provide students of 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 physical activity and chronic disease concerns and climate change adaptation and mitigation.

6. Objective #5: Coach students with a “hands on” practical experience of a land use and environmental design example of their choice.

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## 6. POLICIES

### 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 required to exhibit honestly and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, located at: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism. E.g. the submission of work that is not own or for which other credit has been obtained
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examinations.

### Requests for Relief for Missed Academic Term Work (Assignments, Mid-Terms, etc.)

The McMaster Student Absence Form is an on-line self-reporting tool for **Undergraduate Students** to report absences for:

- 1) Relief for missed academic work worth less than 25% of the final grade resulting from medical or personal situations lasting up to three calendar days:
  - Students may submit a maximum of one academic work missed request per term. It is the responsibility of the student to follow up with instructors immediately (within the 3 day period that is specified in the MSAF) regarding the nature of the accommodation. All work due in that time period however can be covered by one MSAF.
  - MSAF cannot be used to meet religious obligation or celebration of an important religious holiday, for that has already been completed or attempted or to apply for relief for any final examination or its equivalent.
- 2) For medical or personal situations lasting more than three calendar days, and/or for missed academic work worth 25% or more of the final grade, and/or for any request for relief in a term where the MSAF has not been used previously in that term:

- Students must visit their Associate Dean's Office (Faculty Office) and provide supporting documentation.

### **E-Learning Policy**

Consistent with the Bachelor of Technology's policy to utilize e-learning as a complement to traditional classroom instruction, students are expected to obtain appropriate passwords and accounts to access Avenue To Learn for this course. Materials will be posted by class for student download. It is expected that students will avail themselves of these materials prior to class. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail account, and program affiliation may become apparent to all other students in the course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about this disclosure please discuss this with the course instructor. Avenue can be accessed via <http://avenue.mcmaster.ca>.

### **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.

### **Turnitin (Optional)**

This course will be using a web-based service (Turnitin.com) to reveal plagiarism. Students submit their assignment/work electronically to Turnitin.com where it is checked against the internet, published works and Turnitin's database for similar or identical work. If Turnitin finds similar or identical work that has not been properly cited, a report is sent to the instructor showing the student's work and the original source. The instructor reviews what Turnitin has found and then determines if he/she thinks there is a problem with the work. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to <http://www.mcmaster.ca/academicintegrity/turnitin/students/>

### **Protection of Privacy Act (FIPPA)**

The Freedom of Information and Protection of Privacy Act (FIPPA) applies to universities. Instructors should take care to protect student names, student numbers, grades and all other personal information at all times. For example, the submission and return of assignments and posting of grades must be done in a manner that ensures confidentiality.

<http://www.mcmaster.ca/univsec/fippa/fippa.cfm>

### **Academic Accommodation of Students with Disabilities Policy**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information consult McMaster's policy for Academic Accommodation of Students with Disabilities

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Students must forward a copy of the SAS accommodation to the instructor of each course and to the Program Administrator of the B.Tech. Program immediately upon receipt. If a student with a disability

chooses NOT to take advantage of a SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. <http://sas.mcmaster.ca>

### **Student Code of Conduct**

The Student Code of Conduct (SCC) exists to promote the safety and security of all the students in the McMaster community and to encourage respect for others, their property and the laws of the land. McMaster University is a community which values mutual respect for the rights, responsibilities, dignity and well-being of others. The purpose of the Student Code of Conduct is to outline accepted standards of behavior that are harmonious with the goals and the well-being of the University community, and to define the procedures to be followed when students fail to meet the accepted standards of behavior. All students have the responsibility to familiarize themselves with the University regulations and the conduct expected of them while studying at McMaster University.

[http://studentconduct.mcmaster.ca/student\\_code\\_of\\_conduct.html](http://studentconduct.mcmaster.ca/student_code_of_conduct.html)