

## Course Outline

### 1. COURSE INFORMATION

<b>Session Offered</b>	Winter 2019	
<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 7, 2019 to Tuesday, April 9, 2019 Wednesday 6:30 to 9:30 PM	
<b>Program Name</b>	CIVTECH 4LU3: Advanced Land Use Planning	
<b>Calendar Description</b>	<p style="color: red;">Urban and Regional Planning: The context of planning will be examined: basic planning studies, including population, economic, and land use studies. The strategy, development, and engineering associated with comprehensive plans including full 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 sessions, plan implementation measures and controls, including zoning, land division 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.</p>	
<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>  Office Hours & Location: Available as required over the internet and in person at McMaster University 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		

	<p>scheduled hour in 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>
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**3. SUB TOPIC(S)**

<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>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</p>	

	<p>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</p>	

	<p>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 panning analysis commenced during the previous week.</p> <p><b>Group project assignment:</b> Students will identify topics of interest and begin forming a design team group to</p>	

	<p>select, refine and execute a planning report on a project of their choice. The instructor will circulate 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>Mid-term Recess: Monday, February 18 to Sunday, February 24, 2019</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 2014.</p> <p>Students will have the opportunity to discuss their <i>group projects</i> amongst themselves ad 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 2019 of Chapter 6 of Land Use Planning Made Plain and the Provincial Policy Statement 2014. 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>	
Week 11: Implementation (Action Oriented)	<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> <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.</p>	
Week 12: Class Presentations	<p><b>Class presentations</b> of group projects will take place during this session followed by instructor comments and class discussion</p>	
Week 13: The Land Use Planner	<p>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.</p> <p><b>Readings:</b> The concluding chapter of Land Use Planning Made Plain.</p>	
<p>Classes end: Tuesday, April 9, 2019</p> <p>Final examination period: Thursday, April 11 to Monday, April 29, 2019</p> <p>All examinations MUST be written during the scheduled examination period.</p>		
<b>List of experiments</b>		
Lab 1		
Lab 2		
Lab 3		
Lab 4		
Lab 5		
Lab 6		
Mid-term Recess: Monday, February 18 to Sunday, February 24, 2019		
Lab 7		
Lab 8		
Lab 9		
Lab 10		
Lab 11		
Lab 12		
<p>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</p>		

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

- 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.**
- Objective #1: Provide students with an understanding of how projects they either work with or will work with received Planning Act approvals.
- 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.
- 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.
- Objective #4: Acquaint students with emerging built environment issues such as public health concerns and climate change adaptation and mitigation
- Objective #5: Coach students with a “hands on” practical experience in a land use and environmental design example of their choice.
- Objective #6: Reflect on how to be most effective when addressing future planning issues.

#### 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:

- Plagiarism. E.g. the submission of work that is not own or for which other credit has been obtained
- Improper collaboration in group work
- 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/fipppa/fipppa.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)