

Course Outline

1. COURSE INFORMATION

Session Offered	Spring/Summer 2024	
Course Name	Advanced Land Use Planning	
Course Code	CIVTECH 4LU3	
Date(s) and Time(s) of lectures	Tuesday evenings: 6:30 through 9:30 PM unless otherwise arranged	
Program Name	CIVTECH 4LU3	
Calendar Description	<p>Urban and Regional Planning: From 2020 to the present, the Province of Ontario has made and continues to make significant amendments to legislation and policy such as the Planning Act and the Provincial Policy Statement. These changes together with climate warming and electrification pose significant challenges to urban and regional planning including the planning and design of municipal infrastructure. We will explore these changes using four considerations: official plans and zoning bylaws; neighbourhood considerations; county and regional concerns; and Provincial legislation and policy.</p>	
Instructor(s)	George McKibbon	<p>E-Mail: mckibbg@mcmaster.ca Georgeh@mckibbonwakefield.com</p> <p>Office Hours & Location: Available as required over the internet or by appointment</p>

2. COURSE SPECIFICS

Course Description			
Instruction Type	Code	Type	Hours per term
	C	Classroom instruction	39
	L	Laboratory, workshop or fieldwork	
	T	Tutorial	As required
	DE	Distance education	
	Total Hours		
Resources	ISBN	Textbook Title & Edition	Author & Publisher
	ISBN: 0-8020-8522-0	Land Use planning Made Plain, Second Edition	Hok-Lin Leung University of Toronto Press
	Other Supplies	Source	
		As needed and posted on Avenue to Learn	
Prerequisite(s)	None		
Corequisite(s)	None		
Antirequisite(s)	None		
Course Specific Policies	None		
Departmental Policies	Students must maintain a GPA of 3.5/12 to continue in the program. Students in the Software Engineering Technology program are exempt from this requirement since that program follows the Residency model.		

	<p>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, 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>
3. SUB TOPIC(S)	
<p>Week 1: Introduction, (May 7)</p>	<p>The session’s objective is to provide an overview of the course taking time for introductions and identification of student interests and learning objectives. To the extent possible, subsequent sessions will be organized so the course materials line up with the experiences students have in their work place/studies and learning objectives.</p> <p>A brief discussion of “An Act respecting the Ontario Professional Planners Institute” will occur. This will focus on how the land use planning profession is organized in Canada and the United States. Professional Codes of Practice will be discussed.</p> <p>We will consider various definitions of the word “planning” and consider how it applies to the work you will do.</p> <p>We will spend time considering land use decisions that raise ethical considerations. Students will address situational scenarios and offer opinions as to what an ethical decision should consider and be.</p> <p>Assignment: Provide your definition of planning on one page (500 words +/-).</p>
<p>Week 2: Why Plan? (May 14)</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 objective of this session is to introduce students to the public interest and what a land use plan is and is not. We begin with a group exercise defining what a land use</p>

	<p>is taking time to put this definition into context with student work experiences and learning objectives.</p> <p>The thought process that goes into municipal planning includes: goal and objective setting; gathering relevant information; analysing this information; synthesizing the analytical results; and implementation through land development and public infrastructure. Each step will be introduced and placed into context with the discussion of “Why Plan”.</p> <p>Readings: Chapters 1 and 2 of Land Use Planning Made Plain and articles by Gertler and Caldwell (uploaded onto Avenue to Learn).</p>	
<p>Week 3: Purpose (May 21)</p>	<p>The objective of this session is to introduce students to goal and objective setting. Students will also be introduced to working in multi-disciplinary teams.</p> <p>We will use selected case examples to frame the consideration and drafting of goals and objectives. Beginning with goal selection we will then begin to explore how to structure information gathering and analysis, synthesis and implementation. You will get an opportunity to try out these skills using the case examples we will employ.</p> <p>Using case study scenarios, students will engage in a “think”, “pair”, and “share” exercises to develop goal and objective statements. These statements are very important if planning outcomes are successful!</p> <p>We will also explore what the public interest is and how it applies in municipal planning. To the extent possible, we will explore the implications associated with climate change and chronic diseases on built environments.</p> <p>Readings: Chapters 2 and 3 of Land Use Planning Made Plain and Sections 1, 2 and 3 of the Ontario Planning and Development Act (to be uploaded on Avenue to Learn).</p>	
<p>Week 4: Information (May 28)</p>	<p>The objective of this session is to introduce students to the varieties of information that are used in land use planning. We will also consider how information collection and use might change to address climate warming and the creation of physically active communities.</p>	

	<p>Students will discuss a number of statistical and analytical premises. Statistical analysis scenarios will be uploaded onto Avenue to Learn.</p> <p>Readings: Chapter 4 of Land Use Planning Made Plain.</p> <p>Review Article Assignment: Students will select one of six articles to review. The candidate review articles will be on Avenue to Learn. Chose the article that interests you most. Using between 1200 to 1500 words, you will summarize the article describing what the author is saying: his/her premise, research methods and findings. Last, 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 (June 4)</p>	<p>The objective of this session is to introduce students to information selection, analysis and use. We will emphasize both site planning and larger planning studies. Land uses considered will include residential, commercial, industrial and institutional uses and associated infrastructure requirements.</p> <p>We will discuss how standards are derived and where these can be found in Provincial legislation, regulations and policies as well as the broader planning and design literature.</p> <p>Students will also be given a number of statistics to analyze how the data might be used or not, depending on the circumstances. The statistics will either be included in course notes or uploaded onto Avenue to Learn or found in Chapter 5 of Land Use Planning Made Plain, the course textbook.</p> <p>Readings: Chapter 5, pages 89 to 134 of Land Use Planning Made Plain.</p>	
<p>Week 6: Analysis continued (June 11)</p>	<p><i>Students will hand in their review article assignment either in class or electronically by email to the instructor before the class.</i></p> <p>The objective of this session will be to complete the discussion of planning analysis commenced during the previous week.</p> <p>Group Project Assignment: Students will begin to break out into groups. The groups will identify topics from a list to be suggested by the instructor. The topics to be</p>	

	<p>selected from will address housing intensification, municipal services, climate warming, and neighbourhood design. We will use class time for project group work and begin identifying goals and objectives. The final product will be a Powerpoint presentation to be presented by each group in week 11.</p> <p>Group project resources will be added to an Avenue to Learn module so students can concentrate on project development.</p> <p>Readings: Chapter 5, pages 135 through 166 of Land Use Planning Made Plain.</p>	
<p>Week 7: Synthesis (June 18)</p>	<p>The objective of this session is to explore how planners use the goals and objectives, information gathered and analyzed during research with the public interest and involvement to synthesize a plan. We will also review the current and proposed Provincial Policy Statement. Finally, we will describe how it is used to synthesize a planning process.</p> <p>Readings: Chapter 6, pages 169 through 200 of Land Use Planning Made Plain.</p> <p>Group Project Assignment: Students will have the opportunity to work together on their group projects with the instructor in order to advance their project and assign tasks among project teams.</p>	
<p>Week 8: Synthesis continued (June 25)</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 instruments in order to begin discussion of official plans.</p> <p>Readings: Chapter 6, pages 201 to 212 of Land Use Planning Made Plain.</p> <p>Group Project Assignment: Students will have opportunity to work on their group project and the instructor will circulate among the groups to answer questions.</p>	
<p>Week 9: Implementation (Control oriented) (July 2)</p>	<p>The objective of this session is to look at official plans and municipal zoning bylaws. 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 in class.</p>	

	<p>Special attention will be given to changes in Provincial legislation and how these changes may affect municipal planning.</p> <p>Time permitting, we will also discuss the Local Planning Appeal Tribunal (LPAT).</p> <p>Readings: Chapter 7 of Land Use Planning Made Plain.</p> <p>Group Project Assignment: Students will have the opportunity to work on their group projects together. The instructor will circulate among the groups to answer questions and listen to the discussions.</p>	
<p>Week 10: Implementation: (Action oriented) (July 9)</p>	<p>The objective of this session is to look at various public works arising from municipal planning decisions and official plans.</p> <p>Special attention will be given to changes in Provincial legislation and how these changes may affect municipal planning.</p> <p>Readings: Chapter 8 in Land Use Planning Made Plain.</p> <p>Group Project Assignment: Students will have opportunity to put the finishing touches to their group projects and begin to upload a presentation into Powerpoint. Examples of good and bad Powerpoint presentations will also be highlighted.</p>	
<p>Week 11: Class Presentations (July 16)</p>	<p>Group Project Class presentations will take place. The instructor and class discussion will follow each presentation.</p>	
<p>Week 12: The Land Use Planner (July 23)</p>	<p>The objective 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 previous week.</p> <p>Readings: Chapter 9 of Land Use Planning Made Plain</p>	
<p>Week 13: Course review and examination preparation (July 30)</p>	<p>The objective of this session is to provide a course review and examination preparation session</p>	
<p>Week 14: Examination</p>	<p>Schedule to be determined.</p>	
<p>Spring Session: Classes end: Friday, June 21, 2024 Summer Session: Classes end: Friday, August 9, 2024 * Final Examination Date: As arranged by instructor in class time</p>		

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.

4. ASSESSMENT OF LEARNING *including dates*	Weight
Assignments	25%
Mid-term test	
Project	35%
Labs	
Final examination (tests cumulative knowledge)	40%
TOTAL	100%

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 and objective setting, information gathering, analysis, synthesis, and the administrative and political decision making involved in municipal land use and infrastructure planning, design 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 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 landowners participate in land use and environmental decision making.
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 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%20Harassment%20Sexual%20Harassment-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.

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 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.