

PLAN 741 Land Use and Environmental Planning, Spring 2017

Tues-Thurs, 11a.m.-12:15p.m., New East 102

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IMAGINE . . . shortly after starting your first job as a professional planner, the planning director calls you into his or her office. “I want us to create a first class land use and environmental management plan. It should meet the highest standards of the profession, yet be feasible for us to formulate and implement with our limited resources. We must have the commitment of the city council and all-important stakeholders to the plan when we finish, so that we can implement it; thus the process must be participatory from the start. I want you to tell me in detail how to go about creating such a plan, and then I want you to be in charge of our community effort to do it. Can you do that?”

You reply, “I certainly can. I know what constitutes a good plan. I know the principles of good plan making. I know where to start, and the specific steps to take, the information needs that must be met, the key people to get involved, and how to choose methods to fit our situation. I have the skills to apply what I know and facilitate the creation of the plan as a community-wide process; in fact I created a pilot version of such a plan for a modest sized hypothetical city as part of my professional graduate education.”

That scenario incorporates your objectives in this course. By the end of this course, you should be able to articulate a clear vision of what constitutes an effective local land use plan and be able to describe a range of possible plan formats. You should be able to specify the components of a complete land use planning program, and know where a plan fits into such a program. You should have developed a dependable sense of judgment for assessing the validity, effectiveness, feasibility, strengths and weaknesses of various land use plan-making methods and plan formats. Most of all, you should have learned how to go about formulating a plan in a professional manner, appropriate to the community context, and should have internalized that knowledge by actually making a plan for a small hypothetical city.

More specifically, we will be learning analysis and syntheses skills; oral, graphic, and written communication skills; skills for working effectively as a member of a planning team and with community stakeholders. We will be learning how to describe and assess existing and emerging community conditions; how to formulate goals; how to translate projections of economic and population change into their land use implications for land, location, and community services; how to determine the suitability of land and locations for various land uses; how to apply computer technology to specific plan-making tasks such as map presentations, land suitability analyses, and the drawing of plans; how to design a future urban regional form that meets the community’s objectives, accommodates the future population and economy, and incorporates community aspirations for a quality of life; and how to outline a development management program that will bring about such a future.

We have found that students learn more deeply if they are called upon to apply knowledge and methods. Thus, we have developed a workbook consisting of exercises that take you through a complete plan-making process for a growing small hypothetical city. As we read and discuss plan components, the planning process, and plan making methods in class, the exercises require you to apply what you are learning by using those methods and creating a hypothetical city plan. We reserve a few minutes at the end of each lecture to discuss issues and exercises.

We will also be using a "cooperative learning strategy." In that strategy, you work in teams of three to five students. The instructors will assign students to teams, utilizing student input. You will remain with your plan-making/learning team through the semester. Many class meetings, in the whole or in part, will be devoted to working in these groups and to presenting and discussing team products. We would like you to develop a sense during these exercises that you are responsible for one another's mastery of the course content, as well as your own understanding. You will be provided guidelines for working in planning/learning teams. Instructors and teaching assistant will address team work issues from time to time

during the semester and, if necessary, will initiate a program to monitor and assist students in developing skills and techniques for working in groups.

We are emphasizing this cooperative learning and application exercise approach for two reasons. First, the course is aimed at "higher order" skills such as application of methods, evaluation of plans and other products, synthesis of information and values, and creation of plans, rather than mastery of facts or theories. Secondly, public sector planning practice typically involves working in groups to define issues, solve problems, or make plans; this is a good place to begin developing the skills you need for professional practice.

The course grade will be determined by performance on exercises and by more general course participation. The relative weights for grading purposes are as follows:

Exercise 1	State of the Community Report.....	10%
Exercise 2	Vision Statement and Policy Vision Framework.....	10%
Exercise 3:	Area-wide Land Policy Plan	25%
Exercise 4:	Community-wide Land Use Design & Illustrative Small Area Plan.....	25%
Exercise 5:	Development Management Plan.....	10%
Exercise 6:	Presentation of complete plan for Hypo City.....	10%
Participation	Including miscellaneous exercises, general classroom participation, and class-room simulations, such as public hearings	10%

The exercises are very important and will require considerable time outside of class. Be sure to get started immediately after an exercise is introduced. The exercises are described briefly at the end of this syllabus and will be specified in full detail as they are assigned during the course of the semester.

The text for this course is the fifth edition of *Urban Land Use Planning* by Berke, Godschalk, Kaiser and Rodriguez, referred to as *ULUP-5* in the assigned readings below. You will also use the *Hypothetical City Exercise Workbook*, by Esnard, Berke, Kaiser, and Godschalk, which is designed to accompany *ULUP-5*. It provides much of the instructions, data, maps, and work tables for the exercises. Each planning-learning team will need at least one copy of that workbook. Other readings indicated in the syllabus below are all on Sakai for PLAN 741. The bullet in front of a reading indicates it is essential reading, additional but optional readings are also listed.

Honor Code

The Honor Code of the University of North Carolina at Chapel Hill states: "It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity." For this course: (1) You are permitted and encouraged to seek advice and suggestions from other class members on the written assignments, unless specifically instructed otherwise. This may include exchanging drafts for feedback and/or proofreading. (2) In all written and presented work, you must cite or otherwise fully attribute all ideas, data, and other information that are not your own. This includes information presented in tables, graphs, appendices, etc.

SCHEDULE OF CLASSES, READINGS AND ASSIGNMENTS

The course is divided into seven modules:

- I. Conceptualizing a model for land planning (2 sessions)
- II. Building a decision support system and preparing a state of the community report (6 sessions)
- III. Creating a Community Vision and Policy Framework (5 sessions)
- IV. Preparing an Area-wide Land Policy Plan (5 sessions)
- V. Creating a Community-wide Urban Land Use Design (4 sessions)
- VI. Making a Development Management Plan (3 sessions, with catch-up session)
- VII. Presenting a Plan to the Community, and course summary (3 sessions)

A description and schedule for each module follows below. Assignments are described at the end of the syllabus. Note the several references to additional lab sessions, which will be arranged as necessary.

PART I. CONCEPTUALIZING A MODEL FOR LAND PLANNING (2 sessions)

These sessions introduce fundamental concepts that shape a practitioner's model of land use plan making. They include the emerging Smart Growth and Sustainable Development movements and other concepts of good urban form and process; the land planning and development "game"; the evolving intergovernmental context for land use and environmental planning; principles of good plans and concepts of plan formats and participatory plan-making processes; and the purposes served by local government planning programs--intelligence, advance planning, operating the public-private development management system, and problem solving.

Jan. 12 Class cancelled, TRB Conference

Jan. 17 Course outline, objectives, and requirements.

Land Planning Visions: good urban form

Reading:

- *ULUP-5*, Part 1, "Conceptual Framework for Land Use Planning," including Chapter 1, "Framing the Local Land Use Planning Process," Chapter 2: Shaping Plans through the Sustainability Prism Model."
- Berke, Philip. 2008. "The Evolution of Green Community Planning, Scholarship, and Practice," *Journal of the American Planning Association*, 74 (4): 393-407.

The following reading for working in groups, for later in the semester:

- Gibbs, Graham. "Learning in Teams: A Student Guide,"

PART II. BUILDING A DECISION SUPPORT SYSTEM AND PREPARING A STATE OF THE COMMUNITY REPORT (6 sessions)

The design, development, and effective use of an information system is a major responsibility of local planners and a necessary foundation for plan-making and many other functions performed by planning agencies. We will explore both technical and conceptual aspects of information systems designed to support local planning. Students will also begin the Hypothetical City Planning Exercises by conducting typical pre-plan analyses of current and emerging conditions to reveal issues to be addressed in a plan for their hypothetical city. Planning teams will present their results in three formats--a poster, an oral presentation, and a brief written report which will be incorporated later as a chapter in their hypothetical city plan.

Jan. 19 Decision support systems for understanding an urban system and developing policy and plans; making a state of the community report; scenario building for "possible futures"; introduction to Hypothetical City; forming planning/learning teams for the semester.

Reading:

- *ULUP-5*, Chapter 4, "Planning Support Systems,"

- *Hypothetical City Workbook*, skim Parts I and II, Read Part III, pp. 51-62, including instructions for “Exercise 1. Creating a State of the Community Report”
- Martin Wachs. 2001. “Forecasting versus Envisioning: A New Window on the Future,” *Journal of the American Planning Association*, Vol. 67, No. 4, pp. 367-372.

Exercise 1: State of the Community Report (posters and report) due Feb. 7

Jan. 24 Population and Economic Information

Reading:

- ULUP-5, Ch. 5, "Population the Economy."
- Andrew Isserman, “Methods of Regional Analysis, 1913-2013: Mindsets, Possibilities, and Challenges,” Paper presented at ACSP meetings , November, 2002.
- Dowell Myers. 2001. “Demographic Futures as a Guide to Planning: California’s Latinos and the Compact City,” *Journal of the American Planning Association*, Vol. 67, Nol.4, pp. 393-397.

Jan. 26 Inventory and Classification of the Environment, and Working Session on Posters

Reading:

- ULUP-5, Chapter 6, "Environmental Systems," pp. 150-177.
- Mcharg. 1992. *Design With Nature*. "A Response to Values." (Plan for the Valleys) pp. 79-93.

Jan. 30 Land supply, demand, and policy monitoring.

Reading:

- Moudon and Hubner (eds.) 2000. *Monitoring Land Supply with Geographic Information Systems*. University of Washington. Chs. 1 & 2, pp. 17-64.
- Godschalk, David. 2000. “Montgomery County, Maryland: A Pioneer in Land Supply Monitoring,” Chapter 4 in Moudon and Hubner, editors, *Monitoring Land Supply with Geographic Information Systems*.
- Chapter 7, pp. 7-91 to 7-99 in Volume One of *Growing Smart Legislative Guidebook: Model Statutes for Planning and the Management of Change*, Stuart Meck, Editor. 2002. APA.

Feb. 2 Land Use, Transportation, and Infrastructure

- UPUP-5, Chapter 7, “Land Use Systems”
- ULUP-5, Chapter 8, “Transportation and Infrastructure Systems”
- *Land-Based Classification Standards: An update of the 1965 Standard Land Use Coding Manual for Describing, Classifying, and Sharing Data about Land Uses*. 2003. <http://www.planning.org/LBCS>, 2 pages
- Sanjay Jeer, with Barry Bain. “Traditional Color Coding for Land Uses,” APA, <http://www.planning.org/plnginfo/lbcs/index.html>. October 27, 2000

Putting it all together:

- ULUP-5, Chapter 9, “State of Community Report”

Feb. 7 Students planning team presentations of "The State of the Community: Current and Emerging Conditions" in Hypo City.

Exercise 1 due.

PART III. CREATING A COMMUNITY VISION AND POLICY FRAMEWORK (4 sessions)

This section of the course covers various aspects of formulating a community vision and general policy framework, including (1) eliciting issues and opportunities, (2) community visioning, (3) setting goals and objectives, and (4) formulating land use development and environmental policies linked to the goals and objectives, and then integrating them into a “vision statement” and “policy framework” plan. Students will

review and discuss examples of visions, goals and objectives, and policies in a sample of plans. There will be an in-class simulation of a community “issues, opportunities, and visioning” meeting for a hypothetical city. Then, in Exercise 2, each working group formulates a policy framework for their own version of Hypo City in two forms: (1) a written report that will become a component of the full plan at the end of the semester and (2) a version of the report on a home page.

Feb. 9 The good plan: toward enduring principles of good land use planning.

Reading:

- *ULUP-5*, “Chapter 3, Making a Good Plan.”
- Michael Neuman. 1998. “Does Planning Need the Plan?”, *Journal of the American Planning Association*, 64:2, 208-220.
- Kaiser and Godschalk, 1995. “Twentieth Century Land Use Planning: A Stalwart Family Tree,” *Journal of the American Planning Association*, 61:3, 365-385 (for those students who haven’t taken PLAN 740).

Visioning and scenario building; introduction to Exercise 2, Formulating a policy framework Plan; assignment of teams and plans to be reviewed for next class.

Reading:

- *ULUP-5*, Introduction to Part III, “Overview of Making Land Use Plans (see ch. 9),” and Chapter 10, “The Plan-making Process,” pp. 291-300
- Quay, Ray. 2010. “Anticipatory governance: A tool for climate change adaptation.” *Journal of American Planning Association*, Vol. 76, No. 4, Autumn

Exercise 2: Vision and Policy Framework due Feb. 23.

Feb. 14 Student reviews and discussion of illustrative vision statements, goals and objectives, policies, and other components of verbal policy frameworks in a sample of plans.

Plans to be reviewed by teams: TBA

Feb. 16 Simulated Hypo City visioning exercise on “What Do We Want for Our Future?” Instructions will be given ahead of time.

Feb. 21 Work session for teams; be prepared to discuss draft vision statement/policy frameworks with instructors.

PART IV. PREPARING AN AREA-WIDE LAND POLICY PLAN (5 sessions)

This section of the course covers methods and techniques for designing a type of land use plan, called a mapped land policy plan or land classification plan. Plans of this type are especially appropriate for counties and multi-county regions, but they are also used by municipalities and could be a part of a scenario planning approach. There will be sessions in the computer lab to learn how to create land use suitability maps and how to draw a land policy map on the computer. In Exercise 3, student teams will use those suitability maps and the computerized land classification map drawing approach to formulate a mapped land policy plan for Hypothetical Township. Plans will be presented to a group of officials and citizens of Hypo City at the end of this section of the course, March 13.

Feb. 23 Introduction to Part IV and Exercise 3. Overview of the process of designing a mapped areawide land policy plan; determining location and space requirements; inclusion of a water and sewer facilities component.

Reading:

- ULUP-5; Ch. 10, "The Plan-making Process," pp. 300-313 and Ch 11, "The Areawide Land Policy Plan" read the sections on "the overall process, pp. 315-324," "delineating policy districts for urban growth, pp. 334-343" and "bringing it all together, pp. 343-346."

Exercise 2 due.

Exercise 3: Areawide Land Policy Plan due March 9.

Feb. 28 Suitability Analysis and Lab

Reading:

- ULUP-5, ch. 6, "Environmental Systems," pp. 177-192.
- Steiner. 2000. *The Living Landscape, 2nd Edition*. "Suitability Analysis." Ch. 5; pp. 187-228
Website for Steiner:
http://books.google.com/books?id=h7jdhL_ns7EC&printsec=frontcover&cd=1&source=gbs_ViewAPI#v=onepage&q&f=false
- ULUP-5, Ch 11, section on "Delineating Open Space." pp. 324-333.
- Steiner. 2000. *The Living Landscape*. "Two Examples of Biophysical Inventory and Analysis," pp. 122-140; "Landscape Plans", pp. 176-186; "Detailed Designs," pp. 219-228.
Website for Steiner:
http://books.google.com/books?id=h7jdhL_ns7EC&printsec=frontcover&cd=1&source=gbs_ViewAPI#v=onepage&q&f=false

Mar. 2 Suitability Analysis and Lab

Mar. 7 Work session on area-wide land policy plan; each team should be prepared to discuss a mapped draft land policy plan with the instructors.

Mar. 9 Student presentations of area-wide land policy plans to planning staff and the Mayor's Citizen Task Force. Written report of mapped land policy plan is due at the end of class.

Exercise 3 due.

SPRING BREAK

PART V. CREATING A COMMUNITY-WIDE URBAN LAND USE DESIGN (5 sessions)

In contrast to the area-wide (regional scale)land policy plan, the community-wide urban land use/transportation design approach is more explicit in visualizing future urban form and more detailed in specifying locations and calculating space requirements. It also goes further in integrating transportation into the land use plan. Each planning team will formulate a land use design for their hypothetical city in Exercise 4. There will also be extra lab sessions on using ArcView to draw the Hypo City land use design and on using Excel spreadsheets to assess and balance land demand and supply.

Mar. 21 Overview of urban land use design and its incorporation of transportation and possibly scenarios; Siting commercial and employment centers and assessing land requirements for them.

Reading:

- ULUP-5, review Introduction to Part III and Chapter 10, "The Plan-making Process," pp. 291-300, Chap. 12, "Commercial and Employment Centers."

Review examples of land use design plans on reserve, including the following:

Howard County, Maryland, *The 1990 General Plan . . . A Six Point Plan for the Future*;

Charlotte-Mecklenburg County, NC, *2005 Generalized Land Plan*;
Charlotte-Mecklenburg, NC, *2025 Integrated Transit/Land-Use Plan*;
Lewisville, NC, *Comprehensive Plan Update 1997*;
Wendell, NC, 2010: *Comprehensive Development Plan*.

Exercise 4: Communitywide Land Use Design Plan and Small Area Plan due April 6 (no oral presentation)

Mar. 23 Planning residential habitats.

Reading:

- ULUP-5, Chapter 13, "Residential Areas," re-read Chapter 8, "Transportation and Infrastructure Systems."
- Duany, Andres, and Elizabeth Plater-Zyberk, "The Neighborhood, the District, and the Corridor," pp. xvii-xx
- Mike Biddulph. 2010. "Evaluating the English Home Zone Initiatives." *Journal of the American Planning Association*, Spring 2010, Vol. 76, No. 2.

Mar. 28 Small area plans

Reading:

- ULUP-5, Chapter 14, "Small-area Plans"

Mar. 30 Work session on land use design; teams should be prepared to discuss their draft land use designs with the instructors.

Apr. 4 Guest Speaker. (TBD)

PART VI. MAKING A DEVELOPMENT MANAGEMENT PLAN (3 sessions, with catch-up session)

The development management element is a program of actions to implement the vision statement/policy framework, area-wide land policy plan, and community urban land use/transportation design. We discuss the inclusion of a plan monitoring, evaluation, and updating program. Exercise 5 requires planning teams to formulate a simplified version of a development management program for their plan. It is presented as part of their oral presentation on April 17; a draft written version is due on the same date; the final written version is due as part of the overall plan on April 24.

Apr.6, 11 Development management measures and strategies; the development management plan; monitoring, evaluating, and updating component of a development management plan; intro to Exercise 5.

Reading:

- ULUP-5, Chapter 15, "Development Management Planning"
- Bengston, D., J. Fletcher and K. Nelson. "Public Policies for Managing Urban Growth and Protecting Open Space: Policy Instruments and Lessons Learned in the United States," *Landscape and Urban Planning*, 69, 2004, pp. 271-286 (for students who have not taken PLAN 740).

You may want to assign different members of your team to review the list of references at the end of Chapter 15 in ULUP-5 and review Porter (2008) for ideas about various land use management tools.

- Porter, Douglas, Managing Growth in America's Communities, 2nd edition, Washington, D.C.: Island Press, 2008

Exercise 4 due.

Exercise 5: Development Management Plan due April 19 (oral presentation and written draft of complete plan).

Apr. 13 Work session on development management program; teams should be prepared to discuss their draft development management plans.

Apr.18 Plan evaluation and monitoring

PART VII. PRESENTING A PLAN TO THE COMMUNITY & COURSE SUMMARY (3 sessions)
 In this section of the course, planning teams will compile their complete plans and present them to a hypothetical city review board, emphasizing the land use design and the development management program. Our objectives include further development in students' abilities to present a plan coherently; to engage elected officials, citizens, and planners in a discussion of the strengths and weaknesses of a plan; and to represent and respond to interests of specific stakeholders as well as general public interests. We also want to appreciate how the interests of many community groups conflict with each other and with general public interests, and how stakeholder interests are significantly affected by a land use plan.

Apr. 20 Student presentations of complete final versions of their urban land use design and development management plans for Hypothetical City. The presentations will simulate a report to representatives of Hypo City for the purpose of selecting one or two plans that are most appropriate for purposes of a public hearing.

Exercise 5 due.

Exercise 6: Final writer version of complete plan due April 26.

Apr. 25 Students conduct a simulated public hearing in Hypo City to evaluate one team's plan for the future of the city. (Ben Hitchings)

Apr. 27 Course summary and review, and a look ahead to land use planning in the next decade; student course evaluations and suggestions for improvements to the course. The final version of each team's complete plan for Hypothetical City, including the state of the community, vision statement and policy framework, area-wide land policy plan, community land use design, and development management program, is due in class.

Exercise 6 due.

BRIEF DESCRIPTION OF EXERCISES

In general, the exercises are meant to develop complex skills involved in professional land use planning, including design and analysis skills, abilities to work effectively on a planning team and to communicate effectively (both preparation and execution skills), and technical skills to utilize appropriate computer technology. Taken all together, the Hypo City Exercise assignments, in-class exercises, lectures and readings also should provide an understanding of the local public plan-making process. Assignments will be described more fully in class handouts and in the Hypo City workbook.

Exercise 1. State of the Community Report. (10% of final grade)

Create a report, poster, and presentation of existing and emerging conditions for Hypo City. The assignment incorporates the use of ArcView to create computerized maps and other visuals for a computer drawn poster. It also involves student oral presentations to the Hypo City planning board as well as a written report on the state of the community.

The objective for this assignment is to develop skills in defining and presenting a clear assessment of the state of the community, derived from an information base. The instructors will be looking for a clear, valid, relatively complete statement of the existing and emerging conditions and issues, including the use of graphics.

Exercise 2. Vision Statement and Policy Framework. (10% of final grade)

Create a vision statement and policy framework plan for Hypo City. This exercise incorporates a simulation of a goals/visioning meeting in Hypo City to derive issues and opportunities for the community and a vision of the future, the use of the “state of the community report,” and the careful formulation of goals, objectives, and policies for the community. The results are presented in a written plan and a home page for your Hypothetical City.

The objectives of this exercise are to develop an ability to derive a concise statement of the issues, opportunities, values, and visions of the community; to integrate them with the results of your state of the community report; and then to write an internally consistent set of goals, objectives, and general development policies. The instructors are looking for clarity, for appropriate distinctions between goals, objectives, and policies, and for the connections between facts, values, and policies.

Exercise 3. Mapped Area-wide Land Policy Plan (Land Classification Plan). (25% of final grade)

Create a written land classification plan for Hypo City. This assignment incorporates computerized suitability analysis and the requirement to include that as an appendix to the plan. It also requires a computerized drawing of the area-wide land policy plan. This exercise is based on Exercise 3 in the workbook, and requires you to both create and then present the plan, orally, graphically, and in writing.

The objective for this assignment is to develop an ability to formulate a mapped policy plan using the “land classification” format. The plan should be responsive to land supply constraints and urban growth demands, as well as protection of the environment, and it should promote the policy framework goals, objectives, and policies. We will also continue to look for presentation clarity and the ability to present a case in a concise combination of text, graphics, and tables.

Exercise 4. Land Use Design. (25% of final grade)

Create a land use design. This assignment incorporates ArcView to make a computerized drawing of a land use design and a requirement to include such a drawing in the final plan (and optionally on a home page). The assignment also includes a “sketch” small area plan for a neighborhood, district, or corridor of your Hypo City.

The objectives of this exercise include an ability to design a desirable future land use pattern for a city, consistent with the previously formulated constraints, goals, policies, and land classification plan, and incorporating transportation improvements. We continue to look for creativity and rationality and a clear, concise, compelling presentation of the plan.

Exercise 5. Development Management Program. (10% of final grade)

Create a development management program and integrate it into the full plan. This exercise requires the planner to outline a simplified version of a development management program that, if

implemented, would achieve the future development stated in the land use design, land policy plan, and policy framework.

The objectives of this exercise include the ability to select, adapt, and coordinate appropriate measures to implement the land use design, consistent with the land classification policies, and which will achieve the goals in the policy framework as well as new goals directly applied to the development management measures. We continue to look for creativity and a persuasive case of for the appropriateness and effectiveness of the program, particularly in terms of a small city context with limited planning resources.

Exercise 6. Final Complete Plan. (10% of final grade)

Create a complete hard copy plan for Hypo City. This exercise requires refining and packaging the work from previous exercises into a unified plan. We will put the draft plans of the two finalist plans on reserve in the library on that day. Instructors will keep a sample of the plans, so each team should make copies for any member who wants to have a copy for their “portfolio” of work samples.

SUMMARY SCHEDULE OF SESSIONS (Spring 2016)

Date		Topic	For your own Note	Comment
Part I: Conceptualizing a model for land planning				
Jan 12		Class Canceled for TRB		
Jan 17		Course Outline & Good Urban Form		Groups formed;
Part II: Building a decision support system and preparing a state of the community report				
Jan 19		Decision Supporting System; State of Community Report; Scenario Building		Exercise 1 Out
Jan 24		Population and Economic Information		
Jan 26		Working Session and Discussions		
Jan 31		Land Monitoring		
Feb 2		Land Use, Transportation, and Infrastructure		
Feb 7		Presentations exercise #1		Poster/Report Due
Part III: Creating a Community Vision and Policy Framework				
Feb 9		The Good Plan; Formulating A Policy Framework Plan		Instructions for In-class Exercises Out
Feb 14		In-class Student Reviews on Plans		Exercise 2 Out
Feb 16		In-class Simulated Hypo City Visioning Exercise		
Feb 21		Working Session		
Part IV: Preparing an Area-wide Land Policy Plan				
Feb 23		Designing A Mapped Land Policy Plan		Exercise 2 Due; Exercise 3 Out
Feb 28		Suitability Analysis		Suitability Analysis Lab
Mar 2		Suitability Analysis and Lab		
Mar 7		Working Session and Discussions		
Mar 9		Presentations exercise #3		Report Due
Spring Break				
Part V: Creating a Community-wide Urban Land Use Design				
Mar 21		Overview of Urban Land Use Design		Exercise 4 Out
Mar 23		Residential Habitats		
Mar 28		Small Area Plans		
Mar 30		Working Session and Discussions		
Apr 4		Guest Lecture		
Part VI: Making a Development Management Plan				
Apr 6		Development Management Measures		Exercise 4 Due
Apr 11		Working Session and Discussions		Exercise 5 Out
Apr 13		Working Session and Discussions		Roles for Public Hearing Assigned
Apr 18		Plan evaluation		
Part VII: Presenting a Plan to the Community, and Course Summary				
Apr 20		Presentations on the Complete Plan		Exercise 5 & 6 Presentations
Apr 25		In-class Simulated Public Hearing		
Apr 27		Course Wrap-up and Evaluation		Final Plan Due