

URBAN PLANNING PROCESS AND METHODS
CMP 3250/6250
UNIVERSITY OF UTAH
FALL SEMESTER 2018

Business Classroom (BU C), Room 108
Mondays, 6:00 – 9:00 PM
August 20 - December 14, 2018

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Course Objective and Learning Outcomes:

This course is designed to introduce the student to the “nuts and bolts” of the planning profession. The class will be taught from the municipal/public planning perspective and will provide the student with a practical understanding of planning history, community planning tools and strategies, community general plan development and implementation, zoning administration, as well as public-sector planning department job skills and issues. It is designed to give the student a practical balance of planning theory and job-related competencies. Successful students will complete this course possessing the tools necessary to be competitive candidates for planning internships and entry-level professional planning positions.

Course Description

The Planning Process and Methods course is divided into five key areas with the individual class lessons shown on the class outline:

I. Planning Foundations

An understanding of how cities can affect the quality of life of their inhabitants is important. Knowing the planning issues that a city faces and then matching service levels with available resources is critical in creating a viable city. City planners must know the “players” who will be involved in the General Plan process. Basic planning skills are necessary for the planner to effectively assist community leaders in this important endeavor.

II. General Plan Process

The form and appearance of each community is an expression of the values of its residents. To be effective, the General Plan must accurately reflect those values. Each community is different and thus goals, policies, and programs will vary from community to community as the planning process is followed. The planner acts as an educator, a facilitator, and a coordinator in assisting public officials in the preparation of the plan. Accurate community information, team building, and presentation skills are critical in this endeavor. The planning process will be studied in detail, with particular attention paid to the various elements typically found within a General Plan.

III. General Plan Implementation

In order for the General Plan to be effective, it must be used as a development guideline for the community, as it was intended. To do this, appropriate ordinances, policies, and programs must be adopted and followed. These include the Zoning Ordinance/Land Management Code, Subdivision Regulations, Capital Improvement Programs, Design Guidelines, and other general development policies.

IV. New Urbanism

Knowledge and understanding of cutting edge planning concepts will help the planner guide city leaders through the many planning and development alternatives that each community must sift through in order

to fulfill its potential. These include smart growth, walkability, form based code, traditional neighborhood development, and placemaking.

V. Professional Planner “Skills”

To be successful, every professional planner must have a well stocked toolbox of competencies. Among these tools are zoning compliance, site plan, and design guideline reviews; project analysis, staff report writing, and presentations.

Course Tools

Tools and materials necessary for the class will be few. Engineer and architects scales, as well as a basic calculator, are mandatory. Cell phones with a calculator may be used during class exercises. Cell phones may not be used during exams.

Course Texts and Reading Materials

The following resources will be provided for you via:

(PITU) Planning in the USA, Barry Cullingworth and Roger W. Caves, 2009

(PZA) Planning and Zoning Administration in Utah, U of U Center for Public Affairs

(JPP) The Job of the Practicing Planner, Albert Solnit, Charles Reed, Peggy Glassford, Duncan Erley, 1988

(SN) Suburban Nation: The Rise of Sprawl and the Decline of the American Dream, Andres Duany, Elizabeth Plater-Zyberk, Jeff Speck, 2000

Grading

Your final grade for CMP 3250/6250 will be based on 250 total points. The total points may change slightly as class exercises and class assignments may be adjusted during the course. Class attendance and the completion of exercises and assignments will be critical in passing the course. Potential points will be awarded as follows:

Class Attendance	10 points
“Tools” Exercises (seven @ 5 points each)	35 points
Class Assignments (95 points total)	
Variance Review	25 points
Public Meeting Assessment	25 points
Staff Report (Final Project)	45 points
Mid Term Exam	50 points
Final Exam	60 points
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Total:	250 points

Grading Scale:

100% - 92%	A
91% - 90%	A-
89% - 88%	B+
87% - 81%	B
80% - 79%	B-
78% - 77%	C+
76% - 70%	C
69% - 68%	C-
67% - 66%	D+
65% - 62%	D
61% - 60%	D-
59%- 0%	F

Please Take Careful Note

Student work will be graded for accuracy, spelling, completeness, following directions, neatness, and overall effort. It is essential that students attend class in order to learn the material and complete exercises/assignments for credit and to properly prepare for exams.

Class exercises/group exercises designed to be completed during class and must be turned in by the end of the class period for credit. Class exercises are designed as “homework” for the current lessons and, unless otherwise indicated by the instructor, must be turned in by the assigned date for full credit. No late class exercises will be accepted.

Project assignments must be submitted by the due date. Project assignments turned in after the due date (up to a maximum of 7 days) may receive up to one-half credit. Project assignments submitted more than one week late will not receive credit. Any “life changing” exceptions to late assignments must be worked out in advance with the instructors.

Fall Semester 2017 Class Schedule

<u>Date</u>	<u>Subject</u>	<u>Readings</u>	<u>Exercise</u>	<u>Project Assignment</u>
August 20	Introductions; Role of the Planner in Community; What Planners Really Do			Public Meeting Assessment
August 27	Planning History Primer— U.S. and Utah	PZA, Ch. 1 PITU, Ch. 1	Calculating Density	
September 3	NO CLASS (Labor Day Holiday)			
September 10	Enabling Legislation	PZA, Ch. 2 PITU, Ch. 6	Using Scales	
September 17	Community Visioning & General Plans	PZA Ch. 4 PITU Ch. 7	Neighborhood Vision (In-Class Exercise)	

September 24	Implementation: Zoning Ord.- Allowed Uses; Conditional Uses; Master Planned Developments	PZA, Ch. 5&6 JPP, Ch. 1 PITU, Ch. 14	Slope	
October 1	General Planning Challenges: Current Topics - Workforce Housing, A Day in the Planning Office, Possible Guest Speaker(s), etc.			
October 8	NO CLASS (Fall Break)			
October 15	Planning Commission & Board of Adjustment Mid-Term Exam Overview	PZA, Ch. 3&9	Legal Description	Variance Review
October 22	MID-TERM EXAM			
October 29	Mid-Term Exam Review Development Review; Project Management;	JPP, Ch. 4,6,8		Staff Report
November 5	Writing For Planners & New Urbanism I	PITU Ch. 17 SN TBD	Walkability Audit	
November 12	New Urbanism II	PITU Ch. 17 Handout(s)	Site Plan Review	
November 19	In-Class Charrette		New Urbanism	
November 25	Historic Preservation - Design Guidelines Semester Overview	TBD		
December 03	FINAL EXAM			
December 14	STAFF REPORT (FINAL PROJECT) DUE (emailed by Friday, December 14 to instructors by 11:59PM)			

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that we may modify it with reasonable notice to you. We may also modify the Course Schedule to accommodate the needs of our class.

University Policies

The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct: Title IX of the federal Education Amendments of 1972 states, in part: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Academic misconduct: Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. Definitions of these and other terms can be found in the Student Code at <http://www.regulations.utah.edu/academics/6-400.html>. Instructors who determine that an incident of misconduct has occurred are required to report the incident to their department administrator. Instructors have discretion on the appropriate sanction to impose in such circumstances, from grade reduction on a specific assignment/exam to failure of the entire course. Students who engage in academic misconduct more than once are subject to the policy of the College of Architecture + Planning, which directs college and department administrators to seek the dismissal of the offending students from their academic program.

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>).

Please let us know if there is any additional support you would like to discuss for this class.