URBDP 501 A Wi 25: Comprehensive Planning And Implementation

Winter 2023 | Mon and Wed 3:30 PM to 5:20 PM

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Course Description

A comprehensive plan is generally understood to be an official statement of the local development policy to guide future growth and development of a community. This course focuses on understanding the comprehensive planning process and learning how comprehensive plans are developed. You will also review and critique a range of land use planning and comprehensive plan implementation tools. This course is designed to help you learn planning skills that are critical for your success as a practitioner. It will blend more general academic readings on planning and plans with more applied readings (and suggested resources) from local sources, including, for example, the Washington Department of Commerce. The four aspects of comprehensive plan making and implementation addressed in this course include:

1. Comprehensive Plan Making Process
2. Community Participation and Consensus Building
3. Land Use Planning Tools and Techniques
4. Introduction to Plan Implementation Tools

Learning Objectives

It is expected that by the end of this course you will be able to:

1. Understand and appreciate the role of Comprehensive Plans in addressing growth and development challenges at multiple scales
2. Articulate what constitutes a good comprehensive plan and the key components of the comprehensive plan.
3. Preliminarily identify, collect, and analyze the information required for preparing a good comprehensive plan.
4. Create a framework for the professional planning process required to prepare/ update a community comprehensive plan.
5. Understand the various components of a land use planning program and know how the land use plan fits into the comprehensive plan.

The primary focus of this course is to learn how to formulate a comprehensive plan. Class discussions and assignments are designed to improve your professional skills of writing (eg of planning memoranda), data interpretation, policy analysis, and political considerations in the planning process.

The class also presents opportunities to attain skills in accessing literature and data critical to plan-making.

Course Requirements

Required Readings

There is only one required text for this course. This text will also be used in studio prep and will be valuable in your studio courses later in the MUP program.

- Daniels, Thomas L. *Small town planning handbook* (Third Edition). Planners Press, American Planning Association, 2007.

Additional required reading material can be found on the Canvas website in individual modules for each day. Reading material may be updated, so make it a point to check the course website frequently; if updates are made they will be far enough in advance to not disrupt your current reading workload.

Newer chapters to replace Small Town Planning Handbook Chapters are provided, from David Rouse and Rocky Piro's *The Comprehensive Plan: Sustainable, Resilient, and Equitable Communities for the 21st Century.* Planners Press, American Planning Association, 2022.

Optional Readings

The following texts are recommended (you may be required to purchase some of them in other courses):

1. Berke, P., Godschalk, D. R., Kaiser, E. J., & Rodriguez, D. A. (2006). Urban land use planning. Urbana, IL: University of Illinois Press. (Kind of the standard-bearer for the basics of land use planning. Good to have access to!)
2. Kent, T.J. (1964). The Urban General Plan. Chandler Pub. Co. (Old, but highly considered and of interest to those who enjoy history and the context of planning. Still very good.)
3. Kelly, E. D. (2009). Community planning: An introduction to the comprehensive plan. Island Press.
4. American Planning Association (Ed.). (2006). Planning and urban design standards. John Wiley & Sons.
5. Hopkins, L. D. (2001). Urban development: The logic of making plans. Island Press. (Heady, logical and smart. Good to build your strategic and theoretical understanding of planning and the planning process)
6. Cullingworth, B. J., Cullingworth, J. B., & Caves, R. (2013). Planning in the USA: policies, issues, and processes. Routledge. (the basics, some history, broad brush across the field)
7. So, F. S., Stallman, I., Beale, F., & Sarnold, D. (1988). The practice of local government planning, Municipal Management Series. International City Management Assoc. (Oldie but goodie, aka the "Green Book." Not sure how much this is used anymore but ICMA is a good source and like Kent's book this provides good logic and flow to planning. Can't really go wrong, even though it predates the internet.)

Technological Proficiency and Hardware/Software Required

Students will need to submit typed responses to various assignments electronically and may be required to present in class. Therefore, basic skills in using common word processing and presentation software are necessary. Knowledge of design software such as Photoshop and Adobe Illustrator will be useful. Experience with ARCMAP or similar may be helpful with some assignments.

Please see the note below on Academic Accommodations if you need to use technology in the classroom due to a disability. This is always fine and we'll work through DRS to find out what this will look like.

Students who need a computer for academic purposes have access to the UW Student Loaner Program; please visit http://be.washington.edu/spaces/computing/student-loaner-program/. Students are also welcome to conduct any needed computer-based work in the Gould Hall Digital Commons or other computer labs on campus.

Classroom Expectations

In my classroom, I try to establish an environment in which we all may learn in a safe and supportive environment. As such, the class will thrive if we all value and honor diverse experiences and perspectives, and work to build a creative and respectful learning environment for everyone. Differences of opinion, critical analysis, and honest feedback are welcomed and should be expressed in a manner that supports the learning process. I will bring my energy to the course and the room--you should, too.

The class meets twice a week. The format for the course will include a mix of lecture, small group exercises to allow for personal reflection on the material, and discussions on course readings. Students are expected to apply their own knowledge and past experiences to analyze issues and arguments presented in the lecture and class discussion. This is something of a reading-intensive course, though you will likely find much of the textbook to be a clear and straightforward read.

Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; please extend the benefit of the doubt and patience in working with colleagues. This is a learning environment, and we all enter it with different experiences and expertise.

If you feel that any of these standards are not being met by a fellow student or an instructor, you should discuss your concerns with the instructor or TA. If they are not able to resolve your concerns, typically you would bring them to the attention of the department Chair. Given that, in this case, the Chair is the instructor, if you should have issues with how the course is instructed, you may bring those concerns to the attention of the Graduate Program Coordinator (Keith Harris) and/or Graduate Advisor (Diana Siembor).

Grading

Grading Breakdown Summary

The class has four main assignments, though I might add short homework assignments once or twice if necessary--these would be considered in the Participation part of the grade. Grades are weighted by task per the table below. This class is held in-person and requires attendance to participate in the course activities.

Assignment	% of Grade
Class Participation	25
Planning/Policy Memo Assignments (3)	45

Term Project	30
Total	100

Late Work and Absences

Please do your best to turn in your assignments on time. I expect work to be in by the due date, as that will give the necessary time for grading and keep the assignments together to make that exercise more reasonable. I understand that life, work, and school can get busy and you only have so much time in a day. Prioritize carefully, but if you simply cannot turn your assignment in on time you will have a two-day grace period without penalty, after which point I will not accept late work without prior agreement.

If you have a legitimate reason for late submission, I will consider extensions, but the onus is on you to inform me prior to the day the assignment is due.

If you have to miss a class, please inform the instruction team as soon as possible. Depending on the class day, we may be able to put the class on Zoom, but this will be decidedly secondary--we may not have time to handle the extra details required to have a good Zoom experience. It will be your responsibility to stay on top of the classwork and get notes and such from your classmates.

Examples of Performance Criteria (maybe helpful?)

While I think the following is a bit overly prescriptive for a rubric and thus won't use it directly, it may help you understand in general what constitutes high-quality work.

Criteria	Weight	Inadequate=D = 1.0 (Below standard)	Minimal=C = 2.0 (Does not meet all standards)	Adequate=B= 3.0 (Meets standards)	Exemplary=A= 4.0 (Far exceeds requirements)
Organization and format	10%	40% (4 points) Writing lacks logical organization. It may show some coherence but ideas lack unity. Serious errors, generally disorganized format and information.	60% (6 points) Writing is coherent and logically organized, using a format suitable for the material presented. Some points may be contextually misplaced and/or stray from the topic. Transitions not used throughout the essay. Organization and format used may detract from understanding the material presented.	80% (8 points) Writing is coherent and logically organized, using a format suitable for the material presented. Transitions between ideas and paragraphs create coherence. Overall unity of ideas is supported by the format and organization of the material presented.	100% (10 points) Writing shows a high degree of attention to detail and presentation of points. Format enhances understanding of material. Unity clearly leads the reader to the writer's conclusion.
Content	40%	62.5% (25 points) Some but not all required questions are addressed. Content and/or terminology is not	75% (30 points) All required questions are addressed but may not be addressed with thoughtful consideration	87.5% (35 points) All required questions are addressed with thoughtful consideration reflecting	100% (40 points) All required questions are addressed with thoughtful indepth consideration reflecting

		properly used or referenced. Little or no original thought is present in the writing. Concepts presented are merely restated from the source, or ideas presented do not follow the logic and reasoning presented throughout the writing. Emblematic of AI-generated text.	and/or may not reflect proper use of content terminology or additional original thought. Additional concepts may not be present and/or may not be properly cited sources.	both proper use of content terminology and additional original thought. Some additional concepts may be presented from other properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.	both proper use of content terminology and additional original thought. Additional concepts are clearly presented from properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.
Critical Thinking	40%	62.5% (25 points)

Shows some thinking and reasoning but most ideas are underdeveloped, unoriginal, and/or do not address the questions asked. Conclusions drawn may be unsupported, illogical or merely the author's opinion with no supporting evidence presented. | 75% (30 points)

Content indicates thinking and reasoning applied with original thought on a few ideas, but may repeat information provided and/or does not address all of the questions asked. The author presents no original ideas, or ideas do not follow clear logic and reasoning. The evidence presented may not support conclusions drawn. | 87.5% (35 points)

Content indicates original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn. | 100% (40 points)

Content indicates synthesis of ideas, indepth analysis and evidence beyond the questions or requirements asked. Original thought supports the topic, and is clearly a well constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn. |
| *Grammar, Mechanics, Style* | 10% | 40% (4 points)

Writing contains many spelling, punctuation, and grammatical errors, making it difficult for the reader to follow ideas clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices disrupts the content. Additional information may be presented but in an unsuitable style, detracting from its understanding. | 60% (6 points)

Some spelling, punctuation, and grammatical errors are present, interrupting the reader from following the ideas presented clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices may detract from the content. Additional information may be presented, but in a style of writing that does not support understanding of the content. | 80% (8 points)

Writing is free of most spelling, punctuation, and grammatical errors, allowing the reader to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented in a cohesive style that supports understanding of the content. | 100% (10 points)

Writing is free of all spelling, punctuation, and grammatical errors and written in a style that enhances the reader's ability to follow ideas clearly. There are no sentence fragments and run-ons.

The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented to encourage and enhance understanding of the content. |
| | 100% | | | | |

Here's a rubric that could be useful in preparing your in-class presentations. Again, I think this is a bit overly prescriptive and won't directly use it, but something similar.

Criteria	Weight	Inadequate= D = 1.0 (Below standard)	Minimal=C = 2.0 (Does not meet all standards)	Adequate=B= 3.0 (Meets standards)	Exemplary=A= 4.0 (Far exceeds requirements)
Content	60%	Does not seem to understand the topic very well.	Shows a good understanding of parts of the topic.	Shows a good understanding of the topic.	Shows a full understanding of the topic.
Audience Engagement	10%	Makes little or any use of medium, or does not attempt to engage audience attention.	Makes some use of medium to engage audience attention.	Makes fair use of chosen medium to engage audience attention.	Makes good use of the chosen medium to engage the audience's attention.
Visual Tool	10%	Visual aids have limited creativity or clarity or are sometimes difficult to read

Presentation is not enhanced by the visual tools | Visual aids are reasonably creative, clear, and easy to read

Presentation is sometimes enhanced by the visual tool | Visual aids are usually creative, clear, and easy to read

Presentation is often enhanced by the visual tools. | Visual aids are very creative, clear, and easy to read

Presentation is consistently enhanced by the visual tools |
| Quality of Verbal Communication | 20% | Speaker's voice is frequently too weak or too strong

Speaker rarely uses inflections to emphasize key points an create interest or speaker sometimes uses inflections inappropriately

Speaker's talking pace is often too slow or too fast | Speaker's voice is frequently too weak or too strong

Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately

Speaker's talking pace is often too slow or too fast | Speaker's voice is steady, strong and clear

Speaker often uses inflections to emphasize key points and create interest

Speaker's talking pace is mostly appropriate | Speaker's voice is very confident, steady, strong, and clear

Speaker consistently uses inflections to emphasize key points or to create interest

Speaker's talking pace is consistently appropriate |

Course Schedule and Readings (details and assignments are found in the modules)

Date	Topic	Required Reading
1/6	Week 1 Intro to course, introductions to each other	• Neuman, M. (1998). Does planning need the Plan? Journal of the American Planning Association, 64(2), 208-220 (we'll discuss 1/13)
1/8	Lecture: Writing Policy Memos Class morning (tech, seating)	• Ewing, Reid, et. al. 2022. Growth Management Effectiveness: A Literature Review. Journal of Planning Literature 2022, Vol. 37(3) 433-451 • Electronic Hallway: Writing Memos • **Optional:** Anthony, Jerry. "Do state growth management regulations reduce sprawl?" Urban Affairs Review 39.3 (2004): 376-397
1/13	Overview of Comprehensive Planning Process	• Small Town Planning Handbook (STPH), Ch 1-3 • **Optional:** Kaiser, Edward J., and David R. Godschalk. "Twentieth-century land use planning: A stalwart family tree." Journal of the American Planning Association 61.3 (1995): 365-385
1/15	What Makes a Good Plan I: Growth Management design exercise	• STPH 4 • Baer, W.C. 1997. General Plan Evaluation Criteria: An Approach to Making Better Plans. JAPA 63, 3: 329-344 • Lyles, W., & Stevens, M. (2014). Plan quality evaluation 1994–2012: Growth and contributions, limitations, and new directions. Journal of Planning Education and Research, 34(4), 433-450.
1/20	NO CLASS MLK DAY	Get caught up on readings, first memo assignment
1/22	What Makes a Good Plan II: Evaluation	• STPH 4 • Commerce Short Course, section on Public Participation p 12-22
1/27	Role of Community Participation	• Samuel D. Brody , David R. Godschalk & Raymond J. Burby (2003) Mandating Citizen Participation in Plan Making: Six Strategic Planning Choices , Journal of the American Planning Association, 69:3, 245-264.

		• **Optional:** Leach, W. D., Pelkey, N. W., & Sabatier, P. A. (2002). Stakeholder partnerships as collaborative policymaking: Evaluation criteria applied to watershed management in California and Washington. Journal of Policy Analysis and Management, 21(4), 645-670. • Koontz, T. M. (2005). We finished the plan, so now what? Impacts of collaborative stakeholder participation on land use policy. Policy Studies Journal, 33(3), 459-481.
1/29	Current/Initial Conditions	• STPH 5-7 • Berke - Urban Land Use Planning - Chapter 9 State of the Community Report.pdfDownload Berke - Urban Land Use Planning - Chapter 9 State of the Community Report.pdf • Berke - Urban Land Use Planning - Chapter 7 Land Use Systems.pdfDownload Berke - Urban Land Use Planning - Chapter 7 Land Use Systems.pdf
2/3	Zoning: Michael Chen, Associate Principal, Mackenzie	• STPH 15 and 16 • Fischel, William A. "Zoning and land use regulation." Encyclopedia of Law and Economics 2 (2000): 403-423.
2/5	Zoning exercise	• Andrew H. Whittemore (2021) Exclusionary Zoning, Journal of the American Planning Association, 87:2, 167-180, DOI: 10.1080/01944363.2020.1828146 • **Optional:** Jake Wegmann (2020) Death to Single-Family Zoning...and New Life to the Missing Middle, Journal of the American Planning Association, 86:1, 113-119, DOI: 10.1080/01944363.2019.1651217 • Optional:Pendall, Rolf J. "Local Land Use Regulation and the Chain of Exclusion." In Journal of American Planning Association. Chicago: American Planning Association, Vol. 66, Issue 2, p125, 2000.
2/10	Land Use and Transportation: Miranda Redinger, Sound Transit	• Rouse and Piro Ch 7 BE Systems Land Use Development and Community Character.pdf • Rouse and Piro Ch 8 BE Systems Mobility and Infrastructure (read to 125, Utilities).pdf • **Optional:** Miller, John S., and Lester A. Hoel. "The "smart growth" debate: best practices for urban transportation planning." Socio-Economic Planning Sciences 36.1 (2002): 1-24.

2/12	Land Use, Transportation, and Implementation--Zoning: Miranda Redinger, Sound Transit	- Berke-Urban Land Use Planning Chapter 8 Transportation and Infrastructure Systems (in 506?) - How_Next-Generation_Public-Private Partnerships Governing_Magazine._USA, March_1, 2016 p67.pdf - Cutting_to_Invest-Before-Governing_Magazine._USA,_November_1_2014_p1.pdf
2/17	NO CLASS: PRESIDENTS DAY	Rouse and Piro Ch 9 Social Systems.pdf
2/19	Housing and the Comp Plan Update in Burien: Ian Crozier, Makers	- Daniel Kuhlmann (2021) Upzoning and Single-Family Housing Prices, Journal of the American Planning Association, 87:3, 383-395, DOI: 10.1080/01944363.2020.1852101 - Skim if you can (from Ian): - https://connect.burienwa.gov/wp-content/uploads/2023/04/Ambaum-and-Boulevard-Park-Community-Plan-City-of-Burien-2023-04-11.pdfLinks to an external site. - https://connect.burienwa.gov/wp-content/uploads/2022/08/Burien-Ambaum-Boulevard-Park-Planned-Action-Fact-Sheet.pdfLinks to an external site. - https://www.seattletimes.com/seattle-news/politics/burien-sketches-growth-vision-for-busy-diverse-ambaum-boulevard/Links to an external site. **Optional:** Bratt, Rachel G., Michael E. Stone, and Chester Hartman. "Why a right to housing is needed and makes sense: Editors' introduction." The Affordable Housing Reader (2013): 53-71.
2/24	Housing Planning and Financing: Doug Larson, Heartland	Freemark, Yonah (2023) Zoning Change: Upzonings, Downzonings, and Their Impacts on Residential Construction, Housing Costs, and Neighborhood Demographics. Journal of Planning Literature 2023 38:4, 548-570
2/26	Capital Facilities, Utilities, Expansion, and Govt Finance: Rick Sepler (fmr Planning Director City of Bellingham)	- Rouse and Piro Ch 8 BE Systems Mobility and Infrastructure (read 125 to end).pdf - Rouse and Piro Ch 14 Consistency and Coordination.pdf
3/3	Capital Facilities, Utilities, Expansion, and Govt Finance	Warner, Mildred, and Amir Hefetz. "Applying Market Solutions to Public Services An Assessment of Efficiency, Equity, and Voice." Urban Affairs Review 38.1 (2002): 70-89.

		• Containing_Fire_Costs_The_tab_for_running_fire Governing_Magazine._USA, November_1_2014__p1.pdf • The_Secret_Tax_Explosion_Special_districts_are Governing_Magazine._USA, September_1_2013__p1.pdf
3/5	Tentative: Rural areas and land use controls: Anne Fritzel, Dept of Commerce	• Bengston, David N., Jennifer O. Fletcher, and Kristen C. Nelson. "Public policies for managing urban growth and protecting open space: policy instruments and lessons learned in the United States." Landscape and urban planning 69.2 (2004): 271-286.
3/10	Group Presentations	
3/12	Balancing Tradeoffs in Comp Planning: Steve Butler, MRSC, and course wrap-up	• Rouse and Piro Ch 15 Designing and Communicating the Plan.pdf • Rouse and Piro Ch 16 Maintaining and Updating the Plan.pdf • Rouse and Piro Ch 17 the Future of the Comprehensive Plan.pdf

IMPORTANT LINKS

WA Dept. of Commerce - A Short Course on Local Planning Resource Guide (Ver. 5.3 - 2017)

How to Write a Policy Memo?

Policy Memo Handout

Another link for Policy Memo - https://mitcommlab.mit.edu/broad/commkit/policy-memo/Links to an external site.

Additional readings and resources are included in each weekly module below

Growth Management Topics Webpage - WA Dept. of Commerce site.-This is a Critical Resource for Planning in Washington State

A Side Note: The Cognitive Bias Codex - A useful tool I often use in Community Meetings

Snohomish County
Planning and Development Washington

[Assistance Bulletins - Good Overview of Key Comprehensive Planning and Development Related Concepts](#)

[Transportation Element - LOS Standards](#)

[Thurston County - Good Overview of Transportation LOS](#)

[Buildable Lands Report - Sample](#)

Good Example of a City Comprehensive Plan

[State of the Community Report / Community Assessment Report](#)

[Comprehensive Plan Document](#)

WA State Example of Buildable Lands Report

[Snohomish County Buildable Lands Report](#)

APA Guidelines for a Good Comprehensive Plan

[SUSTAINING PLACES: BEST PRACTICES FOR COMPREHENSIVE PLANS](#)

[APA Health Communities Plan Evaluation Protocol](#)

HOUSING ELEMENT RESOURCES (NEED UPDATING TO REFLECT NEW LEGISLATION)

[2020 Comprehensive Housing Market Analysis (Example from Austin)](#)

[GMA - Housing Policy Guidelines](#)

[Housing Study Template (Example from BC, Canada)](#)

ECONOMIC DEVELOPMENT RESOURCES

[Note on Economic Analysis](#)

PLAN IMPLEMENTATION RESOURCES

[The Seattle Planning Commission's short guide to planning in Seattle](#)

[Overview of Common Planning Tools](#)

[Overview of Public Participation Tools](#)

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Washington expects students to know their responsibilities and to maintain the highest standards of academic conduct (WAC 478-121) . Students are held responsible for any violation of the University of Washington Student Code irrespective of whether the violation was intentional or not. Students suspected of cheating or otherwise violating the misconduct code will be referred to the College disciplinary process

Plagiarism

Plagiarism is considered a form of cheating at the University of Washington and can result in disciplinary action including and up to dismissal from the university. If you are unsure of what plagiarism is, or how to avoid it, please consult your instructor. For more information on academic responsibility, including plagiarism and other forms of cheating, see [http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdfLinks to an external site.](http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf)

Academic Accommodations

Students with disabilities are welcomed in this class. If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 448 Schmitz, 206-543-8924 (V) or 206-543-8925 (TTY). Please note that i**nstructors are unable to provide accommodation without prior notification from the disability office.** More information is available at [https://depts.washington.edu/uwdrsLinks to an external site.](https://depts.washington.edu/uwdrs).

Support Systems

 The University of Washington provides a variety of resources for students to help ensure their health and safety. If you do not see what you need on this list, please consult the departmental website, or speak with your instructor or the graduate advisor, Diana Seimbor, dsiembor@uw.edu. UW Student Counseling Center – (206) 543-1240401 Schmitz Hall, http://www.washington.edu/counseling/National Suicide Prevention Lifeline – 1 (800) 273-8255Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.orgUW Sexual Assault Resources,

http://www.washington.edu/sexualassault/UW Police Department Victim Advocate – (206) 543-9337 or UWPDAdvocate@uw.edu Advocates provide a confidential place for you to seek support, information and assistance if you have experienced sexual assault, sexual harassment, intimate partner violence or stalking. National Sexual Assault Telephone Hotline – 1 (800)-656-4673 Provides free and confidential support. UW Title IX Investigation Office – (206) 616-5334 or tixinv@uw.eduFor complaints that a university student has violated the sexual misconduct provisions of the Student Conduct Code. The Q Center at UWHUB 315, a supportive student-run center for people of all genders and identities. UW Police – Emergencies 911, Non-emergencies (206) 685-UWPD (8973)For emergencies or to report a crime