

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> School of Urban and Regional Planning  <b>College</b> College for Design and Social Inquiry <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> URP  <b>Number</b> 6237	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> Lecture <input type="text" value="Lecture"/>	<b>Course Title</b> Regional and Scenario Planning
<b>Credits</b> <i>(Review Provost Memorandum)</i>  <b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Fall 2019	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> Discussion of the need for regional planning and the unique governance challenges of regional planning. Theory and application of scenario planning techniques.	
<b>Prerequisites</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</b>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> Hopkins, L. D., & Zapata, M. (Eds.). (2007). Engaging the Future: Forecasts, Scenarios, Plans, and Projects. Seltzer, E., & Carbonell, A. (Eds.). (2011). Regional Planning in America: Practice and Prospect.	
<b>Faculty Contact/Email/Phone</b> Louis Merlin, lmerlin@fau.edu, 561-297-4166		<b>List/Attach comments from departments affected by new course</b>	

<b>Approved by</b> Department Chair <u>Steven C. Bourassa</u> <small>Digitally signed by Steven C. Bourassa          DN: cn=Steven C. Bourassa, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=sbourassa@fau.edu, c=US          Date: 2019.02.12 17:33:05-05'00'</small>	<b>Date</b> February 12, 2019
College Curriculum Chair <u>Dr. Arthur J. Sementelli</u> <small>Digitally signed by Dr. Arthur J. Sementelli          DN: cn=Arthur J. Sementelli, o=Florida Atlantic University, ou=School of Urban and Regional Planning, email=asementelli@fau.edu, c=US          Date: 2019.02.12 17:33:05-05'00'</small>	
College Dean <u>Dr. Naelys Luna</u> <small>Digitally signed by Dr. Naelys Luna          Date: 2019.10.08 08:47:03 -04'00'</small>	
UGPC Chair <u>[Signature]</u>	11/6/19
UGC Chair <u>[Signature]</u>	11/6/19
Graduate College Dean <u>[Signature]</u>	11-13-19
UFS President _____	
Provost _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

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## Regional and Scenario Planning, Urban and Regional Planning 6237

Syllabus last updated January 29, 2019

### Basic Course Information

Regional and Scenario Planning

Urban and Regional Planning 6237

Credit Hours: 3

Prerequisites: None

Monday 6:30-9:20 PM

Classroom: SO 285 (Social Science Building)

Spring 2018, January 6<sup>th</sup> - May 4<sup>th</sup>

Primary Instructor:

Louis A. Merlin, Ph.D., AICP

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Office: 284I, College of Design and Social Inquiry (SO)

Office Hours: Fridays 9-11 AM or by appointment

### Course Description and Goals

Planning at its most bold is about changing the course of the future. Some public sector planning departments separate along the lines of “current planning” for development review and “future planning” for long-term strategic planning. This course is about future planning at the biggest scale, the regional scale, because it is at this scale that the interconnected nature of our collective future is most apparent.

This course will review why many planning issues – economic development, transportation, equity, environment – are best, in theory, planned at the regional scale. We will discuss ways of thinking about the appropriate scale of analysis for planning issues. Then we will learn about the distinctive governance challenges of regional planning and the approaches that have been used to develop and implement regional plans in the US context.

This course will also introduce scenario planning as a technique for systematically dealing with the future. Scenario planning has been most often been applied for the types of problems discussed above – questions concerning long-term futures at the regional scale. We will learn the rationale for and methods behind scenario planning approaches.

Finally, we will review a number of recent regional plans and planning efforts. This will allow students to become familiar with the current state of regional planning and ready to lead new regional planning efforts in their professional careers.

### Course Objectives

At the end of this course, you will be able to:

1. Explain why regional planning is the most appropriate scale for addressing many planning issues (i.e. transportation, environment, housing, etc...)

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2. Become conversant with the state-of-the-practice in regional integrated transportation and land use planning
3. Identify the challenges to regional planning governance and evaluate approaches for addressing this problem
4. Evaluate the suitability and applicability of technical models and forecasts in planning for the future
5. Apply scenario planning techniques to regional planning efforts

PAB-relevant learning outcomes for this course (can be helpful with constructing your MURP Portfolio):

1. Methods for designing, analyzing, and influencing the future
2. Communicate at a professional level in written, oral, and graphic forms
3. Apply planning methods to create plans and implement them
4. Apply appropriate quantitative and qualitative methods for understanding the future
5. Governance and participation in planning
6. Sustainability and environmental quality
7. Economic, social, and cultural factors in urban growth and change
8. Social justice issues in planning

## Major Assignments

1. Interview a Regional Planner
2. Review a Regional Organization
3. Evaluate a Regional Plan
4. Evaluate a Technical Model or Forecast in a Planning Effort
5. Develop a Proposal for a Scenario Plan

**Interview a Regional Planner.** In this assignment you will interview a regional planner to become acquainted with the unique opportunities and challenges of regional planning.

**Review a Regional Organization.** In this assignment you will review and summarize information regarding a particular regional organization. This will help you consider the regional governance problems inherent in regional planning.

**Evaluate a Regional Plan.** In this assignment you will provide a detailed review of a regional plan, including the plan scope, the plan quality, the use of technical models, and plan implementation. You will then evaluate the plan for key strengths and weaknesses.

**Evaluate a Technical Model or Forecast in a Regional Planning Effort.** Many large-scale and long term planning efforts are built upon highly technical models. While we will not become experts in such models in this course, we will become savvy consumers of such modeling information. Your assignment is to thoroughly examine a particular technical model and its accompanying documentation to discern whether it was used in the regional planning effort in an effective manner. You will make recommendations for the more effective use of modeling in the next planning effort.

**Develop a Proposal for a Scenario Plan.** For this assignment you must develop an in-depth proposal as if you were a consultant for a regional transit plan for south Florida. The proposal must include a

detailed scope of work and a description for how scenarios will be used to plan for the future of transit in south Florida.

Course content will be a balance of lectures covering new material, discussions and in-class assessments to review material, and interactive exercises to enhance your skills in applying key concepts.

The course assumes the ability to conduct independent library research and the ability to write clearly for short-form nonfiction styles, such as a policy memo or literature review.

## Course Policies

**You are expected to attend every class on time.** You should notify me by email in advance if you cannot attend a class. Course attendance and tardiness is recorded to track participation.

**Cell phone and laptop use during class time is not permitted, except when these resources are being used for a specific in-class exercise.** We need you to be fully present to improve the learning experience for everyone. Your participation is important for your learning and for those around you. Please be fully engaged during class time.

**Complete all reading assignments in advance of the class.** You will gain much more from this course if you complete the reading assignments. Skimming may be appropriate in some cases. Think about what you need to learn from each reading before beginning the reading. I will advise you in advance when a close reading is expected.

**All assignments should be turned in on time or your grade will be penalized.** Assignments will be penalized a half grade per day late, with the first late day beginning upon the start of class when the assignment is due. If you know you cannot meet a deadline, you should inform me well in advance and make a specific proposal about when you can complete the assignment by. I will allow for a certain amount of flexibility for those who plan and notify us in advance of difficult scheduling situations.

## Inclusiveness and Respect

Like the Florida Atlantic University as a whole, I am committed to creating an environment where all students are respected and where diverse voices can be heard in a safe setting. We should not expect to agree on viewpoints or have the same backgrounds or experiences, but we should all expect to have a chance to have our voices heard, so long as our speech and action respects the rights of others.

FAU's Office of Equity, Inclusion and Compliance provides a variety of policies and resources for promoting an inclusive learning environment: <https://www.fau.edu/eic/>

All students and employees at FAU have a right to an environment free from sexual harassment. For more information about FAU's policies please see their Title XI page: <http://www.fau.edu/eic/Title%20IX.php>

## Communication with the Instructor

All communications with the instructor (and with other students) should be professional in tone. Address people by their name (and title where appropriate), use complete sentences, and take the time to use correct grammar in email exchanges.

Please do not assume I am on call all day and night to answer questions! In general I will respond to email inquiries within 24 hours. Before assignments and tests, I will try to respond to queries submitted before 9 PM on the day before these come due.

In addition, I am happy to meet with students to talk about general professional and academic concerns beyond the scope of this particular course during office hours. When we are talking about material outside the course, you may address me more informally.

### Accommodation for Students with Disabilities

It is a goal of this class to ensure that all students are encouraged to participate and engage as fully as possible. Therefore, if you have a physical or learning disability that requires special accommodations, please let me know as soon as possible.

In compliance with the American Disabilities Act (ADA) students who require special accommodations due to a disability to properly execute coursework must register with the Office of Student Disabilities (OSD website: <http://www.fau.edu/sas/>) and follow OSD procedures. OSD have offices on the Boca Raton campus and other campuses, but disability services are available for students regardless of their location.

### Religious Observances

If you have a religious observance that conflicts with required course activities, please let me know as soon as possible.

### Mental Health

College and graduate school are typically a time of great growth and transition, and therefore great stress as well. In addition to the pressures of an intense workload, students are often dealing with jobs, changing or evolving identities, and personal and family situations as well. It is important that you listen to your own needs and attend to mental health issues in order to ensure your continued growth as a student and a person. This often means seeking help from one or more trusted sources - peer counselors, on campus mental health services, or your physician. Florida Atlantic University offers free counseling to students at Counseling and Psychological Services <http://www.fau.edu/counseling/> or call 561-297-3540 for the CAPS crisis line.

If you are unsure of where to seek help, please feel free to ask me and I will help you find the right venue for assistance. If you are undergoing a mental health issue and personal crisis and it is affecting your work in this course, please let me know in a way that is comfortable for you. You do not have to share the personal details of your situation to let me know that family or outside personal issues are impacting your ability to perform in this class.

### Academic Dishonesty

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

Once it is documented in writing or in drawing, an idea is the intellectual property of the author. When presenting anything that is not your own, you are legally and ethically bound to identify your source. To

do otherwise is plagiarism, which constitutes cheating. Using the ideas, writings, or drawings of another and attempting to pass them off as yours is plagiarism. Examples of plagiarism include, (but are not limited to): lifting material verbatim (or with minimal changes) directly from someone else's work without citing the original author, as well as submitting work prepared by someone else as your own. For more information on academic dishonesty, see these the FAU Code of Academic Integrity:

[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

Outside of exams, all assignments are “open book” and you may discuss them with anyone, including the primary instructor, in order to solicit general ideas and advice. You may discuss with your fellow students, how to approach an assignment, what data sources to use, what steps to pursue in data analysis, and so forth.

If you are unsure if your approach to an assignment or a test constitutes academic dishonesty, please consult with the instructor.

## Assignments and Grading

Your grade will be comprised of the following:

Grade Component	Points
On-Time Attendance, Participation, Exercises	10
Interview a Regional Planner	15
Review of a Regional Organization	15
Review of a Regional Plan	20
Evaluate the Use of a Technical Model in a Planning Effort	20
Develop a Scenario Planning Proposal	20
<b>Total Points</b>	<b>100</b>

**On-Time Attendance and Participation** will be based on on-time attendance, participation during in-class activities, and participating in various in-class exercises. If you miss class, you will get no credit for in-class exercises unless you ask the instructor what you missed and make up the missed exercises on your own time within one week.

Each component will receive a number score between 0 – 100, reflecting the percentage of full points offered on this assignment.

## Grading Policy

**The primary purpose of grades is to provide you feedback so that you can become better at what you do!**

If you want to become better at your work, you will continue to seek feedback and consider it thoughtfully over the course of your entire career. None of us ever reach perfection, and we can always perform better at some aspect of our work. Handling constructive criticism with poise is one of the most important marks of a mature professional.

## The Meaning of Letter Grades

The grading scheme:

**A** is for high quality, professional work. This work would satisfy a client or a supervisor in a work setting.

**B** is the grade for work which mostly meets expectations, but is not fully up to professional quality. **B+** indicates above average and **B-** indicates below average.

**C** is offered when the assignment has been completed, but is lacking in some important aspect. For example, the writing is difficult to understand, or the presentation is disorganized, or perhaps an important table shows incorrect statistics.

**D** reflects a serious shortfall in meeting the assignment's expectations.

**F** is usually possible only if nothing is handed in, or if it is handed in so late as to be irrelevant. This grade may also be used for work that does not meet basic college-level requirements, i.e. it is not readable.

## Grading Scale

Letter Grade	Course Percentage
A	94.0 – 100.0
A-	90.0 – 93.9
B+	87.0 – 89.9
B	84.0 – 86.9
B-	80.0 – 83.9
C+	77.0 – 79.9
C	74.0 – 76.9
C-	70.0 – 73.9
D+	67.0 – 69.9
D	64.0 – 66.9
D-	60.0 – 63.9
F	Below 60.0

## Schedule

Date	Topic / Readings	Assignments
01/08	Why Plan at the Regional Scale? <ul style="list-style-type: none"><li>• Seltzer Carbonell, Chapter 1: Planning Regions</li><li>• PAS 586 Chapter 2: Regional Planning In The United States</li><li>• McHarg 1969, Nature in the Metropolis and The Metropolitan Region</li><li>• Howell-Moroney, M. 2008. The Tiebout Hypothesis 50 Years Later.</li></ul>	1 Interview a Regional Planner Out
01/15	MLK Jr. Holiday	
01/22	Regional Planning Today <ul style="list-style-type: none"><li>• PAS 586 Chapter 1 Introduction to Current Trends</li></ul>	1 Interview a Regional Planner Due 2 Review a Regional Organization Out

	<ul style="list-style-type: none"> <li>• Pastor Lester 2009: Why Regions? Why Now? Who Cares?</li> <li>• Wheeler 2002. The new regionalism: Key characteristics of an emerging movement. Journal of the American Planning Association, 68(3), 267–278.</li> </ul>	
01/29	<p>The Challenge of Regional Governance</p> <ul style="list-style-type: none"> <li>• Guest Speaker: Lisa Colmenares</li> <li>• Seltzer Carbonell, Chapter 3: A Region of One's Own</li> <li>• Seltzer Carbonell, Chapter 7: Regional Planning for Sustainability and Hegemony of Metropolitan Regionalism</li> <li>• PAS 586 Chapter 7: Techniques for Implementing Regional Plans</li> </ul>	
02/05	<p>Plan Evaluation</p> <ul style="list-style-type: none"> <li>• Berke, Godschalk, Kaiser 2006: What Makes a Good Plan?</li> <li>• Florida 2070 Plan: <a href="http://1000friendsofflorida.org/florida2070/">http://1000friendsofflorida.org/florida2070/</a></li> </ul>	<p>2 Review a Regional Organization Due</p> <p>3 Evaluate a Regional Plan Out</p>
02/12	<p>Case Study: Atlanta Regional Commission's Livable Centers Initiative</p> <ul style="list-style-type: none"> <li>• Atlanta Regional Commission Livable Centers Initiative webpage: <a href="https://atlantaregional.org/community-development/livable-centers-initiative">https://atlantaregional.org/community-development/livable-centers-initiative</a></li> <li>• ARC 2011 Livable Centers Initiative Implementation Report</li> <li>• ARC 2011 Livable Centers Initiative Indicators and Benefits Study</li> </ul>	
02/19	<p>Thinking about the Future</p> <ul style="list-style-type: none"> <li>• Dalton 2001. Thinking about the Future in Urban Planning</li> <li>• Hopkins Zapata Chapter 1: Engaging the Future</li> <li>• Myers Kitsue 2000. Constructing the future in planning: a survey of theories and tools</li> <li>• Shipley 2002. Visioning in planning: is the practice based on sound theory?</li> <li>• Wachs 2001. Forecasting vs. Envisioning</li> </ul>	
02/26	<p>Thinking about Models and Forecasts</p> <ul style="list-style-type: none"> <li>• Hopkins Zapata Chapter 2: The Use of Forecasts in Creating and Adopting Visions for Regional Growth</li> <li>• Hopkins Zapata Chapter 9: Forecasting to Learn How the World Can Work</li> <li>• Sterman 1988. A Skeptics Guide to Computer Models</li> </ul>	<p>4 Evaluate Use of Technical Models Out</p>
03/02		<p>3 Evaluate a Regional Plan Due</p>
03/05	Spring Break	
03/12	<p>Transit-Oriented Development Plans</p> <ul style="list-style-type: none"> <li>• Guest Instructor: Professor John Renne</li> </ul>	
03/19	Integrated Transportation and Land Use Plans	<p>5 Scenario Planning Proposal Out</p>



	<ul style="list-style-type: none"> <li>• Envision Utah video: <a href="https://www.youtube.com/watch?v=H1hhmKHxRbc">https://www.youtube.com/watch?v=H1hhmKHxRbc</a></li> <li>• PAS 586 Chapter 6: Profiles in Regional Integrated Planning</li> <li>• Bartholomew 2007. Land use-Transportation Scenario Planning: Promise and reality</li> <li>• Bartholomew Ewing Meakins 2010. Integrated Transportation Scenario Planning</li> <li>• Wasatch Front Regional Council 2008. Wasatch Choices 2040 Report</li> </ul>	
03/26	<p>Case Study: SCAG Sustainable Communities Strategy</p> <ul style="list-style-type: none"> <li>• PAS 586: Chapter 5 Regional Planning For Climate Change and Public Health</li> <li>• California Senate Bill 375</li> <li>• CARB websites on Senate Bill 375: <a href="https://www.arb.ca.gov/cc/sb375/sb375.htm">https://www.arb.ca.gov/cc/sb375/sb375.htm</a></li> <li>• Southern California Association of Governments 2012. Sustainable Communities Strategy/Regional Transportation Plan.</li> </ul>	
04/02	<p>Scenario Planning</p> <ul style="list-style-type: none"> <li>• Chakraborty, A., &amp; McMillan, A. 2015. Scenario Planning for Urban Planners: Toward a Practitioner's Guide.</li> <li>• Hopkins Zapata Chapter 5: Using a Scenario Approach</li> <li>• Hopkins Zapata Chapter 6: Using Scenarios to Make Urban Plans</li> </ul>	4 Evaluate Use of Technical Models Due
04/09	<p>Scenario Planning Tools</p> <ul style="list-style-type: none"> <li>• NCHRP 08-36 Sketch Tools for Regional Sustainability Scenario Planning</li> <li>• Hopkins Zapata Chapter 10: Deliberating about the Future</li> </ul>	
04/16	<p>Case Study: South Florida Climate Compact</p> <ul style="list-style-type: none"> <li>• Southeast Florida Regional Compact 2012. Regional Climate Action Plan.</li> <li>• RCAP 2.0: <a href="http://www.southeastfloridaclimatecompact.org/regional-climate-action-plan/">http://www.southeastfloridaclimatecompact.org/regional-climate-action-plan/</a></li> </ul>	
04/23	Scenario Planning Workshop	
04/30		5 Scenario Planning Proposal Due

## Readings and Required Textbooks

The required textbooks are:

Hopkins, L. D., & Zapata, M. (Eds.). (2007). Engaging the Future: Forecasts, Scenarios, Plans, and Projects. Lincoln Institute of Land Policy.

Seltzer, E., & Carbonell, A. (Eds.). (2011). Regional Planning in America: Practice and Prospect. Lincoln Institute of Land Policy.

Other readings will be available on Canvas.