
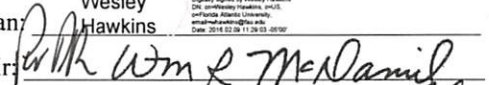
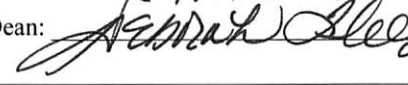


# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT SCHOOL OF URBAN AND REGIONAL PLANNING	COLLEGE COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER URP 6200	CURRENT COURSE TITLE PLANNING METHODS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) <b>Fall 2016</b>	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: PLANNING METHODS I  CHANGE PREFIX FROM:                      TO:  CHANGE COURSE NO. FROM:                      TO:  CHANGE CREDITS <sup>2</sup> FROM:                      TO:  CHANGE GRADING FROM:                      TO:  CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*:   CHANGE COREQUISITES TO*:   CHANGE REGISTRATION CONTROLS TO:   *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
<b>Faculty contact, email and complete phone number:</b> <b>Steven Bourassa, Director, School of Urban and Regional Planning, sbourassa@fau.edu, (561) 297-4164</b>	<b>Attach syllabus for ANY changes to current course information.</b>
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here:  N/A	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>  N/A

<b>Approved by:</b> Steven C. Bourassa <small>Digitally signed by Steven C. Bourassa        DN: cn=Steven C. Bourassa, o=FAU, ou=Director,        SURP, email=sbourassa@fau.edu, c=US        Date: 2016.02.01 13:06:42 -05'00'</small> Department Chair: _____ College Curriculum Chair:  _____ <small>Digitally signed by Steven C. Bourassa        DN: cn=Steven C. Bourassa, o=FAU, ou=Director,        SURP, email=sbourassa@fau.edu, c=US        Date: 2016.02.01 13:06:42 -05'00'</small> College Dean: Wesley Hawkins _____ <small>Digitally signed by Wesley Hawkins, o=US,        cn=Wesley Hawkins, email=wahawkins@fau.edu,        Date: 2016.02.01 11:28:03 -05'00'</small> UGPC Chair:  _____ Graduate College Dean:  _____ UFS President: _____ Provost: _____	<b>Date:</b> 2-9-16 _____ 2/9/16 _____ 2-9-16 _____ 3-2-16 _____ 3-2-16 _____ _____ _____	<ol style="list-style-type: none"> <li><b>1. Syllabus</b> must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></li> <li><b>2. Review Provost Memorandum: Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></li> <li><b>3. Consent</b> from affected departments (attach if applicable)</li> </ol>
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting.

## URP 6200 Planning Methods I

Florida Atlantic University

Fall 2016

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**Course ID:** URP 6200

**CRN Number:** 30936

**Credit Hours:** 3.00

**Time:** TBA

**Days Meet:** TBA

**Classroom:** TBA

**Class Website:** <http://bb.fau.edu>

**Instructor:** Yanmei Li

**Office:** SO 284G

**Office Hour:** TBA

**Email:** [yli22@fau.edu](mailto:yli22@fau.edu)

**Phone:** 561-297-4282

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### COURSE DESCRIPTION

Planners rely heavily on the use of data and research to direct policy decisions. Whether you are ultimately employed as a regional or municipal planner or as a planning consultant, your career will entail the use of data to address planning-related problems and identify solutions. This course intends to provide students with the basic methodological tools to analyze the data and report the findings. The ultimate goal of analyzing specified data is to generate meaningful policy implications in the public policy decision process. This course will emphasize analytical tools in demographic, economic, and business analysis. More specialized methods, for example, those used in land use planning, transportation planning, and environmental planning, will be covered in other specialized courses.

### COURSE OBJECTIVE

The course objective will meet the criteria indicated by PAB (Planning Accreditation Board). At the end of the semester students are expected to be able to

- Conduct research from conception to completion
- Use numerical reasoning and computation skills to conduct quantitative analysis of social and geographic information
- Use forecasts and scenarios to anticipate and describe future demographic and economic changes
- Use written, oral, and graphic skills to communicate the findings following professional publication guidelines.

### REQUIRED TEXT

Wang, Xinhao and Rainer Vom Hofe. 2009. *Research Methods in Urban and Regional Planning*. Springer Berlin Heidelberg

Brett, Deborah L. and Adrienne Schmitz. 2009. Real Estate Market Analysis: Methods and Case Studies (2<sup>nd</sup> ed.). Urban Land Institute.

Additional course materials will be handed out in class or through Blackboard.

### RECOMMENDED TEXT AND READINGS

Dandekar, Hemalata. 2003. The Planner's Use of Information (2<sup>nd</sup> ed.). Chicago: American Planning Association.

Gaber, John, and Sharon Gaber. 2007. Qualitative Analysis for Planning & Policy: Beyond the Numbers. Chicago: American Planning Association.

Klosterman, Richard. 1990. Community Analysis and Planning Techniques. Rowman Littlefield.

McLean, Mary L., and Kenneth Voytek. 1992. Understanding Your Economy: Using Analysis to Guide Local Strategic Planning. Chicago: American Planning Association.

Meier, Kenneth J., Jeffrey L. Brudney, and John Bohte. 2008. Applied Statistics for Public and Nonprofit Administration. Belmont, Calif.: Wadsworth Publishing.

Patton, Carl, David S. Sawicki and Jennifer Clark. 2013. Basic Methods of Policy Analysis and Planning (3<sup>rd</sup> edition). Pearson. ISBN-10: 0-13-749509-9; ISBN-13: 978-0-13-749509-2

Smith, Stanley, Jeff Tayman, and David Swanson. 2001. State and Local Population Projections: Methodology and Analysis. Kluwer Academic/Plenum Publishers: NY.

Thompson, Bruce. 2008. Foundations of Behavioral Statistics: An Insight-Based Approach. The Guilford Press.

Williamson, Christopher. 2008. Planners and the Census. American Planning Association Planning Advisory Service Report.

Periodically, other reading materials will be distributed in class, or posted on Blackboard. Students are also required to learn to retrieve articles using the library and/or online resources. Detailed reading assignments will be distributed throughout the semester and students are required to read the articles before each class for discussion purposes.

### CLASS WEBSITE

This class uses Blackboard at FAU to enhance the online learning experience of students. This class website contains materials related to the course and student grades as a way to monitor progress in the class. *Students are expected to check <http://bb.fau.edu> regularly for available class information. This class will use your FAU email address in communication, so please make sure your FAU email account is working properly.*

### ATTENDANCE POLICY

It is the student's responsibility to come to class on time and maintain an excellent attendance and class participation record. Roll will be taken for each class. In case of serious medical illnesses, severe weather conditions, observed religious holidays, or serious family emergency events, which prevent the students from attending regular classes, appropriate official and/or third-party signed documentary proof is needed. For those who work part-time or full-time, no work-related excuses are acceptable without instructor's approval. Work-related excuses

include but are not limited to: business trips, meetings and other related obligations. Timely notice of the events, which restrict the student's capability to attend the classes, is appreciated before the classes. No after-the-fact excuses are acceptable except the aforementioned emergency events.

It is the student's responsibility to obtain all class related materials if he/she cannot make it to class due to approved excuses or emergency events.

**Additional Policies:**

- Turn off cell phones during class. No text messaging or reading email during class.
- Lap tops are allowed, however, they are to be used for taking notes and reviewing related web pages. Instant messaging, web "surfing" and game playing are not allowed during class.
- Arrive on time!!!

**EVALUATION AND GRADING**

In addition to class attendance and participation students are expected to complete six (6) data analysis assignments. Detailed assignment guidelines will be distributed throughout the semester. All assignments must be submitted to the designated digital dropbox on Blackboard. Periodically students will present their findings and case studies in class, which will count toward participation points.

- ***Assignment 1: Basic Demographic Analysis (15%)***  
In this assignment students are expected to conduct a basic demographic analysis for a selected local community. Tabulation and graphic analytical techniques should be used to complete the assignment.
- ***Assignment 2: Population Projection (15%)***  
Students need to use at least two population project methods to forecast the future population growth in the next 50 years. Detailed guideline will be posted on Blackboard.
- ***Assignment 3: Economic Base and Cluster Analysis (15%)***  
In this exercise students are required to use the three methods (assumption, location quotients, and combined approach) to calculate the basic vs. non-basic industries in a chosen region. Students are then required to generate graphs (charts or maps) to delineate the economic structure and cluster of a region.
- ***Assignment 4: Business and Cluster Analysis (15%)***  
Students use ESRI Business Analyst analyzing the business categories, structure, and cluster of a chosen community and report the findings.

- **Assignment 5: Market Analysis (15%)**

In this exercise students propose an urban redevelopment project and calculate the market feasibility of the project.

- **Assignment 6: Cost-Benefit and Impact Analysis (15%)**

In this exercise students use cost-benefit approach to calculate the financial costs and benefits of a chosen planning project to measure the economic, environmental, and fiscal impact of the project.

- **Class Attendance and Participation (10%)**

**Students should come to class on time, stay in class, and actively participate in class discussion and exercises.** The participation includes, but is not limited to: general discussion, critical questions, in-class exercises, and other class activities. Be proactive when you learn. Respect each other and tolerate differences. Off-topic discussions are not encouraged in class. Role will be taken for each class.

**NOTE: No late assignments are accepted, except with special permission from the instructor.**

**Grading Structure:**

A = 94-100 (4.00); A- = 90-93 (3.67)

An "A" signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

B+ = 87-89 (3.33); B = 84-86 (3.00); B- = 80-83 (2.67)

A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

C+ = 77-79 (2.33); C = 74-76 (2.00); C- = 70-73 (1.67)

A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

D+ = 67-69 (1.33); D = 64-66 (1.00); D- = 60-63 (0.67)

A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.

F = less than 60 (0.00) (undergraduate students)

F = less than 70 (0.00) (graduate students)

An "F" signifies that the student has not demonstrated adequate understanding or application of the

course material. It may also indicate that the student has not met the attendance or assignment requirements.

### **PLAGIARISM POLICY AND CODE OF ACADEMIC INTEGRITY**

Plagiarism, or any other form of cheating, will not be permitted or tolerated. Anyone who commits such acts bears the risks of serious punishment. All students will be held responsible for following and abiding by the University's policy on plagiarism and academic integrity. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic 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. Academic 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.

The FAU Code of Academic Integrity requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitute academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Code of Academic Integrity, see University Regulation 4.001 at

[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)

### **SCHEDULE CHANGE POLICY**

The School of Urban and Regional Planning strictly adhere to University Policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived.

### **SPECIAL ACCOMMODATIONS**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact and register with the Office for Students with Disabilities.

**DISCRIMINATION OR HARASSMENT – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

**RELIGIOUS HOLIDAYS**

Please advise the instructor if you need accommodations for religious holidays.

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-561 Jupiter 561-799-8700. Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

### Tentative Course Outline

Week	Content	Readings and Assignment Due
1	<b>Introduction to Course</b>	Wang & vom Hofe (2009): Chapter 1
2	<b>Data and Data Presentation</b> Lab: Excel and ESRI Community Analyst	Wang & vom Hofe (2009): Chapter 2
3	<b>Demographic Analysis and Population Projection</b> Discussion and Presentation: Assignment 1 Lab: Excel and ESRI Community Analyst	Wang & vom Hofe (2009): Chapter 3  <b><u>Assignment 1 Due</u></b>
4	<b>Demographic Analysis and Population Projection</b> Lab: Excel and ESRI Community Analyst	Wang & vom Hofe (2009): Chapter 3
5	<b>Economic Base and Economic Cluster Analysis</b> Discussion and Presentation: Assignment 2 Lab: Excel	Wang & vom Hofe (2009): Chapter 4  <b><u>Assignment 2 Due</u></b>
6	<b>Input-Output Analysis</b>	Wang & vom Hofe (2009): Chapter 5
7	<b>Business and Cluster Analysis</b> Lab: ESRI Business Analyst	Course handout
8	<b>Business and Cluster Analysis</b> Discussion and Presentation: Assignment 3 Lab: ESRI Business Analyst	<b><u>Assignment 3 Due</u></b>



9	<b>Market Analysis: Part I</b>	Brett & Schmitz (2009): Chapters 1-3
10	<b>Market Analysis: Part II</b> Discussion and Presentation: Assignment 4 Lab: Excel	Brett & Schmitz (2009) <u>Assignment 4 Due</u> Chapters 4-5
11	<b>Market Analysis: Part III</b> Lab: Excel	Brett & Schmitz (2009) Chapters 6-8
12	<b>Cost-Benefit and Impact Analysis: Part I</b>	Course handout
13	<b>Cost-Benefit and Impact Analysis: Part II</b> Discussion and Presentation: Assignment 5 Lab: Excel	<u>Assignment 5 Due</u>
14	<b>Evaluation Research: Part I</b>	Course handout
15	<b>Evaluation Research: Part II</b>	Course handout
16	<b>Assignment 6 Presentation and Discussion</b>	<u>Assignment 6 Due</u>