

## UEP Policy and Planning Competency Grid

**Course Name/Number:** Land Use Planning, Non-Regulatory UEP 200    **Instructor:** Jon Witten  
**Semester:** Fall

<b>a) Knowledge Competencies</b>	<b>Specific sub-competencies or examples as developed in this course</b>
1. History, structure, function of urban and metropolitan settlements	Moderate focus on the use of regulatory tools to guide and shape growth and development from a historic perspective. Analysis of “early” zoning regulations (New York, Boston and San Francisco) as an introduction to modern planning and regulatory statutes and approaches in the practice.
2. Economic influences on policy and planning (e.g. ‘market’ and ‘polis’ relationships)	
3. Environmental, social and cultural influences on policy and planning	
4. Understanding different roles in policy and planning	Heavy emphasis on the roles of various “players” at the local and state level with regard to land use policy, land use regulation and the reform of both. Comparisons between the policies adopted and implemented in “plan” and “non plan” states, competing equities and likely efforts for reformation.
i) Levels of government	Heavy emphasis on the relationship between state and local (and county) governments, particularly with regard to the use of federal, state and local incentives to restrict and limit the development of real property, voluntary imposition of restrictions on re-sale of below market for sale and rental property and restrictions through façade and related “built property” restrictions.
ii) Governance structures	
iii) Citizens and residents	Heavy emphasis on the roles citizens play in the preservation of land and built resources through donations and tax incentives at the federal and state levels and the role played by non-profit organizations, acting in a corporate capacity, to preserve built and natural resources. In depth analysis of the role land trusts, affordable housing trusts and community development corporations play in their respective role to preserve and protect built and natural resources.
iv) NGOs	Please see above.
5. History, theory and processes of policymaking	

6. History, theory and process of planning	Heavy emphasis on property law and its influence on land use planning and resource management in the United States. Analysis of the origins of regulatory techniques as a result of the perception that non-regulatory strategies were not effective. Discussion of how that perception may be altered, particularly given the flexibility and permanency of non-regulatory approaches to protecting and preserving the natural and built environment.
7. Implementation of policy and planning	Heavy emphasis on how property law has and continues to shape land use policy and planning and the abundant use of non-regulatory techniques to perpetually preserve built and natural resources.
8. Evaluation of policy and planning	
9. Administrative and legal aspects of policy	Heavy emphasis on the detailed workings of non-regulatory land use planning techniques, the powers granted to property owners to voluntarily impose restrictions on future development and land use and the courts and respective legislatures response to long term impose of restrictions on development.
10. Administrative and legal aspects of planning	Major focus. Detailed analysis of the range of non-regulatory techniques available to public and private planners. Discussion includes analysis of simple licenses, easements, profits, remainders, future interests and perpetual restrictions, among many others.
11. Politics of policy and planning	Moderate focus on how certain land use “events” shape laws and policies affecting what planners do and how they respond to each “event”. Focus on the need for planners to look at land use issues holistically given the relationship among and between each element of a comprehensive plan, made particularly relevant where the accomplishing these land use issues without reliance on regulations or regulatory techniques.

<b>b) Skills Competencies</b>	<b>Specific sub-competencies or examples as developed in this course</b>
<b>1. Critical thinking</b>	
i) Defining problem	Major focus: a key component of the course is asking students to solve complex land use, housing and preservation matters without use of traditional “regulatory” tools, an exceeding difficult task given historic reliance on regulations to solve problems found in the built and natural environment.
ii) Documenting the extent of a problem	Major focus: students are required to analyze complex land use disputes and summarize their findings in short but explicit technical Memoranda.
iii) Documenting the political and social context	
iv) Documenting the environmental and spatial context	
v) Identifying possible analysis strategies and their implications	

vi) Identifying criteria for proposing solutions	Major focus: students are required to research complex land use problems, plans and case law to suggest non-regulatory solutions to proposed (both “real” and “simulated”) problems. Application of non-regulatory strategies to natural resource protection, assuring the permanency of affordable housing and preservation of historic properties.
vii) Identifying criteria for selecting solutions	Major focus: students are required to propose recommendations to complex land use problems using a combination of non regulatory strategies consistent with case law and enabling authority. Discussion of how and why non regulatory management approaches are superior than reliance on regulation given the changing political landscape and inconsistency of the voters’ commitment to protection of land, housing and historic properties.
viii) Evaluating the development and results of policies and plans	
<b>2. Research skills</b>	
i) Understanding research design	
ii) Collecting relevant literature	Major focus, with literature being defined in this course by appellate state and federal case law and numerous treatises on land use planning and land use law developed and revised over time by advocates for “strong” versus “weak” local and regional controls over private property.
iii) Analyzing relevant literature	Please see above.
iv) Identifying and assessing data sources and limitations	
v) Developing data collection instruments and tools	
<b>3. Data Analysis skills</b>	
i) Interpreting and synthesizing data	
ii) Drawing inferences from specific observations to make	
iii) More generalizable findings	
iv) Comparative analysis	
v) Longitudinal analysis	

vi) Recognizing and accounting for limitations to findings	
<b>4. Qualitative Analysis skills</b>	
i) Direct observation	
ii) Analysis of primary qualitative data	
iii) Analysis of secondary qualitative data	
<b>5. Quantitative Analysis skills</b>	
i) Descriptive statistics	
ii) Inferential statistics	
iii) Basic forecasting	
iv) Use of spreadsheets and statistical software	
<b>6. Spatial Analysis skills</b>	
i) Understand how to identify spatial problems and frame spatial questions for analysis and research	
ii) Use Geographic Information System for basic spatial analysis and mapping	
<b>7. Communication skills</b>	
i) Writing skills	Major focus. Students choose a non-regulatory topic to explore in detail, including the development of a handbook for non-profit organizations, guidebook for landowners to preserve agricultural or historic features and/or a variety of other specifically tailored and practical “deliverables” for a non-profit, private or public client.
ii) Speaking skills	Major focus. Students are expected to participate in detailed case analysis and relate the same to specific non-regulatory land use control and development issues.
iii) Graphic presentation skills	

**iv) Presentation strategies and methods**

Moderate focus with discussion as to how local and regional planners can be persuasive with landowners and government agencies regarding the preservation of built and natural resources.

<b>c) Policy and Planning in Practice Competencies</b>	<b>Specific sub-competencies or examples as developed in this course</b>
<b>1. Collaboration skills</b> i) Negotiation	
ii) Group project management	Major focus: students review specific case law problems relating to non regulatory management of built and natural resources and work toward solutions via in class “real world” and hypothetical problems.
iii) Group problem solving	Please see above.
iv) Perspective-taking	
v) Adaptability, flexibility	
vi) Networking	
<b>2. Organizational management skills</b> i) Decision making	Major focus: students are trained to think as advocates for non profit organizations and/or government agencies and apply an array of non regulatory techniques to the management of land, development and preservation of housing and historic resources.
ii) Strategic problem solving and adapting to change	
iii) Human resource development	
iv) Financial management and resource development	
<b>3. Political and economic power mapping skills</b> i) Understanding political and economic power structures and dynamics	
ii) Modes of influencing their use	

**4. Ethical and professional behavior skills**

i) Understanding and upholding the role of ethics and accountability in professional policy and planning processes, practices, and behavior

Moderate focus: discussion regarding the public sector planner's interaction with landowners and ethical responsibilities to inform the public as to government plans and intentions regarding acquisition of private property and requirements of open meeting (sunshine) laws.