



PADM 5339.060

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## Urban & Regional Planning

Fall 2026



**Instructor: Jeff Fisher, AICP, MPA**

Tel: 325-277-0944

Email: [jeffreyfisher@uttyler.edu](mailto:jeffreyfisher@uttyler.edu)

Office Hours: By virtual appointment

### Course Dates and Description:

This course runs for 15 weeks from **Monday, August 24, 2026, to Saturday, December 12, 2026** (No classes Thanksgiving week Nov 23-27), and introduces graduate students to the practice of urban and regional planning. It will include both the theory and practice of urban planning and provide the basic zoning principles.

### Prerequisite:

There are no specific prerequisite courses listed in the University catalog. However, this is a graduate course, and you are expected to communicate orally and in writing as a graduate level university student.

### Course Overview:

The purpose of this course is to expose you to urban and regional planning, with a focus on public planning done by and for cities, counties, towns, and other forms of local government. It is designed to assist you in examining planning as it relates to politics, economics, ideology, law, and the winners and losers of certain decisions. Historically, the planning profession has been a response to a myriad of problems stemming from urbanization processes. This course builds the background necessary for understanding how cities grow and change and how diverse American planning concerns relate to managing the process of urban growth (or decline in some cases). Functional Planning areas include comprehensive planning, land-use patterns, transportation planning, urban design, environmental planning, sustainability, economic development, and quality of life. ***The American Planning Association (APA) defines community planning as “combining data, expertise, and public input to guide growth, inform decisions, and create resilient, connected places where people and local economies can thrive.”*** <https://www.planning.org/aboutplanning/>.

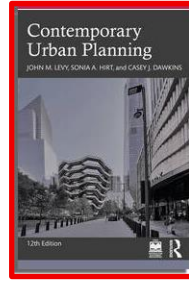
**My goal for this course** is to provide you with the tools, concepts, and understanding of how planners plan so you can apply this to real-world problems at all levels of government, whether you choose to pursue a career in planning or in another field of public administration. Assignments will include real world problems and ask you to come up with solutions based on what you have learned in the course about Urban and Regional Planning. You will be tested through Four (4) Quizzes (no Final Exam), Discussion Boards, Community Planning Challenges, and the Final Paper. All assignments will require you to demonstrate your ability to apply the material while providing evidence from scholars to support your arguments.



## Required Textbook:

### Contemporary Urban Planning 12<sup>th</sup> Edition (2025)

By John M. Levy, Sonia A. Hirt,  
and Casey J. Dawkins



Levy, J. M., Hirt, S. A., & Dawkins,  
C. J. (2024). *Contemporary urban  
planning* (12th ed.). Routledge.  
ISBN 9781032270531

## Recommended Resources:

- APA. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-3217-8Purdue Owl: (Use this first before you contact me for help)  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

## Library Resource:

Check out the library resource page for assistance with this course and others you are taking within the Social Sciences Department. The resource page can be accessed through <http://libguides.uttyler.edu/sociology>.

## Course Learning Objectives (LO): At the end of the semester, the student will be able to:

1. **Identify and assess** the background and development of contemporary planning.
2. **Recognize** the reason for planning and the practice of planning in municipal government.
3. **Describe** major planning and policy issues of different substantive planning areas (land use, transportation, economic development, etc.).
4. **Relate** a broad understanding of planning issues and functional areas.
5. **Understand** the citizens' involvement in planning.

## Course Structure:

The course is 100% online and will include a combination of written or video assignments, discussion boards, recorded lectures, quizzes, and a final research paper to test your knowledge and apply that knowledge to real-world applications. ***You will be invited to attend several virtual discussions throughout the semester to allow you to ask me questions and engage with your classmates. I will communicate dates and times with you in advance.*** You are expected to submit all assignments electronically on the course page by the deadline posted (see missed exams/late assignments below). **Weekly assignments will be posted by Sunday evening for the week ahead unless otherwise communicated and be due on the coming Sunday unless otherwise posted.** Specific information about each assignment can be found in the Course Syllabus on Canvas. Additional information as needed will be shared in advance of the deadline.



## Tips for Success in this Course:

1. **Participate.** I invite you to ask questions and talk about the course with your classmates, and your instructor (me). Attend all virtual discussions. Ask your classmates for their telephone numbers and email addresses. My contact information is on the first page. You can learn a great deal from discussing ideas and perspectives with your peers and instructor. Participation can also help you articulate and develop critical thinking skills.
2. **Manage your time.** I completed my MPA while being a full time professional, so I understand the pressure of balancing work, family, and other responsibilities. Therefore, I've put together the following time management tips to assist you:
  - **Start your assignments by Monday** to give yourself almost a full week to complete before Sunday's deadline.
  - **Schedule blocks of time to study.** Hold yourself accountable and alert your family members and friends so they can honor your time.
  - **Do an initial skim of the book or article** to get the main points.
  - **Tab** important pages (i.e. color tabs), **underline main points, write a summary sentence or key word** on the side of any pages that have important information. Take a photo of any page(s) with key points, charts or graphs for reference later.
  - **Finally, create an outline / summary** of the main points you want to write or discuss. This will save you time later as you now have an outline and can then fill in your points within each topic area.
3. **Login regularly.** I recommend that you log in to Canvas every day if you can so you can view announcements and other course related content.
4. **Do not fall behind.** This class moves quickly and there are multiple assignment deadlines that overlap one another. If you feel you are starting to fall behind, check in with me as soon as possible so we can find a workable solution for you.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

## Internet Access:

It is imperative that you have reliable internet access. This is important because I will be making important announcements in the course Canvas site and sending you emails---but most importantly because this is an online course. Also, I will post your grades in Canvas so you will have an "at a glance view" of your current standing in the course. Additionally, you will be required to upload assignments using Canvas.

## Late Assignments/Missed Exam Policy:

This is an online course, and you are expected to engage in all discussion boards and complete all the quizzes and assignments on time. Failure to complete quizzes or submit assignments on time will negatively affect your overall grades. As your instructor, I want to help you so please reach out if you have any questions or concerns.



You will not be penalized for missing an assignment deadline due to special circumstances such as illness, family deaths or emergencies, or other traumatic events provided you notify me by phone or email **within 24 hours** of the event. The assignment can then be rescheduled, and you will not be deducted any grade points. **The general rule is I will not accept any late assignments.** Please pay particular attention to the due dates for each assignment. All due dates are specified in the course schedule.

### **Instructor Commitment:**

As your instructor, I'm committed to excellence and ensuring I am accessible, communicate, and respond to you in a timely manner. Therefore, I am committed to the following:

1. You should expect me to upload all course material for the upcoming week by Sunday evening unless otherwise communicated;
2. You should expect me to be prepared to engage you in the subject matter;
3. Emails and/or phone calls will be returned within 48 hours, notwithstanding any emergency or illness, in which case I will let you know within 24 hours of the event;
4. My goal is to grade all discussion board assignments and quizzes within one (1) week of the submission deadline. For larger assignments such as the Community Planning Challenges and Research Paper, my goal is to have the grades back within two (2) weeks of the submission deadline, or before the end of course, whichever is sooner.
5. I commit to a "rolling review" of grades meaning I will review and grade all assignments in the order they are received. This means the student who submits their assignment first can expect to have their assignment graded and returned first.

### **University Policies & Student Resources:**

University policies and student resources are available on the University website and in Canvas under "Syllabus". Below are links to the University Policies and Student Resources:

- [University Policies](#)
- [Student Resources](#)



### **Artificial Intelligence (AI) Use:**

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach



of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. **AI is encouraged during this course, and appropriate acknowledgement is expected. See notes below:**

1. I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. ***Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA Guide, including the specific version of the tool used.*** The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information.
2. You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. ***However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty.*** This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.
3. Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). ***When submitting work, students must identify any writing, text, or media generated by AI.*** In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

## Grading Structure:

| Course Assignments                  | Percentage % |
|-------------------------------------|--------------|
| Getting Started Module Activities   | 5%           |
| Community Planning Challenges (x 2) | 10%          |
| Discussion Boards (x 5)             | 15%          |
| Final Research Paper                | 30%          |
| Quizzes (x 4)                       | 40%          |
| Total                               | 100%         |



### Grading Scale:

A= (Excellent) 90% and above

B= (Good) 80-89%

C= (Fair) 70-79%

D= (Nominal) 60-69%

F= (Failing) <60%

### Course Assignments Information:

#### Getting Started Module Activities (5%):

Prior to starting the course content, the “Getting Started” Module will allow you to earn an automatic 5% of your final course grade by clicking on the link to *Padlet* where you can create a profile (including your first and last name), and upload a close-up photo of yourself to share with the class. This will also help me recognize who you all are.

#### Community Planning Challenges (10%):

This is a new, innovative addition to the course. You and your classmates will be given two (2) planning challenges based on real or typical planning scenarios, and you will be asked to write a recommendation report and/or prepare a short video presentation providing solutions to the challenge. You will receive a series of City Reports, Maps, Diagrams, Video links, Websites, and/or other materials as background information to assist you in resolving the challenge. There are no right or wrong answers, but you will be evaluated on how well you present your arguments verbally or in writing.

#### Discussion Boards (15%):

Discussion boards provide an opportunity for you and your classmates to convey your ideas and perspectives in writing, a required skill in public administration. What we find in our research, what we say, and how we say it using the written word becomes public information if we work for government. Therefore, the purpose of these discussion boards is to assist you in learning how to write effectively, persuasively, and to correctly incorporate all sources used. The discussion boards will also ask you to go deeper than just regurgitating the material. They will cover some of the course material, but may also include additional sources related to urban planning to assist your learning.

- Your initial post must be at least **250 words** (not including titles or sourcing)
- You must also respond to **one** other student with a minimum of **100 words**.
- If you are paraphrasing any of the readings, remember to use the 7<sup>th</sup> Edition of APA and provide an APA compliant reference.
- For **each** initial post and **each** response, you are required to have **at least one** intext paraphrased citation. A bibliography or reference page is not required, just the intext citations.





## Final Written Paper (30%):

The final written paper will require you to research and analyze a real-world urban and regional planning problem. You will be required to define the problem, evaluate multiple solutions, propose your final recommendations, and implement them. You will use the knowledge gained from course concepts you have learned this semester and apply them to this assignment. You will also incorporate peer-reviewed sources into your paper. If you are not sure if a source has been peer-reviewed, please contact me. Further details will be provided in Canvas (See next page). **Note: The topic you select for your paper must be related to an urban and regional planning problem covered in the course or textbook.**

Here are the minimum requirements:

1. Include a title page in APA format.
2. The required length is between **10** and **12** pages, excluding title and references pages---double spaced, using Times New Roman with 12 pt font.
3. Incorporate at least **7** peer-reviewed sources in your paper, formatted in the APA, 7<sup>th</sup> ed format for both your intext citations and references.
4. You may use *ChatGPT* and other AI technology to assist with your research but remember to adhere to the Artificial Intelligence (AI) policy above.
5. Use headings in the body of your narrative for each section.
6. Include a references page.

## Quizzes (40%):

Instead of one final exam, you will complete four (4) quizzes, each one covering approximately one quarter (1/4) of the course material. These shorter quizzes will closely reflect the real-world planning environment, especially at the local level, where project deadlines are often weekly or monthly instead of at the end of multiple months. Each quiz will test your knowledge of the course readings and will include at least one essay-style question on how to apply what you have learned to a real-world problem. The goal is to test both your reading comprehension (what you remember from what you read) and then apply it to a real-world scenario. Both skills are needed for public and private sector professionals. Prior to completing the quiz, be sure to watch my lecture video for that week's content. I will provide a summary of the readings and further analysis so you can better understand the content and be prepared for the quiz.

## Course Schedule:

| <u>Week</u>                     | <u>Reading(s)</u>                      | <u>Assignment</u>                                                                                                                      | <u>Important Dates</u>             | <u>Complete</u>          |
|---------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------|
| <b>Week 1 –</b><br>Aug 24-30    | Chapters 1 & 2 Levy,<br>Hirt & Dawkins | <ul style="list-style-type: none"><li>• <b>Getting Started Class Introductions (on Padlet)</b></li><li>• Discussion Board #1</li></ul> | Aug 24 - First<br>Day of Fall Term | <input type="checkbox"/> |
| <b>Week 2 –</b><br>Aug 31-Sep 6 | Chapters 3 & 4 Levy,<br>Hirt & Dawkins | <ul style="list-style-type: none"><li>• <b>Quiz #1</b></li></ul>                                                                       |                                    | <input type="checkbox"/> |



| <u>Week</u>                            | <u>Reading(s)</u>                      | <u>Assignment</u>                                                | <u>Important Dates</u>                         | <u>Complete</u>          |
|----------------------------------------|----------------------------------------|------------------------------------------------------------------|------------------------------------------------|--------------------------|
| <b>Week 3 –</b><br>Sep 7-13            | Chapters 5 & 6 Levy, Hirt & Dawkins    | • Discussion Board #2                                            | Sep 7 – Labor Day (Offices Closed)             | <input type="checkbox"/> |
| <b>Week 4 –</b><br>Sept 14-20          | Chapters 7 & 8 Levy, Hirt & Dawkins    | • <b>Quiz #2</b>                                                 |                                                | <input type="checkbox"/> |
| <b>Week 5 –</b><br>Sep 21-27           | Chapter 9 Levy, Hirt & Dawkins         | • <b>Final Paper Topic Due (Sep 27)</b><br>• Discussion Board #3 |                                                | <input type="checkbox"/> |
| <b>Week 6 –</b><br>Sep 28-Oct 4        | Chapter 10 Levy, Hirt & Dawkins        | • <b>Community Planning Challenge #1 Due (Oct 4)</b>             |                                                | <input type="checkbox"/> |
| <b>Week 7-</b><br>Oct 5-11             | Chapter 11 Levy, Hirt & Dawkins        | • Discussion Board #3                                            |                                                | <input type="checkbox"/> |
| <b>Week 8-</b><br>Oct 12-18            | Chapter 12 Levy, Hirt & Dawkins        | • <b>Quiz #3</b>                                                 |                                                | <input type="checkbox"/> |
| <b>Week 9-</b><br>Oct 19-25            | Chapter 13 Levy, Hirt & Dawkins        | • <b>Annotated Bibliography for Final Paper Due (Oct 25)</b>     |                                                | <input type="checkbox"/> |
| <b>Week 10-</b><br>Oct 26-Nov 1        | Chapter 14 Levy, Hirt & Dawkins        | • <b>Community Planning Challenge #2 Due (Nov 1)</b>             |                                                | <input type="checkbox"/> |
| <b>Week 11-</b><br>Nov 2-8             | No readings (work on your draft paper) | • Discussion Board #4                                            |                                                | <input type="checkbox"/> |
| <b>Week 12-</b><br>Nov 9-15            | No readings (work on your draft paper) | • <b>Initial Draft of Written Paper Due (Nov 15)</b>             |                                                | <input type="checkbox"/> |
| <b>Week 13-</b><br>Nov 16-22           | Chapter 15 Levy, Hirt & Dawkins        | • <b>Quiz #4</b><br>• Discussion Board #5                        |                                                | <input type="checkbox"/> |
| <b>Thanksgiving Week</b><br>Nov 23-29  | No readings (holiday)                  |                                                                  | Nov 23-27 – Thanksgiving Week (Offices Closed) | <input type="checkbox"/> |
| <b>Week 14-</b><br>Nov 30-Dec 6        | No readings (work on your final paper) | • <b>Final Written Paper Due (Dec 6)</b>                         | Once you submit your Final Paper you are done! | <input type="checkbox"/> |
| <b>Week 15 - Exam Week</b><br>Dec 7-12 | No exam, you are done!                 |                                                                  |                                                | <input type="checkbox"/> |

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.