



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Establish a new Master of Science in Sustainable Urban Management, in the Department of Urban and Regional Planning, College of Fine and Applied Arts.

SPONSOR: Robert Olshansky, Professor and Department Head, 333-8703, robo@illinois.edu.

COLLEGE CONTACT: Linda Robbennolt, Interim Associate Dean for Undergraduate Academic Affairs—Academic Programs, College of Fine and Applied Arts, 217-333-6061; weasel@illinois.edu

BRIEF DESCRIPTION: The Master of Science in Sustainable Urban Management would be a one-year degree to provide analytical and strategic skills for mid-career professionals who manage change in urban areas. It is a one-year, full-time, self-supporting program for professionals who want to build their analytical skills as well as reflect on practice. Students will select their courses from one of three areas of study: Regional systems and informatics, Energy and environment, or Governance and community. The degree would be based on existing courses, and on one new 2-course sequence—Urban skills and applications I and II—in which each year's cohort will integrate their skills into an urban systems framework. We anticipate approximately five to ten students initially.

JUSTIFICATION: The purpose of this degree is to provide skills for mid-career professionals to help them manage urban change. It could help professionals add to their analytical skills, provide them with an opportunity to reflect on their practice, or give them the tools to make a lateral career change. We believe there is a market for this one-year degree for professionals in need of additional skills, and for whom our full two-year accredited MUP degree would be too long, too costly, and not relevant to their needs. The greatest demand would be from international professionals, many of whom have opportunities for their agency to finance one year of education. We also believe there is domestic demand from urban practitioners who are not professional planners, such as employees of NGOs, engineering consulting firms, policy organizations, offices of elected officials, and a variety of public agencies. We have capacity, using our current faculty and our current elective offerings, and we can provide this new degree program by only adding one new year-long course.

BUDGETARY AND STAFF IMPLICATIONS:

1) Resources

- a. How does the unit intend to financially support this proposal?

This degree will involve virtually no additional cost to the Department. We have capacity in existing elective courses. We will reallocate teaching assignments in order to teach the two-course sequence in Urban skills and applications.

- b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

We do not need to increase capacity to resource this program. It will require one instructor to teach the two new semester courses, UP 512 and UP 523

- c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

This will be a self-supporting program, with no tuition waivers.

- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

We have attached as an appendix the financial statement of the expected revenues and costs for the proposed program. A financial impact assessment from the College is also attached.

2) Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

Initially we expect five to ten students, who can easily be absorbed into our existing elective courses. We will allocate existing faculty to teach the new two-course sequence.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. (*A letter of acknowledgement from units impacted should be included.*)

We do not expect this to affect course enrollments in other units. The closest competing program is our own MUP degree, and we expect this MS degree to serve a different audience than the MUP.

- c. Please address the impact on the University Library

The only impact this course would have on campus resources, such as the University Library, would be from the additional five to ten graduate students on campus each year. A letter from the University Library evaluating impact is attached.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

The additional year-long course would require a classroom, as would any other new course. The additional students would use our computer lab, which operates primarily on cloud software and has the capacity to expand if enrollments increase.

For new degree programs only:

- 3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.

In general, this program is consistent with ongoing campus and college initiatives to provide integrative learning experiences around complex current societal problems, provide educational opportunities to broader varieties of students, and attract international students to help solve global problems. Specifically, it addresses Campus Strategic Plan Goal II (*Provide transformative learning experiences*), by providing hands-on, integrative learning experiences, as well as Goal III (*Make a significant and visible societal impact*), by preparing students for the societal challenges of sustainable urban development. In addition, it serves the FAA Strategic Plan Goal to *Expand programs in energy, water, & sustainability*.

The three proposed areas of study within this degree program reflect current campus emphases on Multidisciplinary systems thinking, sustainability, and community engagement. The emphasis on sustainable urban systems as a key part of the 21st century economy is consistent with the University's active involvement in the Chicago Forum on Global Cities.

- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?

Increasingly, cities are where humans live in the 21st century. Globally, urban population growth is booming, and the worldwide interest in understanding and managing cities has never been so high. Cities are the means by which humans draw on natural resources and subsequently affect the natural environment with waste materials. Professionals who work for government agencies, the growing number of urban-based nonprofits, and engineering firms responsible for urban infrastructure all appreciate that they need additional analytical skills as well as added understanding of the multiplicity of inter-related urban systems. We have identified several other programs serving the same general purpose of teaching urban functions to graduate students from a variety of backgrounds:

- University of Oxford, MSc in Sustainable Urban Development (2 years, part time)
- Erasmus University, Rotterdam, MS in Urban Management and Development (1 year, prefer students with working experience).

- Technical University of Berlin, Master of Urban Management (3 semesters, primarily for non-European students).
- DePaul University, MA in Sustainable Urban Development (2 years).
- University of Washington, Master of Infrastructure Planning and Management (1.5 years, completely online, for mid-career professionals).

These programs indicate that other institutions have identified the need and are successfully providing programs; the size of the list also indicates that there is room for more such programs, especially in the US.

- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

We are proposing a self-supporting program, which would be exempt from all but statutory waivers.

DESIRED EFFECTIVE DATE: Fall 2018

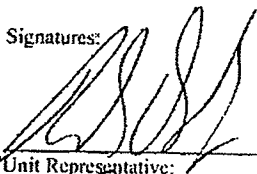
STATEMENT FOR PROGRAMS OF STUDY CATALOG:

The Master of Science in Sustainable Urban Management provides analytical and strategic skills for professionals to help them manage change in urban areas. All students take core courses in Urban History and Theory and Urban and Regional Analysis. They also take the two-course sequence designed solely for this degree program, Urban Skills and Applications I and II, in which they integrate their skills into an urban systems framework. Students select their specialization courses from one of three areas of study: Regional Systems and Informatics, Energy and Environment, or Governance and Community.

UP 504 Urban History and Theory	4
UP 512 Urban Skills and Applications I: Colloquium	4
UP 505 Urban and Regional Analysis	4
UP 513 Urban Skills and Applications II: Chicago Workshop	4
Primary Area of Study: Students will pick one (Regional Systems and Informatics, Energy and Environment, Governance and Community)	12
Elective Hours	4
Total Hours	32

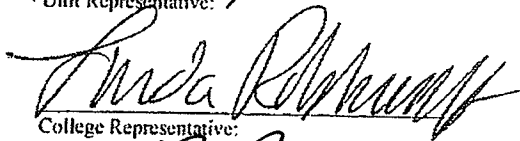
CLEARANCES: (Clearances should include signatures and dates of approval. These signatures must appear on a separate sheet. If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:



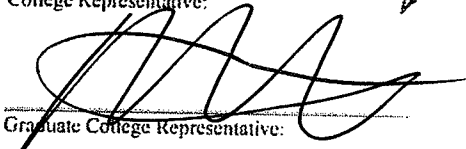
Unit Representative:

5-9-16
Date:



College Representative:

5-9-16
Date:



Graduate College Representative:

5-19-16
Date:

Council on Teacher Education Representative:

Date:

**Master of Science in Sustainable Urban Management
No Tuition Waivers**

3/28/2016

	Year 1		Year 2		Year 3		Total
Revenue							
<i>Tuition for Fall, Spring, & Summer</i>	<i>Rate</i>	<i>Students</i>	<i>Revenue</i>	<i>Students</i>	<i>Revenue</i>	<i>Students</i>	<i>Revenue</i>
Tuition rate for all residency	27,652	3	82,956	7	193,564	12	331,824
TOTAL REVENUE		3	82,956	7	193,564	12	331,824

Expenditures							
<i>Personnel</i>							
Director Summer Salaries (1 mos ea.)		-	-	-	-	-	-
Adjunct Lecturers/New Courses		16,800	16,800	16,800	16,800	16,800	50,400
Graduate Assistant			-	-	-	-	-
Academic/Grad Hourly		-	-	-	-	-	-
Summer instruction		0	-	-	-	-	-
Total Personnel		16,800	16,800	16,800	16,800	16,800	50,400
<i>Operations</i>							
Field Trips		2,400	5,600	9,600	17,600		
Marketing + Communications		10,000	7,000	5,000	22,000		
Office Supplies		500	500	500	1,500		
Postage + Shipping		500	500	500	1,500		
Printing Services		1,000	1,000	1,000	3,000		
Total Operations		14,400	14,600	16,600	45,600		
<i>Travel/Events</i>							
Events/Critiques/Reviews		1,000	1,050	1,103	3,153		
Distinguished guest lecturers		1,000	1,050	1,103	3,153		
Total Travel/Events		2,000	2,100	2,205	6,305		
<i>Assessments/Participant Support</i>							
FAA Assessment (10%)		8,296	19,356	33,182	60,834		
Campus Assessment (10%)		8,296	19,356	33,182	60,834		
Total Assessments/Participant Support		16,591	38,713	66,365	121,669		
TOTAL EXPENDITURES		49,791	72,213	101,970	223,974		

ANNUAL BUDGET SURPLUS/DEFICIT	33,165	121,351	229,854	384,370
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ROLLING BUDGET SURPLUS/DEFICIT	33,165	154,516	384,370	
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UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

College of Fine and Applied Arts

Office of the Dean
100 Architecture Building
608 East Lorado Taft Drive
Champaign, Illinois 61820



20 April 2016

Senate Educational Policy Committee
University of Illinois
608 South Wright Street
Urbana, IL 61801

Dear Committee:

The College of Fine and Applied Arts acknowledges the Department of Urban and Regional Planning's proposal to establish a new Master of Science in Sustainable Urban Management.

No additional resources beyond a part-time Lecturer will be required by the Department of Urban and Regional Planning to deliver this new program. Revenue generated through the campus budget model will be credited to the Department of Urban and Regional Planning consistent with FAA's budgeting procedures.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kathleen Harleman'.

Kathleen Harleman
Acting Dean



REQUEST & JUSTIFICATION FORM FOR PROGRAM CLASSIFICATION
TRADITIONAL, SELF-SUPPORTING or REIMBURSABLE

CURRENT PROGRAMS:

Current graduate programs can request a change in classification to Traditional or Reimbursable, but not to Self-supporting.

NEW PROGRAMS:

New programs seeking Traditional classification do not need to complete this form.

New programs seeking Self-supporting classification should be aware of the following:

- a) Students enrolled in Self-supporting programs are ineligible to hold waiver-generating appointments. NOTE: There is no mechanism within the Human Resources Front End system that restricts the appointment of a Self-supporting program student to an assistantship. Therefore, if a unit (faculty or staff) appoints a student, in error, significant problems result for everyone involved.
- b) Self-supporting status results in reduced flexibility for the program. Even if a student in the program is most qualified for a particular assistantship appointment and financing is available through the program, the program status makes the student ineligible.
- c) Because Traditional, Reimbursable and Self-supporting programs each yield 90% of net tuition, and the Reimbursable classification avoids the limitations above, a program might find the Reimbursable classification more advantageous than Self-supporting.

Please contact the Fellowship Office at the Graduate College if you have questions or seek clarifications, (217) 333-0036 or gradfellowships@illinois.edu.

COLLEGE OR SCHOOL: Fine and Applied Arts

IS THIS A NEW OR EXISTING PROGRAM:

New Program

Existing Program

Program Code: _____ Current Classification: _____

REQUESTED CLASSIFICATION: TRADITIONAL REIMBURSABLE SELF-SUPPORTING

JUSTIFICATION: On a separate sheet, please address the following.

1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.
2. Describe the expected impact of the requested classification to new students. How will these measures affect the affordability of the program? What type of financial aid, if any, will be offered? Note: Continuing students will not be affected as they are subject to the rules in effect at the time of their admission.
3. What provisions will be made to communicate the implications of the classification to prospective and newly admitted students?
4. Name the college and program contact persons in charge of implementing and communicating the classification and its consequences to students.

Unit Head Signature and Date [Signature] 5-9-16

College Dean Signature and Date [Signature] 5-12-16

**Justification Form for Tuition Classification
MS in Sustainable Urban Management
Addendum, May 7, 2016**

JUSTIFICATION:

- 1. Describe the reasons for this request and explain: (a) the pros and cons of the classification requested, and (b) how the requested classification will benefit and not adversely affect the academic quality of the program.**

This one-year program is intended for mid-career professionals. They are expected to have the ability to pay the tuition, and their time is best spent in course work rather than in research or teaching assistantships. Having students fully dedicated to the educational goals of the degree program will benefit the academic experience of all the students and will ensure the academic quality of the program.

- 2. Describe the expected impact of the requested classification to new students. How will these measures affect the affordability of the program? What type of financial aid, if any, will be offered? Note: Continuing students will not be affected as they are subject to the rules in effect at the time of their admission.**

No financial aid will be offered in the form of full tuition waivers. At times, it may prove advantageous to provide partial tuition scholarships to select students, but this likely be rare. The assumption is that mid-career professionals will be able to afford the tuition, or may use loans that would be repaid using their future increase in earning potential.

- 3. What provisions will be made to communicate the implications of the classification to prospective and newly admitted students?**

All recruiting material will state that this is a self-supporting program with no availability of full tuition waivers.

- 4. Name the college and program contact persons in charge of implementing and communicating the classification and its consequences to students.**

Linda Robbenolt, Associate Dean, College of Fine and Applied Arts
Robert Olshansky, Head, Department of Urban and Regional Planning

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

EP.17.06

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



August 18, 2016

Bettina Francis, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Francis:

Enclosed is a copy of a proposal from the College of Fine and Applied Arts to establish a Master of Science in Sustainable Urban Management.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Kathryn A. Martensen'.

Kathryn A. Martensen
Assistant Provost

Enclosures

c: R. Olshansky
L. Robbennolt
J. Hart
A. McKinney

Graduate College

204 Coble Hall
801 South Wright Street
Champaign, IL 61820-6210



Executive Committee

2015-2016 Members

Wojtek Chodzko-Zajko
Dean & Chair
Graduate College

Members

Abbas Aminmansour
Architecture

John D'Angelo
Mathematics

Nicki Engeseth
Food Science & Human
Nutrition

Susan Fowler
Special Education

Rutilio Fratti
Biochemistry

Paul Hergenrother
Chemistry

Kevin Jackson
Accountancy

Samantha Knoll
Mechanical Science &
Engineering

John Lambros
Aerospace Engineering

Isabel Molina
Media and Cinema Studies &
Latina/Latino Studies

Kirsten Phelps
Library and Information
Science

Sandra Rodriguez-Zas
Animal Sciences

Mark Rood
Civil & Environmental
Engineering

Lisa Rosenthal
Art & Design

Angeliki Tzanetou
Classics

Michelle Wang
Statistics/Psychology/
Bioengineering

May 19, 2016

Kathy Martensen
Office of the Provost

Dear Kathy,

The Graduate College Executive committee has reviewed the proposal to establish a new Master of Science in Sustainable Urban Management in the Department of Urban and Regional Planning, College of Fine and Applied Arts on May 12, 2016.

The program proposal has been found to meet campus requirements and guidelines for graduate education, and so was approved. The request for self-supporting program classification has also been approved.

We now forward the proposal for your review.

Sincerely,

A handwritten signature in black ink, appearing to be 'Wojtek Chodzko-Zajko', written over a horizontal line.

Wojtek Chodzko-Zajko
Dean
Graduate College

c: R. Olshansky
L. Robbenolt
A. McKinney

Name of existing Illinois (UIUC) degree: _____

Name of non-Illinois partnering institution: _____

Location of non-Illinois partnering institution:

State of Illinois US State: _____ Foreign country: _____

- B. Proposal to create a new academic unit (college, school, department, program or other academic unit):

Name of proposed new unit: _____

- C. Proposal to rename an existing academic unit (college, school, department, or other academic unit):

Current name of unit: _____

Proposed new name of unit: _____

- D. Proposal to reorganize existing units (colleges, schools, departments, or program):

1. Proposal to change the status of an existing and approved unit (e.g. change from a program to department)

Name of current unit including status: _____

2. Proposal to transfer an existing unit:

Current unit's name and home: _____

Proposed new home for the unit: _____

3. Proposal to merge two or more existing units (e.g., merge department A with department B):

Name and college of unit one to be merged: _____

Name and college of unit two to be merged: _____

Proposed name and college of new (merged) unit: _____

4. Proposal to terminate an existing unit:

Current unit's name and status: _____

- E. **Other educational policy proposals** (e.g., academic calendar, grading policies, etc.)

Nature of the proposal: _____

Revised 10/2012



NEW COURSE OUTLINE

Departments/units should complete this form, obtain all necessary approvals and submit to their College Office to establish a new course. The outline will be reviewed by the College and forwarded to appropriate campus offices for additional approval.

All gray boxes on this form, except gray check boxes, are expandable text fields. Place your cursor in the box and start typing.

Instructions and guidance to complete certain numbered items in this form are contained in *Proposing New Courses* (<http://provost.illinois.edu/programs/cps/proposingcourses.html>) and *Procedures for Presenting New or Revised Graduate Courses* (<http://www.grad.illinois.edu/courses-procedures>).

Proposed Effective Term: Fall Spring Summer – 2018

Department/Unit Name: UP

Department/Unit ORG Code: 1733

1. Course Subject and Number: UP 512
2. Course Title (limit to 30 characters): Urban Skills & Applications I
3. Course description (Include subject matter, and any special course requirements such as field trips, special equipment, etc. Exclude other course information of any numbered items below; the Office of the Registrar will include it in the *Course Catalog* entry. It should read like a publication abstract and ideally be limited to about 75 words.):
Addresses urban management challenges, based on students' professional experiences, current urban issues and challenges, and practical lessons from faculty and practitioners. Sessions rely on diverse faculty expertise on a variety of topical themes, and will often include practitioner guests. Students develop an urban management topic to research in UP 513. Intended for participants in the Master of Science in Sustainable Urban Management program.
4. Course prerequisites (prerequisite statements are not enforced through the Banner system):
Enrollment in Sustainable Urban Management degree program or consent of instructor.
5. Is there a restricted audience for this course? (Audience restrictions may only be placed in the Class Schedule. Do not include in prerequisite statement.)
 Yes No If yes, please specify the restrictions (e.g., “for majors only” or “junior standing required”): For graduate students in the Sustainable Urban Management degree program.

COURSE JUSTIFICATION

6. **Please attach the course syllabus.** The syllabus should include basic and recommended texts (author, title, year of publication) as well as a list of the principal topics covered in this course, number of examinations, contact hours, work required of students, and basis for determining grade.

7. Justify the course in terms of new subject matter and how the addition of this course relates to the overall pattern of courses in your unit: This course will be one of two required core courses for the proposed MS degree in Sustainable Urban Management.
8. Explain the nature and degree of duplication or overlap with existing courses on campus: This course presents a unique combination of skills as applied to complex urban systems, designed to build a cohort of students in Sustainable Urban Management.

Note: If the proposed course has significant overlap with an existing course outside your unit, please obtain a letter of comment from that unit's executive officer.

COURSE DETAIL

9. Frequency with which this course will be offered (mark all that apply):
 Every fall Every spring Every summer Other (describe, e.g. "Spring terms, odd years"):

10. Duration of course: Full term Less than full term (describe) : _____
11. Anticipated enrollment: 5-10
12. Expected distribution of student registration:

Freshman: ___%	Sophomore: ___%
Junior: ___%	Senior: ___%
Graduate: <u>100</u> %	Professional: ___%
13. Course credit (The number of class contact hours in organized instruction is one factor affecting the amount of credit earned. It is customary for courses to meet 14 to 20 hours per semester for each hour of credit earned. See *Student Code* Article 3, Part 7, § 3-704 (b) {http://admin.illinois.edu/policy/code/article3_part7_3-704.html} for an explanation of the relationship between course credit and contact hours.):

A. Undergraduate credit only
 100- to 300-level: _____* undergraduate hours
 400-level: _____* undergraduate hours (no graduate credit available)

B. Both Undergraduate and Graduate credit
 400-level: _____* undergraduate hours **and** 400-level: _____* graduate hours
 Note: Courses offered for both undergraduate and graduate credit require completion of Item 14.

C. Graduate credit only
 500-level: 4* graduate hours
 Note: Courses offered for graduate credit require completion of Item 14.

D. Professional credit only
 600- and 700-level: _____* professional hours

E. Both Graduate and Professional credit
 _____* graduate hours **and** _____* professional hours

Note: Courses offered for both graduate and professional credit require completion of Item 14.

* For A-E, if a course is offered for varying amounts of credit please select one of the two options:

- Variable credit: this course is available for a range of credit hours (e.g., 1 to 3 hours)
 Differential credit: this course is only available for two distinct credit-hour options (e.g., 1 or 3 hours)

In addition, complete Item 15.

14. For any course awarding graduate credit, please justify why it should, in terms of level of content, previous knowledge required, relevance to current research, methodology, etc. (See *Graduate College Policy for Proposed New and Revised Courses that Carry Graduate Credit* for criteria to judge graduate courses.): This course builds on knowledge previously gained by students from previous degrees and experience. It will be intellectually challenging to graduate students and will draw on the latest thinking regarding managing urban systems.
15. For any course requesting variable or differential credit, please justify why the amount of credit varies and specify the work required for the additional credit: _____
16. May this course be repeated? (See *Procedures for Presenting New or Revised Graduate Courses* or Provost's *Proposing New Courses* for guidance in completing Parts A - C.)
 Yes No If yes, please fill out A - C below:

A. Course Type

Indicate the **one** type of course the proposed course matches:

- Honors Subject mastery/skill proficiency Individualized instruction
 Research or ongoing study Special topics, seminars Applied experiences

B. Repeatable – same term

May students register in this course more than once (duplicate registration) in the same term?

- Yes No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?
_____ undergraduate; _____ graduate; _____ professional
 check if “if topics vary” is an added qualifier

C. Repeatable – separate terms

May this course be repeated in separate terms?

- Yes No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?
_____ undergraduate; _____ graduate; _____ professional
 check if “if topics vary” is an added qualifier

17. Are there credit restrictions?
 Yes No If yes, please specify the restrictions (e.g., for MATH 221: “Credit is not given for both MATH 221 and MATH 220.”): _____
18. Grading Type:
 Letter grade
 S/U (Any course offered for zero hours of graded credit must include S/U grade mode.)
 Both If Both is selected, which should be the default mode? Letter grade S/U

DFR If DFR is selected, please justify the use of the grade: _____

CROSS-LISTING

19. Is this course to be cross-listed?

Yes No If yes, please complete A and B and take notice of C:

A. Indicate the subject and course number of the cross-listing(s) (please note, all cross-listed courses must be offered at the same numerical level): _____

B. Please give the justification for establishing the cross-listing: _____

C. **Note: Additional approvals are required to establish a cross-listing.** An authorized official of each non-controlling department must endorse the cross-listing. In addition, if the cross-listing involves a different college, a dean of that college must also approve. (Letter, e-mail, or use of the Additional Approvals signature block at the end of this form are all acceptable methods of endorsement or approval.)

ADDITIONAL COURSE INFORMATION

20. Does this course replace an existing course?

Yes No If yes, please list the course to be discontinued and note that submission of a Course Revision Form is necessary to remove it from the Course Catalog: _____

21. Does the addition of this course impact other courses (i.e., prerequisite or credit restriction statements)?

Yes No If yes, please list the course(s) affected, and note that submission of Course Revision Form(s) are necessary to update the impacted course(s): _____

22. Does the addition of this course have any impact on your department's current curriculum (i.e., Programs of Study catalog, concentrations, minors, etc.)?

Yes No If yes, please specify the curriculum and explain: _____

23. Has this course been offered as a special topics or other type of experimental course?

Yes No If yes, please indicate the Banner subject, course number, section ID, term, and enrollment for each offering: _____

24. Will this course be submitted for General Education credit?

Yes No

25. Does this course require students to register in multiple schedule components (e.g., lecture and a lab)?

Yes No

26. Is a special facility needed to effectively teach this class (e.g., lab, studio, or ITS room)?

Yes No If yes, please describe: _____

27. Will this course be offered on-line?

Yes, online only Yes, online and traditionally No

28. Faculty member(s) who will teach this course: TBD

29. Course proposed by: Robert Olshansky Date: April 22, 2016

NEW COURSE OUTLINE APPROVALS **Course Subject and Number: UP 512**
(Signatures required)

_____	_____
Department/Unit	Date
_____	_____
School (if applicable)	Date
_____	_____
College	Date
_____	_____
Graduate College (Requests for Graduate Credit)	Date
_____	_____
Provost	Date

ADDITIONAL APPROVAL(S)

The space below may be used for additional approvals involving cross-listed courses. – see Section 19.C; – in lieu of letters or e-mails. Indicate department or college after signature and provide date.

Revised 8/2012

UP 512, Fall 2017

Urban Skills and Applications I: Colloquium

4 credit hours

Monday, 2:00-4:50pm

Course Coordinator:

Instructor: Rotates

Course Description

This colloquium provides participants in the Master of Science in Sustainable Urban Management program to build on one another's experiences, and develop a topic to research in the program's second half. The course combines an overview of current planning issues and challenges, with discussion focused around the professional experience and practical challenges faced by program participants and current practitioners. Each course session will combine reading on a current issue, with sample plans, policies and evaluations of current best practice. Classroom sessions will draw on expert lessons from Illinois faculty and practitioner visits or conferencing with prompts for student participants to reflect and learn from one another's varied experience. The session instructor will rotate weekly, to allow students to take maximum advantage of the faculty's expertise and diversity.

Purpose and Goals

Students will use the course to develop a proposal for a research plan you will execute in UP 513 during the following semester. Working over the course of the semester, each participant will chart a plan for developing unique information and solutions to your given area of policy focus. You will work collaboratively, with guidance from faculty, practitioner experts and your peers. The course will draw on your collective knowledge to generate group learning that exceeds that from traditional teaching methods and sources. Specific goals include:

- Develop up-to-date knowledge of recent changes, emergent trends and new challenges in housing, sustainability, economic development and other core fields of urban development
- Develop a rigorous research plan, which you will later use to conduct an in-depth investigation into a topic important for your future as a practitioner
- Combine formal, academic knowledge of planning and development challenges with social and institutional knowledge about how to work effectively towards goals in a given organization
- Be able to identify and use appropriate analytical techniques for addressing professional challenges

Course Format

The course operates as a hybrid lecture and seminar. The instructor will work closely with students and oversee the development of ideas throughout the course. Individual class sessions, however, will generally be directed by faculty members with expert knowledge on the day's subject matter. In the classroom, you will be challenged by new and emergent development in core urban development areas. Often, faculty-led seminars will include participation from current practitioners, to provide perspective on practical challenges and opportunities. You will learn from each other in addition to learning from the faculty: The seminar format of classroom sessions will facilitate students' ability to learn from each other's experience as professionals. As the course progresses, you will develop, either individually or with classmates who share your interests, a research proposal for a topic you expect to work on in the near future of your career. The course will conclude with research presentations and a trip to Chicago, where you will turn the proposal into research the following semester.

The three-hour class sessions will generally be divided into three sections:

1. Faculty-led discussion of the week's readings, and a presentation on the topic from the faculty member
2. Discussion with a practitioner engaged in the topic area
3. Group activities in which students will combine the researchers' and practitioners' insights

Deliverables and Course Evaluation

Students will create a research proposal on your chosen topic. The proposal will become the basis of the following semester's research practicum.

As steps to developing this proposal, students will also produce:

- An issue paper outlining key challenges and questions for the topic area
- A final presentation, in which the research proposal will be presented to peers in plain English

Class participation will be based on class involvement, engagement and attendance, in addition to your performance as a discussion leader. If you must miss a class session due to special circumstance such as illness or family emergency, you should notify the instructor via e-mail as soon as possible. More than two (2) unexcused absences will result in an automatic drop of ten (10) percentage points from your final grade. All assignments should be submitted to Compass on the due date unless otherwise noted. Late assignments will be graded down one letter grade per day (half a letter grade if turned in after class on due date). Grade percentages will be distributed as follows:

Class participation	20%	Final Presentation	10%
Research Proposal	50%	Topic Paper	20%

Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9
A-	90-92.9	C	73-76.9
B+	87-89.9	C-	70-72.9
B	83-86.9	D+	67-69.9
B-	80-82.9	D	60-66.9

The general grading rubric for assignments is as follows:

An “A” assignment demonstrates original thought and synthesis of ideas and sophisticated, cogent analysis. It is clearly written and presented.

A “B” assignment includes above average analysis with appropriate evidence to support ideas. It is clearly written and presented.

A “C” assignment shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. It is adequate work.

A “D” assignment misunderstands or misrepresents the material or is so poorly written that it obscures the analysis. It is inadequate work.

Course Website

The course website is central to this class. You should check the Compass website frequently for updates to course material. Students will be expected to contribute to weekly online discussions. All assignments will be submitted on the class website.

Session Overview

A tentative weekly schedule is included below. Each week, we will cover a major topic area – land use, housing, economic development, etc. In the second half of the semester, class sessions will shift to a focus on research methods and research proposals

Week 1 – Introduction: Cities in the 2010s

Themes: Urban sustainability, demography and migration, housing, economic development, global networks of cities

Readings:

- Glaeser, Edward. (2015). "Our Urban Species," in LeGates, Richard T., and Frederic Stout, eds. *The city reader*. Routledge.
- Storper, Michael. (2013). *Keys to the city: how economics, institutions, social interaction, and politics shape development*. Princeton University Press.
- Sustainable Cleveland, "Cleveland Climate Action Plan"
(<http://www.sustainablecleveland.org/resources/climate-action-plan/>)

Week 2 – Globalization and Planning Knowledge

Themes: Global finance, global cities, transnationalism

Readings:

- Sassen, Saskia. (2001). *The global city: New York, London, Tokyo*. Princeton University Press. (Excerpts)
- Miraftab, Faranak. (2015). *Global Heartland: Displaced Labor, Transnational Lives, and Local Placemaking*. Indiana University Press. (Excerpts)
- Smith, Michael Peter. (2003). "Transnationalism and citizenship." *Approaching Transnationalisms*. Springer US. 15-38.

Week 3 – Governance and Organization

Themes: Planning and governance institutions

Readings:

- Erie, S. P. (2004). *Globalizing LA: Trade, infrastructure, and regional development*. Stanford University Press.
- Fainstein, S. S., & DeFilippis, J. (Eds.) (2015). *Readings in planning theory*. John Wiley & Sons. (Excerpts)

Week 4 – Infrastructure

Themes: Funding models, green infrastructure

Readings:

- Graham, S., & Marvin, S. (2001). Splintered urbanism. [Excerpts]
- Ashton, P., Doussard, M., & Weber, R. (2012). The financial engineering of infrastructure privatization: What are public assets worth to private investors?. *Journal of the American Planning Association*, 78(3), 300-312.
- Cidell, J. (2014). The role of major infrastructure in subregional economic development: an empirical study of airports and cities. *Journal of Economic Geography*, lbu029.

Week 5 – Green Infrastructure

Themes: Difficulties of green infrastructure compared to normal infrastructure; funding models

Readings:

- Rouse, D. C., & Bunster-Ossa, I. F. (2013). *Green infrastructure: a landscape approach* (No. 571). APA.
- Lee, B., & Lee, Y. (2013). Complementary Pricing and Land Use Policies: Does It Lead to Higher Transit Use?. *Journal of the American Planning Association*, 79(4), 314-328.

Week 6 – Sustainability Plans

Themes: Low carbon urbanism, compactness vs. sprawl, infill development, multimodal transit, environmental justice, and green jobs

Readings:

- Agyeman, Julian, Robert D. Bullard, and Bob Evans. "Exploring the nexus: Bringing together sustainability, environmental justice and equity." *Space and polity* 6.1 (2002): 77-90.
- Bulkeley, Harriet, and Michele Betsill. "Rethinking sustainable cities: multilevel governance and the 'urban' politics of climate change." *Environmental politics* 14.1 (2005): 42-63.
- Renner, Michael, et al. *Green Jobs: working for people and the environment*. Vol. 177. Worldwatch Institute, 2008.
- Steiner, Frederick. "Landscape ecological urbanism: Origins and trajectories." *Landscape and Urban Planning* 100.4 (2011): 333-337.

Week 7 – Innovation and Economic Change

Themes: Innovation systems, supportive institutions, human capital

Readings:

- Clark, J. (2013). *Working regions: Reconnecting innovation and production in the knowledge economy*. Routledge. (Excerpts)
- Doussard, M., & Schrock, G. (2015). Uneven decline: linking historical patterns and processes of industrial restructuring to future growth trajectories. *Cambridge Journal of Regions, Economy and Society*, 8(2), 149-165.
- Dougherty, D. (2012). The maker movement. *innovations*, 7(3), 11-14.

Week 8 – Housing and Shelter

Themes: Affordable Housing, Mixed-Use Development

Readings:

- Goetz, E. G. (2013). *New deal ruins: Race, economic justice, and public housing policy*. Cornell University Press.
- Greenlee, Andres J. and Beverly Wilson. "Where Does Location Affordability Drive Residential Mobility? An Analysis of Origin and Destination Communities."

Week 9 – Big Data

Themes: Applications and limits of big data

Readings:

- Batty, M. (2013). Big data, smart cities and city planning. *Dialogues in Human Geography*, 3(3), 274-279.

- Kitchin, R. (2014). The real-time city? Big data and smart urbanism. *GeoJournal*, 79(1), 1-14.

Week 10 – Finance

Themes: Public/private partnerships, infrastructure financing, privatization, securitization

Readings:

- Krippner, G. R. (2005). The financialization of the American economy. *Socio-Economic Review*, 3(2), 173-208.
- Savas, Emanuel S., and Emanuel S. Savas. *Privatization and public-private partnerships*. New York: Chatham House, 2000.
- Miraftab, Faranak. "Public-Private Partnerships The Trojan Horse of Neoliberal Development?." *Journal of Planning Education and Research* 24.1 (2004): 89-101.

Week 11 – Research Design

Themes: Choosing a research design, appropriate uses of methods, asking answerable questions

Readings:

- Chapters 1, 2 and 3 in Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Chapters 2, 4 and 5 in Babbie, E. (2015). *The practice of social research*. Nelson Education.

Week 12 – Research Methods

Themes: Basic applications of quantitative and qualitative methods; plans for combining them

Readings:

- Goldstein, H. A. (2012). The quality of planning scholarship and doctoral education. *Journal of Planning Education and Research*, 32(4), 493-496.
- Chapters 9, 10, 11 and 12 in Babbie, E. (2015). *The practice of social research*. Nelson Education.

Week 13– Proposal Writing

Themes: Literature reviews, useful drafts, active voice writing

Readings:

- Chapters 13, 14, 15, 16 and 17 in Babbie, E. (2015). *The practice of social research*. Nelson Education.

Week 14 – Chicago Site Visit

Themes: Chicago

Readings:

- Bennett, et. al., *The New Chicago*

Week 15 – Final Presentations

Summary of Sessions

A tentative weekly schedule is included below. Each course section will include discussion of the reading, a presentation from a faculty member with expertise in the area, and prompts for reflection from students:

Session	Topic	Task
Week 1	Introduction: Cities in the 2010s	
Week 2	Globalization and Planning Knowledge	
Week 3	Governance and Organization	
Week 4	Infrastructure	
Week 5	Green Infrastructure	
Week 6	Sustainability Plans	
Week 7	Innovation and Economic Change	
Week 8	Housing and Shelter	Identify possible topics for issue paper
Week 9	Big Data	
Week 10	Finance	Approval of topic for issue paper
Week 11	Research Design	
Week 12	Research Methods	
Week 13	Proposal Writing	Peer review of issue paper
Week 14	Chicago Field Trip	
Week 15	Final Presentations	Submit final issue paper



NEW COURSE OUTLINE

Departments/units should complete this form, obtain all necessary approvals and submit to their College Office to establish a new course. The outline will be reviewed by the College and forwarded to appropriate campus offices for additional approval.

All gray boxes on this form, except gray check boxes, are expandable text fields. Place your cursor in the box and start typing.

Instructions and guidance to complete certain numbered items in this form are contained in *Proposing New Courses* (<http://provost.illinois.edu/programs/cps/proposingcourses.html>) and *Procedures for Presenting New or Revised Graduate Courses* (<http://www.grad.illinois.edu/courses-procedures>).

Proposed Effective Term: Fall Spring Summer – 2019

Department/Unit Name: UP

Department/Unit ORG Code: 1733

1. Course Subject and Number: UP 513
2. Course Title (limit to 30 characters): Urban Skills & Applications II
3. Course description (Include subject matter, and any special course requirements such as field trips, special equipment, etc. Exclude other course information of any numbered items below; the Office of the Registrar will include it in the *Course Catalog* entry. It should read like a publication abstract and ideally be limited to about 75 words.):
Application of skills and concepts learned in UP 512. Students undertake a field project in close collaboration with a faculty advisor. Students work in teams on the selected project, and weekly meetings explore urban issues and fieldwork challenges.
4. Course prerequisites (prerequisite statements are not enforced through the Banner system):
UP 512.
5. Is there a restricted audience for this course? (Audience restrictions may only be placed in the Class Schedule. Do not include in prerequisite statement.)
 Yes No If yes, please specify the restrictions (e.g., “for majors only” or “junior standing required”): For graduate students in the Sustainable Urban Management degree program.

COURSE JUSTIFICATION

6. **Please attach the course syllabus.** The syllabus should include basic and recommended texts (author, title, year of publication) as well as a list of the principal topics covered in this course, number of examinations, contact hours, work required of students, and basis for determining grade.

7. Justify the course in terms of new subject matter and how the addition of this course relates to the overall pattern of courses in your unit: This course will be one of two required core courses for the proposed MS degree in Sustainable Urban Management.
8. Explain the nature and degree of duplication or overlap with existing courses on campus: This course involves application of a unique combination of skills as applied to complex urban systems, designed to build a cohort of students in Sustainable Urban Management.
- Note:** If the proposed course has significant overlap with an existing course outside your unit, please obtain a letter of comment from that unit’s executive officer.

COURSE DETAIL

9. Frequency with which this course will be offered (mark all that apply):
 Every fall Every spring Every summer Other (describe, e.g. “Spring terms, odd years”):

10. Duration of course: Full term Less than full term (describe) : _____
11. Anticipated enrollment: 5-10
12. Expected distribution of student registration:
 Freshman: ___% Sophomore: ___%
 Junior: ___% Senior: ___%
 Graduate: 100% Professional: ___%
13. Course credit (The number of class contact hours in organized instruction is one factor affecting the amount of credit earned. It is customary for courses to meet 14 to 20 hours per semester for each hour of credit earned. See *Student Code* Article 3, Part 7, § 3-704 (b) {http://admin.illinois.edu/policy/code/article3_part7_3-704.html} for an explanation of the relationship between course credit and contact hours.):
- A. Undergraduate credit only**
 100- to 300-level: _____* undergraduate hours
 400-level: _____* undergraduate hours (no graduate credit available)
- B. Both Undergraduate and Graduate credit**
 400-level: _____* undergraduate hours **and** 400-level: _____* graduate hours
 Note: Courses offered for both undergraduate and graduate credit require completion of Item 14.
- C. Graduate credit only**
 500-level: 4* graduate hours
 Note: Courses offered for graduate credit require completion of Item 14.
- D. Professional credit only**
 600- and 700-level: _____* professional hours
- E. Both Graduate and Professional credit**
 _____* graduate hours **and** _____* professional hours

Note: Courses offered for both graduate and professional credit require completion of Item 14.

* For A-E, if a course is offered for varying amounts of credit please select one of the two options:

- Variable credit: this course is available for a range of credit hours (e.g., 1 to 3 hours)
 Differential credit: this course is only available for two distinct credit-hour options (e.g., 1 or 3 hours)

In addition, complete Item 15.

14. For any course awarding graduate credit, please justify why it should, in terms of level of content, previous knowledge required, relevance to current research, methodology, etc. (See *Graduate College Policy for Proposed New and Revised Courses that Carry Graduate Credit* for criteria to judge graduate courses.): This course involves application of knowledge gained by students from previous degrees and from UP 512.
15. For any course requesting variable or differential credit, please justify why the amount of credit varies and specify the work required for the additional credit: _____
16. May this course be repeated? (See *Procedures for Presenting New or Revised Graduate Courses* or Provost's *Proposing New Courses* for guidance in completing Parts A - C.)
 Yes No If yes, please fill out A - C below:

A. Course Type

Indicate the **one** type of course the proposed course matches:

- Honors Subject mastery/skill proficiency Individualized instruction
 Research or ongoing study Special topics, seminars Applied experiences

B. Repeatable – same term

May students register in this course more than once (duplicate registration) in the same term?

- Yes No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?
_____ undergraduate; _____ graduate; _____ professional
 check if “if topics vary” is an added qualifier

C. Repeatable – separate terms

May this course be repeated in separate terms?

- Yes No If yes, for how many total hours (fill all fields: NA = not applicable; U = unlimited)?
_____ undergraduate; _____ graduate; _____ professional
 check if “if topics vary” is an added qualifier

17. Are there credit restrictions?
 Yes No If yes, please specify the restrictions (e.g., for MATH 221: “Credit is not given for both MATH 221 and MATH 220.”): _____
18. Grading Type:
 Letter grade
 S/U (Any course offered for zero hours of graded credit must include S/U grade mode.)
 Both If Both is selected, which should be the default mode? Letter grade S/U
 DFR If DFR is selected, please justify the use of the grade: _____

CROSS-LISTING

19. Is this course to be cross-listed?

Yes No If yes, please complete A and B and take notice of C:

A. Indicate the subject and course number of the cross-listing(s) (please note, all cross-listed courses must be offered at the same numerical level): _____

B. Please give the justification for establishing the cross-listing: _____

C. **Note: Additional approvals are required to establish a cross-listing.** An authorized official of each non-controlling department must endorse the cross-listing. In addition, if the cross-listing involves a different college, a dean of that college must also approve. (Letter, e-mail, or use of the Additional Approvals signature block at the end of this form are all acceptable methods of endorsement or approval.)

ADDITIONAL COURSE INFORMATION

20. Does this course replace an existing course?

Yes No If yes, please list the course to be discontinued and note that submission of a Course Revision Form is necessary to remove it from the Course Catalog: _____

21. Does the addition of this course impact other courses (i.e., prerequisite or credit restriction statements)?

Yes No If yes, please list the course(s) affected, and note that submission of Course Revision Form(s) are necessary to update the impacted course(s): _____

22. Does the addition of this course have any impact on your department's current curriculum (i.e., Programs of Study catalog, concentrations, minors, etc.)?

Yes No If yes, please specify the curriculum and explain: _____

23. Has this course been offered as a special topics or other type of experimental course?

Yes No If yes, please indicate the Banner subject, course number, section ID, term, and enrollment for each offering: _____

24. Will this course be submitted for General Education credit?

Yes No

25. Does this course require students to register in multiple schedule components (e.g., lecture and a lab)?

Yes No

26. Is a special facility needed to effectively teach this class (e.g., lab, studio, or ITS room)?

Yes No If yes, please describe: _____

27. Will this course be offered on-line?

Yes, online only Yes, online and traditionally No

28. Faculty member(s) who will teach this course: TBD

29. Course proposed by: Robert Olshansky Date: April 22, 2016

NEW COURSE OUTLINE APPROVALS **Course Subject and Number: UP 513**
(Signatures required)

_____	_____
Department/Unit	Date
_____	_____
School (if applicable)	Date
_____	_____
College	Date
_____	_____
Graduate College (Requests for Graduate Credit)	Date
_____	_____
Provost	Date

ADDITIONAL APPROVAL(S)

The space below may be used for additional approvals involving cross-listed courses. – see Section 19.C; – in lieu of letters or e-mails. Indicate department or college after signature and provide date.

Revised 8/2012

UP 513, Spring 2017

Urban Skills and Applications II: Chicago Practicum

4 credit hours

Friday, 2:00-4:50pm

Instructor: TBD

Course Description

This workshop, in series with UP 512, offers students the opportunity to assemble, polish, and extend many of the skills they have or will soon be acquiring in other UP courses by providing first-hand experience in building solutions to the challenges facing cities. The course is a continuation of the conversation initiated in UP 512 and builds off possible projects identified by individual student and groups to create a final project addressing an urban issue and possible solutions. Urban development professionals, regardless of their chosen specialties such as community development, land use or transportation, or economic development, frequently confront complex and interdisciplinary problems that employ a variety of approaches and demand a diverse skill set. Chicago offers an ideal laboratory in which to explore and engage many of these issues and demonstrate how solutions are enacted at the neighborhood, city, and regional levels through investigation, problem identification, organization building, communication, and implementation.

Purpose and Goals

This course uses one urban area as the analytical basis for learning and applying urban analysis and problem solving skills. It trains students to apply quantitative and qualitative reasoning and appropriate analysis techniques to problem identification, researching and detailing alternatives, and selecting approaches within real world constraints. The course draws on student knowledge and leverages their professional experience to generate new and innovative responses beyond those available in textbooks. Skills/concepts developed include:

- Be able to combine planning knowledge and skills to compose feasible plans and professional advice for real world problems with real world constraints
- Be able to work effectively as members and leaders of teams
- Be able to communicate effectively using graphic presentation of concepts and data
- Demonstrate and apply knowledge about a range of substantive areas related to the project
- Apply systems thinking to defining problems and identifying potential solutions.
- Be able to apply appropriate analysis techniques to problem identification, identifying alternative solutions, and selecting among alternatives

Course Format

The course will employ a hybrid-learning model combining elements from diverse approaches as in a traditional design studio or a professional urban planning firm. The instructor will wear several hats, including facilitator, mentor and tutor, while the students will assume the roles of project manager, researcher, technician, and writer. Students will workshop their projects in sessions facilitated by planning professionals from the Chicago and CU area, giving students a chance to polish their skills and network with local peers. Students will present their completed projects to planning professionals and project stakeholders in the Chicago area. Some time will be spent in each class session synthesizing larger themes and linking concepts learned in UP512 (and other courses) with the projects students are working on. The organization of the course encourages the application of the knowledge and skills students have acquired in previous course work and work experience. Most class sessions will have four parts:

1. Review/discussion of materials/concepts from UP512 as they relate to the class project(s)
2. Work group reports and/or activities
3. Group breakouts with a quick report on activities at the beginning or end of class
4. Skills based workshops by faculty and external speakers

Deliverables and Course Evaluation

Students will create a planning report detailing their analysis of the problem, possible solutions, and recommended courses of action working either in groups or as individuals.

Each group will produce:

- A midterm outline and presentation of research questions and approach
- A final planning report and presentation
- A poster illustrating key findings and proposed alternatives

Class participation will be based on class involvement, engagement and attendance, in addition to your performance as discussion leader. If you must miss a class session due to special circumstance such as illness or family emergency, you should notify the instructor via e-mail as soon as possible. More than two (2) unexcused absences will result in an automatic drop of ten (10) percentage points from your final grade. All assignments should be submitted to Compass on the due date unless otherwise noted. Late assignments will be graded down one letter grade per day (half a letter grade if turned in after class on due date). Grade percentages will be distributed as follows:

Class participation	20%	Midterm submittal/presentation	20%
---------------------	-----	--------------------------------	-----

Final report/presentation 40% Poster 20%

Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9
A-	90-92.9	C	73-76.9
B+	87-89.9	C-	70-72.9
B	83-86.9	D+	67-69.9
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The general grading rubric for assignments is as follows:

An “A” assignment demonstrates original thought and synthesis of ideas and sophisticated, cogent analysis. It is clearly written and presented.

A “B” assignment includes above average analysis with appropriate evidence to support ideas. It is clearly written and presented.

A “C” assignment shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. It is adequate work.

A “D” assignment misunderstands or misrepresents the material or is so poorly written that it obscures the analysis. It is inadequate work.

Course Website

The course website is central to this class. You should check the Compass website frequently for updates to course material. Students will be expected to contribute to weekly online discussions. All assignments will be submitted on the class website.

Session Overview

A tentative weekly schedule is included below. During the first half of the semester, students will conceptualize and flesh out possible approaches to their chosen project in the context of Chicago. Regular trips will be made to Chicago to conduct site visits, meet with stakeholders and/or clients, attend workshops and meetings, and gather data. The second half will build on student presentations and shared workshops with professionals in the

Chicago and CU area. Additional workshop topics will be determined based on the specific topics and needs of the student projects. The course will conclude with students presenting their key findings and alternative approaches to interested stakeholders in the region.

Week 1 – Introduction: Chicago in the 2010s

Themes: urban sustainability, demographic change, immigration, economic development

Readings:

Skim the Sustainable Chicago 2015 report

Browse the websites of the planning organizations and agencies in the Chicago area:

- Department of Planning and Development
- Chicago Plan Commission
- Chicago Metropolitan Agency for Planning

Week 2 – Comprehending the place

Themes: indicators, urban trends

Readings:

- Orfield, Myron. "Metropolitix: A regional agenda for community and stability." *Forum for Social Economics*. Vol. 28. No. 2. Springer Netherlands, 1999.
- Sawicki, D. S., and P. Flynn. 1996. Neighborhood indicators: A review of the literature and an assessment of conceptual and methodological issues. *Journal of the American Planning Association* 62: 165-83.

Week 3 – Framing the problem

Themes: research questions, research design

Readings:

- Chapter 1: "The Selection of a Research Design" in Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
- Chapter 7: "Research Questions and Hypothesis" in Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.

Week 4 – Exploring solutions

Themes: research methods

Readings:

- Chapter 8: "Quantitative Methods" in Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
- Chapter 9: "Qualitative Procedures" in Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
- Chapter 10: "Mixed Methods Procedures" in Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.

Week 5 – Data collection

Themes: data generation methods, surveys, geographic information systems, big data

Readings:

- Chapter 7: “Methods of Data Generation in Research” in Farthing, Stuart. 2016. *Research Design in Urban Planning: A Student’s Guide*. Sage.

Week 6 – Midterm presentations

Week 7 – Discussion and feedback

Week 8 – Evaluating options

Themes: environmental impact analysis, economic impact analysis

Readings:

- Garcia, M.W., R.O. Olshansky and R.J. Burby. Chapter 5: Environmental Analysis. Pages: 87-118. In Hoch, C.J., L.C. Dalton and F.S. So (eds). *The practice of local government planning*. International City and County Managers Association. 2000
- Edwards, Mary. Community Guide to Development Impact Analysis (http://www.lic.wisc.edu/shapingdane/facilitation/all_resources/impacts/analysis_intro.htm)
- Kotval, Zenia, and John Mullin. 2006. Fiscal impact analysis: Methods, cases, and intellectual debate (<https://www.lincolninst.edu/subcenters/teaching-fiscal-dimensions-of-planning/materials/kotval-mullin-fiscal-impact.pdf>)
- Weisbrod, Glen, and Burton Weisbrod. 1997. Measuring economic impacts of projects and programs. *Economic Development Research Group*.

Week 9 – Conceptualizing approaches

Themes: goals, objectives and strategies, policy approaches

Readings:

- Fulton, W. Chapter 4: The Structure of Planning Decision-Making: Local Governments. Pages 65-78. Chapter 5: The Structure of Planning Decision-Making: Other Players. Pages. 79-101. In *The Guide to California Planning*. Solano Press. 2005.

Week 10 – Workshop: Presenting planning ideas to the public

Themes: data visualization, communication tools and techniques

Readings:

- Part 5, 4. Visualization in *Planning and Urban Design Standards*

Week 11 – Workshop: Scenario planning

Themes: planning with uncertainty, resiliency, robust alternatives

Readings:

- Chakraborty, A., Kaza, N., Knaap G. J. and Deal, B., Robust Plans and Contingent Plans: Scenario Planning for an Uncertain World, *Journal of the Am. Planning Association* 2011, 77 (3)

- Isserman A. M. Chapter 9: Forecasting to Learn How the World Can Work. In *Engaging the future* Hopkins L. D. and Zapata, M. eds. Lincoln Institute of Land Policy. 2007.

Week 12 - Workshop (TBD)

Week 13 - Workshop (TBD)

Week 14 - Final presentations

Week 15 - Course wrap up

Summary of Sessions

Session	Focus	Themes	Tasks
Week 1	Introduction: Chicago in the 2010s	Understanding the city	Get to know Chicago
Week 2	Comprehending the place	Using data to characterize place	Explore sources of data
Week 3	Framing the problem	Research questions and design	Draft research question(s)
Week 4	Possible solutions	Surveying the alternatives and explore research methods	Review the literature surrounding your topic
Week 5	Data collection	Methods of data generation	Decide on the appropriate data for your question(s)
Week 6	Midterm presentations	Research design	Present outline of research and possible solutions
Week 7	Discussion and feedback	Takeaways from other groups	Peer evaluations
Week 8	Evaluating options	Deciding among alternatives	Consider different evaluation methods
Week 9	Conceptualizing approaches	Linking findings to goals, objectives and strategies	Flesh out policy approaches and alternatives
Week 10	Workshop: Presenting planning ideas to the public	Visualizing planning information	Decide on data visualization
Week 11	Workshop: Scenario planning	Role and uses of scenarios	Conceive possible scenarios
Week 12	Workshop	TBD	
Week 13	Workshop	TBD	
Week 14	Final presentations	Finding and alternatives	Final report and presentation
Week 15	Course wrap up	Bringing together insights and takeaways from the process	Reflections on the projects