

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 13-146b
LSC Action-Date:	UWUCC Action-Date: AP-2/18/14 Senate Action Date: App-3/25/14

Appendix B - Proposal Cover Sheet - University of Illinois at Urbana-Champaign

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

RGPL/GEOG 462/GEOG 562 Planning Policy, Implementation, and Administration
Syllabus of Record
11/17/2013

I. Catalog Description

RGPL 462 Planning Policy, Implementation, and Administration
Prerequisite: RGPL 458

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Focuses on the planning and implementation of policies to manage the location, timing, type, and intensity of land development. Explores the multi-step process from community plan to project completion. Exposes students to the public environment in which community plans are developed and implemented and walks them through the real world problems of identifying projects, building agency and interagency consensus, finding funding, putting together a project plan, project management, personnel and budget to project completion. (Also offered as GEOG 462; may not be taken for duplicate credit.)

GEOG 462/562 Planning Policy, Implementation, and Administration
Undergraduate Prerequisite: RGPL 350
Graduate Prerequisite: GEOG.558

3 class hours

0 lab hours

Focuses on the planning and implementation of policies to manage the location, timing, type, and

Additional Graduate Outcomes

1. Evaluate alternative plan implementation tools including zoning and subdivision regulations, for example form based codes
2. Evaluate alternative tools for financing as well as controlling and shaping development growth, for example tax increment financing
3. Evaluate alternative tools for preserving land and natural resources as part of the development process, for example conservation-based planning

III. Course Outline

Introduction (1:15 hours)

Orientation and discussion of course objectives and assignments

Policy Identification and Project Selection (13 hours)

Technical Approach; Problem Analysis

IV. Evaluation Methods

1. The final grade will be determined by (undergraduate):

Policy Analysis Paper Assignment 50 points

Project Plan Assignment 50 points

Grant Application Assignment 50 points

Policy Analysis Research Paper 50 points

Class Participation 30 points

180 points

2. The final grade will be determined by (Graduate):

Policy Analysis Paper Assignment 50 points

Project Plan Assignment 50 points

Grant Application assignment 50 points

Policy Analysis Research Paper 50 points

Class Participation 30 points

230 points

V. Grading Scale

1. A: 90% or above B: 80-89% C: 70-79% D: 60-69% F: less than 60%
(undergraduate)

Development. 2... 4-14-03-1415.

Rayne, G. A. 2005. Local level stakeholder collaboration: A substantive theory of community

Lewis, James P. 2012. Project Planning, Scheduling, and Control, McGraw Hill.

Linsky, Michael 1980 Street-Level Bureaucracy, Russell Sage P. Co.

Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why

this content cannot be incorporated into an existing course.

This course is meant to remedy a shortcoming in our planning curriculum identified

by the Planning Accreditation Board. Although some content of this

covered in other courses, the shortfall in common topics was so great we felt a full

University of Oregon

PPPM (Planning, Public Policy and Management) 407 Project Management
PPPM 448 Collaborative Planning and Management

University of Buffalo

PD (Department of Urban Planning) 404 Introduction to Urban Management

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The Regional Planning bachelor's degree program was accredited in April 2012 by the Planning Accreditation Board (PAB). The Board granted the program a five-year initial accreditation, effective January 1, 2012 through December 31, 2016. Among

~~the three deficiencies cited in our previous order, we had to identify one of them.~~

the January 3, 2012 Site Visit Report of the PAB the following related curricular areas were seen as only "partially met." See long extract under "Section D: Miscellaneous."

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No.

- B2 What is the relationship between the content of this course and the content of courses

possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate. Faculty members are presently teaching the course

Section D: Miscellaneous

The Regional Planning bachelor's degree program was accredited in April 2012 by the Planning Accreditation Board (PAB). Among the three deficiencies cited in our program, only one had to do with curriculum. The January 3, 2012, PAB Site Visit Report: Part III. C 2 Criteria and Guidelines notes:

4. Curriculum

4.2.2(f) Adoption, Administration and Implementation of Plans

This criterion is judged "partially met" because there is no clear indication that the content of this requirement is covered in the current course structure or in student work, although there does appear to be "vicarious or anecdotal" evidence of discussions generally about this topic as well as the imminent development of a political science/public administration degree devoted to a range of topics including this specific content.

4.2.3(e) Collaboration, Mediation, Interpretation and Negotiation

This criterion is judged "partially met" because there is no clear indication that the content of this requirement (in the subsection "planning skills") is covered in the current course structure or in student work although there does appear to be

"vicarious or anecdotal" evidence of discussions generally about this topic.

4.2.3(h) Techniques for the Adoption and Implementation of Plans

This criterion is indeed "partially met" because there is no clear indication that the