

Table 1 - KU Urban Planning Program Learning Objectives – UBPL 785 History & Theory of Planning

Learning Outcomes – I don't want you to go thirsty!

All the courses in the KU Urban Planning Program are designed to meet the accreditation standards of the Planning Accreditation Board and the Program's standards for 'The Jayhawk Planner Experience'. We seek to push the planning profession forward through "excellence without elitism". The table shows the Program's objectives. Highlighted are the objectives of this course. As you take more UBPL classes, you will see this table fill in for you.

Learning Outcomes		Professional Skills			
Bloom's Taxonomy https://bloomstaxonomy.net/	PAB – Values *	PAB – Knowledge/Skills	AICP Exam Areas**	2018 APA Salary Survey*** "Planners' Activities Engaged In"	Top 15 Skills Employers Looking For****
Remember	Recall facts & basic concepts	Planning History	Fundamental Planning Knowledge	Teaching	
Understand	Explain ideas or concepts	Planning Theory	AICP Code of Ethics & Professional Conduct	Policy Research	Ethical judgment & reasoning
Apply	Use information in new situations	Planning Law & Institutions	Plan Implementation	Applying Legal Principles	
		Planning Process & Engagement	Administration & Management	Intergovernmental coordination	Ability to work effectively in teams
Analyze	Draw connections among ideas			Project & Program Management	Application of knowledge/skills in real-world settings
				Negotiation & Mediation	Ability to demonstrate complex problem-solving skills
				Administering Growth Management Techniques	
		Urban & Regional Development		Demographic or Economic Analysis	Ability to analyze & interpret data
			Areas of Practice	Development Plan & Project Review	Critical thinking skills
Evaluate	Justify a stand or decision			Fiscal Impact Analysis	Ability to integrate ideas/information across settings & contexts
				Environmental Impact Analysis	
				Scenario Planning	
Create	Produce new or original work			Traffic Analysis	
				GIS/geo-design	
		Analytical Skills & Tools	Research & Assessment Methods	Program Evaluation	Ability to locate, evaluate, & use information in decision-making
				Budgeting & Exploring Financing Options	Ability to work with numbers & statistics
					Creative thinking
		Professional, Communication, & Leadership Skills	Communication & Interaction	Public Communication	Civic skills/civic engagement
			Leadership	Public Meetings Management	Digital literacy
		Charrette Facilitation	Ability to communicate through speaking, presentation skills, writing, social media		
			Stakeholder Communication	Ability to communicate/ work with people from different cultural backgrounds	
			Drafting Land Use & Development Regulations		
			Plan & Policy Development	Visioning & Goal Setting	

*PAB – Planning Accreditation Board, **AICP – American Institute of Certified Planners, ***APA – American Planning Association

****Note -Results of nationwide survey, report by Ashley Finley, *How College Contributes to Workforce Success* (2021)

Master of Urban Planning Learner Outcomes

PAB Learning Outcome & Corresponding KU Institution-level Learning Goal	Introductory <i>Learning that tends to take place in the early stages of the curriculum.</i>	Intermediate <i>Learning that tends to take place in the middle stages of the curriculum.</i>	Advanced <i>Learning that tends to take place in the later stages of the curriculum.</i>
<p>Planning History: The evolution and current practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; past and present conceptions of the future, including the relationship between planning and the future.</p> <p>Corresponds with KU Institution-Level Learning Goal/s (table detailed below): ILG4: Social awareness and cultural understanding</p>	<p>Criteria of Introductory Learning: Remember, recall facts and basic fundamentals of planning history and basic "theories IN planning" which are theories espoused over time about what makes a great place. Understand intersectionality. Learn how to understand historical context.</p> <p style="text-align: center;">REPRESENTATIVE COURSES AND ASSESSMENT POINT ASSIGNMENTS</p> <p>UBPL 785: History and Theory of Planning <i>Assignment: American Institute of Certified Planners inspired multiple choice midterm.</i></p>	<p>Criteria of Intermediate Learning: Understand and apply historical information in new situations, evaluate, and create. Lead discussion in an overview and evaluation of a topic within the literature.</p> <p>UBPL 785: History and Theory of Planning <i>Assignment 1: Shadow a practicing planner looking for the roles of planners and evidence of the influence of planning history.</i> <i>Assignment 2: Read a book that expands planning canon and write book review.</i></p> <p>UBPL 777: Equity, Justice, & American Cities <i>Assignment 1: lead class discussion with other classmates where group provides overview and evaluation of literature surrounding selected course topic;</i> <i>Assignment 2: craft policy proposal which addresses equity centered issue of choice</i></p> <p>UBPL 705: Urban Economic Theory & Analysis <i>Assignments 2,3,4: Develop memos where analysis results and recommendations are presented in a clear and concise manner</i></p>	<p>Criteria of Advanced Learning: Apply information to new situations, evaluates, and creates new information to add unheard voices to planning canon. Develop familiarity with core concepts, principles and leading-edge innovations for climate change planning. Add unheard voices to planning canon through the lens of critical consciousness.</p> <p>UBPL 785: History and Theory of Planning <i>Assignment 1: Create digital story adding unheard voices to planning canon.</i> <i>Assignment 2: American Institute of Certified Planners inspired multiple choice final exam.</i></p> <p>UBPL 780: Climate Change & Hazard Planning <i>Assignments: three annotated bibliography and illustrated glossary assignments, one each for the basics of climate change planning, planning for climate mitigation, and planning for climate adaptation and a natural hazards</i></p>

GRADING AREAS	GRADING CRITERIA			Weight
	*PAB Values	PAB Knowledge/Skills	Guidance	
Quantitative - Qualitative Methods (UBPL 741, UBPL 742 OR PUAD 836)	-Equity, Diversity, Social Justice, & Inclusion -Professional Ethics & Responsibility	-Analytical Skills & Tools	- Describes what data are needed and how that data should be analyzed AND - Demonstrates recognition of possible data issues in case (e.g. incomplete, inaccurate, misleading, poor sampling, etc.)	10%
Planning History & Theory (UBPL 785)	-Equity, Diversity, Social Justice, & Inclusion -Professional Ethics & Responsibility	-Planning History and Theory	- Applies knowledge of “theories of planning” to proposed action OR - Applies knowledge of planning history to case analysis or proposed action OR - Describes how proposed action reflects what planners profess OR - Appropriately chooses a “theory in planning” to analyze case	10%
Professional Practice and Equity (UBPL 763 and UBPL 777)	-Equity, Diversity, Social Justice, & Inclusion -Professional Ethics & Responsibility	-Professional Communication & Leadership Skills -Planning Process & Engagement	- Recommends appropriate/effective/equitable process of public participation OR - Evaluates ethical components of case or proposed action	10%
Planning Institutions (UBPL 736)	-Equity, Diversity, Social Justice, & Inclusion, -Professional Ethics & Responsibility	-Planning Law & Institutions	- Identifies legal parameters of planning in the case OR - Identifies legal process to be followed in proposed action	10%
Urban Economic Theory and Analysis, Climate Change & Hazards (UBPL 705 and UBPL 780)	-Sustainability, Resilience, & Climate Justice	-Urban & Regional Development	- Describes how economic, climate action, and/or regional theory could help understand context of the case AND - Describes how one or more economic, climate action, and/or regional analysis tools could be integrated into proposed action	10%
Specialization/Topic Area	-Equity, Diversity, Social Justice, & Inclusion -Sustainability, Resilience, & Climate Justice -Professional Ethics & Responsibility	-Planning History -Planning Theory -Planning Law & Institutions -Planning Process & Engagement -Urban & Regional Development -Analytical Skills & Tools -Professional, Communication, & Leadership Skills	- Demonstrates understanding of how context of case is relevant to its analysis AND - Applies specialized knowledge to case	40%
Overall Presentation	-Professional Ethics & Responsibility	-Professional, Communication, & Leadership Skills	- Effective Writing, Graphics AND - Effective presentation of document	10%
*PAB = Planning Accreditation Board			Total	100%
Letter grades are assigned points as follows: A = 4, A- = 3.7, B+ = 3.3, B = 3, B- = 2.7, C+ = 2.3, C = 2, C- = 1.7, D+ = 1.3, D = 1, D- = 0.7 and F = 0				