Innovative Practices – Curriculum & Delivery

PAB encourages the pursuit of excellence through promoting innovation and experimentation in planning education. This site was prepared to share the results of the 2018 Annual Report where programs were asked to self-identify if their program implements any innovative practices. Please contact the program for additional information on their practices. The current contact information is found on the Planning Accreditation Board Website.

Arizona State University
We developed a joint teaching course between the School of American Indian Studies and the Masters of Urban and Environmental Planning program called Tribal Community Planning. It won an award for Innovation a few years back. Two instructors teach it, one from each school.   Urban Design Skills Survey: To better prepare our students and improve their software skills, we sent out an urban design skills survey to the local professional community in fall 2018. Thirty-nine (39) professionals participated in the survey. Thirteen (13) provided additional feedback on how they use various software programs. We are using this information to prepare workshops and new courses to teach students the top skills conveyed as necessary for planners by professionals through the survey. Google Earth came in second as one of the most important programs students should learn after GIS, which we are already teaching students. The School of Geographical Sciences and Urban Planning has teamed up with the Map and Geospatial Hub at ASU to hold a workshop on "Doing More with Google Earth" scheduled for spring 2019.   The Planning Mentorship Program provides the opportunity for students to meet with a professional planner from a variety of public and private backgrounds. Mentors have experience in urban and environmental planning. The program has recently added an improved structure to the program. A kickoff event is held at ASU in January, student visit their mentor's office in February, a community service day event is planned in March and mentors and students get together again in April. Mentors and students can connect more often, but this is the general outline of the program.

Ball State University
Our program is a studio based experiential learning program that provides opportunities for students to interact with community members addressing "real world issues." Integrated into each project is an emphasis on a full range of communications skills including written, verbal, and graphics.

California Polytechnic State University, San Luis Obispo
MCRP students participate in two studios. The first is a one-quarter studio focused on urban design. It often has a city client and includes fieldwork. The second is a two-quarter, community-based studio with a city, county, or community organization as a client. Students conduct fieldwork, interact with client staff and elected/appointed officials, and conduct extensive public outreach and participation. Both studios produce professional-quality reports that are used by the clients.

Cleveland State University
When we revised the curriculum, we instituted a few innovative practices. To provide more flexibility to students and to break-up long evening classes (formerly they were all four hours, from 6-10pm), we created three one-credit courses and reduced three core classes to three credits. The one credit modules are offered in non-traditional formats and provide students with unique experiences. The Urban Colloquium brings students from across our graduate degree programs together (planning, public administration, non-profit management, urban studies) to explore how these fields intersect. The course uses a changing theme to highlight the roles of each field in tackling a pressing urban issue. In Fall 2018, the Urban Colloquium focused on the opioid crisis. The second one-credit course is Civic Engagement. This is offered in a blended format, which is 3/4 on-line and in the field. Students are required to participate in three different types of civic

engagement activities over the course of the semester, reflecting on their experiences through brief memos and on-line discussion posts. At the end of the semester, the class meets for one in-person session on a Saturday morning. The in-person class is structured like a workshop, with students working together in a mix of small groups and full-class exercises to create their own collective "best practices" document. The final one-credit class is Graphics for Urban Professionals. This course is offered in a workshop format on two Saturdays in January. The course responds to increasing demands for our students to be literate with the Adobe suite. Offering this skill-building class then allows instructors to require students to use Adobe products to prepare work in other classes, namely our Planning the Built Environment class.

Columbia University

We see four main ways of innovation in program content and delivery. First, stay on top of emerging trends in the field and practice, by updating contents of existing courses and creating new courses to reflect these, as well as to highlight our program strengths in global connections, social justice, and urban analytics. Second, introduce case-based practicum that's also grounded in a coherent conceptual framework, to better connect with practice. Third, collaborate with design program and faculty to offer studios and courses that enable substantive collaboration among planning and design students. Last, team up seasoned practitioners with more academically oriented faculty to integrate theory and practice in course contents.

Cornell University

Student-run community design workshop, Design Connect. Led by a student board, and a faculty advisor/instructor, Design Connect reviews applications from communities throughout our region for design services, and selects five to six to address over two semesters in an interdisciplinary workshop format. Students regularly meet with and report to their clients, and projects are frequently implemented. Design Connect just celebrated its 10th anniversary.

City and Regional Planning at Cornell has a strong commitment to interdisciplinary opportunities and programs. MRP students can obtain dual degrees in Landscape Architecture, Real Estate, and Law; as well as take courses or obtain degrees in the department's programs in Historic Preservation Planning and Regional Science.

East Carolina University

- "Flipping classroom" technique used for computer-based and skill-based courses
- Three "Planners-in-Residents" teaching planning courses (two upper-level and one general education classes)
- Service learning and community engagement projects in PLAN4065-Land Use (partnered with the Mid-East Commissions), PLAN4096-Planning Studio (partnered with the Mid-East Commissions), PLAN4099-Planning Practicum (partnered with City of Wilson), and PLAN4025-Housing & Community Planning (partnered with Dare County, NC)

Eastern Washington University

Serious community engagement via funded and unfunded engagement projects with real-world clients. Application of data driven, values-oriented techniques and approaches, including new and emerging IT.

Florida State University

We teach a number of courses on emerging planning issues under a special topics course code. Some of these offerings, for example a course on planning for climate change, another on multicultural urbanism, and an interdisciplinary course on planning and real estate development have become regular course offerings.

Georgia Institute of Technology

We have instituted short intensive courses that last parts of three days for 1-credit hour to provide very focused practice-oriented skills that are relevant in current planning discourse. These courses are also open to alumni and practitioners.

Harvard University

Multiple formats of interdisciplinary (cross-program) project-based courses and studios collaborating with students from real estate, public health, urban design, landscape architecture, law, public policy, and other programs.

Hunter College, City University of New York

Some of our courses use the creation of film and other visual media as part of the learning process. For example, in the course "Diversity in the City," students create a short documentary film as part of their final project. In other courses, we partner with the college's Film and Media Department, creating partnerships between their graduate students and our graduate students, to enhance learning on both sides. For example, in the studio course, "Living Rockaways: 3 Stories," our graduate urban planning students worked with Film and Media graduate students to produce a series of short documentaries that follow community groups working to improve housing conditions, create jobs, and increase community participation in plans for their neighborhoods in the aftermath of Superstorm Sandy. The goal of the filmmaking process was to help amplify residents' voices and facilitate community involvement in urban development projects in the Rockaways. The goal of the studio more broadly was to demonstrate that urban planners have tools beyond policy briefs and technical memos at their disposal in the search for ways to create meaningful community involvement in the planning process. Working with local organizations and individual community members, the members of the studio witnessed the power of film to enrich the conversation around development.

We also aim to periodically offer courses that respond quickly to current local events. For example, we recently offered a "workshop" course in which students analyzed and devised approaches to minimizing the negative impact of an 18-month planned closure of a subway line for repairs.

Indiana University of Pennsylvania

Two innovative aspects of the Regional Planning program involve civic engagement and professionalization. Civic engagement activities occur in many program courses, through community-based projects and activities. Examples include economic and demographic analyses, plan making, planning design, site analysis, and spatial data development projects. Professionalization occurs through student placement at internship sites as well as increased planning practitioner presentations in the program using the Planning Student Organization (PSO) platform. This environment affords students exposure to practical applications and motivation to develop professionally presentable portfolios.

Also imbedded in the program courses are innovative methods such as geospatial, geo-visualization and integrated presentation techniques. Geospatial techniques allow students to be able to acquire, handle and process spatial data in ways that allow effective analysis of communities and their infrastructure. Geo-visualization orients students to graphically articulate mapping and other products that can be more easily understood by stakeholders and decision-makers as part of the planning process. All students in the Regional Planning program are required to produce a professional portfolio demonstrating these techniques as well as make a professional presentation at the university Undergraduate Scholars Forum or professional planning community.

Iowa State University

Team Based Learning (TBL) pedagogy: Many of our courses employ TBL pedagogy. This approach to teaching engages students as co-learners where the teacher becomes a leader guiding the class along a path of shared inquiry and mutual exchange of information and the development of shared knowledge. In a TBL class,

students spend the semester working in heterogeneous teams, building relationships, learning to take intellectual risks, and working together to solve problems based on the materials at hand.

Collaborating with ISU Extension in teaching studios. The instructor works with ISU Extension Field Specialist based in the community to help provide the students access to local knowledge and local contacts. Selected students will have the option of working with the community as an intern after the completion of the class to help implement the recommendations from studio project.

Jackson State University

Planners and professors co-direct select studio projects. Additionally, professors, practitioners and students work collaboratively with neighborhoods conducting applied and community based participatory research. These assignments culminate with an oral presentation to the study community accompanied by a written report. The partnerships expand students' understanding of the link between theory and practice and raises the program's profile within the community and state. Of particular importance, community planning partners and program graduates representing the public, private and non-profit sectors invite students to participate in agencies' activities. This has resulted in expanded opportunities for internships, employment in planning and planning related fields, and planning positions with increased career pathing possibilities.

In partial fulfilment of course requirements, scholars in the accredited master's program often work jointly with doctoral students in submitting abstracts to present research before juried audiences at academic and professional conferences. These collaborations sometimes result in joint publications. Students engage in interdisciplinary work with public health assessing the link between planning, health and the built and natural environments. In other courses, students are required to participate in and help conduct charrettes, facilitate community meetings, and they receive instruction in mediation and conflict resolution. In studio and other targeted courses, students integrate technological competences, skill-based and knowledge-based learning in application to community based participatory research.

Kansas State University

We define innovative prices as those that meet the challenges of the future in the world that our graduates will working in, and the challenges within academe.

In terms of curricular offerings, the integration of planning and landscape architecture students provides both with expertise essential to the environmental and social problems they will address in practice. In course delivery, we have initiated online teaching and exploring what the long-term possibilities for this method might be. We have also had our first year in our new facility with its extraordinary Fab Lab and are exploring how planning students can maximize these resources.

Massachusetts Institute of Technology

Practice-based learning, especially via practicum classes; digital tools and distance learning; short-courses and modules; integration of practice, learning, and research/knowledge-generation; MOOCS, online content management, videos of class material, MITx/edX, Open Course Ware; role-play and case-study approaches; focus on values-based education and reflective practice. We make much more use of on-line and video materials to supplement traditional (or "flipped") classrooms; smaller classes; connections with global clients and partners.

Michigan State University

The Program is reviewing writing standards and expanding the definition to cover communications overall in the belief that planners need to be able to communicate across a range of media from writing, public speaking, accessibility of content and social media.

Missouri State University

Missouri State University defines innovative curriculum as a broad-based interdisciplinary education that helps students in developing their critical thinking, creativity, and ethical behavior through team work and hands on - semester long studio project experience.

Morgan State University

The Program is committed to innovative practices and attempts to foster a culture of innovation and experimentation across its curriculum. Innovative curricular and pedagogical practices are often tied to its mission of community engagement and empowerment, and emphasize hands-on and immersive educational experiences, service learning and intensive field study. Faculty expertise and the program's close connection to its sister graduate programs in architecture and landscape architecture, have also enabled innovations related to urban design. Students may take electives in these other programs, building both their practice and theory knowledge bases and their graphic representation and analysis skills. To this end, the program's elective offerings include an intensive, two-semester sequence multi-disciplinary graphics workshop. In addition to these classes, many students also take the program's rigorous GIS course which teaches both the quantitative/problem solving and graphical components of GIS applications. The program also has innovative pedagogical practices in transportation planning and students benefit from the ability to take transportation courses in the University's School of Engineering. Several of the program's students also work on transportation grants garnered by one of its core faculty and administered through the University's National Transportation Center. The program has additional expertise on waterfront planning and occasionally offers an elective on this subject, as well as vacant land policies and urban redevelopment practice, planning history, and international planning.

New York University

NYU Wagner's Urban Planning Program has incorporated two innovative initiatives to provide students with skills to succeed in the classroom and the evolving planning profession.

First, the Urban Planning Program created the Gateway to Urban Planning, an innovative response to the need to prepare students for Wagner coursework before their first day of class. Gateway was designed by full-time tenured faculty and professionally-qualified part-time faculty with student leaders of Wagner's urban planning student group. The non-credit Gateway includes three parts. Part 1 is a welcome lunch where all new students meet each other and the full-time and part-time faculty present on the relevant research centers and their current activities in affordable housing, neighborhoods, transportation and urban policy. Part 2 includes field trips to representative planning sites/projects hosted by local planning firms, nonprofits, or government agencies. For the incoming class of Fall 2018, field visits included public-housing projects hosted by the local housing authority, an observation of digital innovations in the local bike-share program, an exploration of a New York City business improvement district, and a construction firm's analysis of a large-scale innovative real estate development project. Part 3 is a social event held at a local restaurant where students begin to build their community as they network and socialize. The Gateway survey results indicate the program was well received by students.

Second, the NYU Wagner Urban Planning Program launched an innovative track focus area called Urban Analytics. The track was devised in collaboration with NYU's Center for Urban Science and Progress (CUSP) in response to the growing employer and student demand for advanced data analytic skills. Courses in the track give students the skills they need to manage and analyze new sources of data and to diagnose and address urban challenges. The track allows students to choose courses such as Large-Scale Data Analysis and a big data course called Applied Data Analysis. Students interested in programming language for statistical computing can take applied courses in R and Python coding. Students can also take two CUSP courses, Principles of Urban Informatics and Urban Decision Models. In complement to the Urban Analytics track, the Planning Program offers courses that highlight innovative perspectives on Urban Governance. For example, the Urban Innovation course highlights new approaches in urban governance including open platforms, cross

agency collaborations, public/private partnerships, and public engagement. Markets, Design, and the City examines the critical role of the market in cites, while a workshop course provides students with an understanding of how plans are created and implemented.

Portland State University

Our program offers many innovative curricular elements but I can focus on two things - our internship program and our flexible "pathways" student course planning system. Our internship program requires students to work in local planning agencies, nonprofits or firms. The internships are essential for learning about planning and what planners do in actual practice. Our "pathways" allow students to design their course plan in a flexible manner around particular themes. For example, one student may be interested in urban design and transportation while another student is interested in housing and transportation, so they combine those electives with basic transportation courses. We've developed various example pathways for students to follow, or they are welcome to design their own pathways. Two innovative pedagogical methods we employ include several online and hybrid classes and opportunities for individual or small group self-designed courses in coordination with a faculty member. While our offerings of online courses are very few, when they are combined with concentrated meetings in a hybrid fashion, they offer new avenues for course delivery. Other course delivery options include self-paced individual courses with a faculty member or group courses designed and led by students in conjunction with a faculty member. For example, a small group of students got interested in planning for urban freight delivery and developed a course on that issue (with the help of a faculty member).

Pratt Institute

Pratt's CRP program is one of four programs within Pratt's Graduate Center for Planning and the Environment, along with Historic Preservation, Sustainable Environmental Systems, an Urban Placemaking and Management, all urban-focused programs providing instruction based on equity, economy, environment, and culture. CRP students are encouraged to take electives in other programs, and studios in all four programs are open to all. This flexibility allows students to benefit from an interdisciplinary approach to urban problems and solutions. Pratt's CRP program, established in 1959 in Brooklyn NY, and its faculty, particularly Ron Shiffman, pioneered the community development movement, helping to establish Bed Stuy Restoration, the country's first community development corporation, and establishing the Pratt Institute Center for Community and Environmental Development, now the Pratt Center for Community Development, a key on-campus partner. Studios are sometimes drawn directly from the Pratt Center's funded projects. Pratt's CRP program has grown with the movement, innovating as the field has changed and responding with pedagogy to the expressed needs of communities, all while balancing substantive relationships with city, state, and federal agencies implementing programs and policies. To this day, relationships with CBO's, CDC's, LDC's, and agencies form the core for service learning as well as constitute a network which helps support graduates' professional development and increases their opportunities for employment.

San Jose State University

URBP faculty and students take advantage of our urban location in downtown San Jose to engage in interdisciplinary public service projects that assist local communities in addressing topical planning issues, while also providing students with real-world professional experience.

In 2005, the department was able to substantially increase our partnerships with marginalized communities when SJSU established CommUniverCity San José, a community-university-city partnership that connects SJSU faculty and students to projects that advance the neighborhood improvement priorities set by low-income, largely immigrant communities located within a mile-and-a-half radius from the SJSU campus.

The participatory planning efforts led by faculty and students result in plans used by local government agencies and partner communities to guide public policy, land-use development, and investment decisions. Our local government and nonprofit partners widely credit the MUP program's community-based efforts as

serving a critical role in identifying and advancing key community development priorities, building and growing social capital, and expanding and influencing the direction of the city's work in the neighborhoods.

Since 2011, the department has broadened its collaborative efforts beyond CommUniverCity to help students engage with, and learn from, planning practitioners and other community members. We restructured more than half of our courses to add an explicit "engagement" component for which students work on projects that bring them into direct contact with the world of planning practice, such as through community partnerships or producing work products that mirror those a practitioner might produce.

Temple University

The program encourages students to take an active role in shaping courses and elective offerings. For example, in the Planning Studio course students identify projects prior to the course starts to the instructor can assist them with developing suitable projects and building teams. Similarly, in the Advanced Methods elective courses, students identify analyses and skills they would like to develop.

Texas A&M University

We offer interdisciplinary graduate certificates through various researcher centers housed in the College of Architecture. In addition, we are reforming the MUP curriculum by embracing emerging planning practices such as community resiliency and smart cities. Of particular note is development of an entirely online certificate (e-certificate) in transportation planning.

Most of our core courses are offered via the service-learning model, in which students work on planning tasks for community clients and gain real-world experience. Some courses employ the "Flip" style, in which students watch lecture videos after class, and class meetings are dedicated to discussions. In addition, we offer a wide range of content delivery methods for many (but not all) courses, including hybrid (part on-line, part in person) and online, in addition to our more traditional delivery methods of studio and lecture instruction.

Adjacent to and integrated with the classroom, a working laboratory of workstations provides both general and dedicated system availability for use on various projects, assignments, research efforts, and administrative tasks. The workstations were replaced during the summer of 2017 to provide upgraded CPU and graphics processing capabilities, supporting high intensity computing applications such as rendering with Revit and Lumion. The facility maintains an autonomous network of systems served by peripherals, including B-size printing and scanning resources, and connections to E-size printing and scanning within the Langford Architecture building A. The laboratory maintains licenses and knowledge bases for a broad range of software products provided by ESRI, Adobe, Autodesk, LandFX and others. Furthermore, laboratory faculty are experienced in conversion and integration of data between these and other systems.

Texas Southern University

Program moving towards accepting "experience for credit" to be applied toward the number of hours needed for graduation for those individual currently employed in the Urban Planning Profession. This is being created in consultation with our planning advisory board and local APA chapter and the department's curriculum council.

The Ohio State University

Graduate Program: Five client-based studios that produce products that communities use, including county hazard mitigation plans, comprehensive plans, community development planning. Part-time, year-round internships with public, private and non-profit planning entities in the region, linked to a professional development course and associated minimum hour requirement. Three travel programs annually. In the past, these have been a European Sustainable Urban Design Tour, Moving and Eating Around Taiwan, and Planning

Issues in Belize and the US Virgin Islands. Our program provides innovative courses on advanced GIS, modelling tools and techniques, and advanced graphic design.

Undergraduate Program: Six client-based studios annually that produce products that clients will use in their communities. In cooperation the regional MPO, summer undergraduate internships with local area communities that would otherwise be unable to connect to get an intern. This is for rising seniors. Three travel programs annually. In the past, these have been a European Sustainable Urban Design Tour, Moving and Eating Around Taiwan, and Planning Issues in Belize and the US Virgin Islands. Our program provides innovative courses on advanced GIS and graphics tools. Our studio course delivery methods are also innovative.

The University of Texas at Arlington

1. Mentor-mentee pair for each incoming MCRP student
2. Encouraging students to participate in conferences, symposiums, competitions.
3. Graphics communication required for all MCRP students
4. Cross-list and online courses are offered with multiple allied majors
5. Dual degrees are offered with allied majors in and outside home college
6. Service-learning and experiential learning through internships in IUS and local organizations.

The University of Texas at Austin

The Community and Regional Planning program started offering more courses in the Undergraduate Signature course series at UT. These courses are meant to engage freshman in topical courses with recognized instructors. We expect to continue to offer 3 of these 50+ student courses regularly to engage undergraduates with the critical planning issues that we are studying including climate change, environmental justice, disaster recovery, urban inequality, gentrification and displacement, and the rapidly changing field of urban transportation planning. We also offer capstone "practicum" courses where students work on real-world problems, often with clients. Several of these have won national APA awards.

Tufts University

PROJECT-BASED LEARNING AND "CO-RESEARCH/CO-EDUCATION" WITH COMMUNITY PARTNERS
Many of our courses use project-based learning techniques and connect students with community partners. In addition, we have developed a novel approach to collaborative learning.

The Co-Research/Co-Education (Core) partnership is a "co-learning" model which aspires to cultivate sustained, transformative partnership where university and community co-produce knowledge and action towards a more just, sustainable, and democratic society. Starting with joint inquiry and planning, community and university integrate teaching, research, and service activities over a cycle of three to five years and, if sustained, co-evolve in place of the decades.
CORE partnerships include an annual Field Project (a required, core course), a paid summer student fellowship, and 1-2 master's theses.

 "Teaching Democracy" is a one-credit course (1/3 of regular course) that grew out of popular education train-the-trainers curriculum developed with three community partners and piloted as a 2-day training for students and members of three community partners. The course is taught together with a community partner and our students learn together with members of our community partners.

"MINI-MODULES" - SHORTER COURSES FOR PLANNING SKILLS AND CURRENT ISSUES
We offer "mini-modules" - 1 or 2 credit courses (1/3 or 2/3 of a typical 3 credit course) - to allow students to build their repertoire of planning practice skills. Examples: "Community Practice" (UEP293-02) introduces students to theoretical frameworks and methodologies for community-driven policy and planning practice. "Teaching Democracy" is described above.   "Communications and Media for Policy and Planning" (UEP294-

02) imparts state of the art techniques for planning professionals to strategically craft messages and communicate effectively with a variety of audiences. "Effective Organizations and Leadership" (UEP294-01) and "Collaboration and Partnership for Policy and Planning" (UEP294-03) develop skills in organizational and inter-organizational management and leadership. "Equity and Inclusion" (UEP294-19) introduces a framework and strategies for creating more diverse, inclusive, and equitable workplaces. "Designing a Thesis" (UEP294-04) develops skills in research design. In Fall 2018, we offered a topical 1 credit "mini-module" - "Legalized Marijuana: Planning, Policy, and the Law."

University at Buffalo, State University of New York

Three curricular and pedagogical innovations include:

Learning by doing. In the Department of Urban and Regional Planning at the University at Buffalo, we are committed to instruction that involves students in service to our community and region. We foster professional learning through engagement via experiential learning, learning by doing, learning through practice, problem-based learning, service learning, and case-based learning. We introduce students to complexity via engagement with 'wicked problems' and we use our region (Buffalo-Niagara and beyond) as a laboratory to help serve our communities and region.

Commitment to professional education using studio-workshop courses. During the course of their Master of Urban Planning program, students are required to enroll in two six-credit studios (or 'laboratory practicum' courses). These studio courses entail a professionally appropriate study leading to presentations and a report to a client (such as a nonprofit organization, community group, or government agency). These provide excellent experience in professional practice and entail interaction with professional, local leaders, and community groups.

A practical and professional capstone project. For a capstone experience in the Master of Urban Planning program, students may choose to complete a thesis or a final project. The final project is pursued in a structured 3-credit courses in which students demonstrate that they can produce a plan or report of professional quality in response to a municipality's needs.

University of Arizona

Our program offers a co-convened seminar taken in both the first and second year of study where both cohorts can discuss internship opportunities/experiences, meet practitioners, and learn about career opportunities.

Many programs offer just one methods class, whereas our program requires three main methods classes that incorporate non-spatial, spatial, and advanced skills, in a logical sequence.

Our program has a unique relationship with the "Friends of Planning," a local nonprofit comprised of alumni and practitioners. Not only do they hold office hours to meet with our students, they support our students by providing scholarships, student awards, mentoring, and practical planning experience. They regularly attend classes as guest lecturers and serve as guest critics for studio design presentations.

Our program includes advanced geospatial technology courses in Geodesign, as well as the use of Drone technology.

University of British Columbia

The most innovative of our offerings is the Indigenous Community Planning concentration which was designed to provide community planners working with Indigenous communities with the necessary theory, skills, knowledge, and capacity to support those communities in achieving their own aspirations for land stewardship, cultural revitalization, strong governance, health and well-being.

This is complemented by our Planning Studio: https://scarp.ubc.ca/sites/scarp.ubc.ca/files/PLAN%20526-528BCourse%20Outline-Apr13.pdf and Indigenous Community Planning Practicum: https://scarp.ubc.ca/sites/scarp.ubc.ca/files/PLAN%20526-528BCourse%20Outline-Apr13.pdf

University of California, Irvine

Students are provided opportunities to acquire professional knowledge and skills through a combination of instruction and self-directed learning, both in and outside of the classroom. We continue to increase our practice- and skills-oriented course offerings by recruiting additional planning practitioners to meet the demands of diverse students effectively, while maintaining the quality and quantity of existing courses taught by core faculty members. We have also expanded integration of timely, topical engagement activities across core, elective, and capstone options through a new faculty-led Community Scholars elective course sequence and other initiatives. Furthermore, we are exploring new options in course delivery, such as hybrid/online courses and student-centered learning assistance programs. Relatedly, UCI programs benefit from campus-wide expansion of active learning spaces, as well as resources and training for developing pedagogical strategies that optimize these tools for student learning. We continue to offer our enrolled students' access to the Planetizen online course system, which can assist them in augmenting their classroom learning and promoting their professional competence in a flexible manner.

University of California, Los Angeles

We offer a Visual Communications course which is required for students in the Design and Development concentration and optional for others. We also hire two Teaching Assistants each year to assist students with the writing assignments and graphic presentation assignments in their courses.

Each year the department hires two of our current students as outreach coordinators to serve as points of contact for prospective students from underrepresented backgrounds. These coordinators also do outreach on behalf of the department, organize events, and help manage student databases, supporting the department in its goal to reach as many students as possible, particularly those from underrepresented populations.

University of Cincinnati

Innovation to us has a double meaning. The first meaning is related with cutting-edge topics or technologies, while the second relates with original ways to interpret the current curricula.
Cutting-edge topics/tools/technologies can be implemented in the program through different ways and stages: as topics in current courses, or through lectures/demonstrations by external guests, guests' module in current classes, or, if these topics reach maturity, through new electives courses, and subsequently certificates/specializations. An example is the effects of AV on cities. The topic, certainly important, has been introduced as topic of the 2018 Graduate Capstone. In the future, if the interests of the faculty and students will grow, we might think to offer a seminar or a course on the topic.

Another way to consider innovation is to re-interpret the current curricula and provide to the students a more integrated organization of classes and studios. We have recently introduced several components to our curricula:
• An undergraduate and graduate certificate in Urban Design with the development of four new courses: The Theory and Practice of Placemaking; Elements of Urban Design; Urban Design Seminar (and Practicum); Urban Design, Urbanism, and the Contemporary City.
• An undergraduate certificate in Public Art and Placemaking (in collaboration with the School of Art, College of DAAP, University of Cincinnati)
• A course (for both undergraduate and graduate) in Public Art and Public Spaces (in collaboration with the School of Art, College of DAAP, University of Cincinnati)

• A summer undergraduate course in the Making of Temporary Art Installations in Cincinnati (IMPACT). The planning component of the course, in collaboration with the School of Art, College of DAAP, University of Cincinnati, is related to the understanding of the place, site selections, permits, regulations, interactions with the communities and stakeholders involved.
• An undergraduate and graduate course on Energy and Planning
• An undergraduate and graduate course on Public Spaces
• An undergraduate and graduate course on Greening Cities and Neighborhoods: Tools, Practice, and Planning.
• A graduate program in Survey of Economic Development Planning.
• A Master in Landscape Architecture that provides an opportunity for a dual degree in MLA and MCP

The Master of Community Planning is a STEM program from November 2016. The SOP asked the Graduate School Council (Grad Council) at the University of Cincinnati to change the CIP (Classification of Instructional Program) code for the Masters in Community Planning from CIP code: 04.0902 0301 - City/Urban, Community and Regional Planning Architectural and Building Sciences/Technology, to CIP code 30.3301, for Sustainability Studies. The Grad Council approved it November 2016. The change means that the MCP is now classified as a STEM program. International students that graduate from a STEM program can apply not only for a 12 month OPT, as it was before the change, but also for an extension of the OPT for 24 months (bringing the entire OPT period up to three years), a great opportunity for International Students.

University of Georgia

The eight hour/week planning and design studios offered in the first three semesters, provide an active learning environment that fosters the development of innovative pedagogical methods and integration of knowledge gained from courses and practice. While the studios are part of the curricular innovation, the program also incorporates new delivery mechanisms and a wide range of tools and equipment that enhance both classroom and distance learning.

University of Hawaii at Manoa

We organized four courses over two semesters around the proposed rail project and transit-oriented development (TOD) allowing students to explore different topics related to TOD (e.g. infrastructure needs, hazards and vulnerabilities assessment, site planning, housing, community economic development, placemaking, land use and transportation) in greater depth. One of the objectives of this set of service-learning courses was to develop proof of concept for a client.

We have also recently partnered with the University's Center for Hawaiian Studies to enable student learning in land use and environmental planning from a Hawaiian cultural perspective to encourage a place-based focus.

University of Illinois at Chicago

Teaching plan-making in the core. Course requirements for not just analytical methods (such as GIS) but also visualization and visual communication tools and techniques. the new portfolio requirement, the core course on Global Urbanization and Planning, opportunities to complete certificates in urban data visualization and public transit planning and management, opportunities to work as research institutes at College's 10 research centers and institutes, opportunities to participate in mentorship program with alumna

University of Iowa

Four of our required six core courses employ TILE classrooms. TILE stands for "Transform, Interact, Learn, Engage" and TILE classrooms at the University of Iowa are equipped with round tables, each seating up to nine students, three laptops at each table, and whiteboards and HD panels throughout the room. The class is taught in the round in which the faculty member administers the class from a console in the center of the room. TILE classrooms are designed for faculty to "flip" their classes so that delivery of class material is done

outside the classroom and in-class time is spent on small group/large group discussions and group problem-solving. Faculty consequently use TILE classrooms in both discussion-oriented classes, like History and Theories of Planning, as well as methods classes. Because the instructor is in the center of the class and is equipped with a portable microphone, s/he can roam the classroom and interact with small groups of students. At the same time, students are also equipped with microphones that enable all students in the class to hear when classroom-wide discussions are undertaken. The availability of the laptops, along with laptops that students bring to class, makes it possible for students to do quick research in response to questions that are posed in class. The instructor can then display their answers-including images-on the screens for all students to see. This enables a much greater degree of information sharing.   The class software also allows storage of this information on the class website for further reference.

University of Kansas

Two of our core courses use a team-based learning (TBL) pedagogy. Another of our core courses trains students to create digital stories.

University of Louisville

We have combined our required core course in Geographic Information Systems (GIS) with our course on urban demography, giving a hands-on approach to GIS within an Urban Data analysis context.

University of Maryland at College Park

We employ the following innovative practices:
- In cooperation with the National Center for Smart Growth (NCSG), our Partnership for Action Learning in Sustainability (PALS) program is a campus-wide initiative that harnesses the expertise of UMD faculty and the energy and ingenuity of UMD students to help Maryland communities become more environmentally, economically, and socially sustainable. PALS is designed to provide innovative, low-cost assistance to local governments while creating real-world problem-solving experiences for University of Maryland graduate and undergraduate students. The wide range of disciplines collaborating through PALS allows the partnering jurisdiction to address many real-world challenges. Faculty, who volunteer for the PALS program because of their interest and commitment to action learning, incorporate the jurisdiction's specific issues as part of their course's applied exercise. Students then get to put classroom concepts and inventive thinking to work to complete these sustainability-focused projects while working with a real client and producing a useful product for the partner city or county.

- We have created three new courses that examine the innovative use of new technology in the planning profession: Planning Technology; Smart Cities & Urban Data Science; and Story Mapping Neighborhood Change in Washington, DC.

University of Memphis

We offer an annual study abroad exchange with partners in Sicily, Italy.

University of Michigan

Writing instruction provided by a lecturer with a PhD in English who is embedded in two core courses.
We provide several free software-related workshops each semester to reduce the need to deliver basic technical skills in regular courses.

University of Minnesota

Our program offers annual learning abroad opportunities for students interested in planning in a cross-national context. We also offer a course on planning and health (cross-listed with public health), "skills-courses" that are lower credits (0.5-1.5) that focus on tangible skills, such as data visualization, spatial design software, grant writing, etc.

University of Missouri – Kansas City

Our accreditation review noted that we combine a studio-based planning curriculum with a strong emphasis on community development and neighborhood planning.

University of New Mexico

We have a concentration in Indigenous Planning. We are attempting to transition to global comparative content throughout the curriculum while retaining our community-based focus in order to prepare students for community-based work wherever they go. We continue to use engaged, applied teaching methods, but we now have more emphasis on how knowledge and skills are transferable even when specifics are very different.

University of Oregon

We use alumni and student surveys, advisory committees and other forums to constantly review and adjust our curriculum. As a result, we believe our curriculum is very responsive to professional needs. This requires faculty willing to innovate, experiment and make change.

Our Equity Initiative is co-facilitated by faculty and students to create a more relevant curriculum and supportive environment. The Initiative has helped update course content, develop curriculum innovations, help with student recruitment, support training in cultural competency, and create a more supportive and inclusive environment.

University of Pennsylvania

Strong methods requirement. Deep investment in emerging digital technologies in our core and our Smart Cities concentration. Core & Concentrations have a strong commitment to modeling professional practice such that most or all semesters, students are working on real world projects with partners and clients in the field.

University of Puerto Rico

The GSP developed a new curriculum proposal, which should start implementation by August 2019. It offers the student the opportunity to acquire core knowledge, skills and values by taking more credit hours that are structured based on general planning field, and provide real team-work practice experience in a practicum. The practicum takes the students outside of the classroom, gives visibility to the student in the professional field, and promotes planning within the community at large, since it is client-based. Finally, the practicum, together with a plan-making core course, substitutes a master planning thesis project, which has historically increased students 'time-to-degree.

The GSP has developed two proposals to offer double master's, one with the Law School on campus, and another one with the Public Administration master's program, also on campus. This further promotes the interdisciplinarity of planning.

The GSP opened a Laboratory on Coastal Management and Planning. It serves to conduct research on coasts, climate change and disasters, integrating students in the projects. They have the opportunity to learn and act upon public policy, community education, present in international congresses, as well as use state of the art imaging technology for data collection and analysis.

University of Southern California

We revised our Master of Planning program to focus on innovation in planning, including forward-looking topics such as social media, scraping web data, outreach, and visualization. We are including equity and social justice in all aspects of our core curriculum. We are also exploring online teaching, not in our accredited

degree but in other degrees. We teach students Synchro transportation demand modeling tool, and visualization and data communication methods.

University of Virginia

We are pretty tech heavy as we are located in a school of architecture. Our students are getting very good training in 2D/3D visualization, GIS, and graphic display of data. We are also very strong in our emphasis on community engagement. This is being facilitated by the University, but also reflect our faculty strengths and partnerships we have made through our Institute for Envt. Negotiation, our work with our law school, etc.

University of Washington

We have developed a number of innovative practices at both the department and college level to enhance the teaching and learning environment. These include:

1. Multidisciplinary "BE (Built Environment) Studios" with faculty and students from two or more departments focusing on concrete planning and design problems in our local communities and region. These are designed to mimic the multidisciplinary context of the modern planning and design firm and frequently also include practitioners as co-instructors.

2. Livable City Year (LCY) projects. LCY connects UW faculty and students with a regional city for one academic year to work on a variety of city-defined projects that promote local sustainability and livability goals. To date, these have involved all three UW campuses, three cities, and more than two-dozen separate departments from around the UW. LCY is co-sponsored by the Department of Urban Design and Planning and the School of Public Health.

3. On-line and on-line/classroom hybrid courses. Developed by our on-line Master of Infrastructure Planning and Management (MIPM) program, these courses provide access to planning education to students from around the world. Courses are offered in both real time and recorded formats. Real time formats are also synced with classroom-based instruction.

4. Professional mentor program. We provide all MUP students with a practicing professional mentor who is available to the student throughout their time in the program. Mentors help with selecting specializations, preparing for the job market, writing theses and professional projects, and providing support and guidance.

5. Buzz Buddy program. The college "mascot" is a bee, hence "Buzz" buddy. This voluntary program pairs domestic US students with international students to facilitate cross-cultural exchange, help navigate cultural differences, and ensure that our international students feel welcomed and have someone to turn to for advice and support. The department provides coffee/tea cards to encourage students to meet.

6. Faculty/Professional potluck. This informal, annual event, hosted by the department's Professional Council at a member's home, is an opportunity for faculty to share their latest research with the professionals who support our program and students. This has helped build closer relationships between the faculty and professional community, and has helped the professionals speak with greater clarity about the work that the department does.

University of Wisconsin - Madison

Our innovative practices emphasize applied student experiences and interactions with alumni and practitioners; this translated into our curriculum through the "capstone" Professional Project requirement (including a public MS Project Forum), through applied projects in multiple courses, and through connection with the UW-Madison UniverCity Year program (part of EPIC-N, based on other City-year programs involving planning programs.

University of Wisconsin - Milwaukee

We offered some new courses that serve the primary mission of the program: a course on Urban Agriculture, a course on race, class, and just cities, and a course on water resources planning.

Virginia Commonwealth University

One method of innovation that our program employs is to regularly update course material in order to respond to current events, debates and needs. We have also begun to incorporate a variety of online, in-person and hybrid options. We also offer community-engaged courses and studios that give students opportunity to learn in and with diverse communities. These courses are "new" each year, and integrate the community-identified needs of community partners. Finally, we offer a growing number of design courses and techniques (i.e., SketchUp, Adobe Suite) and a full schedule of GIS courses that also support our Certificate in GIS.

Virginia Polytechnic Institute & State University

Modular courses (1-credit) on topics like TOD, travel surveys, housing surveys, data analytics, and urban design.