

# **Curriculum Review Committee Final Report**

**Submitted to Tony Dorcey and the SCARP Management Committee by**

**Stephanie Chang, Steven Dang, Michael Leaf, William Rees, Heather Willard, and John Friedmann (chair) on February 21, 2005**

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## **Background**

The Director of the School, Tony Dorcey, introduced the question of a broad review of the Master's Curriculum at the Staff Management Committee on April 8, 2004. A committee would be appointed in the Fall of that year to report back in January 2005.

A periodic review such as this is meant to accomplish two things: first, to provide an opportunity to critically examine all aspects of the curriculum in the light of experience and the demands of the field and second, to allow new faculty members to help reshape the curriculum in ways that reflect their concerns.

To frame the review, the following assumptions would be used as a guide:

- The Master's curriculum will continue to be based on 60 credit units of work.
- SCARP will continue to offer a degree that combines a generalist knowledge of planning with a specialization in one specific area.
- The Master's degree will continue to be the terminal professional degree.
- As a professional degree, the Master's program at SCARP will continue to offer substantial opportunities for actual practice in the form of supervised internships, studio courses, workshops, applied problem solving and the like. At the same time, students should be exposed to relevant concepts, theories, analytical techniques and methodologies in our field.
- The master's degree will continue to meet the accreditation requirements of the PAB and CIP.

After due consultation, a Committee was appointed late in the Fall term, including Bill Rees, Michael Leaf, and Stephanie Chang (faculty), Steven Dang (PhD student) and Heather Willard (Master's student). John Friedmann was asked to lead the effort.

## **Process**

During the Summer 2004, John Friedmann prepared a questionnaire that was distributed to all regular members of the faculty to get a sense of what their concerns were and, more generally, to solicit their views on the present curriculum and possible changes. Eventually, eight replies were received.

Other preparatory work was done during the Summer, including collating all course syllabi for 2004, reviewing the planning curriculum structure in several North American universities, especially the University of Toronto, and preparing preliminary grouping of courses on offer was prepared according to possible "Areas of Concentration." A background paper by John Friedmann, "One Hundred Years of Planning Education in North America" was distributed to all members of the faculty.

The first meeting of the Curriculum Review Committee took place in November 2004, and five more meetings were held during January 2005. The present Final Report was adopted unanimously in mid-February. Minutes of these meetings are available for inspection.

## Executive Summary

The Committee addressed three major issues: the core curriculum, the specializations on offer, and the distinction between final project and thesis.

**1.** As concerns the *core curriculum*, three matters were of special concern: the possible expansion of required courses, the structure of the methods course in the core (PLAN 515), and the contents of the Law course (PLAN 506).

With regard to the first, the Committee decided to add a new category of “strongly recommended” courses in a way that would allow students to have some latitude of choice. Accordingly, it recommended four possible “*Other Foundational Courses*” of which students would be required to take two (6 credits): *a course on the structure and dynamics of major city regions in Canada; an introduction to ecological thinking and principles of ecology; an introduction to social planning; and a course on rural planning for northern communities in Canada.*

With regard to the second concern, the Committee undertook a critical review of PLAN 515, a course that has been traditionally beset with problems. Most of these derive from the attempt to squeeze too many diverse topics into a 12-week format. The Committee decided on the following recommendations: to expand PLAN 515 into a two-course sequence under the name of “Planning Research Methods.” The first term would be devoted to *quantitative methods and computer applications* and the second term to *qualitative* methods. The two courses would be taught by different instructors who would join in teaching the final module on *research design* in the last few weeks of the second term. Because of differences in prior student preparation, a provision for “opting out” of the 515 requirement is also included in the recommendation.

With regard to the third concern, William Rees prepared a review of and recommendations for PLAN 506 which the Committee accepted without change. The recommendations address the question of legal structures in place beyond Canadian land use planning law (the current emphasis), such as environmental and human rights law, and also address the concern of students from countries with legal traditions other than Canadian.

**2.** As concerns the matter of *specializations on offer*, the Committee argued for a stronger emphasis than provided by the present “streams.” Existing streams are used primarily in the admissions process, but are neither clearly defined nor resilient over time. Also, the specializations theoretically on offer are not strictly

monitored, and students are overwhelmed in attempting to find their way through a large number of course listings which are not clearly identified with particular specializations.

To overcome this problem, the Committee made a number of recommendations which are spelled out in more detail in the main body of this Report below. Five *Areas of Concentration* (AOC) are identified with specific course listings, and students would be expected to take at least 12 credits of an AOC, including a required initial course. (A somewhat different accounting system is adopted for Urban Design). Permanent faculty teaching in an AOC would be collectively responsible for its contents, including making recommendations to the Director for the hiring of Adjunct faculty. The respective AOC faculty would also meet students majoring in the area regarding their professional project or academic thesis, which would be geared to problems or issues consonant with the area. This would ensure a substantial specialization for students 12+6 or 18 credits for students choosing projects and 12+12 (for a total of 24) credits for students opting for thesis research. (Again, the Urban Design AOC has a somewhat different credit requirement).

Students may also wish to combine two AOCs in the classical manner of a “major” and a “minor” specialization. (Minor specializations are also possible in Transportation Planning and Disaster Management Planning respectively, although at present these are not yet fully-fledged AOCs). A combination of two specializations would involve 3 courses (9 credits) in the major and 2 courses (6 credits) in the minor field, for a total of 15 credits.

In addition, the Committee recommends a category of *Planning Practice and Methods* (PPM), covering courses that deal more specifically with planning applications (practice, process and methods), from which students are required to select two courses (6 credits). (Because of cross-listings of PPM courses with both Core and AOCs, double counting is not allowed).

**3.** As concerns the distinction between *final project and thesis*, the Committee found the present description on the SCARP web site excessively cumbersome and confusing. In its place, it recommends a radical simplification of description and a re-naming of project as Professional Project and of thesis as Academic thesis, to clarify a major distinction between them. The new description of both should be inserted at the beginning of the regulations governing the preparation and presentation of each, giving pride of place to Professional Projects. It is the hope and expectation of the Committee that this clarification and positioning of the two final research undertakings for students will lead to a larger number opting for Professional Projects, and lead to a faster completion rate of students while ensuring continued high quality of Academic Theses for a smaller number of students.

# Findings and Recommendations

## 1. *The Expanded Core Curriculum*

The existing Core (required of all Master's students and generally taken in the first year) includes four courses:

PLAN 502 Introduction to the Theory and History of Planning (Sandercock)  
PLAN 506 Legal Context of Planning (Young)  
PLAN 515 Data for Planning Practice (Chang in 2004/5, Gurstein in earlier years)  
PLAN 540A Omnibus: Planning for Sustainability (Dorsey)

Class size is typically between 30 and 35. And because these courses must be taught every year, the (temporary) absence of one or the other professor implies that a substitute instructor must be found. The first three courses are "mandated" by PAB by broad subject matter, but not by contents. PLAN 540A was originally introduced by Tony Dorsey and, among other things, acquaints incoming students with the concept of sustainability, the practice of team work, and the range of interests and concerns of individual faculty members at SCARP.

Absent from this list of required courses are courses that deal directly with the major matters of substantive planning taught at SCARP. The Committee felt that although it would be advisable to expand the number of core courses in this direction, there was concern that imposing more large-scale courses, however well taught, might be counter-productive. (But see recommendations under *Data for Planning Practice* below).

Four additional subjects were proposed:

1. An introduction to the structure and dynamics of major city regions in Canada. Such a course could be taught by Tom Hutton.

Justification: Canada today is 80% urban, with a majority of urban population living in three city regions (Toronto, Montreal, and Vancouver). Planners of whatever specialization need to have a basic understanding of the spatial economy and form of the city as well as be familiar with the policy issues that planners have to grapple with.

2. A general systems approach to ecological thinking. This course would be taught by William Rees.

Justification: If SCARP is about "sustainability planning," a basic knowledge of ecological principles would seem to be necessary. Ecological thinking and the related discourse is becoming increasingly important in urban and regional development and requires planners to be ecologically literate.

3. Introduction to social planning. Could be taught by several faculty members, such as Gurstein, Angeles, Sandercock

Justification: A major part of SCARP's curriculum deals with Community and Social Planning, but all students should have a grasp of basic principles and approaches to social planning, which deals with the people-centred aspects of all planning activities, including principles of justice, human rights, the meaning of local citizenship, approaches to urban problem areas such as Downtown East Side, the full range of participatory planning methods, welfare policies, and related topics.

4. Planning for rural and northern communities in Canada. Could be taught by Doug Aberley or someone else of his range and experience.

Justification: Canada's North faces multiple and severe problems in public service provision, resource preservation, economic development, intercultural relations, and First Nations planning. Given the importance of these communities in the Canadian context and their territorial extent, as well as the interests of a number of our students each year, SCARP should offer at least an introductory course in this subject area.

After lengthy discussion, the Committee reached consensus on a hybrid solution: All four courses could be offered each year, but students would have to take only two of them (6 credits) during their stay at SCARP. To make this requirement visible, the suggestion was made to list all four under a general heading of "Other Foundational Courses" immediately following the listing of the core.

In addition to this overall expansion of foundational subjects in planning from 12 to 18 credits, the Committee also looked more closely into two courses: PLAN 506 Legal Context of Planning and PLAN 515 Data for Planning Practice. Each of these will now be discussed in turn.

*The Legal Context for Planning:* Because of various critiques of the "Planning Law" requirement in the core (PLAN 506), the Committee commissioned a "think piece" from William Rees that would suggest ways of improving this key offering (see Appendix 1). Student critiques reflect three principal situations: (1) diversity of interests from traditional urban land use to ecological, international, transportation and infrastructure planning, (2) significant numbers of students from countries overseas whose legal traditions differ from the Canadian, and (3) growing importance of a global legal framework as a context for planning, ranging from human rights to the law of the seas and the Kyoto accord. In other words, to give SCARP students an adequate understanding of the legal context of planning, an expansion of the scope of law would be desirable.

To make this possible, Professor Rees developed two alternatives.

- The **minimalist** option would involve reorganizing the course content so that it includes at least an introduction to comparative international planning law and domestic/international environmental law. The revised course might be organized into four sequential sections: a) basic principles pertaining to law and the rule of law; b) conventional urban land-use planning law and regulation in Canada (and other inheritors of the British legal system); c) the differing legal contexts for planning in a selection of countries; d) an introduction to domestic environmental law

and characteristics of successful instruments for the regulation of the global commons. All Planning students would take all four sections of this revised course. Guest lecturers or instructors would be brought in to cover subjects in comparative planning law and environmental law.

- The **modular** option assumes more resources can be made available to satisfy SCARP's obligation to teach relevant planning law. Under this option, the 'law' course would be taught in two 'halves' (probably of unequal length, five and eight weeks, for example). The first half would cover basic legal principles and an introduction to traditional planning law. All planning students would take this part of the course. The second half of the course would be offered in three separate parallel modules. Students would divide among the modules in accordance with their needs and perceived interests.

Several versions of the modular approach are possible and some of these are spelled out in Appendix 1.

The Committee is not equipped to make strong recommendations on either of these two options and their variants. It nevertheless urges the Director to discuss this matter with Professor Raymond Young to determine their feasibility.

*Data for Planning Practice (PLAN 515)*. The Committee devoted an entire meeting to this subject, which was introduced by Stephanie Chang with a position paper (Appendix 2). PLAN 515 has been plagued with a variety of problems that were summarized by Chang as follows:

- Inadequate coverage of quantitative methods and computer applications – Accreditation reviews have identified this as a weakness of the program. Anecdotally, employers are very interested in quantitative and computer skills, and perceive SCARP graduates as poorly prepared in this area. While to some degree this issue is addressed in 515 this year, time constraints permit only a selective introduction. Students appear to be interested in learning quantitative methods and computer applications along with qualitative methods.
- Diverse levels of student preparation – Student preparation in data collection, analytical methods, and research design varies greatly. This presents a major challenge in designing the course.
- Perceived ineffectiveness of the course – This is manifested in (1) poor student reviews in past years, and (2) the perception among some faculty members that students completing the course still have not acquired some basic analytical skills.
- Mixed assessments of the final "thesis proposal" assignment – From student reviews and faculty feedback, it appears that the thesis proposal assignment benefits those students who are already committed to a topic.

For many students, however, a thesis proposal is premature at the end of their first year.

Discussion concluded that incorporating both qualitative and quantitative methods plus research design into one 12-week course is a sheer impossibility, and persisting in this format would lead to continuing negative student evaluations. Accordingly, the Committee's principal recommendation is **to establish a year-long 515 sequence, re-named Planning Research**. The first semester would concentrate on quantitative methods and computer applications, while qualitative methods and research design would occupy the second semester. The objective of this course sequence would be not only to make students "literate" in assessing methods used by others (e.g., statistical analysis, sampling frames) but enable them as well to apply these methods at a basic level in applied research.

To deal with the problem of diverse prior preparation in research methods, students wishing to opt out of one or the other course would have to convince the instructor in charge that they have either passed equivalent courses elsewhere at a level of A- or better or have had substantial working experience with an array of research methods in planning or related field. Modularization of 515AB Introduction to Planning Research would also help in accommodating students with variable backgrounds in research.

If implemented, the revised core would therefore read as follows:

- PLAN 502 Introduction to the Theory and History of Planning (Sandercock)
- PLAN 506 Legal Context of Planning (Young)
- PLAN 515A Planning Research: Quantitative Methods and Computer Applications (Staff)
- PLAN 515B Planning Research: Qualitative Methods and Research Design (Staff)
- PLAN 540A Omnibus: Planning for Sustainability (Dorcey)

In sum, core subjects would be increased from 12 to 15 credits, with an additional 6 credits of electives from listed Other Foundational Courses (see above).

## **2. The Shift from "Streams" to "Areas of Concentration"**

The second major task the Committee undertook was a review of the several specializations offered by SCARP, called "streams." In the opinion of the Committee, however, these "streams" are chiefly a device to facilitate the admissions process and to ensure an appropriate spread of students across the various interests of the faculty than a serious effort at helping students to develop competency in specific specializations once they have arrived. In some ways,

SCARP is more like a candy shop with lots of delicious chocolates here and there but little guidance to select among them. A so-called distributional requirement only furthers this confusion, leading to a “sampling approach” to the selection of courses.

To overcome this problem and to provide a solid framework for the development of specializations, the Committee designed a concept of Areas of Concentration (AOC). Five AOCs were identified (see Appendix 3 for a complete listing of courses and faculty pertaining to each AOC): **Urban Development Planning** (Hutton, Berechman, Boothroyd, Chang, Frank); **Environmental and Natural Resources Planning** (Rees, Chang, Dorcey, McDaniels); **Community Development and Social Planning** (Sandercock, Angeles, Boothroyd, Gurstein); **Urban Design** (Larice, Gurstein, Frank); **International Development Planning** (Leaf, Angeles, Boothroyd, Friedmann). In addition, a separate category of **Planning Practice and Methods (PPM)** was created to list courses that deal primarily with practice and the application of methods. Some but not all of these are also listed under either core courses (PLAN 515AB) or one or another AOC.

**Areas of Concentration are more than a classifying device. Rather, they are ways of developing a robust curriculum over time and a way for students to gain professional competence in one or two AOCs.**

The permanent faculty associated with an AOC (see above) reflects the courses that are taught in each area, with the first-listed being also the *convener* of this group of faculty. (Each AOC has a required basic course taught by the convener). The AOC faculty as a whole is responsible for course offerings. Among its responsibilities would be to write a short paragraph defining the area of concentration and showing the various career options available to students who major in this area. Each year, it would also identify adjunct faculty to teach specific courses and negotiate their preference with the Director of the School. They may also wish to develop new courses themselves, with particular attention to sequencing, and to identify courses in other departments and schools for cross-listing with SCARP. The AOC faculty is also responsible for guiding students who have selected the area in their Professional Projects and Academic Theses. Finally, the AOC structure will help in identifying new faculty hires as vacancies occur.

**Ideally, AOC faculty and students majoring in the area may be conceived of as a “community of scholars.”**

Students may select one AOC as a major, for a minimum of 12 credits (4 courses), or as a combination of two AOCs with 9 credits in the major and 6 credits in the minor.

- For the purpose of selecting a minor AOC, students may wish to consider either Transportation Planning or Disaster Management Planning as the equivalent to an AOC. To activate this option, they should contact Professor Larry Frank with respect to Transportation Planning and Professor Stephanie Chang with respect to Disaster Management.
- In the case of Urban Design, which has two basic 6 credit studio projects, the minimum requirement for a major would be 15 credits.

In addition, students are expected to develop their Professional Project or Academic Thesis in consultation with their AOC faculty. This would add 6 and 12 credits respectively to their specialization. As a final requirement, students would have to select two courses from the list of PPM for a total of 6 credits.

On first inspection, these requirements, in addition to Core (15 credits) and Other Foundational courses (6 credits) may appear to be highly constraining and the curriculum overly structured. But a second look would show that within each category, except for core courses, students can exercise significant choice. In addition, even after satisfying all requirements, there remain a significant number of free electives before reaching the normal 60 credits for graduation. This is particularly the case for students opting for a Professional Project as their research.

### **3. The Distinction between “Project” and “Thesis”**

The current write-up of the School’s project and thesis requirements (see SCARP web site) is extremely cumbersome and overly detailed, making it difficult for students to choose between them. In addition, our general recommendations regarding Areas of Concentration will require additional changes in the wording.

The Committee therefore suggests revising this text. A clear, crisp distinction between the two should be made in a prominent place or places on the SCARP web site. An additional way to help distinguish between project and thesis would be to label them, respectively, “professional project” and “academic thesis” and so to refer to them in all communications.

The following text would replace the existing “objectives and content” text under both project and thesis. Please note that the recommended sequence is projects first, followed by thesis. The intent is to suggest that a project option is the more suitable for a professional career.

*“A professional project takes the form of a client-centered report on a practical planning issue. The “client” may be either fictitious or real, but the planning issue should in any event be a “real-world” problem consonant with the student’s Area/s of Concentration. Completion of a professional project of between 40 and 50 double-spaced pages will count six credits*

towards the 60 credit requirement for graduation, thus allowing for six additional credits of electives.

“An *academic thesis* in planning addresses a planning or policy issue related to the student’s Area/s of Concentration. It is distinguished from a Professional Project primarily by having a more “academic” orientation, which requires an extensive literature review or theoretical/critical foundation. In addition, a thesis generally involves field work and/or empirical analysis; thesis research on purely theoretical issues is discouraged. The typical thesis should be between 80 to 100 double-spaced pages of text and is worth 12 credits towards completion of the 60 credits required for graduation.

“Students electing a professional project may be able to parlay their research into a job with the client institution for which the research was undertaken. Academic theses are especially recommended for students who may wish to consider a career in research or the academy.

“For further details, please see the Regulations section below.”

#### ***4. Concluding Remarks***

The Committee hopes that these recommendations will be seriously considered by the faculty. It therefore recommends that SCARP organizes a one-day retreat for discussion of this document. Select adjuncts may be invited to this event, as well as student representatives.

## Appendix 1

### Alternative Approaches to the “Planning Law” Requirement

Draft Proposal 17 January 2005 (William Rees)

#### Premises

- 1) All planning student should be exposed to basic legal principles and to the structure of the legal/institutional arrangements governing the practice of their profession.
- 2) The SCARP program is unusually comprehensive and attracts students with fundamentally differing substantive interests. The latter range from traditional urban land-use planning/design and transportation and infrastructure planning, through the ecological basis of community development (environmental planning), to social policy and international development planning.
- 3) The legal and institutional contexts for practitioners in each of these substantive streams or concentrations overlap to some extent (e.g., in terms of fundamental principles) but also differ substantially at the level of specific application.
- 4) Students primarily interested in international development planning and ecological planning feel that they are not adequately served by the existing planning law course. Much of the existing substantive focus on Canadian urban land use regulation is of little practical use to them and there is little or no coverage of legal dimensions of their own areas of interest.
- 5) The ‘planning law’ offering(s) in the SCARP curriculum should reflect the extraordinary scope of the School’s program and the consequently differing needs of our students.
- 6) In addition to basic legal principles, the planning law offerings in SCARP should, at a minimum, provide students with an adequate introduction to legal instruments and practice in: a) traditional urban land use planning law; b) comparative international law (the differing legal basis for planning and development between countries); c) environmental law, including representative international treaties/conventions pertaining to pollution and resource exploitation of the global commons.
- 7) There are alternative ways of achieving this goal.

#### Alternative approaches

There are two obvious approaches to revamping the School’s planning law offering considering the limited resources available for additional instructors. Both involve considerable renovation of the existing single planning law course:

- 1) The **minimalist** option involves reorganizing the course content so that it includes at least an introduction to comparative international planning law

and to domestic/international environmental law (see point 6 above). The revised course might be organized into four sequential sections: a) basic principles pertaining to law and the rule of law; b) conventional urban land-use planning law and regulation in Canada (and other inheritors of the British legal system); c) the differing legal contexts for planning in a selection of countries; d) an introduction to domestic environmental law and characteristics of successful instruments for the regulation of the global commons. All Planning students would take all four sections of this revised course.

Under the minimalist approach, single instructor would be responsible for fine-tuning course content, for teaching the first and second parts (basic legal principles and introduction to conventional planning law), and for overseeing the conduct of the rest of the course. Guest lecturers or instructors would be brought in to cover subjects in comparative planning law and environmental law.

- 2) The **modular** option assumes more resources can be made available to satisfy SCARP's obligation to teach relevant planning law. Under this option, the 'law' course would be taught in two 'halves' (probably of unequal length, five and eight weeks, for example). The first half would cover basic legal principles and an introduction to traditional planning law. All planning students would take this part of the course. The second half of the course would be offered in three separate parallel modules. Students would divide among the modules in accordance with their needs and perceived interests.

The first second-half module would continue from the introductory part of the course with more advanced consideration of urban planning law; the second module would provide a detailed treatment of comparative international planning law, particularly variations found in typical countries of origin of SCARP students; and the third module would cover domestic and international environmental law. Students would get the same credit for the course regardless of their choice of module.

Clearly, this version of the law course would require at least three sessional instructors (but only two full course equivalents). The 'coordinating instructor' would be responsible for the organizing the course and for delivering both the introductory common module to all students and the first parallel module for those students primarily interested in urban planning law. Two additional instructors would have to be identified and recruited to deliver the second and third modules (comparative planning law and environmental law).

- 2a) In a variation of the modular option requiring fewer resources, there would be only two parallel modules in the second half of the course. This

assumes that the principal or coordinating instructor would be able to incorporate essential elements of comparative international planning law into his/her course syllabus. As before, all students would again take the first half of the course but would later divide between two parallel modules for the second half. The first of these modules would again present a detailed consideration of traditional planning law, but with consideration of significant international variations reflecting the countries of origin of SCARP students. The second module would focus on domestic and international environmental law (cf. module three above).

The principal advantage of this reduced variation over the full modular course is that it would require recruiting only one additional sessional instructor, and this for only more or less half a course. (There are, of course, other possible variations of the reduced modular approach.)

## Appendix 2

### Core Requirement on Methods

*Stephanie Chang*

#### ***Background***

Students are currently required to take PLAN 515 (Data for Planning Practice) to meet the "methods" requirement in the Master's core curriculum. The course is offered for 3 credits and students take it in Term 2 of their first year. There are no prerequisites for PLAN 515, nor are there related prerequisites (e.g., statistics, microeconomics) for admissions. Penny Gurstein has taught it for the last several years. This year, Stephanie Chang and Silvia Vilches, Penny's PhD student, are co-teaching it (current syllabus attached).

Other peer programs typically have a more substantial methods requirement with an emphasis on quantitative methods and computer applications. From information available on the internet, I have not found any other core methods classes that emphasize qualitative as well as quantitative methods.

PLAN 515 has evolved over the years but still has many problems, in particular:

- **Inadequate coverage of quantitative methods and computer applications** – Accreditation reviews have identified this as a weakness of the program. Anecdotally, employers are very interested in quantitative and computer skills, and perceive SCARP graduates as poorly prepared in this area. While I am addressing this issue to some degree in 515 this year, time constraints permit only a selective introduction. Students

appear to be interested in learning quantitative methods and computer applications along with qualitative methods (see survey results attached).

- **Diverse levels of student preparation** – Student preparation in data collection, analytical methods, and research design varies greatly (see survey results). This presents a major challenge in designing the course.
- **Perceived ineffectiveness of the course** – This is manifested in (1) poor student reviews in past years, and (2) the perception among some faculty members that students completing the course still have not acquired some basic analytical skills.
- **Mixed assessments of the final "thesis proposal" assignment** – From student reviews and faculty feedback, it appears that the thesis proposal assignment benefits those students who are already committed to a topic. However, for many students, a thesis proposal is premature at the end of their first year. This year, I am letting students choose from two options (see syllabus and survey results attached).

In addressing these issues, several factors should be kept in mind:

- How much should be required v. recommended v. optional?
- Class size; computer facilities
- Sequencing of courses
- Where does the thesis proposal belong?

### ***Some Ideas***

Following are several alternatives (not exhaustive) and some of their advantages and disadvantages:

<b>Alternative</b>	<b>Advantages</b>	<b>Disadvantages</b>
A. 2-term required sequence	- cover material in greater depth and breadth	- another large, required class
B. Choose 1 of 2 courses (e.g., one more qualitative, one more quantitative)	- smaller class size - more tailored to student interests	- students may not get breadth of core training (accreditation issue)
C. 2-term sequence: 515 required, Computer Applications (inc. GIS) optional	- smaller class for Computer Applications	- students may not get breadth of core training (accreditation issue)
D. 515 modular (e.g., students select quant or qual modules in second half)	- may better match student interests	- students will not get breadth of core training (accreditation issue)

	issue)
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Prior to discussions with the committee, I favor Alternative C. I would be interested in offering the Computer Applications course (assuming that Penny would continue to offer 515). Note that we currently do not have adequate teaching facilities for such a course.

Regarding the thesis proposal assignment, my view is that it should not be part of 515. Rather, students should work with their advisors and 2<sup>nd</sup>-year advising groups on their proposals. It is in this setting that they would get the constructive, informed, and iterative feedback that they need.

### Appendix 3

#### **Areas of Concentration: courses and responsible faculty (based on 2004/5 offerings with some amendments)\***

\*The faculty person teaching the basic course in each AOC is also the convenor of the respective AOC faculty

#### **URBAN DEVELOPMENT PLANNING**

(Permanent faculty: Hutton, Berechman, Boothroyd, Chang, Frank)

- 592 *Structural Change and the City* **TH** 3
- 548N Planning for New Economic Spaces in the 21<sup>st</sup> Century **TH** 3
- 548K Disaster Impacts and Mitigation **StCh** 3
- 548H The Deceptive City: Vancouver and Its Times **Gordon Price** 3
- 548P Practical Practice: Planning as a Craft **Larry Beasley** 3 (see also under Planning Practice and Methods)
- 561 Urban Development Market and Financial Analysis **Jay Wollenberg** 3 (see also under Planning Practice and Methods)
- 507 Regional Development Planning **PB** 3 (see also under Community and Social Development Planning)
- 580 Land Use-Transport Interaction **LF** 3 (see also under Urban Design)
- 548V Transportation Project Evaluation **JB** 3
- xxx Advanced Project Evaluation Studies **JB** 3
- xxx Urban Transportation Economics (taught at Sauder) **JB** 3

Note: 592 would be the required course for this area.

#### **ENVIRONMENTAL AND NATURAL RESOURCES PLANNING**

(Permanent faculty: Rees, Chang, Dorcey, McDaniels)

- 504 *The Ecological Context of Planning* **WR** 3
- 548K Disaster Impacts and Mitigation **StCh** 3
- 548Y Panarchy and Planning **WR** 3
- 596 Seminar on Eco-Economic Systems **WR** 3
- 597 Planning for Water Resources Management **TD** 3
- 592 Negotiation, Facilitation & Mediation in Planning **TD** 3 (see also under Planning Practice and Methods; Social Development Planning)
- 593 Land Evaluation for Land Use Planning and Management **Hans Schreier** 3 (see also under Planning Practice and Methods)
- 548F Regional Planning (bio-regional mapping) **Douglas Aberley** 3 (not offered in 2004/5)
- 599 Decision Analysis and Risk Management for Environment and Technology Questions **TMcD** 3

Note: 504 would be the basic required course for this AOC.

### **COMMUNITY DEVELOPMENT AND SOCIAL PLANNING**

(Sandercock, Angeles, Boothroyd, Gurstein)

- 548E *Cross-cultural Planning* **LS** 3
- 500 Fundamentals of Planning Practice **PB** 3
- 588 Social Planning Policy **Kari Hatal** 3
- 503 Community Economic Development **PB** 3
- 507 Regional Development Planning **PB** 3 (see also under Urban Development Planning)...focus on metro-regional governance
- 548G Neighbourhood Planning: Nanaimo, BC **Andrew Tucker** 3 (client project)
- 548P Planning for Civic Engagement, **LA** 3 (possibly not offered in 2005/6) (see also under Planning Practice and Methods)
- 548R Urban Planning and Digital Technologies **Giovani Attili** 3 (see also under Planning Practice and Methods)
- 583 Housing Policy **Michael Gordon** 3
- 548O Gender and International Development **LA** 3. Not offered in 2004/5 (see also under International Development)
- 595 Negotiation, Facilitation, and Mediation **TD** 3 (see also under Planning Practice and Methods; Environmental and Natural Resources Planning)
- xxx Technology, Work and Planning **PG** 3 (to be offered in W 2006)

Note: 548E could become the required basic course for this area.

### **URBAN DESIGN**

(Permanent faculty: Larice, Gurstein, Frank)

- 548L *Urban Design Methods in Research and Practice* **MAL** 3
- 580 Land Use-Transport Interaction **LF** 3 (see also under Urban Development Planning)

- 581 Non-Motorized Transportation **LF** 3
- 587C Introductory Urban Design Studio **MAL** 6
- 587D Advanced Urban Design Studio **MAL** 6
- 548B Urban Design Portfolio Studio **MAL** 6
- 582A Residential Site Planning: Part I **Paul Rosenau** 3
- 548W Residential Site Planning: Part II **Paul Rosenau** 3
- 548J Urban Design Theory and History **MAL** 3 (not offered 2004/5)
- 545C Studies Abroad: Cuba **Paul Rosenau** 3
- xxx Possible new course to be taught by **PG** (2006/7)
- xxx Planning and Health **PG** and **LF** 3 (to be offered in W 2006)

Note: 548L is the basic introductory course to this sequence. Urban Design may be taken in conjunction with a minor field for a minimum of 18 credits.

### **INTERNATIONAL DEVELOPMENT PLANNING**

(Permanent faculty: Leaf, Angeles, Boothroyd, Friedmann)

- 572 *Theory and Practice of Project Planning and Research* **ML** 3
- 573 (Planning for) An Urban World **ML** 3
- 548O Gender and International Development **LA** 3. Not offered in 2004/5 (see also under Social Development Planning) (possibly to be renamed International Social Development Planning)
- 548Q Workshop for International Development Research **John Friedmann** 3
- 548D International Practicum Preparation **PB** 3
- 548Z International Practicum **PB**
- IAR 507 East Asian Organizations in Comparative Perspective (**Julian Dierkes**)
- IAR 515N The City and the National Imagination (**Abidin Kusno**)
- SOWK 440J/571-002 International Social Development **Frank Tester**

Note: 572 would be the required lead course for this AOC. Students with an interest in IDP should also take a minor in another AOC.

### **PLANNING PRACTICE AND METHODS**

(Permanent faculty: Angeles, Berechman, Boothroyd, Chang, Dorcey, McDaniels)

- 500 Fundamentals of Planning Practice **PB** 3
- 513 Economic Evaluation Techniques for Planning **Eric Vance** 3
- 515A Planning Research: Quantitative Methods and Computer Applications (New core course) (**STAFF**) 3
- 515B Planning Research Methods: Qualitative and Research Design (New core course). (**Staff**). 3
- 548C Introduction to GIS in Planning **StCh** 3
- 548P Practical Practice: City Planning as a Craft **Larry Beasley** 3 (see also under Urban Development Planning)

- xxx Planning for Civic Engagement **LA** 3 (see also under Community Development and Social Planning)
- 548R Urban Planning and Digital Technologies **Giovani Attili** 3 (see also under Community and Social Development Planning)
- 548T Decision Insights for Planning and Policy Analysis **TMcD** 3
- 561 Urban Development Market and Financial Analysis **Jay Wollenberg** 3 (see also under Urban Development Planning)
- 593 Land Evaluation for Land Use Planning and Management **Hans Schreier** 3 (see also under Environmental and Resources Planning)
- 592 Negotiation, Facilitation & Mediation in Planning **TD** 3 (see also under Community and Social Development; Environmental and Resources Planning)
- 599 Decision Analysis and Risk Management for Environment and Technology Questions **TMcD** 3
- 548V Transportation Project Evaluation **JB** 3 (see also under Urban Development Planning)
- xxx Advanced Project Evaluation Studies **JB** 3 (see also under Urban Development Planning)