

UEP Policy and Planning Competency Grid

Course Name/Number: UEP 294-07

Instructor: Rachel Bratt

Semester: Spring

Planning for People and Places: Contemporary Dilemmas in Community Development

a) Knowledge Competencies	Specific sub-competencies or examples as developed in this course
1. History, structure, function of urban and metropolitan settlements	<ul style="list-style-type: none"> • How planners have struggled to balance the people vs. place dichotomy—a dichotomy that has significant implications for contemporary planning practice and public policy • Readings and discussions cover both the historical and contemporary nature of the people/place debate
2. Economic influences on policy and planning (e.g. 'market' and 'polis' relationships)	<ul style="list-style-type: none"> • How different policies are more/less appropriate in various market conditions
3. Environmental, social and cultural influences on policy and planning	<ul style="list-style-type: none"> • Ways in which issues of race and class have dominated the people-place discourse • Varying views on how spatial considerations, particularly deconcentration of poverty, enhance opportunities
4. Understanding different roles in policy and planning	
i) Levels of government	<ul style="list-style-type: none"> • Roles of federal, state, and local governments in addressing problems pertaining to people and places
ii) Governance structures	
iii) Citizens and residents	<ul style="list-style-type: none"> • Roles of residents in federal, local community development initiatives
iv) NGOs	<ul style="list-style-type: none"> • Roles of nonprofits in community revitalization efforts

5. History, theory and processes of policymaking	<ul style="list-style-type: none"> History of U.S. community development policies and programs
6. History, theory and process of planning	<ul style="list-style-type: none"> Exploration of theory of physical determinism Tension between policies that predominantly focus on people vs. place
7. Implementation of policy and planning	<ul style="list-style-type: none"> Implementation of various programs focusing on people and places
8. Evaluation of policy and planning	<ul style="list-style-type: none"> Outcomes of various programs focusing on people and places
9. Administrative and legal aspects of policy	
10. Administrative and legal aspects of planning	
11. Politics of policy and planning	<ul style="list-style-type: none"> Role of the private for-profit sector in the development of community development initiatives Key policy debates, strategies being utilized, ideas for new interventions (e.g., dispersal programs vs. community revitalization initiatives)
b) Skills Competencies	Specific sub-competencies or examples as developed in this course
1. Critical thinking	
i) Defining problem	<ul style="list-style-type: none"> Should planners focus on programs directly aimed at alleviating poverty or on improving the locales in which many poor people and people of color live?
ii) Documenting the extent of a problem	<ul style="list-style-type: none"> People and place issues are discussed, as they relate to different segments of the population
iii) Documenting the political and social context	<ul style="list-style-type: none"> Issues are examined in the context of the period in which the issues are discussed
iv) Documenting the environmental and spatial context	<ul style="list-style-type: none"> Spatial components are central to the community development vs. dispersal debate
v) Identifying possible analysis strategies and their implications	

vi) Identifying criteria for proposing solutions	
vii) Identifying criteria for selecting solutions	<ul style="list-style-type: none"> • Discussions about how different proposals could be assessed and the basis on which various approaches may be advantageous
viii) Evaluating the development and results of policies and plans	<ul style="list-style-type: none"> • Different mechanisms for developing places or assisting people and their relative advantages/disadvantages. Who benefits from various types of interventions?
2. Research skills	
i) Understanding research design	<ul style="list-style-type: none"> • Two full books and a number of research papers and professional reports are critiqued in class discussions.
ii) Collecting relevant literature	<ul style="list-style-type: none"> • Relevant literature must be cited and used extensively in final research paper
iii) Analyzing relevant literature	<ul style="list-style-type: none"> • See above
iv) Identifying and assessing data sources and limitations	<ul style="list-style-type: none"> • Exposure to different types of data familiarizes students with good sources for information and about how data can be manipulated to tell the desired story
v) Developing data collection instruments and tools	
3. Data Analysis skills	
i) Interpreting and synthesizing data	<ul style="list-style-type: none"> • Classroom discussion focus on close examinations of classic and contemporary writings on the topic
ii) Drawing inferences from specific observations	
iii) More generalizable findings	
iv) Comparative analysis	
v) Longitudinal analysis	

vi) Recognizing and accounting for limitations to findings	
4. Qualitative Analysis skills	
i) Direct observation	
ii) Analysis of primary qualitative data	<ul style="list-style-type: none"> • Final paper requires in-depth analysis of primary and secondary data
iii) Analysis of secondary qualitative data	<ul style="list-style-type: none"> • Final paper requires in-depth analysis of primary and secondary data
5. Quantitative Analysis skills	
i) Descriptive statistics	
ii) Inferential statistics	
iii) Basic forecasting	
iv) Use of spreadsheets and statistical software	
6. Spatial Analysis skills	
i) Understand how to identify spatial problems and frame spatial questions for analysis and research	
ii) Use Geographic Information System for basic spatial analysis and mapping	
7. Communication skills	
i) Writing skills	<ul style="list-style-type: none"> • Written communication skills improved by final paper on topic of student's choosing – 25 double spaced pages
ii) Speaking skills	<ul style="list-style-type: none"> • Student-led seminar encourages participation and students "finding their voice" • Each student co-leads at least one class • Specific assignments require additional student presentations • Two presentations made on topic of final paper

iii) Graphic presentation skills	
iv) Presentation strategies and methods	
c) Policy and Planning in Practice Competencies	Specific sub-competencies or examples as developed in this course
1. Collaboration skills	
i) Negotiation	
ii) Group project management	
iii) Group problem solving	
iv) Perspective-taking	
v) Adaptability, flexibility	
vi) Networking	
2. Organizational management skills	
i) Decision making	
ii) Strategic problem solving and adapting to change	
iii) Human resource development	
iv) Financial management and resource development	
3. Political and economic power mapping skills	
i) Understanding political and economic power structures and dynamics	<ul style="list-style-type: none"> • Understanding the people-place debate requires an in-depth understanding of how different policies reflect political and economic relationships • Role of the private for-profit sector in the development of various community development initiatives
ii) Modes of influencing their use	

4. Ethical and professional behavior skills

i) Understanding and upholding the role of ethics and accountability in professional policy and planning processes, practices, and behavior