

## UEP Policy and Planning Competency Grid

**Course Name/Number:**    **Transportation Planning**

**Instructor:**    **Mark Chase**

**Semester:**

<b>a) Knowledge Competencies</b>	<b>Specific sub-competencies or examples as developed in this course</b>
1. History, structure, function of urban and metropolitan settlements	History of transportation from the late 19 <sup>th</sup> through the 20 <sup>th</sup> century—in particular how land use and transportation interact to form cities.
2. Economic influences on policy and planning (e.g. ‘market’ and ‘polis’ relationships)	The economics of modes of transportation are covered regarding how people respond to the mode choices offered to them and how they decide to get around.
3. Environmental, social and cultural influences on policy and planning	The course takes an international approach that highlights differences in transportation policy and how social influences impact these policies.
4. Understanding different roles in policy and planning	
i) Levels of government	Yes in regards to funding transportation
ii) Governance structures	Yes in regards to funding transportation
iii) Citizens and residents	The politics of transportation are discussed at many points throughout the class
iv) NGOs	The politics of transportation are discussed at many points throughout the class—NGO’s play a role in this process and are discussed.
5. History, theory and processes of policymaking	Not covered
6. History, theory and process of planning	Not covered
7. Implementation of policy and planning	Yes, substantial part of the course is applied skills for developing and implementing sustainable transportation policies.

8. Evaluation of policy and planning	No
9. Administrative and legal aspects of policy	Not much
10. Administrative and legal aspects of planning	Not much
11. Politics of policy and planning	Yes, this is integrated in to all parts of the planning process.

<b>b) Skills Competencies</b>	<b>Specific sub-competencies or examples as developed in this course</b>
<b>1. Critical thinking</b>	
i) Defining problem	Each student must complete a substantial project that involves integrating transportation planning in to an area of policy that they care about. The critical thinking process is a key part of this project.
ii) Documenting the extent of a problem	Yes
iii) Documenting the political and social context	Yes
iv) Documenting the environmental and spatial context	Yes
v) Identifying possible analysis strategies and their implications	Yes
vi) Identifying criteria for proposing solutions	Yes
vii) Identifying criteria for selecting solutions	Yes
viii) Evaluating the development and results of policies and plans	Possibly integrated by students in project

<b>2. Research skills</b>	
i) Understanding research design	Not covered
ii) Collecting relevant literature	Not covered
iii) Analyzing relevant literature	Not covered
iv) Identifying and assessing data sources and limitations	Not covered
v) Developing data collection instruments and tools	Not covered
<b>3. Data Analysis skills</b>	
i) Interpreting and synthesizing data	Yes in regards to comparing different transportation policies.
ii) Drawing inferences from specific observations to make	Yes in regards to comparing different transportation policies.
iii) More generalizable findings	Yes in regards to comparing different transportation policies.
iv) Comparative analysis	No
v) Longitudinal analysis	No
vi) Recognizing and accounting for limitations to findings	No
<b>4. Qualitative Analysis skills</b>	
i) Direct observation	Very likely a part of final project, but not required.
ii) Analysis of primary qualitative data	Potentially a part of final project, but not required.
iii) Analysis of secondary qualitative data	Very likely a part of final project, but not required.

<b>5. Quantitative Analysis skills</b> i) Descriptive statistics	Some analysis in readings, also potentially a part of final project.
ii) Inferential statistics	No
iii) Basic forecasting	No
iv) Use of spreadsheets and statistical software	No
<b>6. Spatial Analysis skills</b> i) Understand how to identify spatial problems and frame spatial questions for analysis and research	No
ii) Use Geographic Information System for basic spatial analysis and mapping	No
<b>7. Communication skills</b> i) Writing skills	Yes, very important part of course
ii) Speaking skills	Yes, part of final presentation to class
iii) Graphic presentation skills	Yes, part of final presentation to class
iv) Presentation strategies and methods	Yes, part of final presentation to class

<b>c) Policy and Planning in Practice Competencies</b>	<b>Specific sub-competencies or examples as developed in this course</b>
<b>1. Collaboration skills</b> i) Negotiation	No
ii) Group project management	No
iii) Group problem solving	No
iv) Perspective-taking	Some
v) Adaptability, flexibility	No
vi) Networking	Yes, key part of political elements of getting policies implemented.
<b>2. Organizational management skills</b> i) Decision making	Yes, but not a focus of the class
ii) Strategic problem solving and adapting to change	Yes, but not a focus of the class
iii) Human resource development	No
iv) Financial management and resource development	No
<b>3. Political and economic power mapping skills</b> i) Understanding political and economic power structures and dynamics	Yes in regard to transportation policy making skills
ii) Modes of influencing their use	Yes
<b>4. Ethical and professional behavior skills</b> i) Understanding and upholding the role of ethics and accountability in professional policy and planning processes, practices, and behavior	No

