

UEP Policy and Planning Competency Grid

Course Name/Number: UEP278 – Environmental Justice

Instructor:

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Semester: Fall 2008

a) Knowledge Competencies	Specific sub-competencies or examples as developed in this course
1. History, structure, function of urban and metropolitan settlements	
2. Economic influences on policy and planning (e.g. 'market' and 'polis' relationships)	Minor emphasis on market approaches to understanding environmental disparities by race and income.
3. Environmental, social and cultural influences on policy and planning	Minor emphasis on these influences relating to environmental and environmental justice policy.
4. Understanding different roles in policy and planning	
i) Levels of government	Moderate emphasis to examine varying levels and branches of government in addressing EJ.
ii) Governance structures	Moderate emphasis to examine varying governing structures and their impact and effectiveness on EJ communities.
iii) Citizens and residents	Major focus: case studies, site visits, and guest speakers on role of citizens and residents in environmental justice struggles.
iv) NGOs	Major focus: case studies, site visits, and guest speakers on role of community-based groups and other advocacy groups in environmental justice struggles.
5. History, theory and processes of policymaking	
6. History, theory and process of planning	
7. Implementation of policy and planning	Moderate focus, as many EJ struggles are the result of gaps in policy/planning or inadequate implementation.

8. Evaluation of policy and planning	
9. Administrative and legal aspects of policy	Minor focus with one class dedicated to legal strategies, though legal strategies addressed through many case studies.
10. Administrative and legal aspects of planning	
11. Politics of policy and planning	Major emphasis in examining EJ case studies.

b) Skills Competencies	Specific sub-competencies or examples as developed in this course
1. Critical thinking	Major focus, with first portion of semester focused on defining EJ and competing theories. Class assignments (site visit journal and critical comment paper) designed to have students define problem.
i) Defining problem	
ii) Documenting the extent of a problem	Heavy emphasis by examining a wide range of EJ cases in terms of issues and geography. Class assignments (site visit journal and critical comment paper) designed to have students document problem.
iii) Documenting the political and social context	Class assignments designed to have students document the context.
iv) Documenting the environmental and spatial context	Class assignments designed to have students document the context.
v) Identifying possible analysis strategies and their implications	Possible focus through class projects, in which students do a piece of work for a community group.
vi) Identifying criteria for proposing solutions	Possible focus through class projects, in which students do a piece of work for a community group.
vii) Identifying criteria for selecting solutions	Possible focus through class projects, in which students do a piece of work for a community group.
viii) Evaluating the development and results of policies and plans	Possible focus through class projects, in which students do a piece of work for a community group.

2. Research skills	
i) Understanding research design	
ii) Collecting relevant literature	Possible focus through class projects, in which students do a piece of work for a community group.
iii) Analyzing relevant literature	Possible focus through class projects, in which students do a piece of work for a community group.
iv) Identifying and assessing data sources and limitations	Possible focus through class projects, in which students do a piece of work for a community group.
v) Developing data collection instruments and tools	Possible focus through class projects, in which students do a piece of work for a community group.
3. Data Analysis skills	Possible focus through class projects, in which students do a piece of work for a community group.
i) Interpreting and synthesizing data	
ii) Drawing inferences from specific observations to make	Possible focus through class projects, in which students do a piece of work for a community group.
iii) More generalizable findings	
iv) Comparative analysis	Possible focus through class projects, in which students do a piece of work for a community group.
v) Longitudinal analysis	Possible focus through class projects, in which students do a piece of work for a community group.
vi) Recognizing and accounting for limitations to findings	
4. Qualitative Analysis skills	Possible focus through class projects, in which students do a piece of work for a community group.
i) Direct observation	
ii) Analysis of primary qualitative data	Possible focus through class projects, in which students do a piece of work for a community group.
iii) Analysis of secondary qualitative data	Possible focus through class projects, in which students do a piece of work for a community group.

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	Possible focus through class projects, in which students do a piece of work for a community group.
7. Communication skills i) Writing skills	Moderate focus through critical comment paper assignment.
ii) Speaking skills	Minor focus through presenting final team project.
iii) Graphic presentation skills	Minor focus through presenting final team project.
iv) Presentation strategies and methods	Minor focus through presenting final team project.

c) Policy and Planning in Practice Competencies	Specific sub-competencies or examples as developed in this course
1. Collaboration skills i) Negotiation	Minor focus through negotiating with team for project and between team and community client.
ii) Group project management	Moderate focus through team project.
iii) Group problem solving	Moderate focus through team project.
iv) Perspective-taking	Heavy emphasis through team project as well as through case studies to understand various perspectives.
v) Adaptability, flexibility	Moderate focus through team project, as often times these projects are refined or changed during the course of the project based on community client's interests.
vi) Networking	Moderate focus through team project. Many projects require reaching out to other resources and partners.
2. Organizational management skills i) Decision making	Moderate focus through case studies, site visits and guest speakers to see how their organizations make decisions.
ii) Strategic problem solving and adapting to change	Heavy focus through case studies, site visits and guest speakers to see how their organizations navigate EJ problem solving.
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	Heavy focus through case studies, site visits and guest speakers, and possibly team projects.
ii) Modes of influencing their use	Heavy focus through case studies, site visits and guest speakers, and possibly team projects.
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	Heavy focus through team projects to understand role as graduate student in community process.

