The University Curriculum Committee recommends approval of the following:

1. **New Degree Program**
   College of Architecture
   B.S. in Urban and Regional Sciences

**New Courses**

**URSC 305. Urban Analytical Methods.** (3-0). Credit 3. Focuses on research conducted by planners, sociologists, anthropologists, political scientists and a variety of applied social scientists; examines variety of procedures employed when conducting research in urban areas; furthers understanding and knowledge of statistical methods employed in social research and elements of geographical analysis. Prerequisite: Upper division College of Architecture.

**URSC 325. Introduction to GIS in Urban and Regional Studies.** (2-3). Credit 3. Provides students an understanding of GIS fundamentals; basic concepts, principles and functions; essential skills for applying GIS in various fields such as urban planning, landscape architecture, land development, environmental studies, transportation and hazard management; based on learning through class projects. Prerequisite: Upper division College of Architecture.

**URSC 336. Public and Private Infrastructure Funding.** (3-0). Credit 3. An introduction to issues of financing public and public-private development project; exploring the difference between raising revenue, including the trade offs associated with establishing a sustainable tax base, and raising capital through capital markets; illustration of the range of decisions with financing public and public-private partnerships. Prerequisite: Upper division College of Architecture.


**URSC 454. Neighborhood Revitalization.** (3-0). Credit 3. Examination of the causes of decline of central cities, with the goal of developing a realistic view of who is affected, and why, so that a realistic foundation can be laid for successful redevelopment projects; topics and case studies on downtown decline and redevelopment, older city neighborhood problems and retrofitting. Prerequisite: Upper division College of Architecture.

**URSC 458. Policy Implementation.** (3-0). Credit 3. Techniques of implementing major urban development programs and plans; capital improvements programming and budgeting; overview of regulatory measures including zoning and subdivision regulations; public involvement process; and fiscal planning. Prerequisites: Upper division College of Architecture.

**URSC 469. Urban Infrastructure.** (3-0). Credit 3. Foundation of planning and managing infrastructure and public services; utilization of life-cycle method of infrastructure planning and delivery, research theory and tools to perform basic infrastructure planning. Prerequisite: Upper division College of Architecture.

**URSC 493. Urban and Regional Studies Capstone Course.** (3-0). Credit 3. Syntheses and application of skills and knowledge gained through course work applied to the development of creative solutions to real-world projects. Prerequisites: LAND 494; junior or senior classification.
New Program Request Form for Bachelor’s and Master’s Degrees

Directions: An institution shall use this form to propose a new bachelor’s or master’s degree program. In completing the form, the institution should refer to the document Standards for Bachelor’s and Master’s Programs, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of regents or (designee), certifying that criteria have been met for staff-level approval. Note: An institution which does not have preliminary authority for the proposed program share submit a separate request for preliminary authority. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Bachelor of Science in Urban and Regional Sciences

3. Proposed CIP Code: 0403

4. Brief Program Description –
The proposed BSURS will equip students with skills needed to deal effectively with the opportunities and challenges inherent in the development, growth and culture of neighborhoods, cities, regional and the global community. Recognizing that space and society are shaped by human relationships and decisions, the program emphasizes the social, economic, cultural and natural forces that govern how planners, community leaders, and citizens can make places safe, healthy and sustainable. The program will prepare students for entry-level positions as well as well-rounded education for advanced studies in fields essential to analyzing the competing interests and political, economic, social and environmental forces to develop solutions that shape neighborhoods, communities, cities, entire regions, and the global community.

5. Administrative Unit – Department of Landscape Architecture and Urban Planning within the College of Architecture

Proposed Implementation Date – Fall 2007

7. Contact Person – Provide contact information for the person who can answer specific questions about the program:
Name: Dr. Forster Ndubisi
Title: Department Head
Department of Landscape Architecture and Urban Planning
Phone: (979) 845-1019
Fax: (979) 862-1784
E-mail: fndubisi@archmail.tamu.edu
Program Information

I. Need

Job Market Need: Short- and Long-term Evidence of the Need for Graduates in the Job Market

Both the nation and the State of Texas are experiencing growth and significant shifts in our populations. Between 1990 and 2000, each of the Texas Council of Governments regions experienced population growth, as did all 27 of its metropolitan statistical areas. Growth is occurring along two main dimensions—the state’s urban areas and along the border (Murdock 2002). In conjunction, the composition of Texas’ population is changing. Just as of August 2005, Texas has joined California, Hawaii and New Mexico as a “majority minority” state, meaning that more than half of our population is comprised of racial and ethnic minorities (U.S. Census). And, like the rest of the nation, we will be experiencing a rapid increase in the proportion of our population that is elderly.

The changes in the size, composition and distribution of our population bring with them implications for not only how we understand, analyze and plan for cities and regions, but also for the labor force necessary to meet the changing needs of the population. As urban areas grow, the skills needed to manage and direct this growth become increasingly complex, involving not just the delivery of goods and services but also issues related to the juxtaposition of the built environment upon the natural environment.

As we have seen just recently, both natural and man-made hazards are increasingly affecting urban areas. Certainly, these hazards will continue to occur. The nation’s response to hurricanes Katrina and Rita illuminate the shortage of people with knowledge, skills, and abilities in emergency management, disaster response, and hazard mitigation. Further, as our residents become more socially and environmentally aware, we seek ways to make our communities more sustainable, to meet both current and future needs of all residents, in both cities and rural areas.

The Bachelor of Science in Urban and Regional Science (BSURS) program emphasizes the social, economic, cultural and natural forces that govern how space and society are shaped, providing students with the skills needed to develop solutions to the growth and development issues that face our state and nation. Opportunities at the undergraduate level for training of this nature are quite limited --- few schools have programs designed to fill this important void.

The BSURS prepares students for entry-level positions, especially as analysts in a variety of fields, including state and local government; advocacy, grant-making and civic organizations; real estate management; environmental science; social assistance services; and health care services. The outlook for these types of positions is outlined below.
State and local governments provide their constituents with vital services, such as transportation, public safety, healthcare, education, utilities, and courts. Excluding education and hospitals, state and local governments employ about 7.9 million workers, placing them among the largest employers in the economy. Around two-thirds of these employees work for local governments, such as counties, cities, special districts, and towns.

Advocacy, grant-making, and civic organizations had 1.2 million wage and salary jobs in 2004. About 75 percent of them were in civic and social organizations or professional and similar organizations. Job opportunities should be excellent in most employment settings because of high job turnover, primarily because of the industry’s relatively low wages, as workers retire or leave the industry for other reasons. Wage and salary jobs in advocacy, grant-making, and civic organizations are projected to increase 15 percent over the 2004-14 period, compared to 14 percent growth projected for all industries combined. While earnings in this industry are below average, they reflect the large number of entry-level positions available in this industry.

Property and real estate managers utilize individuals with training in business, management, and finance with good communication and problem-solving skills. While growth in this industry is average, the multi-disciplinary training of the BSURS should place graduates at a competitive advantage.

Environmental and other types of engineering technicians use the principles and theories of science, engineering, and mathematics to solve technical problems in research and development, manufacturing, sales, construction, inspection, and maintenance or may assist in product design, development, or production. The job outlook is strong, particularly for those with training in advanced technology, such as geographic information systems. Earning potential for those with undergraduate degrees is great.

The social assistance and health care fields are among the most rapidly growing industries in the U.S. economy. While employment opportunities range from those requiring only a high school diploma to those requiring advanced degrees, there are many opportunities for the college graduate, including case management, program coordination and management, and counseling and support positions. Educational attainment often determines the amount of responsibility given, earning potential and opportunity for advancement. Graduates trained with problem-solving skills and applied social science training are likely to be well-prepared for these positions.

Table 1 below summarizes some key data characterizing the job outlook for graduates of the BSURS program.
Table I: Job Market Need

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban &amp; Regional Planning</td>
<td>32,000</td>
<td>$53,450</td>
<td>14%</td>
</tr>
<tr>
<td>Advocacy, Grant-making, and Civic Organizations</td>
<td>1,200,000</td>
<td>$30,742</td>
<td>15%</td>
</tr>
<tr>
<td>Environmental Scientists</td>
<td>72,000</td>
<td>$51,080</td>
<td>14%</td>
</tr>
<tr>
<td>Property, Real Estate, and Community Association Managers</td>
<td>361,000</td>
<td>$39,980</td>
<td>14%</td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>524,000</td>
<td>N/A</td>
<td>27%</td>
</tr>
</tbody>
</table>

*Projected average in all sectors is 14%

Source: Bureau of Labor Statistics

Below are some sample job openings that would be appropriate for a graduate of the BSURS program:

**Environmental Analyst**
Company / Agency: RBF Consulting  
Job Category: Environmental Planning  
Salary Range: Open  
Experience Required: Previous Experience Not Required

**Development Review Technician, Frederick, MD**
Company / Agency: Frederick County Government  
Job Category: Community Development  
Salary Range: $16.58 - $18.23 per hour  
Experience Required: 1 Year

**Assistant Director, Cincinnati, OH**
Company / Agency: Clifton Heights Community Urban Redevelopment Corporation  
Job Category: Community Development  
Salary Range: $35,000 - $40,000  
Experience Required: 6 Months

**Schuylkill River Trail Steward, Pottstown, PA**
Company / Agency: Schuylkill River National and State Heritage Area  
Job Category: Open / Other
Salary Range: Open
Experience Required: 1 Year

**Code Enforcement Technician, Miamisburg, OH**
Company / Agency: Miami Township, Montgomery County
Job Category: Code Enforcement
Salary Range: $12.75 - $16.45, DOQ (Part-time Position)
Experience Required: Previous Experience Not Required

**Community Liaison, Stateline, NV**
Company / Agency: TRPA
Job Category: Community Development
Salary Range: $40,480 - $46,957
Experience Required: 1 Year

B. **Student Demand: Short- and Long-Term Evidence of Demand for the Program**

The BSURS offers a broad-based, multidisciplinary curriculum that features both theoretical training in the social and natural sciences along with skills training that allow student to apply their theories to real-life problems facing communities, cities and regions. The degree will appeal to students that may be in a general studies program because they have been unable to target their interests into a more specific degree program, but are interested in careers in the public and non-profit sectors, applied social and environmental sciences or design professions.

It may also appeal to students in social sciences—specifically sociology, economics, political science or government, and geography—who are looking for more applied techniques and skills. Students in engineering or environmental sciences who are interested in how that knowledge is applied to cities and regions may be attracted to the program. The program will offer additional options to students within the College of Architecture who discover that their interest in the built environment encompasses issues of function and problem-solving.

Two of the existing undergraduate degree programs offered in the College of Architecture, the Bachelor’s of Landscape Architecture (BLA) and the Bachelor’s of Environmental Design (BED), have extensive studio design components and rigid curricula. The attrition rate is high in these programs because of the intense studio requirements. It is even higher in the BLA which is a 5-year professional degree program. There is a high possibility that some students that have transferred from the College of Architecture into other colleges may enroll in the BSURS program.

The BSURS is interdisciplinary in nature and does not have a rigid curricula and intense studio requirements. At the same time, it shares with both the BLA and BED an emphasis on the development of critical thinking and analytical skills for problem-solving at the urban and regional scale. In fact, the majority of students currently taking courses in the minor in Urban Planning are students enrolled in the BED program.
Finally, the program is an excellent preparation for graduate studies in hazard management, urban planning, land and real estate development, health policy, geographical information systems, and law.

Due to increasing student interest, a Minor in Urban Planning has been in place since 2003. During that time, the program has seen steady, and in some cases dramatic, increases in student enrollment in the core courses. In response, the frequency of course offerings has also been increased for several core courses, including LAND 240 (History of Landscape Architecture), PLAN 365 (Introduction to Urban Planning), PLAN 370 (Health System Planning), PLAN 414 (Sustainable Communities), and PLAN 415 (Urban Issues). The chart below illustrates this increase.

The courses --- PLAN 240, PLAN 365, PLAN 370, and PLAN 415 were offered in the 2005/06 Fall and Spring semesters and are scheduled to be offered during the two summer sessions as well. Moreover, all required and supportive elective courses in the Minor in Urban Planning were offered for the first time during the 2005/06 academic year.

A. Enrollment Projections: Estimated Cumulative Headcount and Full-time Student Equivalent (FTSE) Enrollment for the First Five Years of the Program

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>First Year Students</th>
<th>Transfer Students from inside A&amp;M</th>
<th>Transfer Students from another institution</th>
<th>Graduation</th>
<th>Attrition</th>
<th>Total</th>
<th>FTSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
<td>20</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Year 2</td>
<td>10</td>
<td>20</td>
<td>25</td>
<td>0</td>
<td>5</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>Year 3</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>0</td>
<td>15*</td>
<td>140</td>
<td>130</td>
</tr>
<tr>
<td>Year 4</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>40</td>
<td>5</td>
<td>145</td>
<td>150</td>
</tr>
<tr>
<td>Year 5</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>50</td>
<td>5</td>
<td>155</td>
<td>155</td>
</tr>
</tbody>
</table>

Table 2: Enrollment Projections
* The somewhat high attrition rate anticipated after the third year is based on the assumption that some students may not be able to complete successfully the sequence of required analytical courses in the third year.

The enrollment projections in Table 2 are based on the following assumptions:

1) The Department of Landscape Architecture has approximately 65 students enrolled in the Minor in Urban Planning which was initiated in 2003. Undergraduate students across the university have demonstrated an interest in the courses offered in the minor to the extent that the department offered all the courses in the minor in the 2005/06 academic year. The enrollment in some the courses have increased dramatically in some of the courses, for instance, LAND 240 and PLAN 365.

2) The department has received numerous inquiries from students currently enrolled in the minor as well as those that have taken more than one course in the minor, about the availability of an undergraduate degree in planning or urban sciences. There is a high probability that these students would change their major, if a degree offering in urban and regional sciences was better suited to their career goals.

3) The broad-based curriculum of the program makes it appealing for those College of Architecture undergraduate students who discover that their interests in the built environment are focused more on the issues of function and problem solving rather than on physical design. The majority of students currently taking courses in the minor in Urban Planning are students enrolled in the BED program.

4) There are approximately 4,000 undergraduate students in the General Studies program who have not declared a major. Enrollment management policies instituted by Colleges and Departments may have excluded quality students from enrolling in their degree programs. The Department of Landscape Architecture and Urban Planning intends to reach out to quality students in the General Studies program if the BSURS program fits their career goals.

5) Focused outreach to community colleges in Texas will be another departmental priority to recruit student into the BSURS program including aggressively pursuing articulation agreements with community colleges once the program is initiated.
Quality

A. Degree Requirements

The degree requirements for the BSURS degree are presented in Table 3.

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (bachelor’s degree only)</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Other (Specify, e.g., internships, clinical work)</td>
<td>(if not included above)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Degree Requirements

B. Curriculum: Required Courses and Prescribed Electives of the Program

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 365</td>
<td>Introduction to Planning</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 360</td>
<td>Introduction to Planning Law</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 415</td>
<td>Urban Issues</td>
<td>3</td>
</tr>
<tr>
<td>Select From:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 230</td>
<td>Urban Sociology</td>
<td>3</td>
</tr>
<tr>
<td>312</td>
<td></td>
<td></td>
</tr>
<tr>
<td>314</td>
<td></td>
<td></td>
</tr>
<tr>
<td>321</td>
<td></td>
<td></td>
</tr>
<tr>
<td>324</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*STAT 201</td>
<td>Elementary Statistical Inference.</td>
<td>3</td>
</tr>
<tr>
<td>RENR 375</td>
<td>Conservation of Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 467</td>
<td>Principles of Land Development</td>
<td>3</td>
</tr>
<tr>
<td>**URSC 305</td>
<td>Analytical Methods</td>
<td>3</td>
</tr>
<tr>
<td>***URSC 325</td>
<td>Introduction to GIS in Urban Planning</td>
<td>3</td>
</tr>
<tr>
<td>**URSC 336</td>
<td>Public/Private Infrastructure Funding</td>
<td>3</td>
</tr>
<tr>
<td>**URSC 405</td>
<td>Urban &amp; Regional Economic Dev.</td>
<td>3</td>
</tr>
<tr>
<td>***URSC 458</td>
<td>Plan Implementation &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>**URSC 469</td>
<td>Land Use &amp; Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>**URSC 493</td>
<td>Capstone Project</td>
<td>5</td>
</tr>
<tr>
<td>****LAND 494</td>
<td>Internship(Long Semester)</td>
<td>6</td>
</tr>
</tbody>
</table>

* Suitable substitute by advisor’s consent
** New course
*** New stacked undergraduate/existing graduate course
**** Each student is required to spend a semester away from the university. Three options are available to students: 1) Semester abroad—see semester abroad options; 2) Semester at another university; and 3) Internship. Students opting for Study Abroad will be required to
take the Summer Internship (URSC 484) and register for the College of Architecture Study Abroad courses. Students may take their away during the Spring Semester of the third year or the Fall Semester of the fourth year by advisor’s consent.

Appendix A is a description of new courses to be offered as required or elective courses. Appendix B is proposals for new course offerings in the BSURS program. Appendix C is a sample Program degree plan.

Each student will be required to take a minimum of 12 credits in one of the following areas of concentration:

1. Hazard and Emergency Planning
2. Housing, Economic and Urban Development
3. Health Services Planning
4. Land Development
5. Landscape and Sustainable Urbanism
6. Spatial Analysis and Computer Applications

The elective course offerings are presented in Table 4 below.

Table 4: Elective Course Offerings

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses Hazard and Emergency Planning</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>URSC 450</td>
<td>Emergency Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose 3 courses from the following, selecting one course each from each of the three groupings:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group 1: Social processes and systems:</td>
<td></td>
</tr>
<tr>
<td>ANTH 201</td>
<td>Social &amp; Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 456</td>
<td>Environmental Political theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 328</td>
<td>Environmental Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 312</td>
<td>Population and Society (If not used for required sociology course)</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 306</td>
<td>Introduction to Urban Geography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Group 2: Methods and tools:</td>
<td></td>
</tr>
<tr>
<td>GEOG 390</td>
<td>Principals of Geographic information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 475</td>
<td>Advanced Topics in GIS</td>
<td>3</td>
</tr>
<tr>
<td>LAND 461</td>
<td>Geographic Information System Application in Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>RLEM 305</td>
<td>Watershed Analysis and Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Group 3: Physical processes and systems:</td>
<td></td>
</tr>
<tr>
<td>ATMO 201</td>
<td>Atmospheric Science</td>
<td>3</td>
</tr>
<tr>
<td>ATMO 251</td>
<td>Weather Observation and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 203</td>
<td>Planet Earth System Science</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 370</td>
<td>Coastal Processes</td>
<td>3</td>
</tr>
<tr>
<td>OCNG 251</td>
<td>Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>RLEM 301</td>
<td>Range and Forest Watershed Management</td>
<td>3</td>
</tr>
</tbody>
</table>
New Program Request Form for Bachelor’s and Master’s Degrees
Page 10

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 356</td>
<td>Housing and Community</td>
<td>3</td>
</tr>
<tr>
<td>URSC 454</td>
<td>Neighborhood Revitalization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose 2 courses from the following:</td>
<td></td>
</tr>
<tr>
<td>ECON 312:</td>
<td>Poverty, Inequality and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 418:</td>
<td>Economics of Labor</td>
<td>3</td>
</tr>
<tr>
<td>POLS 316:</td>
<td>Urban Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 341:</td>
<td>Urban Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 442:</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 404:</td>
<td>Sociology of the Community</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 419:</td>
<td>Social Class in Contemporary Society</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 370</td>
<td>Introduction to Health Planning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose 3 courses from the following:</td>
<td></td>
</tr>
<tr>
<td>BESC 314</td>
<td>Pathogens, the Environment and Society</td>
<td>3</td>
</tr>
<tr>
<td>COMM 370</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 236</td>
<td>Race, Ethnicity and Health</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 480</td>
<td>Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 328</td>
<td>Environmental Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 425</td>
<td>Medical Sociology</td>
<td>3</td>
</tr>
<tr>
<td>VIBS 432</td>
<td>Public Health Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSC 353</td>
<td>Construction Project Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose 3 courses from the following:</td>
<td></td>
</tr>
<tr>
<td>ARCH 310</td>
<td>Site Planning</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 422</td>
<td>Land Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINC 309</td>
<td>Survey of Finance Principles</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 414</td>
<td>Sustainable Communities</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 356</td>
<td>Housing and Community</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 414</td>
<td>Sustainable Communities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose 3 courses from the following:</td>
<td></td>
</tr>
<tr>
<td>ARCH 310</td>
<td>Site Planning</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 446</td>
<td>Introduction to Historic Preservation</td>
<td>3</td>
</tr>
<tr>
<td>LAND 340 or ENDS 250</td>
<td>History of Landscape Architecture/Architecture</td>
<td>3</td>
</tr>
<tr>
<td>LAND 310</td>
<td>Landscape Theory</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 675/URSC 475</td>
<td>Sustainable Urbanism</td>
<td>3</td>
</tr>
<tr>
<td>URSC 454</td>
<td>Neighborhood Revitalization</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND 461</td>
<td>Geographic Information System Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose 3 courses from the following:</td>
<td></td>
</tr>
<tr>
<td>CPSC 110</td>
<td>Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 111</td>
<td>Introduction to Computer Science Concepts and Programming</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 210</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>FRSC/GEOG</td>
<td>Interpretation of Aerial Photographs</td>
<td>3</td>
</tr>
</tbody>
</table>
New Program Request Form for Bachelor’s and Master’s Degrees
Page 11

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 352</td>
<td>GPS in the Geosciences</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 626</td>
<td>Advanced GIS (permission by instructor)</td>
<td>3</td>
</tr>
<tr>
<td>RENR 444</td>
<td>Remote Sensing in Renewable Natural Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Faculty: Information about Core and Support Faculty

The Department of Landscape Architecture and Urban Planning offers five degree programs: Bachelor of Landscape Architecture (BLA), Master of Landscape Architecture (MLA), Master of Urban Planning (MUP), Master of Science in Land Development (MSLD), and Ph.D. in Urban and Regional Science (URSC). Some faculty have core teaching responsibility in a particular program; others teach courses across the programs. The total projected teaching FTE is 3.75. Table 5 below indicates core faculty for the BSURS program teaching core courses.

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Bame, Sherry Assoc. Professor</td>
<td>Ph.D in Management and Policy</td>
<td>PLAN 365</td>
<td>50%</td>
</tr>
<tr>
<td>Bright, Elise Professor</td>
<td>Ph.D in Environmental Design</td>
<td>URSC 458</td>
<td>25%</td>
</tr>
<tr>
<td>Jourdan, Dawn Asst. Professor</td>
<td>Ph.D in Urban Planning</td>
<td>PLAN 360, PLAN 365**</td>
<td>50%</td>
</tr>
<tr>
<td>Giusti, Cecilia Asst. Professor</td>
<td>Ph.D in Economics</td>
<td>PLAN 415**</td>
<td>25%</td>
</tr>
<tr>
<td>Sweeney, Donald Assoc. Professor</td>
<td>Ph.D in Environmental Design</td>
<td>PLAN 370**</td>
<td>25%</td>
</tr>
<tr>
<td>Winson-Geideman, Kimberly Asst. Professor</td>
<td>Ph.D in Urban Studies</td>
<td>URSC 405, LDEV 467**</td>
<td>50%</td>
</tr>
<tr>
<td>Wunneberger, Doug Lecturer</td>
<td>Ph.D in Forestry</td>
<td>URSC 325</td>
<td>25%</td>
</tr>
</tbody>
</table>

Note: Core faculty teach courses required for the BSURS. 2.50 FTE
* Interim BSURS Program Coordinator
** Offered at least twice per academic year

Table 5: Core Program Faculty

Table 6 below lists faculty that teach prescribed elective courses in the BSURS as a part of their normal teaching responsibility in the Department of Landscape Architecture and Urban Planning.

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brody, Samuel Assoc. Professor</td>
<td>Ph.D in Environmental Planning and Policy</td>
<td>LDEV 671</td>
<td>25%</td>
</tr>
<tr>
<td>Ellis, Christopher Assoc. Professor</td>
<td>Ph.D in Regional Planning</td>
<td>LAND 461</td>
<td>25%</td>
</tr>
<tr>
<td>Lindell, Michael</td>
<td>Ph.D in Social/Quantitative</td>
<td>URSC 450</td>
<td>25%</td>
</tr>
</tbody>
</table>
The department will offer core and directed elective courses in the BSURS program through internal reallocation of teaching responsibilities. The College of Architecture instituted a new faculty-work load policy in 2004 in response to obvious inconsistencies across the departments within the College in faculty responsibilities in teaching, advising, and research. This policy, the 2+2+ requires tenured and tenure-track faculty to teach 2 courses per semester, advice graduate thesis and dissertations, and engage in research and scholarly activities. This workload may be varied depending on the unique circumstances of each faculty. For instance, lecturers are required to teach more courses since they do not formally have an advising responsibility.

The net effect of implementing this policy as well as the successful recruitment of 6 new faculty members in the past two years is that the department’s teaching capacity has increased. This is one of the main reasons for the high ratio of core vs. elective course (1:4) offerings in the Urban Planning program.

In assigning faculty to teach courses based on the College of Architecture policy of 2+ 2+ (explained earlier) to increase teaching efficiency, the department’s faculty developed and delivered numerous elective courses. Some of the graduate elective courses barely make the minimum enrollment. Understandably, many of the elective courses were developed by faculty based on emphasis areas in the Planning program, curricula requirements for graduate certificates offered through the College of Architecture, and on the individual faculty’s research interests. Moreover, the department offers professional masters degrees with clearly defined accreditation requirements. As a result, graduate students can take only so many electives in their degree plan. A survey conducted by a faculty member in January 2006 indicates that masters and doctoral students in planning
account for 54 percent of enrollment in all planning courses taught during the
2005/06 academic year.

The department’s priority is to bring this ratio down to 1:3 to be consistent with the
ratio for Urban Planning programs nationwide that offer both masters and doctoral
degrees. The strategy is to redirect some of the current teaching assignments in
elective course offerings, to offerings in the proposed BSURS. This redirection will
free up a minimum of 10 teaching slots. By doing so, the department can offer all
the courses proposed for the BSURS with certainty, without additional faculty
resources. Moreover, faculty may also alternate courses every 2-3 years, instead
of teaching the same course every year.

The reduction of this ratio is currently underway partly as a result of the
department’s priority to increase enrollment and expand course offerings in the
Planning Minor. For instance, core and concentration courses in the proposed
BSURS taught in the 2005/06 academic year include: PLAN 489 (URSC 450)---
Emergency Planning [Dr. Lindell]; PLAN 365---Introduction to Planning [Dr. Bame
as the lead in the expanded three sections offered]; PLAN 664/PLAN 360 ---
Structure and Function of Cities [Dr. Jourdan]; PLAN 656/356---Housing and
Community Development [Dr. Van Zandt]; PLAN 415---Urban Issues [Dr. Giusti;
Dr. Van Zandt]; PLAN 625/PLAN 389 (URSC 325)---Introduction to GIS [Dr.
Wunneburger]; PLAN 414 ---Sustainable Communities [Dr. Rogers], and; LDEV
467---Principles of Land Development [Dr. Geideman].

Additional courses scheduled tentatively to be taught in the 2006/07 academic
year include PLAN 689/PLAN 489 (URSC 354) ---Neighborhood Revitalization
[Dr. Van Zandt]; URSC 405---Urban and Regional Economic Development [Dr.
Geideman]; LDEV 467---Principles of Land Development---Fall and Spring
Semesters [Dr. Geideman]; and, PLAN 675/URSC 375---Sustainable Urbanism
[Dr. Neuman]. See Appendix A for a list and descriptions of new and stacked
courses being proposed or offered.

D. Library: Library Director’s Assessment of Library Resources Necessary for
the BSURS Program

The proposed BSURS program is a broad-based, interdisciplinary, pre
professional degree program for professional education in architecture,
construction management, land development, landscape architecture, and urban
and regional planning. These professional programs currently exist in the College
of Architecture. The program also serves as an excellent preparation for
professional education and graduate studies in fields such as public
administration, law, and real estate development. Students who elect to pursue
graduate studies in these fields do so after completing the BSURS program.

See Appendix D: Letter of Support

E. Facilities and Equipment: Availability and Adequacy of Facilities and
Equipment to Support the BSURS Program
Current facilities and equipment are adequate. No alternation or renovation of existing facilities is needed for the program. The program will utilize existing equipment. It does not have any special equipment needs beyond what currently exists for supporting the undergraduate programs in the College of Architecture.

F. Accreditation

Not applicable.

III. Costs and Funding

Five-Year Costs and Funding Sources

The costs and funding for the BSURS is presented in Table 7.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel¹</td>
<td>$0</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>$0</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>$0</td>
</tr>
<tr>
<td>Other²</td>
<td>$0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$0</td>
</tr>
<tr>
<td>Reallocated Funds</td>
<td>$0</td>
</tr>
<tr>
<td>Anticipated New Formula Funding³</td>
<td>$400,756</td>
</tr>
<tr>
<td>Special Item Funding</td>
<td>$0</td>
</tr>
<tr>
<td>Other⁴</td>
<td>$0</td>
</tr>
<tr>
<td>Total Funding</td>
<td>$400,756</td>
</tr>
</tbody>
</table>

Table 7: Program Costs and Funding

1. Costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Other costs here (e.g., administrative costs, travel).
3. Formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five. Calculation is based on 25 anticipated transfer students per year using a weighted credit hr. of 3.28 @ 15 cr. hrs/student/semester. The weighted credit hr. reflects the subvention for upper division engineering designation currently used for urban planning courses in the College of Architecture.
4. Other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

The information listed in the Table 7 is based on the following forecast of FTE personnel presented below in Table 8. The number of FTE personnel who will be involved in the delivery of the BSURS will be shared with the existing undergraduate and graduate programs offered by the Department of Landscape Architecture and Urban Planning.

<table>
<thead>
<tr>
<th>Year</th>
<th>Admin FTE</th>
<th>Faculty FTE</th>
<th>Part-time FTE</th>
<th>GANT FTE</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.20</td>
<td>2.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0.25</td>
<td>3.0</td>
<td>0</td>
<td>0.5</td>
<td>0.20</td>
</tr>
<tr>
<td>3</td>
<td>0.5</td>
<td>3.5</td>
<td>0</td>
<td>1.0</td>
<td>0.25</td>
</tr>
<tr>
<td>4</td>
<td>0.5</td>
<td>3.75</td>
<td>0</td>
<td>1.0</td>
<td>0.25</td>
</tr>
<tr>
<td>5</td>
<td>0.5</td>
<td>3.75</td>
<td>0</td>
<td>1.0</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Table 8: Five year forecast of FTE personnel
A proportion of faculty participation in BSURS program (2.00 FTE) out of the projected 3.75 Faculty FTE already teaches courses in the Minor in Urban Planning and Bachelor in Landscape Architecture (BLA) programs. The remaining 1.75 Faculty FTE; 0.5 Administrative FTE, 1.0 GANT FTE, and 0.25 FTE will be reassigned through internal reallocation as well as through the departmental strategy of reducing the ratio of core/elective course offerings from 1:4 to 1:3 in the Urban Planning program.

The 1.0 GANT FTE position noted in Table 8 is the department’s contribution toward start-up packages for faculty members hired under the university’s reinvestment program and replacement faculty searches between 2004 and 2006. The department will redirect two graduate student assistantship positions toward the BSURS program after the department’s commitments expire in 2007 and 2008. In addition, the department has four-full time staff members. Internal reallocation of job responsibilities will be made as needed to provide staff support to the BSURS. In general, the distribution of staff support is contingent on the department’s priorities. A part of the reallocation will occur as a result of completing the 5-, 6-, and 7-year year cycles for accreditation of the department’s 3 professional degree programs in 2006. The preparation for accreditation visits requires extensive staff support. The next round of accreditation visits will begin in the 2010/11 academic year.
New Program Request Form for
Bachelor’s and Master’s Degrees
Page 16

Signature Page

1. **Adequacy of Funding** – The chief executive officer shall sign the following statement:

   *I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.*

   ____________________________  ____________________________
   Chief Executive Officer        Date

2. **Board of Regents Approval** – A member of the Board of Regents or designee shall sign the following statement:

   *On behalf of the Board of Regents, I certify that the Board of Regents has approved the program.*

   ____________________________  ____________________________
   Board of Regents (Designee)      Date of Approval

3. **Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval** – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

   (1) be within the institution’s current Table of Programs;
   (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   (3) have sufficient clinical or in-service sites, if applicable, to support the program;
   (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   (6) not unnecessarily duplicate existing programs at other institutions;
   (7) not be dependent on future Special Item funding
   (8) have new five-year costs that would not exceed $2 million.

   *On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).*

   ____________________________  ____________________________
   Board of Regents (Designee)      Date
Appendix A
Course descriptions for new courses to be offered as required courses or electives
New courses

**URSC 305. Urban Planning Research Methods. Credit 3.**
Offers a general introduction and overview of social science research methods and techniques critical for Urban Planning professionals. Topics covered include survey research, secondary data, and qualitative approaches. Emphasis will be focused on gathering and analyzing data used in the planning setting.

**URSC 336. Public/Private Infrastructure Funding. Credit 3.**
Introduction to issues of financing public and public-private development projects; methods of raising revenues, including the trade-offs associated with establishing a sustainable tax-base, and raising capital through the capital markets; expectations of both public and private sectors; use of partnerships to build successful projects.

**URSC 469. Urban Infrastructure. Credit 3.**
Foundation for the planning and management of urban infrastructure and public services. Topics covered include needs assessment, design, costing and delivery of built facilities, including utilities, public works projects such as roads and airports, community facilities such as schools and prisons, and telecommunications. Public services addressed include health care, housing, and workforce training.

**URSC 493. Urban Sciences Capstone. Credit 3.**
A capstone course for the B.S. in Urban and Regional Sciences, featuring an in-depth investigation of an issue, problem or question in Urban and Regional Sciences; includes a student research project and research paper.

**UG courses stacked with existing Grad courses** (courses listed except the URSC 358 are scheduled to be offered in the 2006/07 academic year in response to increased student interest in the existing Minor in Planning)

**URSC 325. Introductory GIS. Credit 3.** Provides students and understanding of GIS fundamentals; basic concepts, principles and functions; essential skills of applying GIS in various fields such as urban planning, landscape architecture, land development, environment studies, transportation and hazard management; based on learning through class projects. (PLAN 625)

**URSC 458. Plan/Policy implementation. Credit 3.** Tools and techniques for the implementation of plans and policies related to land use and land development. Regulations including zoning and subdivision ordinances, laws and regulations are reviewed and evaluated. Professional relationships between administration and planning staffs, planning and zoning commissioners and city council members are addressed. (PLAN 658)

**URSC 475. Sustainable Urbanism Credit 3.** Theories of planning and urbanization in world literature; physical community design as expression of ideology and cultural value system. Prerequisite: permission of instructor. (PLAN 675)
UG courses stacked with approved 689 elective courses in the Department (all courses listed are scheduled to be offered in the 2006/07 academic year in response to increased student interest in the existing Minor in Planning)

URSC 454. Neighborhood Revitalization. Credit 3. Addresses the social, political, and economic theory of local communities. Discusses the theoretical aspects of neighborhood revitalization and identifies techniques for revitalization, including federal, state, and local programs; the role of nonprofit organizations; and a step-by-step process for revitalizing an area.

URSC 405. Urban and Regional Economic Development. Credit 3. Important concepts in the economic development function of public and private agencies. Economic development in the planning process, including theoretical considerations, ethical issues, location factors, site selection impact assessment and intergovernmental relations are addressed.

Recently approved/offered UG elective courses in the Department

Appendix B

Proposals for New Course Offerings for the Bachelor of Science in Urban and Regional Sciences (BSURS) Program
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ____________________________
   Landscape Architecture and Urban Planning

2. Course prefix, number and complete title URSC 305 Urban Analytical Methods

3. Course description (not more than 50 words) Focuses on research conducted by planners, sociologists, anthropologists, political scientists and a variety of applied social scientists. Examine variety of procedures employed when conducting research in urban areas. Further understanding and knowledge of statistical methods employed in social research and elements of geographical analysis.

4. Prerequisite(s) Upper Division College of Architecture Cross-listed with ____________________________ Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. ____________________________

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Urban and Regional Sciences
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    URSC 305 URBAN ANALYTICAL METHODS

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 .  .  .  0 0 3 6 3 2

    Do not complete shaded area.

Approval recommended by:

[Signatures]
Head of Department Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:

[Signatures]
Dean of College Date

Director of Academic Support Services

Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
GAR/AS-584
URSC 305: URBAN ANALYTICAL METHODS

COURSE OBJECTIVES:

Professionals evaluating competing interests and social, economic, and environmental forces that shape neighborhoods, cities and regions are often required to conduct a variety of forms of social research in order to better understand the nature of the communities they are working in or studying. Sometimes this will entail using secondary data sources, such as tax records or census data, to understand the changes that a community has undergone over the years, in order to better recognize where it might be headed in the future or what types of problems it might experience. At other times, it may involve actually conducting focus group research with likely stakeholders to understand the issues surrounding important policy decisions. It may also involve conducting a survey of residents to better understand issues they feel are important and how the community’s government might better meet their needs.

Professionals are expected to be informed, critical consumer of research. These include but are not limited to contracting with an outside firm or agency to conduct research or evaluating research already conducted about the community. In such situations the professional must be able to evaluate the quality of the research, the adequacy of the measures or analyses they provide, and the soundness of the conclusions reached. In order to make these decisions, analysts must have a background that allows them to make those assessments. This course provides a foundation upon which such analysts become not only a good consumer but also a practitioner of community-based research.

This course has three main goals. First, it involves familiarity with the general logic and central issues of conducting social science research. Critical focus will be on the role of theory or, more broadly, our ideas about the world that play in the research process. While topics of concern to a variety of social sciences will be discussed, the focus will be on research conducted by planners, sociologists, anthropologists, political scientists, and a variety of applied social scientists. The second goal is to examine the variety of procedures employed when conducting research in urban areas and communities. Within the context of this goal emphasis will be placed on what might be termed non-experimental research designs, although issues of experimental research will be touched upon. In addition, the course will explore various methods of data collection including survey research and secondary data analysis, and even geographical information systems approaches. While the emphasis will be on quantitative approaches, elements of qualitative research will be discussed as well.

The third goal will be to further understanding and knowledge of statistical methods employed in social research and elements of geographical analysis. The reason that this course will attempt to wed both the formal understanding of research methods and analyses (both statistical and GIS) stems from the inextricable linkage between the two. Quite often research methods courses tend to focus exclusively upon data collection methods completely neglecting what one does with data after it has been collected or compiled. In this part of the course, some non-parametric techniques such as chi-square test and parametric techniques such as t-test, correlation, and regression will be...
reviewed. In addition, students are expected to apply this knowledge in a series of homework assignments using data and specialized software - Statistical Package for Social Sciences (SPSS). Lastly, the course will introduce students to ArcView, one of the leading geographic information systems.

**REQUIREMENTS:**

Given the nature of this course, much of the class time will follow a lecture format; however, at times and on certain topics discussions may be held in class. To stimulate this discussion, the topic of discussion may be briefly introduced and students will be required to discuss the readings (so be prepared!). Regardless of topics, questions are strongly encouraged if the lecture is unclear or if the instructor has not covered something in the reading that students do not understand. The latter is particularly important because the instructor will not discuss everything assigned to students to read. Usually, part of class time each week will be spent learning how to use SPSS to analyze actual data to answer research questions. For the most part, the instructor will discuss and introduce to students a statistical or quantitative technique, go over a number of examples and then students will be given an assignment. A majority of the assignments will be taken from the *Adventures in Social Research* book. Students will generally have a week to work on the assignment before it is due.

**Grading Policy:**

The grading for this course will be based upon two examinations (a mid-term and final) homework assignments, and weekly quizzes. The examinations will consist predominantly of essay questions and will constitute 50% of your grade. The mid-term and final will focus for the most part upon information presented during the lectures and from the two required books. The homework assignments will consist of lab assignments taken out of *Adventures in Social Research*, by Babbie, Halley, and Zaino, and additional assignment that I may give out in class periodically.

Taken as a whole, the homework assignments will constitute 25% of your course grade. The homework assignments must be turned in on time; otherwise 10% of the possible points will be subtracted for each day (weekdays or weekends) the assignment is late. Students will generally have one week to complete the homework assignments. The final 25% of the grade will be based on performance on weekly quizzes. At the beginning of each class session, with the exception of the days the midterm and final examinations are taken, there will be a quiz over material covered during the last class period or two and reading assignments. The quizzes will consist of a few multiple choice and/or short answer questions. These quizzes will generally take only 15 minutes. Students will receive a ‘zero’ in the quizzes for lateness or missing classes. There are no make-ups for the quizzes. The student’s two lowest quiz grades when computing the overall quiz grade.

**TEXTS:**

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statement
AGGIE HONOR CODE
“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

COURSE SCHEDULE
As discussed above, class periods can be roughly broken into two sections. The main portion of each week’s classes will be devoted to lecture and discussion, which will generally follow the text materials. In addition a part of each week’s classes will be devoted to using the computer and the Statistical Package for the Social Sciences (SPSS) to work with and analyze data.

Session 1: INTRODUCTION TO RESEARCH: PART I
Readings: BSR chapters 1 and 2
Computer: Brief overview of the logic of measurement
Readings: ASR chapters 1 and 2

Session 2: INTRODUCTION TO RESEARCH: PART II
Readings: BSR: Chapters 2 and 4
Computer: Working with data and SPSS
Readings: ASR, Chapters

Session 3: RESEARCH AND QUANTITATIVE METHODS
Readings: BSR, Chapter 15 (396-406)
Computer: Descriptive statistics and frequencies
Readings: ASR, Ch. 6 (Sec. 6.1-6.5)

Session 4: CONCEPTUALIZATION AND MEASUREMENT
Readings: BSR, Chapter 5
Computer: Modifying data and graphical summaries
Readings: ASR, Chapter 6 (remainder) and 7. Assignment 7.1
Session 5: INDEX CONSTRUCTION
Readings: BSR, Chapter 6
Computer: Creating composite measures and univariate analysis
Readings: ASR, Chapter 9 and 10. Assignment 9.1 and 10.1

Session 6: THE LOGIC OF SAMPLING
Readings: Chapter 7
Computer: Cross tabulations
Readings: ASR, Ch. 8 and PSR Ch. 15 (406-415).
Assignment 8.1

Session 7: CATCH UP AND MID-TERM

Session 8: APPROACHES TO RESEARCH: EXPERIMENTS AND SURVEYS
Readings: BSR, Chapters 8 and 9
Computer: Answering questions with contingency table analysis
Readings: ASR, Ch 11 and 12. Assignment: 11.1 and 12.1

Session 9: APPROACHES TO RESEARCH: QUALITATIVE RESEARCH AND SECONDARY ANALYSIS
Readings: BSR, chapters 10 and 11
Computer: Playing with Census data
Readings: no readings this Session

Session 10: EVALUATION RESEARCH: ANSWERING PRACTICAL QUESTIONS
Readings: Chapter 12
Computer: Comparing groups
Readings: ASR, chapter 13

Session 11: DATA ANALYSIS: USING CONTINGENCY TABLES TO ANSWER QUESTIONS
Readings: BSR Chapter 14 and supplemental materials
Computer: Non-parametric measures of association
Readings: ASR Chapter 14, pages 227-238

Session 12: DATA ANALYSIS: STATISTICAL INFERENCE AND TEST OF SIGNIFICANCE
Readings: Supplemental, provided by instructor
Computer: Test of Significance
Readings: ASR, Ch. 15. Assignment: 15.1 (1-16)

Session 13: DATA ANALYSIS: CORRELATION AND REGRESSION
Computer: Bivariate and multivariate analyses
Readings: ASR, Chapter 16. Assignment: 16.1

Session 14: GEOGRAPHICAL INFORMATION SYSTEMS
Computer: Brief introduction to ArcView

Session 15: FINALS
Texas A&M University

Departmental Request for a New Course
Undergraduate - Graduate - Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Landscape Architecture and Urban Planning.

2. Course prefix, number and complete title: URSC 325 - Introduction to GIS in Urban and Regional Studies

3. Course description (not more than 50 words) Provides students an understanding of GIS fundamentals; basic concepts, principles and functions; essential skills for applying GIS in various fields such as urban planning, landscape architecture, land development, environment studies, transportation and hazard management; based on learning through class projects.

4. Prerequisite(s) Cross-listed with PLAN 625

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) Bachelor of Science in Urban and Regional Sciences
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) URSC 325 INTROGIS IN URBAN PLAN
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    020303 . . . . 003632

Approval recommended by: Foster Ndubisi 5/30/06
Head of Department Date

Dean of College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by: Dean of College Date

Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-504
URSC 325/PLAN 625: INTRODUCTION TO GIS IN URBAN AND REGIONAL SCIENCES

COURSE OBJECTIVES:

As an introductory undergraduate-level and graduate-level course in Geographic Information Systems (GIS), students will be instructed in fundamental concepts, principles and functions of GIS. Upon this basis, students will gain knowledge in data acquisition, management, analysis, and presentation to apply in spatial problem solving. Case studies of GIS applications particular to fields of instruction within the College of Architecture will be emphasized. The course consists of lecture and lab periods during the week. Depending on the size of the class, one lab period may set aside for undergraduate students and one for graduate students.

REQUIREMENTS:

Grading Policy:

Class Participation  5%
Lab Exercises       15%
Mid-term Exam       30%
Final Exam          30%
Project             20%

Exercises:
Due at beginning of following lab. Submit in hard copy or by email to the instructor.

Exams:
One-hour mid-term exam is scheduled tentatively for October 6 (Thursday). Two-hour final-exam is scheduled for December 14 at 8:00-10am (or 1:00 – 3:00pm). Exams cover lectures and text and are cumulative in nature.

Projects:
Project work may be performed in small groups or individually. Topics may be proposed by students and/or the instructors. Assistance on projects will be provided during lab time. Projects will be presented in class at the end of the semester (before the final). Projects will include a proposal, report, and any necessary map products. Printing and plotting resources will be provided.
THE ARTS:


Burke, et al. 2001. *Getting to Know ArcGIS Desktop: The Basics of ArcView, ArcEditor, and ArcInfo Updated for ArcGIS 9*

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

**Academic Integrity Statement**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**COURSE SCHEDULE:**

Session 1: INTRODUCTION TO GIS FOR LANDSCAPE ARCHITECTURE AND URBAN PLANNING

**READINGS:** Chap 1 – 2

**LAB WORKBOOK:** Sec. 1Getting to know GIS

Sec. 2 Maps and data

(Chap 1 – 2, 3 – 4)

Session 2: GIS FUNDAMENTALS

**READINGS:** Chap 3, 9

**LAB WORKBOOK:** Section 3, Displaying data

(Chap 5 – 7)

Session 3: COORDINATE SYSTEMS

**READINGS:** Chap 4

**LAB WORKBOOK:** Section 4, Getting information about features

(Chap 8 – 9)

Session 4: DATA CHARACTERISTICS

**READINGS:** Chap 5 – 6

**LAB WORKBOOK:** Section 5, Analyzing feature relationships
Session 5: GENERALIZATION, ABSTRACTION AND METADATA  
READINGS: Chap 7  
LAB WORKBOOK: Section 6, Creating and editing data  
(Chap 14 – 17)

Session 6: TEXAS LAND SURVEY SYSTEM, APPLICATION CASE STUDY:  
ECONOMIC LOSS DUE TO COASTAL EROSION  
READINGS: TBA  
LAB WORKBOOK: Section 7, Presenting data  
(Chap 18 – 19)

Session 7: DATA PREPARATION, IMAGE ADJUSTMENTS  
READINGS: Chap 10  
LAB WORKBOOK: Image registration

Session 8: VISUALIZATION: OUTPUT AND PRESENTATION  
READINGS: Chap 12  
LAB WORKBOOK: Map composition

Session 9: DATA COLLECTION, COGO, HEADS-UP DIGITIZING  
READINGS: Chap 10  
LAB WORKBOOK: Acquiring and integrating soils data

Session 10: DEMOGRAPHIC ANALYSIS  
READINGS:  
LAB WORKBOOK: Census data analysis

Session 11: ELEMENTARY SPATIAL ANALYSIS  
READINGS: Chap 13  
Projects

Session 12: 3-D AND OTHER DATA STRUCTURES  
READINGS: Chap 9 (review)  
Projects

Session 13: MANAGING ERROR  
READINGS: Chap 15  
Projects

Session 14: GEODATABASE DESIGN CONCEPTS  
READINGS: Chap 11  
Class Presentations

Session 15: FUTURE TRENDS IN GIS  
Class Presentations
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Landscape Architecture and Urban Planning
2. Course prefix, number and complete title URSC 336 - Public and Private Infrastructure Funding

3. Course description (not more than 50 words) An introduction to issues of financing public and public-private development project; exploring the difference between raising revenue, including the trade offs associated with establishing a sustainable tax base, and raising capital through capital markets; illustration of the range of decisions with financing public and public-private partnerships

4. Prerequisite(s) Upper Division College of Architecture Cross-listed with Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? Yes ☐ No ☐ If yes, from _________ to _________.

6. Is this a repeatable course? Yes ☐ No ☐ If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? Yes ☐ No ☐

7. Has this course been taught as a 489/689? Yes ☐ No ☐ If yes, how many times? _________ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Urban and Regional Sciences
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) URSC 336 INFRASTRUCTURE FUNDING

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>03</td>
<td>03632</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

GAP/AS-5/64

32 of 69 D
URSC 336: PUBLIC & PRIVATE INFRASTRUCTURE FUNDING

COURSE DESCRIPTION:

The primary objective of this course is to provide students with an introduction to issues of financing public and public-private development projects. The course will explore the difference between raising revenues, including the trade-offs associated with establishing a sustainable tax-base, and raising capital through the capital markets. Further, it will address the expectations of both the public and private sectors and how partnerships develop to build successful projects. The course is intended to illustrate the range of decisions associated with financing public and public-private projects at the local level.

The course begins with a discussion of the structure of local government, the interaction of the public with local government, and the need for economic development and other municipal projects. We will address the issues embodied in generating revenue, considering applications in transit finance, school finance, privatization and economic development. Debt issuance and an exploration of the municipal markets will be discussed, and we will survey the bond market and learn how public officials relate with rating agencies, investment bankers and investors. Students will be introduced to various financing mechanisms such as TIFs, MUDs and others.

COURSE OBJECTIVES:

The purpose of the course is to familiarize students with the financing of development projects in an urban context. Specifically, students will develop an understanding of the following:

1. Systems of local governments; the process of decision making, development and management; structure of the implementing authorities.
2. The case for and creation of public-private partnerships; public relations and citizen participation.
3. The concept of project evaluation; identification and estimation of project impacts; desirable and undesirable project impacts.
4. Inter-governmental fiscal relationship, municipal fiscal system.
5. Financial perspective of urban development (water supply and sewers, land development and housing, transportation and roadways).
6. Financing mechanisms including TIFs, MUD districts, municipal bonds.
7. Municipal fiscal administration including property tax administration, user charges and pricing of public services, municipal expenditure.
REQUIREMENTS:

The course will meet twice each week and is designed around a lecture format combined with class discussions. A tentative schedule is attached. Class attendance is required, and a seating chart will be used to keep track of both attendance and participation. Recording of lectures is allowed. A combination of lectures, videos, and case studies will be used to explain and gradually explore how projects are financed. Written case-centered reviews and other assignments are required. In addition, an electronic animation/presentation and paper are required.

Grading Policy:
The course will have two exams (midterm and final). The format of the exams will include multiple-choice questions and one or two essay or short answer questions. During the course of the semester, students will be required to complete two case studies. In addition, a final paper and presentation on an approved development project is required.

Grading for the course will be as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 exams worth 75 points each</td>
<td>150</td>
</tr>
<tr>
<td>Final Project paper 100 points</td>
<td>100</td>
</tr>
<tr>
<td>Final presentation 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Case studies 25 points each</td>
<td>50</td>
</tr>
<tr>
<td>Attendance and participation 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>400</td>
</tr>
</tbody>
</table>

Make-up Tests:
Because exams are announced at the first class meeting, I will give make-up exams only in cases when the student was physically unable to attend class due to hospitalization or incarceration, verifiable family, work emergency or verifiable religious holiday. If possible, the student must notify the instructor before exam time, and must agree to take the test at a mutually agreed upon time. That exam will usually be given in advance of the regularly scheduled exam and will be a different exam from that prepared for the regularly scheduled exam.

Late Work:
Will be assessed a whole letter grade. A late assignment will be any assignment not submitted at the beginning of the class meeting during which it is due.

Attendance Policy:
Students who miss more than four classes, for any reason, will find it difficult to earn a grade higher than a “C”. To be considered present for the entire class period, students should be in their seats at the beginning of class and remain until the class ends. Attendance will be taken at each class meeting. If you do not arrive on time, you are solely responsible for any material that is missed.

TEXTS:

Additional readings may be distributed in class.

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Academic Integrity Statement**

**AGGIE HONOR CODE**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
COURSE OUTLINE:

Session 1    Systems of local government
Session 2    The decision-making process
Session 3    Private Participation in infrastructure development
Session 4    Citizen participation; public relations
Session 5    Introduction to State and Local Revenue Systems; User Fees
Session 6    User Fees (Continued) and Sales Taxes
Session 7    Sales Taxes (Continued) and Income Taxes
Session 8    Property Taxes and School Finance
Session 9    Privatization; State Finance
Session 10   Introduction to municipal markets
Session 11   Net present value analysis; bond pricing/transaction structure
Session 12   Debt markets and lenders; credit ratings
Session 13   Project evaluation
Session 14   Student presentations
Session 15   Student presentations
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Landscape Architecture and Urban Planning

2. Course prefix, number and complete title URSC 450 - Emergency Management Principles and Practices

3. Course description (not more than 50 words) Introduction to the fundamental principles of emergency management.

4. Prerequisite(s) Upper Division College of Architecture Cross-listed with

Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Urban and Regional Sciences
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    URSC 450 Emergency Management

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 . . .

    Do not complete shaded area.

Approval recommended by:
    Head of Department Date
    Dean of College Date
    Dean of College Date

Submitted to Coordinating Board by:
    Dean of College Date

Director of Academic Support Services Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS 504

37 of 69 D
URSC 450/PLAN 489: Emergency Management Principles and Practices

COURSE OBJECTIVES:

This purpose of this class is to introduce students to the fundamental principles of emergency management. In addition, students also will gain experience in making oral presentations and submitting written reports.

REQUIREMENTS:

There will be two written examinations (25% of grade for each) and a research project for which each teams of students (3-4 members) will make an oral presentation (25% of grade) and submit a written report (25% of grade). Extra credit will be given on the research project for those who contact an organization and conduct a research project that has practical value for that organization. You must submit a half-page topical summary by Week 8 to the instructor for approval. Class members must submit their written final reports on their term projects by the last day of class.

Term Project Requirements:

Length: Approximately 20 ± 5 pages double-spaced (including references). The quality of your analysis and your writing is more important than the length of the paper.

Format: A title page must include your name, the date, and the title of the paper on the first page. Securely staple the paper. Please do not use plastic binders or spines. Margins must be 1.25 inches, 12 point is required, Times New Roman font is preferred. All material with proper citations in parentheses, for example: (Perry and Lindell 1992). All material (text, figures, and tables) from other sources must be properly cited, either as a quotation or as a source. Failure use proper citations can expose you to charges of plagiarism, which is a serious crime in academia (see the next section and http://student-rules.tamu.edu).

References: Should be listed alphabetically at the end of the paper. You may use the format adopted by your discipline, or the following:

Format for books

Format for journal articles with consecutive pagination within volumes

Format for periodicals without consecutive pagination within volumes
EXPECTED STUDENT BEHAVIOR:

1. CLASS ATTENDANCE: Students are expected to attend class and participate in discussions. In particular, students are expected to be in class at the time class is scheduled to start and to remain in the classroom through the end of the class period except during the break in the middle of the class period.

2. ACADEMIC HONESTY: A student's work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable behavior and will result in sanctions in accordance with the Student Rules, available in hard copy or on the University Web Site [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

3. PLAGIARISM: It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

   If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

   If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).

Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain.

Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own.
Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense.

**TEXT:**

**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.
COURSE SCHEDULE

Session 1:
  Readings: Chapter 1: Introduction

Session 2:
  Readings: Chapter 2: EM stakeholders

Session 3:
  Readings: Chapter 3: Building an EM organization

Session 4:
  Readings: Chapter 4: Risk perception and communication

Session 5:
  Readings: Chapter 5: Principal hazards in the United States

Session 6:
  Readings: Chapter 6: Hazards risk assessment

Session 7:
  Readings: Chapter 7: Hazard mitigation

Session 8:
  Readings: Disaster demands
  First exam
  Concept paper due

Session 9:
  Readings: Chapter 9: Response/recovery preparedness

Session 10:
  Readings: Chapter 10: Emergency response

Session 11:
  Readings: Chapter 11: Disaster recovery
  Optional draft due

Session 12:
  Readings: Chapter 12: Evaluation
  Student presentations

Session 13: Student presentations
  Readings: none

Session 14:
  Readings: Chapter 13: International EM
  Chapter 14: Professional accountability
  Student presentations

Session 15: Final Exam
  Readings: Chapter 15: Issues and trends in EM
  Term projects due
Texas A&M University  
Departmental Request for a New Course  
Undergraduate  Graduate  Professional  
Submit original form and 2 copies. Attach a course syllabus to each.  
1. This request is submitted by the Department of Landscape Architecture and Urban Planning  
2. Course prefix, number and complete title  URSC 454 - Neighborhood Revitalization  
3. Course description (not more than 50 words) Examination of the causes of decline of central cities, with the goal of developing a realistic view of who is affected, and why, so that a realistic foundation can be laid for successful redevelopment projects. Specific discussion topics and case studies will include downtown decline and redevelopment, older city neighborhood problems and retrofitting  
4. Prerequisite(s) Upper Division College of Architecture  Cross-listed with  
5. Is this a variable credit course?  Yes  ☐  No  ☐  If yes, from  to  
6. Is this a repeatable course?  Yes  ☐  No  ☐  If yes, this course may be taken  times. Will the course be repeated within the same semester/term?  Yes  ☐  No  ☐  
7. Has this course been taught as a 489/689?  ☐ Yes  ☐ No  If yes, how many times?  Indicate the number of students enrolled for each academic period it was taught.  
8. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
      Bachelor of Science in Urban and Regional Sciences  
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.  
10. Prefix  Course #  Title (exclude punctuation)  
    URSC 454 NEIGHBORHOOD REVITALIZATION  
    Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  Acad. Year  FICE Code  
    0  3  0  0  0  3  0  0  3  6  3  2  
    Do not complete shaded area.  

Approval recommended by:  
Forster  Nisaburi  5/30/06  
Head of Department  Date  
Chair, College Review Committee  5/30/06  
Head of Department (if cross-listed course)  Date  
Dean of College  5/31/06  

Submitted to Coordinating Board by:  
Dean of College  Date  
Director of Academic Support Services  Date  
Effective Date  

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.  
OAR/AS-504  
42 of 69 D
URSC 454/PLAN 689: NEIGHBORHOOD REVITALIZATION

CLASS OBJECTIVES

There is probably no greater challenge facing urban professionals today than that of redeveloping our central cities and urban neighborhoods. As public alarm rises over crime, drugs, unemployment, homelessness, and other perceived "inner city" problems, polarization increases and calls are heard for overhaul of welfare and other related programs. Elected officials and "experts" provide the public with a stream of supposed causes ranging from loss of family values to laziness, and billions of dollars continue to pour into ineffective programs based on these "causes"; meanwhile, the problems increase. Planners and public administrators seem powerless to stem the tide of lost infrastructure, dollars, productivity, and lives that flows from our declining central cities.

Projects based on incorrect or incomplete guesses regarding the nature, extent and causes of the problem are doomed to failure. This course will attempt to examine the causes of decline, with the goal of developing a realistic view of who is affected, how they are affected, and why, so that a realistic foundation can be laid for redevelopment projects that will succeed. Finally, an examination of success stories will be undertaken.

In order to cover as much of this topic as possible, the first class sessions will be spent on downtown decline and redevelopment—which is, commercial, office, entertainment and retail revitalization in the downtown core. The majority of class sessions will focus on the problems of older city neighborhoods (generally surrounding the downtown core), and will take a close look at the causes of these problems. The last few sessions will focus on retrofitting the suburbs, and/or on case studies of successful redevelopment.

Although there is a great deal of high-quality academic literature regarding this problem, it is important also to get a feeling for the intangible aspects of inner city neighborhood life. Kevin Lynch, in his classic book, Site Planning, advises planners to "spend time on the site," sitting and walking the land for several hours at different times of day and seasons of the year, observing the sunsets, the sounds of birds or traffic, the smell of pollutants or dew, the pathways taken by pedestrians, etc. This is also important in planning for developed areas, particularly troubled ones; however, concerns of safety and time constraints prevent this from occurring directly. Therefore, some "nonacademic" readings have been assigned; also, films are suggested for viewing on your own time for some class sessions. Although these films are not required, they will be discussed at times and are recommended to help provide the intangible aspect of planning that is missing from academic writing.

GRADING

There will be a midterm exam, a paper (undergraduate students will not be required to write a paper or project report), and a final exam. Each of these will account for 25% of the course grade. Exam format has not yet been determined; both take-home and in-class exams are possibilities. Each exam will cover a separate part of the class material. The final 25% of the student's grade will be based on class participation, which includes regularly reading each week's assignment; demonstrating an understanding of its content in our class discussions; actively participating in seminar discussions; regularly attending class; and reading reports (described below). If you
cannot be present on a given day, please try your best to leave a message for me before class. Also, bring in articles or notes on any related issues which you see in the news. Meeting deadlines is also very important, so please do your best to make all deadlines listed in the syllabus or given in class—lateness for almost any reason causes a loss of ½ grade, i.e. a B paper would receive a B-.

PAPER

Papers should be 8-10 pages long and should be well researched, with bibliographies and footnotes. Analysis of the information you find is encouraged, but opinion should not compose the main body of the paper or project. Submissions should be typed, double-spaced, and use a professional style (for example, avoid slang, use a spell check, follow a style manual for footnotes and bibliographic citations), so that the final product could be shown to a prospective employer with pride, as well as being a class product. Use of graphics is encouraged, as long as the source is given. Use of nontraditional data sources—for example, the Internet, or personal interviews with experts—is fine, as long as sources are cited. Of course a paper based solely on library research (without graphics, interview data or use of the Internet) is also fine. Please also prepare a short (1-2 pages) summary of your work for distribution to the class. If time allows, we will hear a little from you about your most important findings. The topic may be based on any of the following aspects of revitalization:

A.) An investigation of innovative approaches to battling one of the contributors to urban decline (for example, redlining or lack of services), or innovative approaches that illustrate one of the success factors (for example, resident control or crime-reducing design).

B.) A case study of a downtown, neighborhood residential or mixed-use redevelopment project. In preparing the case study, the following questions can serve as a guide:
* WHO was involved?
* WHAT was proposed?
* WHEN was the project conceived?
* WHERE is it located? What are the characteristics of the surrounding neighborhood?
* WHY was the project conceived? What was the goal? Was it met?
* HOW was the project carried out? Include its history, financing, etc.

READING REPORTS

There are many fascinating books and articles on various aspects of urban decline and/or redevelopment—far more than can be assigned for all students to read. Therefore, in order to gain familiarity with as much of this material as possible, each student will select items from the lists under "Reading Reports" in the "Calendar and Readings" section below; read the listed material, prepare a short written summary for the rest of the students, and present it/lead a discussion with the class. Unlike textbooks, these readings are not necessarily "academic" reading—some will probably grab your
attention, perhaps angering or saddening you in the process. Please try to think of some questions, or written class exercises, to stimulate discussion during your presentation.

TEXTS

The following texts are required:
  DOWNTOWN, INC. (DI), by Frieden and Sagalyn
  REVIVING AMERICA’S FORGOTTEN NEIGHBORHOODS (RAFN), by Elise Bright
A course pack is also required.
Further, I highly recommend this modern-day “Diary of Anne Frank”-type book: GO ASK ALICE by Anonymous, available at Barnes and Noble.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statement
AGGIE HONOR CODE
  “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
CALENDER AND READINGS

Week 1: INTRODUCTION

Week 2: WITH FRIENDS LIKE THIS, PART 1: A DOWNTOWN HISTORY
READINGS: Packet, read Forward and chs. 8 (Urban Dispersal) & 12 (Culprits) from The Living City, and ch. 5 (Central City Revitalization: The Fort Worth Experience) from Urban Revitalization

Week 3: AGGRAVATED ASSAULT? THE DECLINE OF DOWNTOWN
READINGS: DI, chs. 1-4 Packet, read Chapter 1 (Regional Growth Management and Central City Vitality) from Urban Revitalization

Week 4: DOWNTOWN SOLUTIONS, PART 1. READINGS: DI chs. 6, 7, 8 & 12. Packet, read ch. 14 (Old Areas Flourish Anew) from The Living City

Week 5: DOWNTOWN SOLUTIONS, PART 2, READINGS: DI chs. 9, 13 & 14 Packet, read ch. 6 (Rebuilding Downtown) from Urban Revitalization

Week 6: WITH FRIENDS LIKE THIS, PART 2: LENDERS AND INSURERS
READINGS: Packet: "Discrimination in Housing" (ch. 4 of Discrimination American Style by Joe Feagin), "The First 20 Years of HUD," "Restructuring, Place and Race" (ch. 1 of Capital and Communities in Black and White by G. Squires) READING REPORT: Capital and Communities in Black and White (all other chapters)
Suggested Films: Other People's Money gives a good, clear picture of business and corporate finance as well as neighborhood issues, and even has Danny de Vito! Many (not me!) like Roger and Me for another view of employment loss creating neighborhood and civic devastation.

Week 7: NEIGHBORHOOD SAFETY AND SOCIAL SUPPORT
For safety, topics focus on what many consider our worst redevelopment barriers: crime and substance abuse--although other health problems (infant mortality, immunization, exposure to toxics, etc.) will also be covered. For social support, topics include defining the problem, i.e. what constitutes neighborhood "quality of life"; how to define neighborhoods; and the importance and character of networking, social structure and personal support as components of community life.
READINGS: RAFN, Preface and ch. 1; Packet: introduction, part III and conclusion of Street Corner Society by Wm. Whyte; "Neighborhood Effects on Teenage Pregnancy" by E. Anderson (from The Urban Underclass); Go Ask Alice is highly recommended.
READING REPORTS: Land of Opportunity; A Nation in Denial and related articles
Suggested Films: for a realistic view of the addiction battle see Ironweed, Clean and Sober. When a Man Loves a Woman, 28 Days; for a look at the world of the dealer and the effects on neighborhoods see New Jack City, Clockers and Traffic; for social support networks see West Side Story, Witness, and especially Boyz in the Hood.
Week 8: MIDTERM

Week 9: NEIGHBORHOOD SERVICES AND SHELTER
Topics include the demographics of poverty (including feminization, its effects on child welfare and implications for workfare and related policies); the changing structure of American families; the working poor and the "underclass"; needs for transportation, child care, education, employment opportunities, and access to retail business and related services
READINGS: Packet, read "The Hidden Agenda" (ch. 7 from The Truly Disadvantaged by W.J. Wilson), "The Ideology of Individualism" (ch. 4 from Subordinating the Poor), “A Review of National Housing Policy”
READING REPORTS: Working from the Margins by V. Schein, and related parts of Rachel and Her Children
Suggested films: A Home of Their Own, Jupiter's Wife, Hoop Dreams, Do the Right Thing.

Week 10: SPRING/FALL BREAK

Week 11: SOLUTIONS 1
TOPICS for all "solutions" classes include how to measure or otherwise determine whether a project has been successful; successful low-income neighborhoods in other states and nations, and through history; ingredients for success locally; community development corporations, NGOs, churches, and other important players; the microplanning approach
READINGS: RAFN, ch. 4; Packet, read ch. 3 (Gentrification and Displacement) from The Living City, ch. 4. (The Revitalization of New Orleans) from Urban Revitalization, "The Ghetto as a Resource" by W. Goldsmith, "Rebuilding the Ghetto Doesn't Work" from the New York Times
READING REPORT: TBA

Week 12: SOLUTIONS 2
READINGS: RAFN, ch. 5; Packet, read chs. 4 (winning Skirmishes, Losing Wars) & 5 (Understanding the Lessons) from The Living City
READING REPORT: Organizing the South Bronx by J. Rooney

Week 13: SOLUTIONS 3
READING REPORT: Comeback Cities by Paul Grogan and Tony Proscio

Week 14: Guest Speaker

Week 15: SOLUTIONS 4
PAPERS DUE; include a 2-page summary with copies for the class.
READING: RAFN, chs. 2 & 3
READING REPORT: TBA
FINAL EXAM

Other Good Readings:

On Successful and Failed Efforts (many examples)
   Affordable Housing and Urban Redevelopment in the US by van Vliet
   Revitalizing Urban Neighborhoods by Keating et al

On Urban Design
   City: Revitalizing the Center by WH Whyte
   The Image of the City by Kevin Lynch
   “Crime Prevention Through Environmental Design,” and "The Second Coming of the American Small Town" by Duany and Plater-Zyberk
   Discrimination by Design

FILMS

A. West Side Story, Witness and Boyz in the Hood:
   Why did they form close-knit groups (gangs, the Amish)?
   What is the film's main message? (STOP THE VIOLENCE)
   How did the people utilize, claim, and defend physical spaces? (guns, acceptance of violence in Boyz; discomfort about weapons in West Side; passive resistance in Witness)
   What was the social structure? (role of the father in Boyz, tribal structure in all three, role of drugs in Boyz, supervised dances in West Side Story, complete social life in Witness, role of women--from extreme degradation (Boyz--EXCEPT for his girlfriend) to powerful, respected but still very male-controlled caregiver (Witness) to several roles--wannabe gang member, sex objects but with some respect)
   What economic opportunities were presented?
   What lessons for planners/redevelopers can be gleaned?

B. A Home of Their Own, Jupiter's Wife, Hoop Dreams, Do the Right Thing
   What are the messages regarding economic opportunity?
   What outside support did the heroes need to achieve their dreams? What did they get? What obstacles were in their way?
   Lessons for planners/redevelopers?

C. Ironweed, Clean and Sober, When a Man Loves a Woman (KIDS, Crack House, Clockers, Basketball Diaries, Fisher King, What's Love Got to Do with It, The Color Purple, Mommie Dearest, Cocktail)
   Why did these people develop the problems they had?
   What did they do socially to try and survive? (attach to another addict/codependency)
   How successful was it? (lousy--two died, third ended up breaking up the family)
   How did it affect the family members? Employment?
   What resources were available to help them recover? What role did they play? What WOULD/DID it take to help them?
   Lessons for us?
C.) Instead of a paper, develop an end product designed to convey the message about "what works" to policymakers/decision makers who could do something about the problem. For example, you could prepare a nice-looking handout, website, oral presentation and/or video designed to get leaders’ attention; you could write part of a P.A.S.-type “hands on” manual for nonprofit developers, CDCs or city planners to use; or you could develop, and outline in detail, a campaign to lobby for reform at the city or federal level. I strongly urge you to consider this option, as I have learned that solutions are possible but are blocked by policymaker inaction and an ill-informed public. We have to get the word out!
Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Landscape Architecture and Urban Planning

2. Course prefix, number and complete title URSC 458 - Policy Implementation

3. Course description (not more than 50 words) Techniques of implementing major urban development programs and plans; capital improvements programming and budgeting; overview of regulatory measures including zoning and subdivision regulations; public involvement process; and fiscal planning.

4. Prerequisite(s) Upper Division College of Architecture Cross-listed with PLAN 658 Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) Bachelor of Science in Urban and Regional Sciences
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) URSC 458 Policy Implementation
    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code 0 3 0 0 0 3 . . .

    Do not complete shaded area.

    Approval recommended by: Forshe  Nabhiosi  5/30/06
    Head of Department Date  Dean of College Review Committee  Date

    Head of Department (if cross-listed course) Date  Dean of College  Date

    Submitted to Coordinating Board by: Dean of College Date

    Director of Academic Support Services Date  Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/04

50 of 69 D
PLAN 658/ URSC 458: PLAN/POLICY IMPLEMENTATION

COURSE OBJECTIVES:

A critical part of planning and policymaking is the guidance of land development and use through the preparation and application of implementation documents. In order to provide a foundation for land use regulation in general, selected ordinances, laws, regulations, and related documents will be reviewed. This course gives practice in the writing, understanding and/or evaluation of zoning ordinances, subdivision regulations and related implementation documents. Previous knowledge of urban studies subject areas is not required because supplementary background information will be provided by the instructor about the field of planning and the nature of professional activities and work tasks. Also, background information will include types of uses, public policies and the administration of planning. Specific course objectives are:

1. To learn how zoning and subdivision ordinances are written and implemented.
2. To learn about the administration of zoning and subdivision ordinances and the potential for improving the typical processes.
3. To gain understanding of other methods for implementing various types of plans and policies at different levels of government.
4. To gain information about professional relationships between administration and planning staffs, planning and zoning commissioners, and city council members.
5. To review selected background issues in land use law which affect the writing of ordinances? Some issues will be presented through case law and current events.
6. To obtain knowledge about the impact of experts upon the process, and the regular, dynamic cycling of requests for rezoning, resubdivisions, etc.

REQUIREMENTS:

Grading Policy:

This course has both undergraduate and undergraduate students. Our broad range of experience poses both opportunities and challenges. Discussions will be made richer, and undergraduates will be exposed to a deeper level of discussion than they might otherwise be. More advanced students will be challenged to distill their insights in such a way that they are made accessible to all class members. This is a valuable skill for future interactions in any profession. For my part, I will attempt to help students to bridge any gaps in understanding resulting from these differing levels of experience.

I expect all students to complete all assigned readings and assignments (except as noted below) as well as participate in class discussions. However, when I evaluate your work, I will take into consideration your level of education and experience. I will expect a higher level of sophistication in both analysis and expression in the work of more advanced students.

There will be a meeting report, ordinance reviews, paper, and examinations. Everyone should try to actively participate in seminar discussions and attend all class sessions. Please notify me when you know you will have to miss class. Meeting
deadlines is also important: lateness is grounds for losing ½ grade, i.e. an A paper would receive an A- if late.

Weekly reading assignments will be discussed in class. As part of your class participation grade you should demonstrate comprehension of the required readings during class discussions. Current events impacting regulation will also be reviewed and briefly discussed, so if you see a relevant newspaper article, please bring it in.

**Ordinance Review:**

In addition to packet readings, zoning and subdivision ordinances will be used as texts. Each graduate student will analyze and compare two zoning ordinances of your choice, and two subdivision ordinances (a model to be provided by me, and one of your choices). Each undergraduate student will review one zoning ordinance (approved by me) and one subdivision ordinance (a model to be provided by me). These ordinances will often be used during seminar sessions, so bring one to each class. Please take coherent notes on your ordinances as we go along, as they will be graded. I will provide a questions sheet to be used by all students to help with reviews. Undergraduate students will be expected to also use evaluation criteria that we come across in class and I will write them on the board. In addition, graduate students will be expected to use criteria suggested by the weekly readings.

For undergraduates: each exam will account for 25% of the final course grade; the paper will count for 25%; and the meeting report and class participation (regularly reading each week’s assignment, demonstrating an understanding of its content in our discussions, etc.) will count for 25%, of the grade.

**Meeting Report:**

What a plan calls for may or may not be reflected in the day-to-day decisions of elected officials. The often tenuous connection between the plan and these decisions can result in a breakdown of plan implementation.

In order to better explore the “terra incognita” of day-to-day plan implementation, most of you will attend a meeting of a city council, planning commission or other board at which a controversial implementation issue will be discussed. Prepare a short (2-3 pages) written summary of the meetings and the issues, with copies for your classmates; also, report on them orally in class.

**Paper:**

Students are encouraged to write papers about an implementation technique of interest to them, or implementation in another nation, or the interface between planning and implementation. Other topics will be approved at my discretion. Papers by undergraduates should be approximately 6-8 pages long and those by graduates 8-10 pages. These papers should be composed of all original work, with quotations and citations done as outlined in any of the major style manuals; evidence of plagiarism of any kind will result in a grade of F. Use a maximum of one-inch margins, no font larger than 12 point, and no larger spacing than double.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
<tr>
<td>Ordinance review</td>
<td>20%</td>
</tr>
</tbody>
</table>
Paper 20 %
Meeting report and
  Class participation 20 %
  Total 100 %

TEXTS:
Reading packet assembled by the instructor.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that
provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you
believe you have a disability requiring an accommodation, please contact the
Department of Student Life, Services for Students with Disabilities, in Cain Hall or call
845-1637.

Academic Integrity Statement
AGGIE HONOR CODE
  “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a
commitment to uphold the Honor Code, to accept responsibility for learning, and to follow
the philosophy and rules of the Honor System. Students will be required to state their
commitment on examinations, research papers, and other academic work. Ignorance of
the rules does not exclude any member of the TAMU community from the requirements
or the processes of the Honor System.
**COURSE SCHEDULE**

Sessions 1 & 2: INTRODUCTION
- Pass out syllabus; discuss paper, meeting attendance; go over class organization (zoning, subdivision regulations, administration, other codes, meetings on zones/variances/conditional uses/nonconforming uses/etc., implementing other types of policies and plans)
- Check out two zoning ordinances (one for undergraduate students) and one subdivision ordinance per person.

ZONING BACKGROUND
- History, legal basis, relationship to forecasts and land use plans, parts (ordinance, map, administration), types of administration (variance, rezones, conditional uses, nonconformities)
- BRING an ordinance to class; before class, evaluate your two zoning ordinances with respect to the items covered in the packet readings.
- By Session 2: HAVE a meeting selected to attend.

Sessions 3 & 4: ZONING DISTRICTING
- Designing coherent district use lists; definitional issues (families, kennels, schools, etc.); exclusive, pyramidal and mixed use approaches; spot zoning and exclusionary zoning
- BRING an ordinance to class; before class, evaluate your two zoning ordinances with respect to the items covered in the packet readings
- READINGS: UDO pp. 73-91; Mandelker, "The Zoning Ordinance—A Model"; Zoning Ordinance Checklist 8-23; Last Landscape, "The Police Power"; Anderson chapters 13-15 (pp. 153-186) and related exercise, Appendix A

OTHER ZONING REGULATIONS
- Traditional height, bulk, and setback regulations; parking, signage, landscaping
- DISCUSS meetings attended
- BRING an ordinance to class; before class, evaluate your two zoning ordinances with respect to the items covered in the packet readings.
- READINGS: UDO pp. 1-18, 63-72 and 98-114; APA Model Zoning Ordinance Sections 4-6 and 18; PAS 460, pp. 31-34

Session 5: ZONING ADMINISTRATION
- Procedural and substantive legal requirements; variances, non conforming uses, special use permits, the takings issue
- DISCUSS meetings
- BRING an ordinance to class; before class, evaluate your two zoning ordinances with respect to the items covered in the packet readings.
- READINGS: UDO pp. 19-44, 178-88 and 214-215; Model Ordinance sections 7-
15; PGLUL, "Making Zoning Decisions:" and "Problems of Zoning Administration:"

Meeting Reports

Session 6: SUBDIVIDING AND SITE PLANNING
DISCUSS meetings
BRING a subdivision ordinance to class
READINGS: Anderson chs. 4-7 (pp. 35-78), and 17 (203-213)
Packet--UDO 44-62; PPUP, Land Subdivision, pp. 443-483
Meeting Reports

Session 7: MIDTERM exam; covers material through March 1

Session 8: SITE DESIGN AND NEIGHBORHOOD PLANNING
BRING a subdivision ordinance to class
READINGS: Anderson chs. 1-3 (pp. 3-34), 8-12 (pp. 79-152), 16 (pp. 187-202), 18 (214-238) and related exercises in Appendix A; also pp. 261-62
Meeting Reports
Proposed Guest Speaker: Steve Rowell, Center for Land Use Interpretation

Session 9: INNOVATIVE APPROACHES
Meeting reports due

Session 10: PAPERS due—discuss in class.

Session 11: BRING all related Anderson Appendix A exercises; student-led discussion

Session 12: NO CLASS

Sessions 13 & 14: FINANCIAL IMPLEMENTATION METHODS
READINGS: Packet: PPUP ch. 14, "Programming Community Development"
May 3: Ordinance notes DUE
Session 15: FINAL EXAM, on material from Sessions 8-14
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of ____________________________

2. Course prefix, number and complete title ____________________________

3. Course description (not more than 50 words) Foundation of planning and managing infrastructure and public services; utilization of life-cycle method of infrastructure planning and delivery, research theory and tools to perform basic infrastructure planning.

4. Prerequisite(s) ____________________________ Cross-listed with ____________________________

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. _______

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Urban and Regional Sciences
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)  
    URSC 469 URBAN INFRASTRUCTURE

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>00</td>
<td>003</td>
<td>.</td>
<td></td>
<td></td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04

56 of 69 D
URSC 469 – URBAN INFRASTRUCTURE

COURSE OBJECTIVES:

Cities could not exist without infrastructure. Infrastructure provides a competitive advantage for those cities that have high quality facilities, and high quality environments made possible by infrastructure. Infrastructure systems are always planned, and exert a profound and pervasive influence on the shape and growth of cities. Yet infrastructure is almost a forgotten topic, especially for professionals seeking to balance competing economic, social, and environmental forces that shape neighborhoods, cities, and entire regions. Public planning agencies, at least in the United States, leave infrastructure planning to public works, or budget or finance offices. Have urban and regional planners abdicated their traditional role in planning cities through planning infrastructure?

This course provides foundation knowledge for planning and managing infrastructure and public services. By infrastructure we mean built facilities and networks – either above or below ground – that support health, safety, and welfare. This is a broad take that traditionally has included public and privately owned providers of systems such as:

- Utilities – gas and electricity, water supply and sewerage, waste collection and disposal
- Public Works – roads and bridges, dams and canals, ports and airports, railways
- Community Facilities – prisons, schools, parks, recreation, hospitals, libraries
- Telecommunications - telephone, fax, internet, television, satellites, cable, broadband

Public services refer to public or social programs designed to benefit a class, or classes of citizens, including health care, housing, welfare, education and training, and so on.

This course prepares students to be proficient in a life-cycle method of infrastructure planning and delivery, which starts with a needs assessment, and encompasses programming, planning, design, costing, budgeting, financing, operations, maintenance, rehabilitation, replacement/redesign, and evaluation. We will also cover selected infrastructure and service systems, to be selected by the professor in consultation with the students, in order to best meet their interests. These typically include public health, water, sewage treatment, energy, and telecommunications.

This course provides professionals and researchers with the theory and the tools needed to perform basic infrastructure planning and research. This course is designed to provide a basis for life-long inquiry into infrastructure. It is for students of urban planning, civil engineering, public and rural health, public administration, education, and real estate.
REQUIREMENTS:

1. Attend class regularly, do all required readings, and participate in class discussions. The lectures do not merely recapitulate the readings. We will critically interpret them and provide larger conceptual and historical framework. Students will contribute their own experiences and perspectives.

   Grading: 25%

2. Presentation in class. Students will select an infrastructure system or public service, in consultation with the instructor, and present the state of its art to the class. This presentation is to be a critical analysis, and not merely a descriptive case study. Each presenter or team will prepare a proposal, which will include domestic and international case examples, history of the system and its evolution, current state-of-the-art and future considerations, with an emphasis on sustainable applications, and its relation to urban growth and development. Add a one page outline and a one page bibliography.

   Proposals due Week 5

   Presentations are scheduled weekly and begin Week 7  Grading: 25%

3. Writing assignment. This assignment will be an integral part of the learning and syllabus. The intent is to have each student choose the topic(s) of greatest interest. Prepare a proposal that includes domestic and international case examples, history and regulatory context, current state-of-the-art and future considerations, with an emphasis on sustainability. The proposal is of three pages: one page of narrative description, one page detailed outline, and a one page annotated bibliography.

   Proposals due Week 7  Grading: 50%

Note: Late assignments will be graded 10% lower for each day they are turned in late. Work turned in after the assignment has been graded and returned to students will not be accepted.

TEXTS:


All required and most recommended readings will be on reserve at the Evans Library or the College of Architecture's Technical Reference Center - TRC.

Course Reader will be available for purchase at the Texas A&M University bookstore.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statement

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Landscape Architecture and Urban Planning.

2. Course prefix, number and complete title: URSC 493 - Urban and Regional Studies Capstone Course

3. Course description (not more than 50 words): Syntheses and application of skills and knowledge gained through course work applied to the development of creative solutions to real-world projects.

4. Prerequisite(s) LAND 494

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from _______ to _______.

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Urban and Regional Sciences
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix  | Course #  | Title (exclude punctuation)
    URSC    | 469      | CAPSTONE

    Lect.  | Lab  | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level
    03 00 03 |      |    |                            |             |           | 00 36 3 2 |           

    Approval recommended by:
    [Signature] 6/1/06 Head of Department

    Chair, College Review Committee 5/31/06 Date

    Dean of College

    Date

    Dean of College Date

    Date

    Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/A8-504

60 of 69 D
URSC 493: URBAN & REGIONAL SCIENCES CAPSTONE COURSE

COURSE OBJECTIVES:

The purpose of this course is to allow students in College of Architecture undergraduate programs to synthesize and apply the skills and knowledge they have acquired throughout their tenure to real-world projects. The projects will change from year to year.

After articulating a vision of the physical problem to be resolved, the class will be divided into teams. Each team will formulate a proposed design solution and implementation methodology followed by an examination of case studies highlighting aspects of their proposals. Each team will then present its final strategy in a format that will be expected of them as practitioners.

REQUIREMENTS:

Grading Policy:

Students will be graded individually on two short papers and their presentations. Each team will prepare a report of their findings. Since the majority of the work in this course is by teams, students will be asked to assess their own work as well as that of their team members as a supplement to their team assignment grades.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short papers</td>
<td>10%</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Team reports</td>
<td>60%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Short Papers:

The fourth week of class students will be required to submit a paper of their initial assessment of the class project. This brief assessment should draw on what you have learned from previous classes in your major and describe potentially significant facilitating circumstances towards the desired solution as well as potential barriers. You will receive more detailed information in a handout.

The second individual paper is due the final class day and consists of two parts. In the first part of this paper students are expected to review their first paper in light of their experience throughout the semester. How were barriers overcome? What barriers came up that were not anticipated at the beginning of the semester? The second part of the paper is where students will offer a self-assessment of their work on their team as well as the work of their teammates.

Presentations:

Each student will give two presentations during the semester. These presentations should be approached in a professional manner regarding dress and delivery. You will receive a handout regarding details.
Team Reports:
Each team will submit two reports throughout the semester. The first report will summarize visions of the final problem solution and proposed implementation strategies. The second report will present the result of case study analyses and the final implementation strategy.

TEXTS:
Additional will readings will be available in a course packet or on the internet.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Academic Integrity Statement
AGGIE HONOR CODE
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
COURSE SCHEDULE

Session 1: INTRODUCTION & PRINCIPLES OF SUSTAINABLE DEVELOPMENT
Objectives for class, overall process for team, student introductions, project overview
READINGS: Krizek and Powers chs. 1 & 2
AICP Code of Ethics (internet)

Session 2: PROJECT SITE AND CONTEXT
Guest speaker
READINGS: project specific readings TBA
Krizek and Powers chs. 3 & 4

Session 3: ORGANIZATION OF TEAMS AND TASKS
READINGS:
Packet: Steiner ch. 1

Session 4: FIELD TRIP TO SITE
Short paper 1 due

Session 5: VISIONING AND BEGINNING SOLUTION FORMULATION
READINGS:
Packet: Steiner ch 2.

Session 6: TEAM WORK SESSION
Site inventory and analysis

Session 7: STUDENT PRESENTATIONS
Team report 1 due

Session 8: TEAM WORK SESSION
Identify and allocate case studies

Session 9: TEAM WORK SESSION

Session 10: TEAM WORK SESSION
Evaluate case studies regarding specific project goals

Session 11: TEAM WORK SESSION
Begin preparation of implementation strategy

Session 12: TEAM WORK SESSION

Session 13: TEAM WORK SESSION

Session 14: TEAM WORK SESSION

Session 15: STUDENT PRESENTATIONS
Short paper 2 due
Team report 2 due
Appendix C

Sample Degree Plan
## BACHELOR OF SCIENCE in Urban and Regional Sciences Semester Outline

### Freshman Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 104 Comp &amp; Rhetoric</td>
<td>ENGL 210 Sci.&amp; Tech. Writing</td>
</tr>
<tr>
<td>POLS 206 American Nat Govt</td>
<td>POLS 207 State &amp; Local Govt</td>
</tr>
<tr>
<td>His. Ele. US History Elect</td>
<td>His. Ele. US History Elect</td>
</tr>
<tr>
<td>MATH 141 Business Math</td>
<td>MATH 142 Business Math</td>
</tr>
<tr>
<td>ENDS 150 or Arch 345</td>
<td>Core curr. Natural Science Elect</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong>: 15</td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 365 Intro to Planning</td>
<td>PLAN 360 Intro. To Plan. Law</td>
</tr>
<tr>
<td>URSC 325 Intro. To GIS</td>
<td>Select From:</td>
</tr>
<tr>
<td>ECON 202 Prin. of Econ.</td>
<td>SOCI 230</td>
</tr>
<tr>
<td>Core Curr. Soci.Sci. Elective or SOCI 205</td>
<td>312</td>
</tr>
<tr>
<td></td>
<td>321</td>
</tr>
<tr>
<td></td>
<td>324</td>
</tr>
<tr>
<td>KINE 198</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td></td>
<td>Core curr. Humanities elective</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong>: 16</td>
<td></td>
</tr>
</tbody>
</table>

### Junior Year

**Note:** (Upper Level)

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester or Semester Away*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 415 Urban Issues</td>
<td>URSC 469 Land Use &amp; Infras.</td>
</tr>
<tr>
<td>LDEV 467 Prin. of Land Dev.</td>
<td>URSC 405 U &amp; R Economic Dev. 3</td>
</tr>
<tr>
<td></td>
<td>Dir. Elec. Concentration ele.</td>
</tr>
<tr>
<td></td>
<td>Dir. Elec. Concentration ele.</td>
</tr>
<tr>
<td></td>
<td>Dir. Elec. Concentration ele.</td>
</tr>
<tr>
<td>KINE 199 Physical Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong>: 67</td>
<td></td>
</tr>
</tbody>
</table>
### Senior Year

<table>
<thead>
<tr>
<th>1st Semester (Away)</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAND 494 Prof. Internship</td>
<td>URSC 493 Capstone project</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>URSC 458 Plan Implem. &amp; Admin.</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

**Total Student Credit Hours:** 120

**Cr. Hr.**

<table>
<thead>
<tr>
<th>University Core Curriculum</th>
<th>43</th>
<th>35.83%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for Major</td>
<td>50</td>
<td>41.67%</td>
</tr>
<tr>
<td>Directed Elective</td>
<td>12</td>
<td>10.00%</td>
</tr>
<tr>
<td>Free Elective</td>
<td>15</td>
<td>12.50%</td>
</tr>
</tbody>
</table>

* Semester away may taken either in the Spring Semester of the Junior Year or the Fall Semester of the Senior Year by Advisor consent.
Appendix D

Other Supporting Documents
Letter of Support from the Director of Libraries