Social and Behavioral Sciences
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Landscape Architecture and Urban Planning

2. Course prefix and number: URPN 202

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Building Better Cities

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [ ] No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 2-3

10. Number of students per semester: 200


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: 
   Course Instructor: [Signature] 
   Date: 10/2/13

   Approvals: [Signature] 
   Date: 10/2/13

14. Department Head: [Signature] 
   Date: 12/3/13

15. College Dean/Designee: 
   Date:

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**URPN 202** – Building Better Cities (formally URPN 301 – Intro to Urban and Regional Planning) meets the Social and Behavioral Sciences Foundational Component Area specifically by focusing on the systematic and creative human interventions to influence the growth and development of communities. In particular, the course exposes students to historical and current trends in human settlement patterns, the social, economic and environmental effects of human settlement patterns, and public interventions to mitigate and manage negative impacts and improve the general welfare of our communities.

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**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

Critical thinking is essential in this course. During the course, students will be required to analyze and reflect on many problems resulting from land development and urban growth patterns (e.g. sprawl, environmental degradation, population and economic decline, etc.) as well as the effectiveness of various public policy interventions (e.g. Land use regulations, environmental regulations, housing policies, urban renewal, etc.). Students are also challenged to propose solutions to pressing urban planning problems. Students will learn how to conduct independent inquiry and to evaluate and synthesize various sources of information in order to make informed judgments and propose realistic solutions.

This objective is addressed in the following learning outcomes:

SLO 1: Describe the broad trends and discuss contemporary concerns in urban planning practice.

SLO 6: Explore in depth contemporary planning concerns through an analysis and synthesis of the relevant scholarly and non-scholarly literature.

Various strategies are used to accomplish these objectives:

1. Structured in-class discussions;
2. Research papers;
3. Policy debates;

Student learning is evaluated through grading rubrics for assignments, as well as questions embedded in tests.
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Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The ability to effectively communicate ideas through written, oral, and visual formats are considered are critical in the planning field and are incorporated as a core component of the course.

The specific learning objectives and strategies for addressing this objective include:
SLO 1: Describe the broad trends and discuss contemporary concerns in urban planning practice.
SLO 4: Identify, describe and evaluate the important components of the comprehensive planning process and the common implementation tools and techniques used in comprehensive planning.
SLO 6: Explore in depth a contemporary planning concern through an analysis and synthesis of the relevant scholarly and non-scholarly literature.

Strategies:
1. In-class discussion and debates;
2. Written assignments;
3. Class PowerPoint presentation. Students will be required to prepare and deliver a PowerPoint presentation to class on a community analysis that they have undertaken.
Each of these strategies have associated grading rubrics for assessing student performance.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Empirical and quantitative skills are also essential in the field of planning. Students are introduced to data collection techniques to conduct community assessments in order to define community problems and inform public policy interventions.

SLO 4: Identify and describe the important components of the comprehensive planning process and the common implementation tools and techniques used in comprehensive planning.

Strategies:

1. Several assignments will be given to help develop student skills in this area.

An example assignment would be to conduct a community analysis; a first step is preparing a comprehensive plan for a community. This type of assignment will require students to collect census data for a specific community for at least two censuses and analyze the socio-economic trends in the community. They will also collect information on major employers, land uses, zoning regulations, transportation systems, and community facilities. Based on the data they have collected, students will be asked to form some initial conclusions as to what they see as strengths and weaknesses in their chosen community.

Another assignment will ask students to research policies for addressing planning-related problems in the community and develop arguments in support and against the policies. Example policy debates include housing vouchers versus public housing to address housing affordability problems; sprawl versus smart growth; and pros and cons of tax incentives for economic development.
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Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The contribution of people to the betterment of their communities and society from the local to global scale is covered through several facets of the course. In the course, students learn about the social welfare implications of urban development patterns such as pollution, environmental degradation, increased vulnerability to natural hazards, and so on. Students are also introduced to important concepts such as social equity, environmental justice, social and economic disparities, and global warming/climate change.

This objective is addressed through the following student learning outcomes:
SLO 2: Explain the legal, administrative, social and political contexts within which planning takes place.
SLO 5: Explain the nature and scope of various substantive areas of planning.
SLO 6: Describe planning issues that need to be addressed at a regional scale as regional and global planning issues.

Strategies for achieving the objective include:

1. Readings and lectures that cover topics such as citizen engagement techniques in planning, the role of community advisory boards, ethical principles for decision making in planning, and planning practices to promote social equity.
2. Structured in-class discussions to develop an appreciation of difficulties of balancing competing values.
3. Assignments that require students to attend community meetings and encourage them to volunteer for local community events.

Student learning will be assessed through questions embedded in tests and classroom discussion.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COURSE SYLLABUS
URPN 202: Building Better Cities
Fall 2013

INSTRUCTOR
Name: June Martin
Phone: Office: 979-862-4620; Cell: 509-879-3831
Email: jmartin@arch.tamu.edu
   All communication with me should be via-e-learning. E-mail will be checked daily
Office: Langford A 340
Office Hours: Mon 1-3 pm or by appointment

1. COURSE DESCRIPTION
   One of the many definitions of Planning is “a systematic, creative way to influence the future of neighborhoods, cities, rural and metropolitan areas, an entire nation and even the world” to improve the welfare and quality of life for residents in the community. Planning in this context involves making decisions and taking action related to issues that affect the entire community such as land use, transportation, housing, social services, community and economic development, environmental quality, and so on. This course aims to introduce students to contemporary issues of urbanization, past influences and current practice of public planning in the United States, the tools, techniques and challenges of being a planner, issues that affect planning, concepts related to planning processes, as well as the various fields of planning.

   This course provides a strong foundation for students who wish to pursue advanced study in planning or related disciplines. For those choosing other career paths, this class also aims to provide students with the knowledge and skills that they can use in their desired fields of study and as active citizens in their respective communities.

2. COURSE PREREQUISITES:
   None

3. COURSE OBJECTIVES & LEARNING OUTCOMES
   After completing this course, students should be able to:
   1. Describe the influencing factors that precipitated the field of urban planning in the United States.
   2. Describe the broad trends and discuss contemporary concerns in urban planning practice.
   3. Explain the legal, administrative, social and political contexts within which planning takes place.
   4. Identify and describe the important components of the comprehensive planning process and the common implementation tools and techniques used in comprehensive planning.
   5. Explain the nature and scope of various substantive areas of planning.
   6. Explore in depth a contemporary planning concern through an analysis and synthesis of the relevant scholarly and non-scholarly literature.
4. TECHNOLOGY REQUIREMENTS

E-CAMPUS: In addition to class meetings, this course utilizes the e-learning system. Please check eLearning (http://elearning.tamu.edu) regularly for the syllabus, additional readings, lecture power points, assignments, announcements, quizzes, tests, and grades. Also, E-MAIL COMMUNICATION WITH ME SHOULD BE VIA-E-CAMPUS (to ensure that I receive it). Use your NetID and password for your eLearning login.

The following technology, hardware and software are necessary to use e-learning:

- High speed internet connection (not dial-up)
- Word processor
- Microsoft Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (7.0, 8.0 or 9.0).
- Macintosh OS X along with a recent version of Safari 3.2 or better.
- Internet Explorer and Safari. E-learning also supports the Firefox browser (3.6 or newer) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, click on the “Check Browser” button on the e-learning page.

Laptops and iPads: Please bring these with you to class. I will frequently ask you to look up information on the internet pertaining to topics/issues being discussed in class.

5. READING MATERIALS

Required Text Book

The textbook is available at area bookstores as well as from on-line book vendors. The list price is about $95 but there are many used copies at reduced price.

Required Supplementary Readings:
Readings in addition to the text book will be assigned for various topics. These will be available on e-learning.

6. FORMAT AND COURSE REQUIREMENTS

There are four parts to the course: (1) Reading and documentary assignments; (2) lectures and discussions; (3) writing assignments; (4) quizzes and exams

1) Reading and Documentary Assignments
Readings: Students are responsible to have read the assigned readings for the topics prior to attending class. The required readings for that topic are noted on the course schedule on this syllabus. Bring your books to class: you will need to refer to it frequently in class.

Short Documentaries: In addition to the readings, several short documentaries (approximately one-hour in length) have been assigned that highlight various topics covered in the readings such as: understanding city
planning; urban design; transportation problems, controversies around urban renewal and economic
development projects; urban growth problems and solutions. These documentaries will be viewed on-line at
your convenience through the media matrix system. The web link to media matrix can be accessed through e-
learning under the web links tab.

2) Lectures/Discussions
Class sessions will be a combination of lecture and discussion and are intended to complement and synthesize
the many topics covered in the readings and documentaries. We will have several guest speakers throughout
the semester to add some perspective to the topics covered in the course. The power point lectures will be
posted on e-learning prior to class and students are responsible for having reviewed the lectures prior to coming
to class. Class time will be devoted to discussion of the readings and lectures. Thus, class attendance and
participation is very important and will account for a significant portion of your course grade as described
below

Class Attendance: In addition to participating in class discussions, attendance is very important for coursework
information, references, and keeping up with adjustments to assignments. Attendance will account for 5% of
your grade. See attendance and absence policy for more details on what this entails.

Participation in discussion forum (5%): A discussion forum has been set up on e-learning as a central, semester
long venue to facilitate class discussion, student reflection, and active participation in the class. For each topic
area covered in class (starting in week 3), I will pose a few questions related to the readings for the topic. Within
5 days you are to post your first response (typically the following Monday). Your second posting will be due 4
days after your first response (on the Friday). This second posting will include your reflections on the week’s
discussion. In addition to your two postings, you are to respond to at least two of your classmate’s responses.
Your contributions to the discussion forum will be graded for quality and the linkage of the contributions to the
readings. You will receive a maximum of 10 points for your postings in each topic area: 3 points for each of your
two postings; 2 points each for each of your responses to your classmates’ postings. The discussion forum

3) Written Assignments
The following assignments are designed to further your understanding of concepts and issues related to urban
and regional planning. Additionally, they are also designed to develop your written communication skills that are
absolutely critical in the planning many other fields.

Assignment 1: Newspaper Journal
In addition to the required reading, students will be required to read at least 1 article in the popular press
pertaining to the various topic covered in the class (a total of 12 articles). These articles must come from a recent
(i.e., no more than two weeks old) edition of a daily newspaper such as The Houston Chronicle, Bryan/College
Station Eagle, Dallas Morning News, the Austin American-Statesman, Christian Science Monitor, New York Times,
Wall Street Journal, The Washington Post or your own hometown newspaper. All these newspapers are available
on-line through the Evans library.

You will write a journal entry for each article you read. The journal entry at a minimum must include the
following: The source of the article, the dateline if applicable, type of article (e.g., editorial, analysis, front page
story, etc.), the author if applicable, a one paragraph summary of the article, and a one paragraph summary of
your reaction to the article and it’s relation to the material covered in class.

Unless otherwise noted, journal entries are to be submitted through e-learning by midnight on the scheduled
due dates. This assignment is worth 5% of your grade
Assignment 2: Planning and Zoning Commission Meeting
You will be required to attend or watch online a Planning & Zoning Commission meeting in Bryan or College Station (or your home town) and write a short summary (approximately 2 pages double spaced) on your experience with this meeting which will be due by **. This assignment is worth 5% of your grade.

Assignment 2: Policy Debate (10%)
There will be four (4) debate topics dealing with current challenges in planning. % of the class will be assigned to each topic. For each topic, one-half of the students will be responsible for presenting the pros and the other half the cons for the topic. On the scheduled date, each half of the group will give a 5-minute presentation on one opinion then open the floor to discussion and the other half will give a 5-minute presentation defending the opposite point of view followed by open discussion.

All students will also be responsible for preparing a policy brief consisting of 750 words (3 pages double-spaced) summarizing and synthesizing the assigned readings and at least 2 additional sources. The policy brief will highlight the key issues of the debate, including the main arguments for and against a course of action. The policy briefs will be due on the day of the discussion. This assignment is worth 15% of your grade.

Assignment 3: City Profile Report & Presentation
Students in groups of 4-5 will be responsible for an in depth study of a city of their choosing. This city profile will include the city's basic geography, a history of the city's development, its cultural, economic, and socio-political characteristics, and major planning problems faced by the city. Each group will be responsible for writing a 7-8 page, double-spaced, profile report on their chosen city. This report will be worth 15% of your grade.

The second part of this assignment will require you to prepare and present a power point presentation (5 minutes) for the rest of the class on the city. This presentation will be worth 5% of your grade. The specific requirements for this project will be explained in detail during the semester. The power point presentations will be held during the last weeks of classes.

Detailed instructions and requirements for each of these projects will be provided to you at a later date.

4) Quizzes and Test
Quizzes:
A Syllabus Quiz worth 2% of your grade is to be completed by the end of the first week of the semester. 6 in-class pop quizzes will be given throughout the semester covering the assigned readings and documentary films. Each quiz is worth 2% of your grade and the lowest quiz grade will be dropped.

Tests:
 There will be three (3) tests each worth 10% of your grade. These tests will be comprised of multiple choice and short answer questions to test your command of the course materials, lectures and documentaries covered prior to test. They are no cumulative. The dates and times for these tests are listed below and on the course schedule.
Important Assignment and Test Dates
Assignment 1: Journal Entries – due TBD
Assignment 2: Planning & Zoning Commission Meeting Summary – due TBD
Assignment 3: Policy Debate and Brief – due TBD
Assignment 4: City Profile Report – due TBD
Test 1: TBD
Test 2: TBD
Test 3: TBD

7. GRADING PROCEDURE
The following procedure will be used to assign grades for this course:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>5%</th>
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<tbody>
<tr>
<td>Assignment 1 - Journal Entries</td>
<td>10%</td>
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<tr>
<td>Assignment 2 - P&amp;Z Meeting Summary</td>
<td>5%</td>
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<tr>
<td>Assignment 3 – Policy Debate and Brief</td>
<td>10%</td>
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<tr>
<td>Assignment 4 – City Profile Report Presentation</td>
<td>15%</td>
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<tr>
<td>Syllabus Quiz</td>
<td>2.5%</td>
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<tr>
<td>Pop Quizzes (5 @ 2% each)</td>
<td>10%</td>
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<tr>
<td>Test 1</td>
<td>12.5%</td>
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<td>Test 2</td>
<td>12.5%</td>
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<tr>
<td>Test 3</td>
<td>12.5%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Extra Credit points for a maximum of 5% can be earned through volunteer work and/or attending course relevant lectures outside of class.

A = 90+; B = 80 <90; C = 70 <80; D = 60 <70; F = <60

8. CLASS POLICIES

Late or Missing Assignments and Exams
All assignments must be turned in on the scheduled date. Where indicated, assignments may be accepted late but will result in a deduction of half a grade point for each day it is late.

Make-ups for missed tests will only be given for documented university-excused absences. Please refer to Student Rules for university-excused absences (http://student-rules.tamu.edu/rule07/). When feasible, please let me know at least two days in advance of your absence.

Attendance and Absence Policy
Students are expected to attend class regularly and actively participate in class. Your attendance and participation is very important to your learning and that of other students in this class. As noted earlier class attendance accounts for 5% of your grade and attendance will be taken each class period. To be considered present for the class period, you should be in your seat at the beginning of class (with a grace period of 5 minutes) and remain until the class ends. Perfect attendance will earn you the full 5% of your grade.
A 4-day absence allowance however is given to be used in the event that illness or other dire circumstances, including university-excused absences, keep you from class. Use the absence at your discretion, but DO NOT VIEW THIS ALLOTTED ABSENCE AS SKIP DAYS!!! For each subsequent class a student misses, a full percentage point (1%) will be lost. If you have MAJOR extenuating circumstances requiring an extended absence from campus (e.g. an accident or illness that requires extensive hospitalization, major family issues, etc.), please see/contact me, or your student advisor, as soon as possible to explore the options the University provides for dropping, withdrawing, switching to audit, and so on.

Classroom Conduct

It is expected that students will maintain a professional demeanor in this class. Lateness, sleeping in class, and disruptive behaviors that interfere with my ability to teach or other students to learn such as offensive language, talking about none-class related matters, passing notes, and use of cell phones while in class will not be tolerated. While I encourage you to bring personal computers and ipads to take notes and to access the Internet for class related purposes, they are not to be used for non-class related personal business, such as checking e-mail or Facebook pages. If I catch you using a computer or other electronic devices for non-class related purposes, I will ask you to leave for the remainder of the class session and you will be marked as absent. Similarly, if you sleep during class, you will be marked as absent.

Incompletes

Incompletes are rarely given and will only be granted in extreme circumstances. The student will have had to have completed all work up to the last week of class and at least 80% of the course work and will have to provide a documented reason why the student was unable to complete the remaining course requirements.

Academic Integrity - The Aggie Honor Code:

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

All students enrolled at Texas A&M University are expected to uphold the Aggie Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the process of the Honor System. The Code forbids: Cheating, Fabrication, Falsification, Multiple Submission, Plagiarism, and Complicity. The Texas A&M University Student Rules provides the official definition of scholastic dishonesty and acts that are characterized as scholastically dishonest (please see http://student-rules.tamu.edu/rule20.htm.)

As part of meeting this standard in this course, all ideas (as well as data or other information) that are not your own must be cited, otherwise your work will be construed to be plagiarism. It is also not acceptable to submit as your own work a paper (or part of a paper) that was completed for another course (i.e. multiple submission) since would in effect be "double counting" (receiving credit twice for the same piece of work). Doing so will result in a zero grade for that assignment. If you wish to incorporate research you completed for another course into a paper for this course, the paper must be fully cited and the instructor's permission requested in advance.

If you have questions about what constitutes plagiarism, please see the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website. I will also cover it when I hand out the assignments. Violations of university policies on academic integrity will be handled according to university guidelines (see rules and procedures at http://aggiehonor.tamu.edu/RulesAndProcedures/).
Americans With Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 B-118 in the Cain building, or call 845-1637. For additional information visit http://disability.tamu.edu

9. IMPORTANT DATES
Last day to add/drop with no record: TBD
Last day to drop with no penalty (Q-drop): TBD
## TENTATIVE SCHEDULE OF CLASSES AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
<th>TOPICS</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td></td>
<td><strong>Section 1: Introduction to Planning</strong></td>
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<tr>
<td>WEEK 1</td>
<td>• Course Introduction &amp; Overview</td>
<td>* Read/Review</td>
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<td></td>
<td>• Context of Urban Planning</td>
<td>Levy Chp. 1 &amp; 2</td>
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<td></td>
<td>• History of Urbanization in America</td>
<td>* HUD - Megaforges</td>
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<td>Class 1&amp;2</td>
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<td>* UN Habitat Report 2009 – Urban challenges, pp. 4-13</td>
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<td></td>
<td></td>
<td>Power Points: Course Introduction, Lecture 1 &amp; 2</td>
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<td></td>
<td><strong>Watch</strong></td>
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<td>Understanding Cities. Complete comprehension questions</td>
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<td><strong>Activities/ Assignments Due</strong></td>
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<td>Syllabus Quiz and student survey</td>
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<tr>
<td>WEEK 2</td>
<td>• History of City Planning in America</td>
<td>* Read</td>
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<tr>
<td>Class 3 &amp; 4</td>
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<td>Levy Chps. 3, 4 &amp; 18</td>
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<td></td>
<td></td>
<td>* Birch &amp; Silver</td>
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<td>Lecture 3</td>
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<td></td>
<td><strong>Section 2: Issues in Planning</strong></td>
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<tr>
<td>WEEK 3</td>
<td>• Legal Basis of Planning</td>
<td>* Read/Review</td>
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<tr>
<td>Class 5</td>
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<td>Levy Chp. 5</td>
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<td>Lecture 4</td>
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<td><strong>Activities Assignments Due</strong></td>
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<td>Journal Entries (Friday)</td>
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<td>Class 6</td>
<td>• Social Issues in Planning</td>
<td>* Read/Review</td>
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<td>Levy Chp. 7</td>
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<td>Lecture 5</td>
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<td><strong>Watch</strong></td>
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<td>Brick by Brick</td>
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<td>WEEK &amp; DATE</td>
<td>TOPICS</td>
<td>READINGS &amp; ASSIGNMENTS</td>
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<tr>
<td><strong>WEEK 4</strong></td>
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<td>* Denotes extra readings on eCampus</td>
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</table>
| Class 7 & 8 | • Planning and Politics  
              • Ethics in Planning  
              • Planning Theory | **Read/Review**  
Levy Chp. 6 & 19  
*Cullingsworth & Caves – Nature of Planning  
*APA – Public Involvement in Plan Making  
*APA – Ethical Principles in Planning  
*Arnstein – Ladder of participation  
Lecture 6 & 7  
**Activities Assignments Due**  
Journal Entries |

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>TEST 1</th>
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<tbody>
<tr>
<td>Class 9</td>
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**Section 3: Process, Tools and Techniques of Land-Use Planning**

| Class 10 | • The Comprehensive Plan  
          • Capital Improvements Program | **Read/Review**  
Levy Chp. 8  
*Cullingsworth & Caves: Chp. 8  
Lectures 8 & 9  
**Activities/Assignments Due**  
Journal Entries |

<table>
<thead>
<tr>
<th>WEEK 6</th>
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| Class 11 & 12 | • Subdivision Regulations & Zoning | **Read/Review**  
Levy Chp. 9  
Lectures 10 |

<table>
<thead>
<tr>
<th>WEEK 7</th>
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</table>
| Class 13 | • Urban Design | **Read/Review**  
Levy Chp. 10  
*Lynch  
Lecture 11  
**Watch**  
The Social Life of Small Urban Spaces |
| Class 14 | • DEBATE 1 | **Activities/Assignments Due**  
Journal Entries  
Assignment 2 (Group 1) |
<table>
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<tr>
<th>WEEK &amp; DATE</th>
<th>TOPICS</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>WEEK 8</td>
<td></td>
<td>* Denotes extra readings on eCampus</td>
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<tr>
<td>Class 15</td>
<td>• Housing</td>
<td><strong>Read/Review</strong></td>
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<tr>
<td></td>
<td></td>
<td>Levy Chp. 11</td>
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<td>Lecture 12</td>
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<td><strong>Watch</strong></td>
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<td>Housing America</td>
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<tr>
<td>Class 16</td>
<td>• DEBATE 2</td>
<td><strong>Activities/Assignments Due</strong></td>
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<td>Journal Entries</td>
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<td>Assignment 3 (Group 2)</td>
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<tr>
<td>WEEK 9</td>
<td></td>
<td><strong>Read/Review</strong></td>
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<tr>
<td>Class 17 &amp; 18</td>
<td>• Community and Economic Development Planning</td>
<td>Chapter 13</td>
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<td>Lecture 13</td>
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<td><strong>Watch</strong></td>
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<td>Store Wars</td>
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<td><strong>Activities/Assignments Due</strong></td>
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<td>Journal Entries</td>
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<td>Discussion Forum</td>
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<tr>
<td>WEEK 10</td>
<td></td>
<td><strong>Read/Review</strong></td>
</tr>
<tr>
<td>Class 19</td>
<td>• Transportation Policy and Planning</td>
<td>Levy Chp. 12</td>
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<td>Lecture 14</td>
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<td><strong>Watch</strong></td>
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<td>Nowhere Fast</td>
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<tr>
<td>Class 20</td>
<td>• DEBATE 3</td>
<td><strong>Activities/Assignments Due</strong></td>
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<td>Assignment 3 (Group 3)</td>
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<td>Journal Entries</td>
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<td>WEEK 11</td>
<td>TEST 2</td>
<td><strong>Read/Review</strong></td>
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<td>Class 21</td>
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<td>Levy Chp. 15</td>
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<td>Lecture 15</td>
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<td><strong>Activities/Assignments Due</strong></td>
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<td></td>
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<td>Journal Entries</td>
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<tr>
<td>Class 22</td>
<td>• Environmental Planning</td>
<td><strong>Read/Review</strong></td>
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<tr>
<td></td>
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<td>Lindell &amp; Prater: Assessing Impacts of Natural Disasters</td>
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<tr>
<td>WEEK 12</td>
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<td><strong>Read/Review</strong></td>
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<tr>
<td>Class 23</td>
<td>• Harards and Disaster Planning</td>
<td>* Lindell &amp; Prater: Assessing Impacts of Natural Disasters</td>
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<td>WEEK &amp; DATE</td>
<td>TOPICS</td>
<td>READINGS &amp; ASSIGNMENTS</td>
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</tbody>
</table>
| Class 24    | • Sustainable Development | Read/Review  
* Campbell, S. Green Cities, Growing Cities, Just Cities  
Watch  
A Convenient Truth: Curitiba Brazil  
Lecture 17  
Activities/Assignments Due  
Journal Entries |
| WEEK 13     | Class 25 | Read/Review  
Levy Chp. 14  
* Campbell, S. Green Cities, Growing Cities, Just Cities  
Lecture 16  
Activities/Assignments Due  
Journal Entries |
| Class 26    | • DEBATE 4 | Assignment 3 (Group 4) |
| WEEK 14     | Class 27 | Planning for Metropolitan Regions  
Read/Review  
Levy Chp.16  
*Ross  
Lecture 17  
Activities/Assignments Due  
Journal Entries |
| Class 28    | Planning in Other Nations | Read/Review  
Levy Chp. 18  
UN Habitat Report, pp. 4-13  
Lecture 18  
Activities/Assignments Due  
Journal Entries |
| WEEK 15     | Class 29 & 30 | Activities/Assignments Due  
Assignment 4: City Profile Paper |
| TEST 4      |         |                        |
STUDENT AGREEMENT

By answering Question 10 on the Syllabus Quiz, you confirm that you have read and understand this syllabus. Violations of these policies are not fair to students who work hard to meet deadlines and come to class. Specifically, you acknowledge that you have read and understand the following policies and expectations:

POLICIES:

Late work: All assignments must be turned in on the scheduled date and time. Work that is turned in late with no prior notification will not be accepted. Late or missing assignments/exams can only be made up by documented university-approved excused absence (e.g. doctor’s note) within one week of the deadline date.

Plagiarism and academic honesty: All ideas (as well as data or other information) that is not your own must be cited. If you have questions about what constitutes plagiarism, please see the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website. Violations of university policies on academic integrity will be handled according to university guidelines. Depending on the severity of the infraction, sanctions for academic dishonesty may include:
- A failing grade for the assignment
- A failing grade for the course
- Student dismissal from the program
- Student dismissal from the university

Exams: Examinations will be given only on the date indicated in the syllabus. If a student misses an exam, he or she must provide a university-approved excuse in writing before a make-up exam will be given.

Grade of Incomplete: Incompletes will only be granted in extreme cases and only if 80% of the course-work has been completed. A documented reason why the student was unable to complete course requirements will also be required.
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Department of Landscape Architecture and Urban Planning

2. Course prefix and number: URPN 361

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Urban Issues

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? Every Semester

9. Number of class sections per semester: 2-3

10. Number of students per section: 100


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate course objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   [Signature]

   Date: 10/2/13

   Course Instructor

   Approvals:

   [Signature]

   10/2/13

   [Signature]

   12/3/13

   Department Head

   College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University  
Core Curriculum  
Initial Request for a Course Addition to the Fall 2014 Core Curriculum  

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**URPN 361 — Urban Issues** meets the Social and Behavioral Sciences Foundational Component Area through its examination of the development of urban communities, how individuals interact in their communities and their impacts thereof, as well as the nature and causes of contemporary urban problems and public policies that have been designed to address them.

---

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

**Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):**

This course is designed to develop high order critical thinking skills. Through various assignments students will learn how to conduct independent inquiry and to evaluate and synthesize various sources of information to understand the causes and effects of key issues faced in urban communities such as: poverty and social inequality, discrimination, social and economic segregation, crime, failing educational institutions, housing and so on.

This objective is addressed through the following Student Learning Outcomes:

SLO 2: Explain the different theories and perspectives pertaining to urban development and urban life

SLO 3: Describe the key problems associated with urban communities, including their causes and impacts as well as the proposed policies for addressing these problems

SLO 5: Conduct independent research, collect and analyze data and synthesize information from both scholarly and non-scholarly literature sources

The strategies achieving this objective include:

1. Response papers to assigned readings
2. Structured discussion
3. Research assignments

Student learning is evaluated through grading rubrics and test questions

**Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):**
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Student written, oral and visual communication skills are through the following learning outcomes:
SLO 3: Describe the key problems associated with urban communities, including their causes and impacts as well as the proposed policies for addressing these problems.
SLO 4: Conduct independent research, collect and analyze data and synthesize information from both scholarly and non-scholarly literature sources.

The strategies for developing these skills include:
1. Written communication: personal journals and research papers on specific research topics.
2. Oral communication: in-class discussions (student and faculty-led), debates and presentation of student research.
3. Visual communication: developing and delivering power point presentations of student research.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Identification and analysis of community problems should be grounded in empirical evidence. Students are exposed to empirical and quantitative research on major problems facing urban communities. This is addressed in the following student learning outcome:
SLO 5: Conduct independent research and synthesize information from both scholarly and non-scholarly literature sources.

The strategies for developing these skills include:
1. Readings, lectures, documentaries that examine socio-economic trends and various urban problems such as social inequality, failing schools, crime rates, residential segregation, and so on.
2. Research assignments that require students to review and synthesize scholarly research on urban problems and policy solutions.

Example assignment:
Students working in groups will be assigned a specific urban problem from a list of topics provided. Each group will be responsible for undertaking a search of scholarly research pertaining to that problem (Cause, manifestations) as well as a review and evaluation of the policies for addressing that problem. The resulting report will be a 2,000 - 2,500 word (8-10 pages) paper (double-spaced). The second part of this assignment will require students to prepare and deliver a power point presentation (8-10 minutes) for the rest of the class.

Examples of Possible Topics
1. Income inequality
2. Homelessness
3. Housing Affordability
4. Poverty and unemployment
5. Food deserts
6. Urban education
7. Crime
8. Residential segregation

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students are introduced to many concepts to increase their knowledge and understanding of social responsibility. Social issues such as social and economic inequality, discrimination, segregation and the causes thereof and potential solutions are topics covered and discussed in the course.

The following learning outcomes addresses this objective:
SLO 3: Describe the key problems associated with urban communities, including their causes and impacts as well
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

the proposed policies for addressing these problems
SLO 5: Conduct independent research, collect and analyze data and synthesize information from both scholarly
and non-scholarly literature sources
The strategies for used to achieve this objective include:

1. Response papers to assigned readings
2. Structured discussion
3. Research assignments

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the
future course recertification process.
COURSE SYLLABUS
URPN 361-500: URBAN ISSUES
Class Time: TBD
Room: TBD

INSTRUCTOR
Name: June Martin
Phone: 979-862-4620; 509-879-3831
Email: jmartin@arch.tamu.edu
All communication with me should be via e-learning. E-mail will be checked daily
Office: Langford A 340
Office Hours: TBD

1. COURSE DESCRIPTION
The world is becoming increasingly urban. In the United States 3 out of 4 people live in urban areas, and in the rest of the world numbers are increasing. How did cities emerge? What makes cities grow? How cities work? Are they sustainable? These are introductory themes that we expect to answer in this class: the evolution and development of cities; the socio-economic, cultural and physical development of urban areas; and their contemporary problems such as, unemployment and poverty, crime, public health, racial tension, and other quality of life issues.

2. COURSE PREREQUISITES:
None

3. COURSE OBJECTIVES
When you finish this course, my hope is that you will:

1. Describe the historical development of urban communities
2. Explain the different theories and perspectives pertaining to urban development and urban life
3. Explain the factors and processes by which individuals interact with and impact their communities
4. Describe the problems associated with urban communities
5. Further develop your writing skills and your capacity for critical thinking, research and analysis.

4. TECHNOLOGY REQUIREMENTS
In addition to class meetings, this course utilizes the e-learning system. Please check eLearning (http://elearning.tamu.edu) regularly for the syllabus, additional readings, lecture power points, assignments, announcements, quizzes, tests, and grades. Also, E MAIL COMMUNICATION WITH ME SHOULD BE VIA eCAMPUS (to ensure that I receive it). Use your NetID and password for your eLearning login. The following technology is recommended: Internet connection – high speed recommended (not dial-up) and word processor. Additionally, our campus is optimize to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (7.0, 8.0 or 9.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 3.2 or better. Along with Internet Explorer and Safari, e-learning also supports the Firefox browser (3.6 or newer) on both Windows and Mac operating systems.
5. MATERIALS


Additional readings will be handed out in class or made available on eCampus

The textbook is available at area bookstores as well as from on-line book vendors.

Students are responsible to have read the assigned readings for the topics prior to attending class. The required readings for that topic are noted on the course schedule on this syllabus.

6. FORMAT AND COURSE REQUIREMENTS

There are four parts to the course: (1) Reading and documentary assignments; (2) lectures and discussions; (3) writing assignments; (4) Quizzes and Tests.

1) Reading and Documentary Assignments

Readings: Students are responsible to have read the assigned readings for the topics prior to attending class. The required readings for that topic are noted on the course schedule on this syllabus.

Short Documentaries: In addition to the readings, several short documentaries (approximately one-hour in length) have been assigned that highlight various topics covered in the readings such as: the development of cities; problems of urban growth; how cities are responding to improve urban life; social structure in American communities.

2) Lectures/Discussions

The lectures are intended to complement the required readings and to help synthesize the many topics covered in class. Students will be responsible for having read the assigned readings, attending class regularly and participating in class discussions.

Class attendance: In addition to participating in class discussion, attendance is very important for coursework information, references, and keeping up with adjustments to assignments. Therefore attendance will account for 5% of your grade. See attendance and absence policy for more details on what this entails.

3) Assignments

1. Reflective Journals

Each student will keep a journal where they will make a minimum of seven entries (one for each topic) over the semester. These entries provide an opportunity for you to express your observations and reflections on your thoughts and feelings about issues raised in the assigned readings, lectures, films, class discussions, and research papers. The purpose of this journal to develop your writing skill as well as to analyze and reflect on what you are learning in this course. More details will be provided on how to keep this journal. This assignment is worth 10% of your grade.

2. Research Report & Presentation

Students in groups of 3-4 will be responsible for an in-depth study of a specific urban problem from a list to be provided by the instructor. This research will entail the collection and analysis of data as well as a review of the relevant literature and research as pertaining to that issue. While this is a group project, each student will be required to show evidence of their contribution towards this research effort and their participation and contribution will be evaluated by both group members and the instructor. The resulting report will be a 2,000 -2,500 word (8-10 pages) paper (double-spaced). This report will be worth 30% of your grade.
The second part of this assignment will require you to prepare a power point presentation (8-10 minutes) for the rest of the class. This presentation will be worth 5% of your grade.

The specific requirements for this project will be explained in detail during the semester. The power point presentations will be held during the last week of classes.

4) Quizzes and Tests (48%)
Syllabus Quiz: A Syllabus Quiz, worth 2% of your grade is due at the end of the first week of classes.

Tests: There will be four tests given during the semester each worth 12% of your grade. These tests will be based on lectures, readings, class presentations, class discussions and other forms of learning used in class. The dates and times for these examinations are listed on the course schedule.

7. GRADING PROCEDURE
The following procedure will be used to assign grades for this course:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>5%</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>2%</td>
</tr>
<tr>
<td>Reflective Journals</td>
<td>10%</td>
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<tr>
<td>Research Report</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Tests – 4 @ 12% each</td>
<td>48%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Extra Credit points for a maximum of 5% can be earned through volunteer work and/or attending course relevant lectures outside of class

A = 90-100; B = 80-89;  C = 70-79;  D = 60-69;  F = below 60

8. CLASS POLICIES

Late or Missing Assignments and Exams
All assignments must be turned in on the scheduled date. Late work, where accepted, will result in a penalty of half a letter grade per day.

Make-ups for missed tests will only be given for university-excused absences. Please refer to Student Rules for university-excused absences (http://student-rules.tamu.edu). When feasible, please let me know at least two days in advance of your absence.

Attendance and Absence Policy
In addition to the fact that the general academic policies of the University require your regular attendance and active participation in class, your attendance and participation is very important to your learning and that of other students in this class. As noted earlier class attendance accounts for 5% of your grade, and attendance will be taken each class period. To be considered present for the class period, you should be in your seat at the beginning of class (with a grace period of 5 minutes) and remain until the class ends. Perfect attendance will earn you the full 5% of your grade. A 4-day absence allowance however is given to be used in the event that illness or other dire circumstances keep you from class. Use the absence at your discretion, but DO NOT VIEW THIS ALLOTTED ABSENCE AS SKIP DAYS!! For each subsequent
class a student misses, a full percentage point (1%) will be lost. If you have MAJOR extenuating circumstances requiring an extended absence from campus (e.g. an accident or illness that requires extensive hospitalization, major family issues, etc.), please see/contact me, or your student advisor, as soon as possible to explore the options the University provides for dropping, withdrawing, switching to audit, and so on.

**Classroom Conduct**

It is expected that students will maintain a professional demeanor in this class. Lateness, sleeping in class, and disruptive behaviors that interfere with my ability to teach or other students to learn such as offensive language, talking about none-class related matters, passing notes, and use of cell phones while in class will not be tolerated. Personal computers may be used to take notes during class, but computers and other devices may not be used for non-class related purposes, such as checking e-mail or Facebook pages. If I catch you using a computer or other electronic devices for non-class related purposes, I will ask you to leave class for the remainder of the class session and you will be marked as absent. Similarly, if you sleep during class, you will be market as absent.

**Academic Integrity - The Aggie Honor Code:**

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

All students enrolled at Texas A&M University are expected to uphold the Aggie Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the process of the Honor System. The Code forbids: **Cheating, Fabrication, Falsification, Multiple Submission, Plagiarism, and Complicity.** The Texas A&M University Student Rules provides the official definition of scholastic dishonesty and acts that are characterized as scholastically dishonest (please see [http://student-rules.tamu.edu/rule20.htm](http://student-rules.tamu.edu/rule20.htm)).

As part of meeting this standard in this course, all ideas (as well as data or other information) that are not your own must be cited, otherwise your work will be construed to be plagiarism. It is also not acceptable to submit as your own work a paper (or part of a paper) that was completed for another course since would in effect be "double counting" (receiving credit twice for the same piece of work). Doing so will result in a zero grade for that assignment. If you wish to incorporate research you completed for another course into a paper for this course, the paper must be fully cited and the instructor's permission requested in advance.

If you have questions about what constitutes plagiarism, please see the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website. I will also cover it when I hand out the assignments. Violations of university policies on academic integrity will be handled according to university guidelines (see rules and procedures at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

**Americans With Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 B-118 in the Cain building, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

9. **IMPORTANT DATES**

Last day to add/drop with no record: ***

Last day to drop with no penalty (Q-drop): ***

University Holiday: ***

Last day of class: ***
## Tentative Schedule of Classes and Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td></td>
<td><strong>1. Introduction / Historical Perspectives on the Creation and Evolution of Cities</strong></td>
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<tr>
<td>Class 1</td>
<td>· Course Introduction</td>
<td>1. Macionis &amp; Parrillo: Ch 1</td>
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<td>· Exploring the City</td>
<td>2. Review Course Introduction &amp; Lecture</td>
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<td>Class 2</td>
<td>· Brief history of cities — Ancient cities to modern cities</td>
<td>1. Macionis &amp; Parrillo: Ch 2</td>
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<td>2. Review Lecture 2</td>
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<td>3. View: Understanding Cities (53 mins)</td>
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<td><strong>2: Urban Development and Trends of North American Cities</strong></td>
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<tr>
<td>Class 3</td>
<td>· Development of North American cities</td>
<td>1. Macionis &amp; Parrillo: Ch 3</td>
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<td>2. Review Lecture 3</td>
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<tr>
<td>Class 4 &amp; 5</td>
<td>· Cities and Suburbs of the 21st Century</td>
<td>1. Macionis &amp; Parrillo: Ch 4</td>
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<td>2. Review Lecture 4</td>
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<td>3. View: Phoenix—the Urban Desert (60 min)</td>
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<td>4. City profile sign-up</td>
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<tr>
<td>Class 6</td>
<td>Test 1</td>
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<td><strong>3: What is a City: Disciplinary Perspectives</strong></td>
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<tr>
<td>Class 7</td>
<td>1. Urban Sociology</td>
<td>1. Macionis &amp; Parrillo: Ch 5</td>
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<td>2. Review Lecture 5</td>
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<tr>
<td>Class 8</td>
<td>2. Geography and Spatial Perspectives</td>
<td>1. Macionis &amp; Parrillo: Ch 6</td>
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<td>2. Review Lecture 6</td>
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<td>2. Review Lecture 7</td>
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<td>Class 10</td>
<td>4. Social Psychology</td>
<td>1. Macionis &amp; Parrillo: Ch 8</td>
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<td>2. Review Lecture 8</td>
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<td>Class 11</td>
<td>5. Comparative Urbanism</td>
<td>1. Macionis &amp; Parrillo: Ch 9</td>
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<td>2. Review Lecture 9</td>
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<tr>
<td>Class 12</td>
<td>Test 2</td>
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</tbody>
</table>
4: Structure of the City
Class 13-14  Social Stratification – Social Class & Poverty
1. Macionis & Parrillo: Ch 10
2. Review Lecture 10
3. View: "People like Us"

Class 14-15  Race, Ethnicity & Gender
1. Macionis & Parrillo: Ch. 11
2. Review Lecture 11

5: Urban Problems
Class 16-18  1. Housing
2. Education
3. Crime
1. Macionis & Parrillo: Ch. 12
2. Review Lectures 12, 13 & 14
3. View: “Housing America”
3. Research Paper draft due

Class 19  TEST 3

6: Urban Areas in the Developing World
Class 20-21  1. Historical legacy
2. Modern cities
1. Macionis and Parrillo; Ch. 13
2. Review Lecture 15

Class 22-23  1. Urban Planning
2. Sustainability
1. Macionis and Parrillo, Ch.14
2. Review Lecture 16
3. View: A Convenient Truth: Urban Solutions from Curitiba Brazil” (52 min)

Class 24  TEST 4

Class 25-27  RESEARCH PRESENTATIONS
PPT PRESENTATIONS & PAPERS due
URSC 361
STUDENT AGREEMENT

By answering the last question on the Syllabus Quiz, you confirm that you have read and understand this syllabus. Violations of these policies are not fair to students who work hard to meet deadlines and come to class. Specifically, you acknowledge that you have read and understand the following policies and expectations:

POLICIES:

Late work: All assignments must be turned in on the scheduled date and time. Work that is turned in late with no prior notification will not be accepted. Late or missing assignments/exams can only be made up by documented university-approved excused absence (e.g. doctor's note) within one week of the deadline date.

Plagiarism and academic honesty: All ideas (as well as data or other information) that is not your own must be cited. If you have questions about what constitutes plagiarism, please see the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website. Violations of university policies on academic integrity will be handled according to university guidelines. Depending on the severity of the infraction, sanctions for academic dishonesty may include:
- A failing grade for the assignment
- A failing grade for the course
- Student dismissal from the program
- Student dismissal from the university

Exams: Examinations will be given only on the date indicated in the syllabus. If a student misses an exam, he or she must provide a university-approved excuse in writing before a make-up exam will be given.

Grade of Incomplete: Incompletes will only be granted in extreme cases and only if 80% of the course-work has been completed. A documented reason why the student was unable to complete course requirements will also be required.
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Landscape Architecture & Urban Planning

2. Course prefix and number: URPN 370

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Introduction to Health Systems Planning

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication  ☐ Mathematical Sciences
☐ Life and Physical Sciences  ☐ Language, Philosophy and Culture
☐ Creative Arts  ☐ American History
☐ Government/Political Science  ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes  ☒ No

8. How frequently will the class be offered? Fall/Spring annually

9. Number of class sections per semester: 1, then as needed

10. Number of students per semester: 200

11. Historic annual enrollment for the last three years: 186 216 198

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by: [Signature]
    Date: 10/2/13

    Course Instructor

    Approvals: [Signature]
    Date: 10/2/13

13. Department Head

    Date: 10/2/13

14. College Dean/Designee

    Date:

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

URPN 370 – Introduction to Health Systems Planning meets the Foundational Component Area description for Social and Behavioral Sciences by exploring the behavior and interactions among individuals, groups, and institutions while making decisions about the preferred future for their organizations or communities, and the highly complex health system. Strategic planning is an inclusive and interdisciplinary process that fosters evidence based decision making to guide the creation of a mutually agreed upon desirable future. The process and the plan reflect the built and natural environment, and the cultural, political, economic, technological and health context of the health system, organization or community.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Strategic planning for the health system requires analysis, evaluation and synthesis of diverse types of information about the historical, social, political, economic, technological, environmental and health context of the health system. Learning objectives for this course which address this core objective are:

LO 1—recognize many of the effects of core beliefs, values and world views on decisions made by individuals, organizations, and communities and the cumulative effects of decisions in creating futures;

LO 2—be able to develop, express and defend informed opinions on health related issues based on knowledge of the historical development and structure of the U.S. health care system;

LO 4—be ready to contribute to an organization's or community's health planning process through the application of their understanding of the goals of strategic planning and each of the steps in that process, including their familiarity with basic methods and techniques associated with strategic planning processes.

Activities and assignments engage several different learning styles. Strategies used to foster various aspects of critical thinking and evaluate student accomplishment include:

1. Guest presentations by select executives and other health professionals that tie the concepts covered in class to practice.

2. Written assignments that require students to conduct research in scholarly or professional journals, and the serious lay-press, and evaluate the information and opinions presented. The final papers are a synthesis of their understanding of their research, concepts covered in class and the knowledge and perspective gained from their education thus far. In other cases, their papers require analytical or creative thinking about the projected impact of the information they have discovered for a health related profession of interest to them,
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

on the health system, or on an organization’s or community’s strategic planning process. 

3. Group projects further refine their creative thinking by requiring synthesis of multiple lines of inquiry 
into a coherent presentation of a concept, idea or projected innovation or trend in health, health care, or 
an area with significant implications for them.

Communication (to include effective development, interpretation and expression of ideas through written, oral and 
visual communication):

Strategic planning, as taught in this course, is an inclusive and collaborative learning process for discovering 
strategic issues and creating ways to address them. Effective intergroup, intercultural communication is an 
essential skill for a successful planning process. Learning objectives that enhance communication skills include:

LO 1-- recognize many of the effects of core beliefs, values and world views on decisions made by individuals, 
organizations, and communities and the cumulative effects of decisions in creating futures;

LO 2-- be able to develop, express and defend informed opinions on health related issues based on knowledge of the 
historical development and structure of the U.S. health care system;

LO 4-- be ready to contribute to an organization’s or community’s health planning process through the application of 
their understanding of the goals of strategic planning and each of the steps in that process, including their 
familiarity with basic methods and techniques associated with strategic planning processes.

Several different strategies are used to give students opportunities to hone their communication skills and 
evaluate their success:

1. Group projects by randomly assigned teams give students the opportunity to practice cross cultural 
communication, persuasive speaking, influencing group decisions and leadership. The final group 
presentation employs oral and visual communication techniques through demonstration, Powerpoint or 
other sequential images, music or video to communicate a concept, idea or possible future 
development/innovation in health, health care and planning.

2. Written assignments provide the opportunity to interpret scholarly research or current issues, synthesize 
this information with course topics, and practice expressing complex ideas with clarity.

3. Opportunities to interact with visiting scholars and health care executives.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts 
resulting in informed conclusions):

A well designed strategic planning process considers the historical, social, cultural, political, legal, economic, 
technological, environmental and health context within which the health system, organization or community 
operates. Since no one is a master of all these intellectual disciplines, teamwork is needed to conduct an 
“environmental scan.” Empirical and quantitative skills are necessary to complete the following learning 
objectives:

LO 1-- recognize many of the effects of core beliefs, values and world views on decisions made by individuals, 
organizations, and communities and the cumulative effects of decisions in creating futures;

LO 3-- possess a working knowledge of a widely applicable planning process;

LO 4-- be ready to contribute to an organization’s or community’s health planning process through the application of 
their understanding of the goals of strategic planning and each of the steps in that process, including their 
familiarity with basic methods and techniques associated with strategic planning processes.

Basic analytical skills and concepts from demography, epidemiology and health, geographic information systems, 
competitor and market analysis, and other areas are introduced as informative elements for understanding the 
organization or community and its environment by the professor, guest scholars and health care executives. 
Strategies used to demonstrate/practice and evaluate student learning include:
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

1. Demonstrations of the application geographic information systems to investigate health issues, and the opportunity for students to use the resources available in the Texas A&M Libraries for a mini-GIS project of their own.
2. Homework assignments that require students to search databases for information.
3. Tests that ask questions about the students' understanding of analytical and information gathering techniques.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Health systems planning is an exercise of civic responsibility. It operates on a system, and encourages systems thinking. At the core of strategic planning is the identification of stakeholders and their diverse interests, agendas and power relationships. Planning process is steeped in the interactions of these groups. Therefore, strategic planning is an inclusive and collaborative learning experience that can foster intercultural competence and knowledge of civic responsibility. Effective intergroup, intercultural communication is an essential skill for a successful planning process.

However, the potential consequences of missing or ignoring stakeholders are also explored. The environmental scan methodology can include or exclude segments of the health system's community. A mature consideration of the determinants of health, human behaviors, underserved populations, consequences of the financing and insurance system for health care, mental health and other sensitive issues is included.

Learning objectives that address social responsibility are:
LO 1-- recognize many of the effects of core beliefs, values and world views on decisions made by individuals, organizations, and communities and the cumulative effects of decisions in creating futures;
LO 3—possess a working knowledge of a widely applicable planning process;
LO 4—be ready to contribute to an organization's or community's health planning process through the application of their understanding of the goals of strategic planning and each of the steps in that process, including their familiarity with basic methods and techniques associated with strategic planning processes.

Achievement of the learning objectives above will prepare students to engage effectively in regional, national, and global communities, because they will know an international language of planning process and techniques. Strategies used to explore this core objective and evaluate student learning include:
1. Group projects which offer opportunities to develop intercultural competence while learning to work in a randomly assigned diverse group. The projects themselves explore topics that can lead to consideration of the impact on health care quality and access to care for various population groups and geographic areas.
2. Written assignments offer the opportunity to investigate topics that may affect various cultural groups differently.
3. Test questions expose students' understanding of the role of planners, of stakeholder identification and techniques for discovering strategic issues and focusing the organization on what really matters.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Urban Planning 370
Introduction To Health Systems Planning
Spring 2013

Dr. Dean Boyd
845-7888
email in eCampus preferred
or deanboyd@tamu.edu
105A Langford

Time & Location: MWF 3pm, ARCB 101 (that is the Geren Auditorium, Rm B101 in Building B of the Langford Architecture Center)

Syllabus

Office Hours and communicating with the professor:
Office hours are Monday/Wednesday/Friday after class from 4 to 5pm and by appointment. I prefer communicating through email in eCampus.

Prerequisites
Junior or Senior classification, or permission of the instructor.

Texts


Other readings as assigned.

Course Overview
This course introduces students to health systems planning in the U.S. Course activities focus on strategic planning process at the community and organizational levels, different models of "health," changing values, demographics, national health policies, and many other pressures impacting health and health care in the United States.

Learning Objectives
As a result of successfully completing URPN 370, students will:

1. recognize many of the effects of core beliefs, values and world views on decisions made by individuals, organizations, and communities and the cumulative effects of decisions in creating futures;
2. be able to develop, express and defend informed opinions on health related issues based on knowledge of the historical development and structure of the U.S. health care system;
3. possess a working knowledge of a widely applicable planning process;
4. be ready to contribute to an organization's or community's health planning process through the application of their understanding of the goals of strategic planning and each of the steps in that process, including their familiarity with basic methods and techniques associated with strategic planning processes.
Course Requirements

- Assigned readings in texts and supplemental materials
- Homework assignments related to major elements of the health planning process and related topics
- Several written assignments
- Several quizzes
- A final group project.

eCampus (replacing eLearning)
eCampus is new at Texas A&M, so I would not be surprised if we run into some glitches along the way. Assuming I set it up properly, with the assistance of the ITS department, I would prefer that all of our email be sent through eCampus. That is an environment just for our class. Your messages to me won't get lost among all the other university business that passes through my other A&M email account. eCampus also has other capabilities that might prove useful as we progress through our various activities this semester.

Reading Assignments
Reading assignments as noted in the semester schedule or as added during the semester. Supplemental readings may be distributed by links to online resources, posted in eCampus or by other means from time to time. Students should be prepared to discuss readings in class. Although I will discuss topics covered in the assigned reading, I will also take time for other relevant material from time to time. When possible, we will also welcome guest speakers.

Turning in Assignments
Assignments will be turned in to drop boxes created in eCampus and to me in hard copy in class. Please turn your assignments in as MS Word documents, unless directed to do otherwise by me. Since you may be asked to briefly discuss your work during class, it might be a good idea to have a copy of your work available for yourself in class. If you have a problem getting eCampus to accept your assignment, bring a hard copy to class and tell me what happened.

Late assignments – It is important to turn in assignments on time. Unless you have a university approved excuse, assignments turned in one class after the due date will receive half of whatever grade they would have earned if turned in on time, 2 classes late will receive ¼ credit, 3 classes late will receive no credit.

Written Assignments
There may be several types of written assignments, abstracts from scholarly/professional journals, very short focused research papers, reports on group project activities, all related to topics relevant to our class. Additional information on separate document.

Homework Assignments
Homework will include assignments related to aspects of health planning process conducted by community groups and health care institutions. Additional homework assignments will illustrate various aspects or characteristics of the health system or planning, or be designed for deeper understanding of the assigned readings.
Examinations
There is not enough time to discuss every significant point covered in the readings in class. Any study materials that might be provided are not intended to be comprehensive. It is your responsibility to keep up with the reading, and study.

There will be several quizzes. Unannounced pop quizzes as needed. All quizzes and tests on "SCANTRON" (the large, grey, 8.5 x 11 size) forms which students provide. Test material will derive from reading assignments, class discussion and speakers' presentations.

**ONLY STUDENTS WITH EXCUSED ABSENCES AS PER UNIVERSITY RULES AND REGULATIONS WILL BE ALLOWED TO MAKE UP TESTS.**

Group Project
There will be a group project presented at the time scheduled for the final exam. The professor will randomly assign you to a group of about 6 people. Depending on the number of students in the class, each team should have about 6 minutes for their final presentation. The professor will grade the project. Each team member will grade the quality and level of participation of each of the other team members. It will be in the interest of each student to make a meaningful effort to contribute to their team's project. The team will give every team member a chance to make a useful contribution to the project.

The end product of the team project will be a Powerpoint or video presentation. The project will be on a topic pre-approved by the professor. There can be more than one project on one general area of inquiry. For example, there could many different presentations on the future of health or health care in the next 10 to 20 years. Although the project will be future oriented, it will be based on research, not mere fantasy. A combination of academic research published in scholarly journals and other more popular sources (Science, Smithsonian, the Futurist, Kurzweil's website, business and design publications, online or off) would be viewed favorably by your professor, and should stimulate some liberated thinking.

Additional information will be provided on a separate document and in class.

Semester Schedule
Separate document will provide details. Depending on their availability, there will be guest speakers during the course of the semester. Depending on their schedules, we may have to adjust the schedule or the order in which we study various topics.

Grading
Grades will not be curved. Therefore, every student has an opportunity to make an A.

**Late assignments** - It is important to turn in assignments on time. Unless you have a university approved excuse, assignments turned in one class after the due date will receive half of whatever grade they would have earned. If turned in on time, 2 classes late will receive ¾ credit, 3 classes late will receive no credit.

**Relative Weight of Course Activities in Evaluation**
Written assignments, homework and examinations 75% (the relative percentage of each category is subject to change).
Final Project 25% (this percentage is not likely to change).
Attendance & General Class Policies
Attendance is assumed and expected. Attendance is mandatory when we have guest speakers or outside activities. The only exception is university approved absences. I will not take roll every class period, but I will from time to time. Since some test material will come from class activities, it will be in your best interest to come to class.

NO CAMERAS, PHONES OR ANY OTHER DEVICE FOR RECORDING AUDIO OR VISUAL INFORMATION MAY BE USED DURING CLASS WITHOUT ADVANCE PERMISSION.

The Aggie Honor Code is alive and well in this course. Dishonesty in any form (plagiarism, cheating,...) will not be tolerated. Sanctions for such behavior can include an F in the class and possibly dismissal from the University.

Students with Disabilities
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 Disability Services, in Cain Hall, Room B118, or call 845-1037. For additional information visit http://disability.tamu.edu.

Academic Integrity Statements
The Aggie Honor Code states that “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student commits to uphold the Honor Code by accepting responsibility to learn and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment to doing so 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. For additional information visit: http://www.tamu.edu/aggiehonor/
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<td><strong>TESTS</strong></td>
<td>Spring Break</td>
<td>Review</td>
<td>Major B cumulative</td>
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<td>Minor 3 -- 8 chs I,II,IV,V</td>
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<td><strong>Homework/Abstracts/Projects</strong></td>
<td>Spring Break</td>
<td>Abstract 5 -- Future of Health Care</td>
<td>Mission &amp; Org Homework</td>
<td>SWOC Homework</td>
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<td><strong>Speakers</strong></td>
<td>Spring Break</td>
<td>Read Edmundson St Jo &amp; multi-level ping</td>
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<td>Chanam Li's student -- 15 min</td>
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<td><strong>Supporting Topics</strong></td>
<td>Spring Break</td>
<td>Future of Health Care</td>
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<td><strong>W&amp;T</strong></td>
<td>Spring Break</td>
<td>Review Minor 2 &amp; Ch 14</td>
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<td><strong>Bryson</strong></td>
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<td>Rev Bryson II &amp; Quiz Review</td>
<td>Major B</td>
<td>IV</td>
<td>V</td>
<td>VI &amp; Minor 3</td>
<td>VII</td>
<td>VIII &amp; IX</td>
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<td><strong>Notes on Ch's &amp; Topics</strong></td>
<td>Spring Break</td>
<td>Student creative challenge</td>
<td>Mandates, Mission</td>
<td>SWOC</td>
<td>ID strat issues</td>
<td>Form Strats</td>
<td>Vision &amp; Implementation</td>
<td>Implemeniation &amp; Reassess</td>
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<td><strong>Supp Rdg</strong></td>
<td>Spring Break</td>
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