

Course Change Request

New Course Proposal

Date Submitted: 05/04/20 3:43 pm

Viewing: **JWSH 729 : Research in the Israeli-Palestinian Conflict**

Last edit: 05/07/20 11:06 am

Changes proposed by: t277k164

Academic Career	Graduate, Lawrence		
Subject Code	JWSH	Course Number	729
Academic Unit	Department	Jewish Studies	
	School/College	College of Lib Arts & Sciences	
Locations	Lawrence		
Do you intend to offer any portion of this course online?	No		
Title	Research in the Israeli-Palestinian Conflict		
Transcript Title	Israeli-Palestinian Research		
Effective Term	Fall 2020		

Catalog Description This course guides students in conducting research on any aspect of the Israeli-Palestinian conflict, such as its history from the Ottoman period to the present day, the social and political effects on Israelis and Palestinians, various narratives, and international responses.

Prerequisites JWSH 329 or JWSH 410 or JWSH 414 or JWSH 412 or JWSH 434 or permission of the instructor

Cross Listed Courses:

Credits	3
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	A-D(+/-)FI (G11)
Typically Offered	Every Two Years
Repeatable for credit?	No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?	No

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal This course is designed to be the higher level course for this subject, allowing students to study and conduct research on the Israeli-Palestinian conflict. It concludes the efforts of several other courses in the program, which focus on the same subject. This is part of our plan to build up a program in Israel Studies courses for our tenure-track assistant professor specializing in Israel Studies

KU Core Documents

Course Reviewer Comments

In Workflow

1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. CLAS Final Approval
6. Provost's Office
7. Registrar
8. PeopleSoft

Approval Path

1. 05/05/20 10:09 am
Rachel Schwien (rschwien):
Approved for CLAS Graduate Program and Course Coordinator
2. 05/07/20 11:09 am
Rachel Schwien (rschwien):
Approved for CGS PCC Subcommittee

Key: 13617



SPED 736: FOUNDATIONS OF EARLY INTERVENTION

History

1. Dec 18, 2019 by Shaunna Price (s943p034)

Viewing:SPED 736 : Foundations of Early Intervention

Also listed as:

SPLH 736

Last approved:Wed, 18 Dec 2019 10:35:29 GMT

Last edit:Tue, 17 Dec 2019 20:46:26 GMT

Academic Career

Graduate, Lawrence

Subject Code

SPED

Course Number

736

Academic Unit

Department

Special Education

School/College

School of Education

Locations

Edwards
Lawrence

Do you intend to offer any portion of this course online?

No

Title

Foundations of Early Intervention

Transcript Title

Foundations Early Intervention

Effective Term

Fall 2020

Catalog Description

This course explores evidence-based principles and practices of providing early intervention services, including requirements of IDEA Part C, mission and key principles of early intervention and recommended practices and standards. Students will engage in guided field observations of assessment, intervention and collaborative practices, reflective practice and teaming/coaching activities.

Prerequisites

None

Cross Listed Courses:

Code

SPLH 736

Title

Foundations of Early Intervention

Credits

3

Course Type

Lecture (Regularly scheduled academic course) (LEC)

Grading Basis

A-D(+/-)FI (G11)

Typically Offered

Once a Year, Usually Fall

Repeatable for credit?

No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

No

Is this course for licensure?

No

Will this course be required for a degree, major, minor, certificate, or concentration?

Yes

Which Program(s)?

Program Code - Name

(SPED-CRTG) Interdisciplinary Early Intervention

Describe how:

New program being submitted focuses on an interdisciplinary approach to meeting the needs of young children with or at risk for disabilities and their families. The approach combines early intervention with speech-language sciences to prepare early educators for effectively meeting child and family needs. This course (i.e., SPED 736) is integral to the program, because it addresses characteristics and needs of young children with significant developmental needs and their families. Additionally, the course provides strategies to professionals meeting their needs.

Rationale for Course Proposal

This course is part of the required course work for the Interdisciplinary Early Intervention Certificate students. See proposal document attached.

Supporting Documents

EIIC Program Proposal Final.docx

SPED 736 SPLH SPED Foundations syllabus.docx

KU Core Effective Semester

Course Reviewer Comments

Susan Twombly (stwombly) (Mon, 11 Nov 2019 21:47:48 GMT):Okay ELPS

Ronda Morgison (rondaball) (Tue, 17 Dec 2019 20:47:07 GMT):SPED 736 #351646 Effective 8/1/2020 *Course Equivalency #00831

Ronda Morgison (rondaball) (Tue, 17 Dec 2019 20:50:01 GMT):SPLH 736 #351647 Effective 8/1/2020 *Course Equivalency #00831

Key: 13287

SPED/SPLH 736 Foundations of Early Intervention (3) NEW

Instructor: Kris Pedersen, SLPD, CCC-SLP, Clinical Associate Professor in Speech-Language-Hearing

Class Meeting: 4:30-7pm

Course description: This course explores evidence-based principles and practices of providing early intervention services, including requirements of IDEA Part C, mission and key principles of early intervention and recommended practices and standards. Students will engage in guided field observations of assessment, intervention and collaborative practices, reflective practice and teaming/coaching activities.

Course Objectives

- Students will learn about the unique aspects of serving the birth-three population in home and community-based settings using natural learning opportunities to enhance participation.
- Students will learn about policy and evidence-based practices in providing early intervention services and supports.
- Students will gain experience in how these practices are implemented in the field and have opportunities to interact and collaborate with other disciplines to be more effective in coaching and reflective practices.

Topics:

Early Intervention Policy and Practices

- DEC Recommended Practices
- IDEA Part C
- Mission and Key Principles of Early Intervention
- Professional Standards across disciplines
- The EI path from referral to transition
 - Assessment across disciplines-review of tools
 - IFSP development and implementation
 - Supporting families through transition

The Early Interventionist- the profession and work

- Multiple disciplines supporting the birth-3 population
- Discipline-specific and national standards and practices

- Advocacy and leadership
- Professional development resources

Knowledge and skills needed to work with the Birth to 3 population

- Child development and disorders
- Assessment models- (multi, inter and transdisciplinary tools)
- Intervention principles

Collaborative Partnerships with Families, Colleagues, and Systems

- Types of teaming models, effective teaming behaviors and characteristics
- coaching and capacity building
- reflective practice
- creating communities of practice

Early intervention activities and settings-

- utilizing everyday activities/natural learning opportunities and partnerships to enhance participation
- home visiting

Course Requirements/Activities:

Attendance and participation (20%)

Reflections (20%)- students will submit written reflections/journals at the end of each unit

Field observations (20%) for assessment, intervention and teaming/coaching. Students will participate in 3 observations in early intervention programs and engage in in-class and journal reflection on experiences.

Activities and Settings- (20%) Students will develop activity plans and reflect with one another on the implementation. They will share a video demonstrating implementation in class and include class discussion and personal reflections in a written paper.

Paper (20%) Choose one unit topic to submit a 3-5 page paper integrating research with clinical implementation. For example students could prepare a Getting Started Kit for practitioners on what is important in providing Early intervention, or what practices are common across disciplines, what assessment tools are appropriate and how should they be implemented.

- 1) Policy and Practices
- 2) The Early Interventionist
- 3) Knowledge and Skills
- 4) Collaborative Partnerships

Texts:

Raver, S.A., & Childress, D.C. (2015). Family-Centered Early Intervention: Supporting Infants and Toddlers in Natural Environments. Brookes Publishing.

Sheldon & Rush (2013). Using a primary service provider. The Early Intervention Team Handbook. Brookes.

McWilliam, R.A. (2010). Working with Families of Young Children with Special Needs. Guilford Press, New York, NY

McWilliam, R.A. (2010). Routines-Based Early Intervention: Supporting Young Children and Their Families. Brookes.

Additional Readings and Resources:

Mission and Principles of Early Intervention

http://ectacenter.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf

http://ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf

DEC Recommended Practices

- Watch Videos- <http://www.dec-sped.org/videos>
- <https://divisionearlychildhood.egnyte.com/dl/v7NSuEwqYX>

Early Childhood Technical Assistance Center Recommended Practices

<https://ectacenter.org/decrp/>

- Assessment, Family, Instruction, Interaction, Teaming and Collaboration, Transition, Leadership

Shelden & Rush (2007). Characteristics of a Primary Coach Approach to Teaming in Early Childhood Programs, CASEinPoint, Vol 3,1

Dunst (2006). Parent-Mediated Everyday Child Learning Opportunities: I. Foundations and Operationalization, CASEinPoint, Vol 2,2.

Raab (2005). Interest-Based Child Participation in Everyday Learning Activities, CASEinPoint, Volume 1, 2

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Information about their services can be found at www.access.ku.edu . Please keep in mind that accommodations need to be requested individually for each course. The AAAC can give you information on how to do this.

Program Change Request

New Program Proposal

Date Submitted: 02/27/20 2:10 pm

Viewing: **UBPL-CONC : Accelerated Master of Urban Planning**

Last edit: 03/31/20 12:21 pm

Changes proposed by: a542w223

Academic Career	Graduate, Lawrence
Program Type	Concentration
Department/ Program	Urban Planning
School/College	College of Lib Arts & Sciences
Consulting School(s)/College(s)	
Consulting Department(s)	
Program Name	Accelerated Master of Urban Planning
Location(s) of Instruction	Lawrence
Do you intend for this program to be offered online?	No
Effective Catalog	2020 - 2021

In Workflow

- A. CLAS Dean or Associate Dean
- B. Provost's Office
- C. COGA Director
- D. CGS PCC Subcommittee
- E. CGS Committee
- F. CAC
- G. CLAS Final Approval
- H. OIRP CIP Approval
- I. Provost's Office
- J. COCAO 1st Reading
- K. Future Academic Catalog

Approval Path

- A. 12/20/19 5:58 pm
Kristine Latta (klatta): Rollback to Initiator
- B. 02/10/20 9:41 am
Kristine Latta (klatta): Rollback to Initiator
- C. 03/25/20 3:51 pm
Kristine Latta (klatta): Approved for CLAS Dean or Associate Dean
- D. 04/17/20 3:05 pm
Alma Varela (a771v482): Approved for Provost's Office
- E. 04/20/20 10:44 am
Kristine Latta (klatta): Approved for COGA Director

F. 05/07/20 11:09
am
Rachel
Schwien
(rschwien):
Approved for
CGS PCC
Subcommittee

Program Description

The Accelerated Master's program combining a College of Liberal Arts and Sciences undergraduate major and Urban Planning masters is designed for students who have a passion for problem solving and helping communities engage with their futures. It allows well-qualified students to earn a bachelor's and a master's degree in five years, rather than the six years it would take to earn each degree separately. This program combines in-depth training in the major of the student's choice with an accredited professional master's degree in urban planning. Graduates are prepared for careers in the public, private and not-for profit sectors helping make communities better places.

Only current KU undergraduate students in the College of Liberal Arts and Sciences (CLAS) are eligible to apply to the Accelerated MA program. If you are not a current undergraduate student at KU, please consider the regular 2-year Master of Urban Planning program.

Any CLAS undergraduate major is good preparation for an urban planning career because the profession is so wide-ranging in the skills required. Planners can be specialists (transportation, sustainable land use, or housing and development) or generalists working on how all these systems work together to create great places. Planners can be technical experts working with numbers or communicators building relationships or both. Get the undergraduate degree you have always wanted, then the career you probably did not know existed, but is right and meaningful for you.

Demand/Need for the Program

We see this Accelerated MA program as a win-win for the College and the Urban Planning program. Urban Planning is one of the College's few professional master's programs and is uniquely situated to add more students using existing resources. Over the past 10 years our enrollment (1st and 2nd year master's students combined) has fluctuated from 43 to 30. Early in the program's history there were times when we had 50 students (25 in a cohort). We would like to grow our enrollment to 50 students and we feel we can serve that number of students without hurting our standards for a quality program where students, faculty, and practitioners regularly interact. We know we have been able to do that in the past with our present numbers of faculty, lecturers, and staff.

The job market for Urban Planning professionals is growing. In the United States, the Bureau of Labor Statistics indicates that employment of urban planners is projected to grow by 11% from 2018 to 2028 which is "much faster" than the 5% average for all occupations. They also explain that the entry-level education for an urban planner is a master's degree and that a master's degree from an accredited program (like KU's program) is required for most jobs. Over the past four years our program's graduates have planning jobs on graduation day. We have more paid internships than we have students.

The Urban Planning profession needs diversity. Despite the planning profession's emphasis on urban issues and the need for planners to reflect the diversity of people living in the communities for which they work, the profession is still struggling. The latest membership survey from 2018, by the main professional organization for planners, the American Planning Association, shows 79% of full-time year-round planners are white and 56% are male. We believe reaching students from a wide variety of CLAS majors will help in attracting a wider variety of students to urban planning.

The Urban Planning profession needs liberal arts majors. A 2015 article in the Journal of Planning Education and Research by Greenlee, Edwards, and Anthony reported the results of a national survey of public-sector employers of planners and the skills they seek in entry-level planners. Their results confirmed findings from previous surveys that employers value writing as the most important skill. Indeed, the top 10 are liberal arts skills: writing, oral communications, research, visual communication, synthesis, information retrieval, data analysis, spatial and urban design, interaction, and community organizing.

Over the last 10 years, the College has awarded 19,338 undergraduate degrees and only 7% of those went on to enroll in any master's program at KU. Compare that number to the percentage of undergraduates in KU's School of Social Welfare who go on to the master's program, 44%. We see tremendous potential here to attract undergraduates to an Accelerated MA degree with the Urban Planning program, an accredited professional program with a track record of placing graduate in jobs and rewarding careers. Our experience has been that many different undergraduate degrees are good preparation for an urban planning master's degree. In the last 10 years, KU College undergraduates who have come to our program come from Environmental Studies (12), Political Science (7), Geography (4), Global and International Studies (2), History (2), Classical Antiquity/Languages (2), Economics (2), Fine Arts/History of Art (2), and then one each from Biology, Communication Studies, Film and Media Studies, Sociology, Spanish, Mathematics, Public Administration, and Sociology. Indeed, the student with the Film and Media Studies degree, graduated with his Master of Urban Planning degree and immediately went to work as Associate Planner with the City of Wichita and now works as a Planner I for the City of Lawrence. He recently passed the exam to become a certified planner through the American Institute of Certified Planners. Looking at the number of undergraduates who go on to masters programs at KU, there are certain majors who have potential for growth in terms of going for a master's in Urban Planning at KU. Those majors and the percentage of graduates who go on for any masters program at KU are as follows: Humanities BA (0%), Communication Studies BGS (2%), American Studies BGS (3%), Communication studies BA (4%), History BGS (4%), at 5% are American Studies BA, Political Science BGS, Sociology BA, Women, Gender, & Sexuality Studies, and then at 6% are African and African American Studies BGS, History BA, Political Science BA, and Sociology BGS.

We see potential interest in urban planning based on the number of students who enroll in the undergraduate courses we offer. All of the undergraduate classes we offer fill to capacity every semester and are often only restricted by availability of rooms with collaborative space or GTA availability. Enrollment in UBPL 200 Sustainability and Society ranges from 72 to 84 students and UBPL 300 Planning the Sustainable City ranges from 26 to 50 students (and this is despite the courses costing more than other undergraduate courses because of differential tuition).

Comparative/Local Advantage

We have the opportunity to offer a degree option very different from the master's degree in planning offered at Kansas State and different from many other graduate urban planning programs in the nation. Kansas State University has a master of regional and community planning degree which is a 5 year degree, but students do not get an undergraduate degree along the way and the undergraduate emphasis is on environmental design. Other universities have accelerated masters in urban planning but they are only combined with undergraduate degrees in environmental science, planning, architecture, public and urban affairs, or urban studies (University of Illinois at Urbana Champaign, Arizona State, University of Arizona, Virginia Tech, and University of Pennsylvania). Northeastern University and Temple University are programs that allow any undergrad major to be combined with a masters in urban planning. Neighboring states of Arkansas and Missouri do not have accredited planning programs so high school students from those states would be a potential market for this Accelerated MA program.

How will you enhance the successful recruitment, retention, and completion of women and historically underrepresented racial/ethnic minority groups (African American/black, Native American/Alaskan Native, Latinx/Hispanic, Native Hawaiian/Pacific Islander) in the proposed program, as well as the retention of other historically marginalized students (e.g., Asian and Asian American students in some disciplines, those with disabilities, and sexual and gender minorities)? Briefly explain the challenges, if any, to maintaining and/or increasing diversity in this field.

The recruitment and retention of historically marginalized students has been a challenge for our program and the urban planning profession in general. We use our limited scholarship money to support diversity. We have successfully diversified our faculty with our last two hires. We integrate diversity, equity, and inclusion (DEI) goals into all of our courses and evaluate our teaching on Center for Teaching Excellence DEI goals. We feel being able to reach undergraduates at KU will enhance our diversity.

Do you intend to offer inclusive pedagogical techniques and course materials, specific advising and mentoring strategies, etc. in the proposed program to achieve your diversity goals in this field?

We integrate diversity, equity, and inclusion (DEI) goals into all of our courses and evaluate our teaching on Center for Teaching Excellence DEI goals. Our faculty has become more diverse due to our last 2 faculty hires. The program director advises all new students to the program and will do the same for the undergrads pursuing the accelerated masters. The program director is a first generation college student and has completed Safe Zone training, the Diversity, Equity, and Inclusion Retreat, and Enhancing Cultural Competency Training. Three out of our 5 faculty have completed Safe Zone Training and another faculty member has been a Diversity Fellow with the Center for Teaching Excellence. Our faculty members are also heavily involved with the founding and running of the Compassionate and Sustainable Communities Center.

Admission Requirements

Careful course selection and steady progression through the undergraduate major is necessary to ensure all requirements for both degrees may be completed within the 5-year time frame. All prospective students should discuss their interest with the undergraduate advisor for the major of their choice and the Urban Planning program director as soon as possible. A meeting with the Urban Planning director should take place no later than the student's Junior year (Year 3) to discuss possible admission to the accelerated master's track.

The program maintains rolling admissions. Prospective students are eligible to apply to the graduate program as early as the second semester of their Sophomore year or at any time during their Junior year, but rolling admissions allows for applications at any time. The following requirements must be met by this time:

- Major and cumulative GPA of at least 3.25;
- On track to complete all requirements for a B.A., B.S. or B.G.S. degree in the CLAS degree of their choice from KU by the second semester of the Senior Year.

Students pursuing the Accelerated degree are also strongly encouraged to take the following as preparatory courses* for the master's curriculum:

UBPL 200: Sustainability and Society (Goal 1.1) – Sophomore Year

UBPL 300: Planning the Sustainable City (Goal 3) – Junior Year

**In some cases, it may be possible for these courses to substitute for major electives. Consult with your undergraduate advisor to determine if this is an option for your major.*

Applicants must complete an Application for Graduate Study online. The following information should be gathered in advance and uploaded with the application:

- Statement of interest that succinctly summarizes the students' interests, education, their long-term career goals, and how the accelerated degree program will help them achieve those goals;
- A copy of the student's Advising Report
- The names of three persons qualified to comment on the applicant's academic abilities and probable success in graduate study. These individuals will be asked to provide a letter of recommendation. At least two should be faculty members who have had the student in class.

Upon review of the Application for Admission, Urban Planning will notify the student of their eligibility to begin coursework in the program. Final acceptance to the Master of Urban Planning graduate program will be contingent upon the following:

- Successful completion of all requirements for the bachelor's degree;
- Grades of B or above in all Urban Planning graduate-level coursework

Any student who does not meet this minimum grade requirement may continue in the program but must repeat any graduate course for which they did not earn a B or above. Students may also elect to earn only the bachelor's degree and re-apply to the graduate program at a later time.

Degree Requirements

Prior to Conferral of the Bachelor's Degree

Students must be approved to begin coursework toward the master's before completing any 500 level or above coursework in Urban Planning that is to count toward the master's degree. Once approved, the student must complete the following 18 credit hours of Urban Planning courses while still an undergraduate student:

Course List

Code	Title	Hours
General Credit hours		
UBPL 736	Planning Institutions	3
UBPL 785	History and Theory of Planning Techniques	3
UBPL 705	Urban Economic Theory and Analysis	3
UBPL 741	Quantitative Methods I	3
Specialization (select 2 courses) <small>See below for more information</small>		6
Introductory course in specialization of choosing		
Introductory course in another specialization of choosing		
Methods course in the specialization of choosing		
Note: Students must choose one specialization, but early on, they may not be sure of which one of the three specializations to choose. It is common for students to take two different introductory courses to try out the specializations and make a decision. The Methods course in the student's chosen specialization can be taken at a later time if the student is undecided on a specialization as an undergraduate.		
Total Hours		18

Specialization

The curriculum requires each student to specialize in one of the following substantive areas:

- Housing and development planning,
- Sustainable land use planning, or
- Transportation planning.

A specialization consists of four courses in that specialization: an introductory course, a methods course, an implementation course, and a supplementary course.

The student should declare a specialization no later than the final semester of undergraduate study and complete two of the following courses, as indicated above, prior to conferral of the bachelor's degree:

		Course List	Hours
Code	Title		
Specialization Introductory Courses			
UBPL 710	Introduction to Housing Policy		3
UBPL 750	Introduction to Transportation Planning		3
UBPL 765	Introduction to Sustainable Land Use Planning		3
Specialization Methods Courses			
For Housing and Development			
UBPL 764	Real Estate Development I		3
or UBPL 715	Community in Neighborhood Planning and Design		
For Sustainable Land Use			
UBPL 735	Site Planning and Design		3
or UBPL 738	Environmental Planning Techniques		
For Transportation			
UBPL 756	Travel Demand Forecasting Methods		3

After Conferral of the Bachelor's Degree

After the bachelor's degree has been conferred, the student will complete a total of 24 post-baccalaureate graduate credit hours, consisting of the following:

		Course List	Hours
Code	Title		
Core Courses			
UBPL 742	Quantitative Methods II		3
UBPL 763	Professional Practice		3
Specialization Courses <small>See below for more information.</small>			6-9
Specialization Methods Course (if not taken while an undergraduate)			
Specialization Implementation course			
Specialization Supplementary course			
Electives			9-12
Any UBPL class can be taken as an elective. Graduate level classes taken outside of Urban Planning require UBPL faculty advisor's permission			
If a student completed two introductory specialization courses while an undergraduate, the second introductory course counts as an elective. They must complete 9 additional hours of electives while a graduate student. If a student completed one introductory specialization course and the specialization methods course while an undergraduate, they must complete 12 hours of electives while a graduate student.			
Total Hours			24

The Specialization Methods, Implementation, and Supplementary courses are as follows:

		Course List	Hours
Code	Title		
Housing and Development Planning			
UBPL 715	Community in Neighborhood Planning and Design		3
UBPL 716	Community and Neighborhood Revitalization		3

Code	Title	Hours
UBPL 764	Real Estate Development I	3
Supplementary Courses		
UBPL 730	City and County Planning	3
UBPL 768	Real Estate Development II	3
UBPL 816	Politics, Planning and Administration	3

Course List

Code	Title	Hours
Sustainable Land Use Planning		
UBPL 735	Site Planning and Design	3
UBPL 738	Environmental Planning Techniques	3
UBPL 773	Sustainable Land Use Planning Implementation	3
Supplementary Courses		
UBPL 730	City and County Planning	3
UBPL 764	Real Estate Development I	3
UBPL 816	Politics, Planning and Administration	3

Course List

Code	Title	Hours
Transportation Planning		
UBPL 756	Travel Demand Forecasting Methods	3
UBPL 757	Transportation Planning Implementation	3
Supplementary Courses		
UBPL 758	Public Transit	3
UBPL 816	Politics, Planning and Administration	3

Comprehensive Exam

Students in the Accelerated Master’s must successfully pass a comprehensive exam. The examination provides a learning experience that encourages the student to synthesize the knowledge gained through course work and tests the student’s competence as a generalist/specialist planner. The examination consists of the student responding to a scenario or case study in which they are asked to synthesize knowledge gained in their course work and apply it within a particular context.

Progression Requirements

Each student’s progress will be monitored at various points during the program:

- Upon approval to begin coursework toward the accelerated masters, the student will meet with the UBPL Program Director to plan the graduate UBPL courses to be taken for elective undergraduate credit. Students should continue to work closely with their undergraduate advisor to ensure all requirements for the undergraduate degree(s) are met.
- In the final spring semester of undergraduate study (Year 4), the student will meet with the UBPL Program Director to review the student’s performance in UBPL courses. The student must earn a grade of “B” or better in these courses to be eligible for regular admission to the Master of Urban Planning degree.
- Following completion and award of the undergraduate degree (end of Year 4), the admitted student will again meet with the UBPL Program Director to review the course plan for the fifth year of study and update as needed. The student’s performance in the graduate-level courses taken as an undergraduate will be evaluated. To continue in the track, students must earn a combined minimum GPA of 3.25 for these courses. At this time, the student will meet with a faculty advisor who is overseeing that specialization to ensure the course plan is on track.
- For those students who do not meet the minimum GPA requirement of 3.25 in the first semester of Year 5 an alternative plan of study to address the student’s deficiencies may be developed, at the program’s sole discretion. Students may also be dismissed from the program.
- If the baccalaureate degree is not completed at the end of Year 4, the student will not be permitted to enroll in courses for graduate credit toward the MUP degree until the baccalaureate degree has been conferred.

Students are encouraged to complete all requirements for the master’s degree within one year of receiving the bachelor’s degree to take full advantage of the accelerated format. If unforeseen circumstances prevent the timely completion of the master’s degree, the student should consult with their graduate advisor to develop an alternative plan for completion.

Faculty Profile

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Bonnie Johnson, Associate Professor/Program Director	PhD	.75
Ward Lyles, Associate Professor	PhD	.75
Kirk McClure, Professor	PhD	1
Stacey White, Professor	PhD	.5
Joel Mendez, Assistant Professor	PhD	1
Bradley Lane, Associate Professor	PhD	.75
Lisa Koch, Lecturer	Masters	.25

Julie Lawless, Lecturer	PhD	.25
Mike Grube, Lecturer	Masters	.25
Abbey Ockinga, Lecturer	Masters	.25

Student Profile

Anticipated student enrollment			
	Full Time	Part Time	Total
Year 1	8	0	8
Year 2	10	0	10
Year 3	15	0	15

Anticipated number of program graduates	
After 5 Years	18
After 7 Years	25

Academic Support

No additional resources needed aside from perhaps training of undergraduate advisors on how this accelerated masters program works

Facilities and Equipment

No additional facilities and equipment are needed aside from occasional access to collaborative classrooms

Program Review, Assessment, Accreditation

This program is part of the existing Master of Urban Planning degree which is accredited through the Planning Accreditation Board. This program fits within the existing masters curriculum and meets accreditation requirements. This creates no added work for the accreditation process.

Costs, Financing

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	0	0	0	0	0
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

What is the source of the new funds?

Potential costs are to advertise and promote this new program to high school students and undergraduates at KU. We are hoping that this will happen through normal CLAS promotions.

No new funds are needed.

Rationale for proposal

The Urban Planning program has always had a goal of growing to a steady 25 students as an entering cohort but have fluctuated from lows of 12 to highs of 23. We do not seem to be able to reach 25. We believe this accelerated masters program will get us up to a steady 25 student cohort which would be ideal for supporting the program without hurting faculty/student ratios, having enough students for internships, and the supportive environment we seek to provide for students.

Additional Information

Rationale for proposal continued: We also feel this program supports CLAS overall by giving students in a variety of undergraduate degrees another career option.

Supporting Documents

[Letter of Support for General Accelerated Masters.docx](#)
[UBPL AM Any CLAS Major.docx](#)

[Junior Year Start, Sample Academic Plan.docx](#)

[Senior Year Start, Sample Academic Plan.docx](#)

Program Reviewer Comments

Kristine Latta (klatta) (12/20/19 5:58 pm): Rollback: Please see email from Kristine, 12/20/19.

Kristine Latta (klatta) (02/10/20 9:41 am): Rollback: Anya, The formatting of the degree requirements section needs some changes (e.g., adding course grids and linking all course numbers). Rachel Schwien will reach out to you about providing some training so that you can

make these changes, or answer any questions you may have. Thanks!

Kristine Latta (klatta) (03/25/20 3:51 pm): Approved by Dean Colombo on 3/25/20.

Kristine Latta (klatta) (03/31/20 12:21 pm): Added sample plans for College committee review.

Key: 705



Accelerated Master of Urban Planning

Program Description

Only current KU undergraduate students in the College of Liberal Arts and Sciences (CLAS) are eligible to apply to the Accelerated MA program. If you are not a current undergraduate student at KU, please review the admission requirements for the regular Master of Urban Planning program.

Any CLAS undergraduate major is good preparation for an urban planning career because the profession is so wide-ranging in the skills required. Planners can be specialists (transportation, sustainable land use, or housing and development) or generalists working on how all these systems work together to create great places. Planners can be technical experts working with numbers or communicators building relationships or both. Get the undergraduate degree you have always wanted, then the career you probably did not know existed, but is right and meaningful for you.

The Accelerated Master's program combining a College of Liberal Arts and Sciences undergraduate major and Urban Planning masters is designed for students who have a passion for problem solving and helping communities engage with their futures. It allows well-qualified students to earn a Bachelor's and a Master's degree in five years, rather than the six years it would take to earn each degree separately. This program combines in-depth training in the major of the student's choice with a professional degree in urban planning. Graduates are prepared for careers in the public, private and not-for profit sectors helping make communities better places.

Admissions

Careful course selection and steady progression through the undergraduate major is necessary to ensure all requirements for both degrees may be completed within the 5-year time frame. All prospective students should discuss their interest with the undergraduate advisor for the major of their choice and the Urban Planning Program director as soon as possible. A meeting with the Urban Planning director should take place no later than the student's Junior year (Year 3) to discuss possible admission to the accelerated master's track.

Prospective student are eligible to apply to the graduate program as early as the second semester of their Sophomore year or during their Junior year. The following requirements must be met by this time:

- Major and cumulative GPA of at least 3.25;
- On track to complete all requirements for a B.A., B.S. or B.G.S. degree in the CLAS degree of their choice from KU by the Spring semester of the Senior Year (Year 4)

Students pursuing the Accelerated degree are also strongly encouraged to take the following as preparatory courses* for the master's curriculum:

UBPL 200: Sustainability and Society (Goal 1.1) – Sophomore Year

UBPL 300: Planning the Sustainable City (Goal 3) – Junior Year

**In some cases, it may be possible for these courses to substitute for major electives. Consult with your undergraduate advisor to determine if this is an option for your major.*

Applicants must complete an Application for Graduate Study online. The following information should be gathered in advance and uploaded with the application:

- Statement of interest that succinctly summarizes the students’ interests, education, their long term career goals, and how the accelerated degree program will help them achieve those goals;
- A copy of the student’s Advising Report
- The names of three persons qualified to comment on the applicant’s academic abilities and probable success in graduate study. These individuals will be asked to provide a letter of recommendation. At least two should be faculty members who have had the student in class.

Upon review of the Application for Admission, Urban Planning will notify the student of his or her eligibility to begin coursework in the program. Final acceptance to the Master of Urban Planning graduate program will be contingent upon the following:

- Successful completion of all requirements for the bachelor’s degree;
- Grades of B or above in all Urban Planning graduate-level coursework

Any student who does not meet this minimum grade requirement may continue in the program but must repeat any graduate course for which they did not earn a B or above. Students may also elect to earn only the bachelor’s degree and re-apply to the graduate program at a later time.

Requirements for the Master’s Degree

Students must be approved to begin coursework toward the master’s before completing any 500 level or above coursework in Urban Planning that is to count toward the master’s degree. Once approved, the student must complete the following 18 credit hours of Urban Planning Courses:

General	Credit hours
UBPL 736 Planning Institutions	3
UBPL 785 History and Theory of Planning	3
 Techniques	
UBPL 705 Urban Economic Theory and Analysis	3
UBPL 741 Quantitative Methods I	3
 Specialization (2 of the following)	
Introductory course in primary specialization of choosing	3
Introductory course in secondary specialization of choosing	3
Methods course in primary or secondary specialization of choosing	3

Specialization

The curriculum requires each student to specialize in one of the following substantive areas:

- Housing and development planning,
- Sustainable land use planning, or

- Transportation planning.

The student should declare a specialization no later than the final semester of undergraduate study and complete two of the following courses prior to conferral of the bachelor’s degree:

Specialization Introductory Courses

- UBPL 710 Introduction to Housing Policy (3), or
- UBPL 765 Introduction to Sustainable Land Use Planning (3), or
- UBPL 750 Introduction to Transportation Planning (3)

Specialization Methods Courses**

For Housing and Development

- UBPL 764 Real Estate Development I

For Sustainable Land Use

- UBPL 735 Site Planning and Design OR UBPL 738 Environmental Planning Techniques

For Transportation

- UBPL 756 Travel Demand Forecasting Methods

After the conferral of the bachelor’s degree, the student will complete a total of 24 post-baccalaureate graduate credit hours, consisting of the following:

Core Courses	Credit hours
UBPL 736 Professional Practice	3
UBPL 742 Quantitative Methods II	3
 Specialization Course	
Specialization Implementation class	3
Specialization Supplementary class	3
 Electives	
Other UBPL classes or graduate level classes outside of UBPL with faculty advisor’s permission	12
 ** If students do not take a Specialization Methods class as an undergraduate, they must take one now, but the extra Specialization Introductory class taken as an undergraduate counts here as an Elective.	

The Specialization Methods, Implementation, and Supplementary courses are as follows:

Housing and Development Planning

		Course List	
Code		Title	Hours
Methods Course			
UBPL 764		Real Estate Development I	3
Implementation Course			
UBPL 716		Community and Neighborhood Revitalization	3
Supplementary Courses			
UBPL 768		Real Estate Development II	3
UBPL 730		City and County Planning	3
UBPL 816		Politics, Planning and Administration	3

Sustainable Land Use Planning

		Course List	
Code		Title	Hours
Methods Course			
UBPL 735		Site Planning and Design	3
UBPL 738		Environmental Planning Techniques	3
Implementation Course			
UBPL 773		Sustainable Land Use Planning Implementation	3
Supplementary Courses			
UBPL 730		City and County Planning	3
UBPL 764		Real Estate Development I	3
UBP 816		Politics, Planning and Administration	3

Transportation Planning

		Course List	
Code		Title	Hours
Methods Course			
UBPL 756		Travel Demand Forecasting Methods	3
Implementation Course			
UBPL 757		Transportation Planning Implementation	3
Supplementary Courses			
UBPL 758		Public Transit	3

Course List		
Code	Title	Hours
UBPL 816	Politics, Planning and Administration	3
PUAD 694	Special Topics, Sustainable Transportation	3

Electives

Any UBPL course can be taken as an elective. Any elective credits taken outside of Urban Planning requires approval of a faculty advisor.

Comprehensive Exam

Students in the Accelerated Master's must successfully pass a comprehensive exam. The examination provides a learning experience that encourages the student to synthesize the knowledge gained through course work and tests the student's competence as a generalist/specialist planner. The examination consists of the student responding to a scenario or case study in which they are asked to synthesize knowledge gained in their course work and apply it within a particular context.

Progression Requirements

Each student's progress will be monitored at various points during the program:

- Upon approval to begin coursework toward the accelerated masters, the student will meet with the UBPL Director to plan the graduate UBPL courses to be taken for elective undergraduate credit. Students should continue to work closely with their undergraduate advisor to ensure all requirements for the undergraduate degree(s) are met.
- In the final spring semester of undergraduate study (Year 4), the student will meet with the UBPL Director to review the student's performance in UBPL courses. The student must earn a grade of "B" or better in these courses to be eligible for regular admission to the Master of Urban Planning degree.
- Following completion and award of the undergraduate degree (end of Spring Semester Year 4), the admitted student will again meet with the UBPL Director to review the course plan for the fifth year of study and update as needed. The student's performance in the graduate-level courses taken as an undergraduate will be evaluated. To continue in the track, students must earn a combined minimum GPA of 3.25 for these courses. At this time, the student will meet with a faculty advisor who is overseeing that specialization to ensure the course plan is on track.
- For those students who do not meet the minimum GPA requirement of 3.25 in the first semester of Year 5 an alternative plan of study to address the student's deficiencies may be developed, at the program's sole discretion. Students may also be dismissed from the program.
- If the baccalaureate degree is not completed at the end of Year 4, the student will not be permitted to enroll in courses for graduate credit toward the MUP degree until the baccalaureate degree has been conferred.

Students are encouraged to complete all requirements for the master's degree within one year of receiving the bachelor's degree to take full advantage of the accelerated format. If unforeseen

circumstances prevent the timely completion of the master's degree, the student should consult with their graduate advisor to develop an alternative plan for completion.

**Sample Sequencing for undergraduate Juniors starting Urban Planning
B.A., B.G.S. or B.S./M.A. 4+1 Program**

YEAR 2			
FALL		SPRING	
<i>Course</i>	<i>Credit Hours</i>	<i>Course</i>	<i>Credit Hours</i>
UBPL 200 (Goal 1.1 Critical Thinking)	3	UBPL 300 (Goal 3 Social Science)	3
<i>Students are strongly encouraged to take these courses in year 2 as preparatory courses for the master's curriculum.</i>		<i>In some cases, it may be possible for year 2 courses to substitute for major electives. Consult with your undergraduate advisor to determine if this is an option for your major.</i>	
YEAR 3			
FALL		SPRING	
UBPL 785	3	UBPL 736	3
YEAR 4			
FALL		SPRING	
UBPL 741	3	UBPL 705	3
Introductory specialization	3	Another introductory specialization <i>or</i> specialization methods	3
		<i>B.A. Degree Conferred</i>	
YEAR 5			
FALL		SPRING	
UBPL 742	3	UBPL 763	3
Specialization methods, specialization supplementary, or elective if methods was completed while an undergraduate	3	Specialization supplementary or elective	3
Specialization supplementary or elective	3	Specialization Implementation	3
Elective	3	Elective	3
<i>Any UBPL class can be taken as an elective. Graduate level classes taken outside of Urban Planning require UBPL faculty advisor's permission.</i>		<i>Post-Baccalaureate Graduate Credit Hours: 24</i> <i>Master of Urban Planning</i>	

**Sample Sequencing for undergraduate Seniors starting Urban Planning
B.A., B.G.S. or B.S./M.A. 4+1 Program**

YEAR 2			
FALL		SPRING	
<i>Course</i>	<i>Credit Hours</i>	<i>Course</i>	<i>Credit Hours</i>
UBPL 200 (Goal 1.1 Critical Thinking)	3	UBPL 300 (Goal 3 Social Science)	3
<i>Students are strongly encouraged to take these courses in year 2 as preparatory courses for the master's curriculum.</i>		<i>In some cases, it may be possible for year 2 courses to substitute for major electives. Consult with your undergraduate advisor to determine if this is an option for your major.</i>	
YEAR 4			
FALL		SPRING	
UBPL 785	3	UBPL 736	3
UBPL 741	3	UBPL 705	3
Introductory specialization	3	Another introductory specialization <i>or</i> specialization methods	3
		<i>B.A. Degree Conferred</i>	
YEAR 5			
FALL		SPRING	
UBPL 742	3	UBPL 763	3
Specialization methods, specialization supplementary, or an elective if methods was completed while an undergraduate	3	Specialization supplementary or elective	3
Specialization supplementary or elective	3	Specialization implementation	3
Elective	3	Elective	3
<i>Any UBPL class can be taken as an elective. Graduate level classes taken outside of Urban Planning require UBPL faculty advisor's permission.</i>		<i>Post-Baccalaureate Graduate Credit Hours: 24</i> <i>Master of Urban Planning</i>	