

UP 456: Sustainable Planning Workshop

Parks as Essential Community Infrastructure

Fall 2022 Workshop
Department of Urban and Regional Planning
University of Illinois at Urbana-Champaign

Adjunct Instructor: Kara Dudek-Mizel, AICP, Park Planner, Urbana Park District

Contact Information: kdudek3@illinois.edu

Days and Location: Tuesdays and Thursdays 9-10:50am, TBH Room 227

Office Hours: Tuesdays and Thursdays 30 minutes after class (approximately 10:50-11:20am) in TBH Office 230 and other times by appointment via Zoom.

Course Description

Welcome to UP 456: Sustainable Planning Workshop *Parks as Essential Community Infrastructure*. Prepare to take a closer look at why parks and open spaces are more than just “pretty” or “nice to have.” Parks are incredible infrastructure for creating healthy and resilient communities. Students will collaborate to build essential planning skills through real world applications of park planning and create professional, resume-building products. The Urbana Park District is the main client of the course, with an introduction to other local organizations and guest lectures from planners in the field.

The most commonly acknowledged infrastructure in communities are often roads, utilities, energy systems, and so on. Varying forms of infrastructure weave through our communities and create a support network. Have you ever thought of parks and open space as infrastructure? This course will challenge you to analyze and design park spaces that function as community infrastructure, including: stormwater, environmental, health, economic, transportation, and social infrastructure. We will also acknowledge the need for meaningful community engagement as well as the role parks play in equity.

UP 456 students will employ tools which include an introduction to hand drawing, ArcGIS Online, Adobe Illustrator and drone photography, as well as refine oral and written communication skills, generate meaningful community engagement strategies, and design multi benefit solutions for environmental planning issues. Introduction to both the American Planning Association (APA) and National Recreation and Park Association (NRPA) will connect students to opportunities for resources to aid in park planning work, as well introduce potential career paths. This course will encourage the development of desirable professional skills for future planning practitioners and create impactful portfolio content.

Course Objectives

1. Understand the ways in which parks provide important infrastructure for communities
2. Expand the realm of community engagement tools available to students
3. Learn from and engage with a variety of planners and professionals in allied fields
4. Use a variety of programs and tools to create professional products and enhance portfolios
5. Increase skills needed as a planning practitioner, including: communication, organization, project management, collaboration, and presentation abilities
6. Gain knowledge on the professional planning and park organizations

Grading & Attendance

Attendance Policy

Attendance is necessary for adequate performance in this workshop. Each class period you miss is two hours of informational lecture, guest planner presentation, course work time, or group collaboration. You will be allowed up to two unexcused absences. Please notify me via email before **any** absences at kdudek3@illinois.edu. After more than two absences, students' participation grade will be reduced by 1% per unexcused absence.

Course Grading & Assignment Breakdown

Percent of Grade	Assignment
5%	1. Parks and Planning Article Review
10%	2. Create Your Park Planning Toolkit
10%	3. Design and Facilitate a Community Engagement Strategy
10%	4. Create an ArcGIS Online Interactive Web Mapping Application
5%	5. Review an APA-IL Conference Session or Planning Webcast Series Webinar
10%	6. Engage in a Park Master Planning Process
35%	7. Final Project and Presentation
15%	8. Class Attendance and Participation

Grading Rubric

The general grading rubric for assignments and projects is as follows:

- A: Demonstrates original thought and synthesis of ideas and cogent analysis, and is clearly written and presented. Outstanding work.
- B: Presents above average analysis with appropriate evidence to support ideas, and is clearly written or presented. Good work.
- C: Shows a basic level of understanding, with analysis limited to obvious arguments. Writing is competent. Adequate work.
- D: Misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

Transformation of numerical grade to letter grade will be according to the schedule below:

A+ 97-100	
A 93-96.9	C+ 77-79.9
A- 90-92.9	C 73-76.9
B+ 87-89.9	C- 70-72.9
B 83-86.9	D+ 67-69.9
B- 80-82.9	D 60-66.9

Course Schedule

Week	Class Date		Topic(s)	Assignment
1	Tues.	Aug. 23	Syllabus and introduction to course	Assignment 1 Intro: Parks and Planning Article Review (due 9/6)
	Thur.	Aug. 25	History of parks in the U.S. Parks and Equity	Assignment 2 Intro: Create Your Park Planning Toolkit due 10/11 and 12/1) Assignment 3 Intro: Design and Facilitate a Community Engagement Strategy (due 9/20)
2	Tues.	Aug. 30	Guest speaker: Rob Kowalski, Hedge POP! Park-neighborhood engagement through park space Community engagement	
	Thur.	Sept. 1	Field Trip: Paddle boat tour of Crystal Lake	Assignment 4 Intro: Create an ArcGIS Online Interactive Web Mapping Application (due 9/13)
3	Sept. 5- Labor Day (all-campus holiday)			
	Tues.	Sept. 6	Green stormwater infrastructure ArcGIS Online & web apps	Assignment 1 Due: Parks and Planning Article Review
	Thur.	Sept. 8	Unmanned aerial vehicles (drones)	
4	Tues.	Sept. 13	Finish ArcGIS Online & web app work Present web app to class	Assignment 4 Due: Create an ArcGIS Online Interactive Web Mapping Application
	Thur.	Sept. 15	Health infrastructure Climate Change and Health Impacts	
5	Tues.	Sept. 20	Presentations: Design and Facilitate a Community Engagement Strategy	Assignment 3 Due: Design and Facilitate a Community Engagement Strategy
	Thur.	Sept. 22	Field Trip: Weaver and Prairie Parks & drone introduction	
6	Tues.	Sept. 27	Introduction to Hand Sketching: "Let's Bake a Masterplan" recorded interactive workshop	Assignment 5 Intro: Review an APA-IL Conference Session or Planning Webcast Series Webinar (due 10/18) Assignment 6 Intro: Engage in a Park Master Planning Process (due 10/18)
	Sept. 28-30 APA-Illinois Conference, Chicago			
	Thur.	Sept. 29	NO CLASS APA- Illinois Conference	
7	Tues.	Oct. 4	Site Planning Exercise: Hand Sketching	

	Thur.	Oct. 6	Guest Speaker , Gabe Lewis, Active Transportation Planning	
8	Tues.	Oct. 11	Adobe Illustrator & introduction to soft mapping	Assignment 2 Due: midterm progress check of Create Your Park Planning Toolkit
	Thur.	Oct. 13	Continue Adobe Illustrator work	
9	Tues.	Oct. 18	Presentations: Engage in a Park Master Planning Process	Assignment 6 Due: Engage in a Park Master Planning Process
	Thur.	Oct. 20	Field Trip: Blair Park Social and economic infrastructure & placemaking	Assignment 5 Due: Review an APA-IL Conference Session or Planning Webcast Series Webinar
10	Tues.	Oct. 25	Guest Facilitator: Savannah Donovan, "Climate Fresk" workshop	
	Thur.	Oct. 27	Introduction to Final Project	Assignment 7 Intro: Final Project and Presentation (due 12/6)
11	Tues.	Nov. 1	Field Trip: final Project location	
	Thur.	Nov. 3	Final project work session	
12	Tues.	Nov. 8	NO CLASS 2022 General Election Day (all-campus holiday)	
	Thur.	Nov. 10	Final project work session	
13	Tues.	Nov. 15	Final project work session	
	Thur.	Nov. 17	Field Trip: return to final project site	
14	Nov. 19-27 - Fall Break			
	Tues.	Nov. 22	NO CLASS- Fall Break	
	Thur.	Nov. 24	NO CLASS- Fall Break	
15	Tues.	Nov. 29	Final project work session	
	Thur.	Dec. 1	Final project work session	Assignment 2 Due: full semester progress check of Create Your Park Planning Toolkit
16	Tues.	Dec. 6	Final Presentations	Assignment 7 Due: Final Project and Presentation
	Thur.	Dec. 8	NO CLASS- Reading Day	
Dec. 9-16 (weekdays only)- Final Exams				

Required Resources for Review

Review of the following resources is required for building a strong park planning knowledge base and creation of your park planning toolkit. Resources consist of readings, podcasts, and webinars to supplement in class lectures, guest speakers, field trips, and in class exercises. In most instances the length of a document or duration of a podcast or webinar is included to help you better budget time.

Week 1 (August 23 & 25)

1. Equity in Parks and Recreation: A Historical Perspective (ArcGIS Story Map)
<https://storymaps.arcgis.com/stories/5727e40084614c559bf0440dc5a21f7f>
2. National Recreation and Park Association (NRPA) Equity Language Guide (17 pages):
<https://www.nrpa.org/our-work/Three-Pillars/equity/equity-language-guide/>

Week 2 (August 30 & September 1)

1. Champaign City Council Meeting 3/8/22 (beginning at 48:53) Study Session Topic: Safe Place, Active Spaces <https://reflect-champaign.cablecast.tv/CablecastPublicSite/show/5358?channel=1>
2. PDF document: APA Planning Advisory Service (PAS) QuickNotes 82 Inclusive Planning Processes (2 pages)
3. PDF document: APA PAS QuickNotes 51 Using Online Tools for Public Engagement (2 pages)
4. PDF document: Urbana Park District Crystal Lake Rehabilitation, Access, and Management Plan (19 pages)

Week 3 (September 6 & 8)

1. Webinar: Boneyard Creek: How a flood mitigation project became an economic development showcase for Champaign. <https://www.ilapa.org/2022-apa-iss-conference> (password: Shawnee289000) (1 hour)
2. PDF document: APA PAS QuickNotes 95 Urban Heat Resilience (2 pages)
3. PDF document: APA PAS QuickNotes 87 Biophilia (2 pages)
4. PDF document: APA PAS QuickNotes 79 Unmanned Aircraft Systems and Planning (2 pages)
5. Article link: Air Support for Transportation Planning
<https://www.planning.org/planning/2020/nov/air-support-for-transportation-planning/>

Week 4 (September 13 & 15)

1. Podcast: NRPA Open Space Radio- How Parks Play a Role in Tree Equity — Episode 112 (46 min)
<https://www.nrpa.org/blog/how-parks-play-a-role-in-tree-equity-episode-112/>
2. PDF document: Mental Health and Our Changing Climate- chapters 1&2 (39 pages)

Week 5 (September 20 & 22)

1. PDF document: FEMA Building Community Resilience with Nature-Based Solutions (31 pages)

Week 6 (September 27 & 29)

No resources to review this week. APA-Illinois Conference Wednesday-Friday.

Week 7 (October 4 & 6)

1. PDF document: PAS QuickNotes 86 Managing Shared-Use Micromobility (2 pages)

2. Podcast: American Planning Association- Critical Conversations in Transportation Planning (29 min) <https://www.planning.org/podcast/critical-conversations-in-transportation-planning-olatunji-obo-reed/>

Week 8 (October 11 & 13)

1. Podcast: American Planning Association- The Intersection of Hip Hop and Planning with Michael Ford (31 min) <https://planning.org/podcast/the-intersection-of-hip-hop-and-architecture-with-michael-ford/>

Week 9 (October 18 & 20)

1. Podcast: NRPA Open Space Radio- Leaving a Lasting Legacy in The Big Apple Through a Culture of Care — Episode 098 (33 min) <https://www.nrpa.org/blog/leaving-a-lasting-legacy-in-the-big-apple-through-a-culture-of-care-episode-098/>
2. PDF document: APA PAS QuickNotes 77 Public Art and Planning (2 pages)
3. PDF document: NRPA The Economic Impact of Local Parks 2022 (12 pages)
4. PDF document: The Urban Institute-The Health Benefits of Parks and their Economic Impacts (document pages 20-23)

Week 10 (October 25 & 27)

1. Podcast: NRPA Open Space Radio- Park and Rec Planning in a New Era with David Barth (31 min) <https://www.nrpa.org/blog/park-and-rec-planning-in-a-new-era-with-david-barth-november-bonus-episode/>

Weeks 11-16

Work sessions for final project. While a few additional resources may be added during this week, the majority of resource review is complete.

Policies

Special Accommodations

Students with Disabilities: To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact Disability Resources and Educational Services (DRES). If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail disability@illinois.edu.

Academic Integrity

The University of Illinois at Urbana-Champaign Student Code should also be considered as a part of this syllabus. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: http://studentcode.illinois.edu/article1_part4_1-401.html. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Plagiarism

No student shall represent the words, work, or ideas of another as their own in any academic endeavor. Plagiarism includes but is not limited to copying, direct quotation, paraphrase, and borrowed facts or information. See the guidelines on the student code to avoid plagiarism: <https://studentcode.illinois.edu/article1/part4/1-402/>.

Class Climate

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires.

By enrolling in a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights: §1-102 In the Classroom.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <https://wecare.illinois.edu/resources/students/#confidential>. Other information about resources and reporting is available here: <https://wecare.illinois.edu>.

Emergency Response Recommendations

The Department of Homeland Security and the University of Illinois at Urbana-Champaign Office of Campus Emergency Planning recommend the following three responses to any emergency on campus: RUN > HIDE > FIGHT. For more information, <https://police.illinois.edu/emergency-preparedness/>.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704 <https://counselingcenter.illinois.edu/>
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at McKinley Health Center (<https://mckinley.illinois.edu/>). Or the Counseling Center (<https://counselingcenter.illinois.edu/>). For urgent matters during business hours, no appointment is needed to contact the Counseling Center.

For mental health emergencies, you can call 911.

Religious Observances

Students should complete the Request for Accommodation for Religious Observances form should any instructors require an absence letter in order to manage the absence. In order to best facilitate planning and communication between students and faculty, we request that students make requests for absence letters as early as possible in the semester in which the request applies.