

45-324. Public Infrastructure

Learning Outcomes

Last Updated: January 12, 2010

(PDC091109-6.3)

<p>Course Learning Outcomes <i>(see Appendix A for more on learning outcomes)</i> At the end of this course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p>
<p>Read and understand planning reports, environmental assessments, and other documents related to existing or planned infrastructure elements. (This does not extend to detailed engineering reports.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Acquire relevant socioeconomic data; locate, acquire and comprehend public documents with economic, social and environmental details about specific infrastructure projects; critically assess research instruments used to gauge public opinions concerning infrastructure projects.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Define sets of infrastructure policy alternatives; compare and synthesize information about economic, environmental and social impacts of specific projects; understand methods for identifying “preferred alternatives.”</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Read and understand the output of cost-benefit analyses and other technical methods including urban transportation demand models, pollution dispersion models, and economic impacts studies. (Note the goal is to help students become intelligent consumers, not producers, of such analyses.)</p>	<p>D. literacy and numeracy skills</p>
<p>Appreciate the ethical concerns arising from the fact that the benefits of infrastructure are generally wide spread, while the negative impacts of infrastructure are often concentrated on much smaller segments of society.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Participate effectively in debates concerning alternative infrastructure proposals.</p>	<p>F. interpersonal and communications skills</p>
<p>Work effectively in teams of four to five students on the preparation of position papers and participation in debates during exercises involving various groups of stakeholders and hypothetical infrastructure projects.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>Recognition of the important role of aesthetics in the design and operation of infrastructure. Understanding of how aesthetic issues may feature prominently or be ignored in infrastructure decision making.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>To achieve a deeper understanding of the importance of infrastructure elements that most people take for granted. To use that understanding to make more informed analyses of political process and public administration functions.</p>	<p>I. the ability and desire for continuous learning</p>