UNIVERSITY OF WISCONSIN–MILWAUKEE  
School of Architecture and Urban Planning  
Department of Urban Planning

Planning Theories and Practice  
URB PLAN 711

Fall 2021  
Tuesdays, 1:30 – 4:00 pm

Instructors:

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keharris@uwm.edu

Associate Professor Nancy Frank  
264 AUP  
(414) 229-4016  
Urgent (text preferred over voicemail):  
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frankn@uwm.edu

Office Hours:

Office Hours:  
Thursdays, 5 – 6 pm

Tuesdays, 4 – 6 pm (in classroom or office)

It is best to email ahead in case I have a  
meeting I cannot miss at this time. But  
it will generally be a good time.

Wednesdays, Noon – 1 pm (in office)

Or by appointment (generally on Zoom)

Panther Community Health and Safety Standards: UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther Interim COVID-Related Health & Safety Rules, which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

• All individuals visiting UWM facilities must wear face coverings while indoors;
• Unvaccinated students coming to campus are required to test weekly for COVID-19; and,
• You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and staff expectations can be found on the UWM COVID-19 webpage.

Objectives

This course introduces you to a set of tools to help you be a more thoughtful, ethical, and reflective planner. These tools are perspectives on “how” to plan—focusing on the process of planning—rather
than on “what” to plan, or the contents of plans. We will be examining how planners have historically gone about their work. Planning is a political act even though we may believe we are not acting politically. In America racial and economic injustice has been systemically normalized, so in the absence of a historic and political critique we as planners can inadvertently be complicit in supporting a “status quo” which has been racially and economically oppressive. A key objective of the course is to heighten your awareness of this challenge and for you to incorporate that awareness and the associated considerations into your day-to-day planning practice. While learning about these different perspectives about how to do planning, you will also be practicing some specific skills that you will use throughout your career: (1) designing planning processes, (2) assessing the quality of planning processes, and (3) writing up planning documents in ways that make them easy to read and understandable to your audience.

This course is merely an introduction, offering a framework for making sense of the multiple and often conflicting options for how to approach your work. When you finish this course, do not expect to have mastered the knowledge and skills described below. This course introduces these skills and allows you some small opportunities to practice them. You will continue to advance your mastery of them throughout the two-year program and during your career.

When you finish this course:

(1) You should have a good understanding of the following knowledge elements and be able to:

- Understand historical trends in planning and key historical events, as well as the lessons about planning values and approaches that this history reveals;
- Describe and differentiate between the major ideas about planning processes (theories); and
- Understand persistent structural inequalities in the US planning context, with a focus on race and class, as well as the role of planners in perpetuating those inequalities;
- Think critically about trade-offs planners always need to make in the planning process; for example, planners need to make trade-offs between investing planning resources into obtaining the best data and modeling of current and future conditions versus investing those resources in making the planning process as genuinely inclusive as possible; planners also make trade-offs between promoting a collaborative approach to planning or backing away from a collaborative process because of the resistance of powerful stakeholders, etc.
- Exercise a beginning level of professional judgment in relation to crafting a sound planning process.
- Become familiar with tools to address issues of inequity and to increase inclusion of marginalized groups in planning practice.

(2) You should have begun to develop skills that allow you to:

- Apply the major theories of planning processes as a tool both to design complete planning processes and to assess the quality of planning processes and defend your choice of approach;
- Construct planning processes that improve the quality and inclusiveness of deliberation in the planning process; and
- Edit your writing to be clear, concise, and, technically correct (spelling, grammar, punctuation, etc.).
Resources

This course uses Canvas courseware to organize resources for the course and to manage our interaction throughout the semester. If you have not used D2L before, please go to the following website for more information: https://uwm.edu/Canvas/students/

Login using your Panther login and password. Navigating around should be fairly intuitive. We will introduce you to the site in class.

Between classes, we will use Canvas to post announcements and supplementary (optional) reading materials. You should visit the Canvas site for this course regularly.

Reading Questions: Sometimes we will post Reading Questions along with the readings on Canvas. This is to help you prepare for class discussions. You do not need to prepare any formal writing or turn in your answers.

Books and Readings

Most readings are posted as pdfs or links on Canvas. The following two books are supplementary.

Supplementary Books


Many chapters from this book are assigned throughout the semester. It has not been ordered through the UWM Virtual Bookstore. You may purchase it wherever you prefer.


Topics and Readings

NOTE: For each date, the syllabus lists the readings, assignments, and other work outside of class that you should complete PRIOR TO that class session.

Week 1  Course Overview; Introduction to the Theories: Differing Views
Sep 7: 1:30 – 2:45 pm, followed by New Student Orientation for MUP and Joint degree students.

Read:

Canvas module on “UWM and Course Policies”


Participate in the Online Discussion on the Theories: Four A’s Exercise and Survey

**Week 2**

**Sep 14  Overview of Planning History; History of Planning up to 1910**


Jon A. Peterson (2002), Chapter 2, Sanitary Reform and Landscape Values, 1840-1900, in *The Birth of City Planning in the United States*. Baltimore: Johns Hopkins University Press, pp. 29-54. See notes in the module on Peterson for advice about how to hone in on what we consider most important for this course.


Ebenezer Howard (1965 [originally published 1902]) *Garden Cities of To-morrow*. London: Faber and Faber, pp. 50-57.

**Week 3**

**Sep 21  History of Planning: 1910 – 1950**

Hand out Assignment 1: Reflection on Obama Speech


Reading about Writing:

Macris, Planning in Plain English, Chapters 1-4. Use Macris’s advice as you write, edit, and proof your assignments.
Week 4

Sep 28  Race and Systemic Racism

Begin to look for a plan that will be the focus of Assignment 2.


Dr. John Powell, The Invention of Whiteness, [video]  
https://www.youtube.com/watch?v=bOYzr3mupbk&feature=youtu.be

Robin DiAngelo, Deconstructing White Privilege, [video]  
https://www.youtube.com/watch?v=Dwlx3KQer54

Robin DiAngelo, “White Fragility,” The Guardian. [video],  
https://www.youtube.com/watch?v=YvIO2GU8yTU&feature=youtu.be

Audio file: Historian Says Don't 'Sanitize' How Our Government Created Ghettos - Government Created the Ghetto (https://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos)


Conceptual Framing [supplementary reading]

“Towards a Structural Racism Framework” in America’s Growing Inequality, pgs. 3-8

“Implicit Bias, Racial Inequality and Our Multivariate World“ in America’s Growing Inequality, pgs. 67-72

Week 5

Oct 5  Class and Economic Inequality

Assignment 1 DUE

Video Clip

“Is America Dreaming? Understanding Social Mobility - Harder to Reach the Top”  
(https://www.youtube.com/watch?time_continue=4&v=t2XfhtD2RA)

Two American Families and the Myth of the Modern Middle Class  
(http://www.pbs.org/wgbh/pages/frontline/two-american-families/)

Continued on next page
Stats on Inequality


It’s Inequality Stupid (http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph)

Planning with Economic Equity in Mind: Gentrification
https://nextcity.org/daily/entry/gentrification-solutions-affordable-housing-ideas

Readings

“Saving Horation Alger: Equality, Opportunity and the American Dream - Horatio Alger Myth” (http://csweb.brookings.edu/content/research/essays/2014/saving-horatio-alger.html#)

Week 6

Oct 12 History of Planning: 1950 to present

Hand out Assignment 2: Assessing a Plan: Process, Values, and Critique—Student Q&A


Recommended Reading: Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership, By Keeanga-Yamahtta Taylor (2019)

Week 7
Oct 19  Inclusive Planning: Equity in Practice


*Advancing Equity and Transforming Government: A Resource Guide To Put Ideas Into Action*, by Governmental Alliance on Race and Equity


Week 8
Oct 26  Rational and Incremental Theory

Assignment 2 (Assessing a Plan) DUE

Hand out Assignment 3 with Overview of Assignments 3-6


Week 9
Nov 2  Advocacy and Equity Planning


Readings from Chester Hartman, America’s Growing Inequality: The Impact of Poverty and Race,

- Race vis-a-vis Class in the US, pgs. 21-24
- More Than Just Race: Being Black and Poor in the Inner City, pgs. 25-31
- The Missing Class: Near Poor, pgs. 90-97
- Tensions Among Minority Groups, pgs. 32-40

Week 10
Nov 9 Communicative Action


Asset Based Community Development (ABCD) Basics, Slide Presentation with notes

Macris, Planning in Plain English, Chapters 5-7

Week 11
Nov 16 Planning for Public Participation and Participation Tools

Assignment 3 DUE (Outline, individual assignment)

Hand Out Assignment 4: Presentation (group presentation)


International Association for Public Participation (IAP2), Spectrum of Public Participation.

International Association for Public Participation (IAP2), Toolbox
Week 12
Nov 23  Professional Ethics

Hand out Assignment 5, Reflection on class discussion on December 1
Hand our Assignment 6: Final Project Paper

AICP Code of Ethics (Parts A and B)


Week 13
Nov 30  Critiquing Planning Processes (Guest Critics to be invited)

Assignment 4 (group presentation) DUE in class

Recommended Readings:


Focus on:
- Description of William Baer’s work on plan evaluation, p. 229;
- Table 2, Characteristics of Plan Quality, p. 231;
- Meta-analysis findings, pp. 233-235;
- Conclusions and recommendations, p. 240.


Week 14
Dec 7   Planning the Just City: Building Equity in Practice

Assignment 5 DUE, Reflection on class discussion on November 30

Dec 20  FINAL PROJECTS DUE (Assignment 6, group paper) to Canvas at 5:30 pm

NOTE: Kirk and Nancy may not read and grade papers until after the holidays.

Continued on next page
The final course grade will be based on the following weighted components.

For each assignment, you will receive detailed information about the criteria we will use to assign a score on that assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Reflection on Obama Speech</td>
<td>5 percent</td>
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<tr>
<td>Assignment 2</td>
<td>Assessing a Plan: Process, Values, and Critique</td>
<td>15 percent</td>
</tr>
<tr>
<td>Assignments 3-6</td>
<td>Assignments 3 - 6 each relate to the culminating project, Assignment 6. The assignments require that you apply tools for just and inclusive planning and appropriate approaches to planning to reach a sound solution.</td>
<td>60 percent total</td>
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<tr>
<td>Assignment 3, Outline (individual submission)</td>
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<td>15 percent</td>
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<td>Assignment 4, Presentation (group presentation in class)</td>
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<td>Assignment 5, Reflection (individual submission)</td>
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<td>10 percent</td>
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<tr>
<td>Assignment 6, Final project (group submission, major paper)</td>
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<td>20 percent</td>
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<tr>
<td>Participation in class</td>
<td>See “participation” section under “Course Policies”</td>
<td>20 percent</td>
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**Paper Submission Requirements for all assignments**

1. Papers must be typed, **double-spaced**, in **12-point font** (preferably Times New Roman, Arial, Calibri, or Cambria), with 1-inch margins, and **pages numbered**.
2. Unless noted otherwise on the assignment, please submit your assignment to Canvas AND, when required, turn in a hard copy at class, as specified in the detailed assignment.

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Course Policies

Recording class sessions on Zoom:

Campus leadership has suggested that all faculty record class sessions to accommodate students who may miss classes due to illness and to provide a resource for students to review course materials. If you have reservations about this, please let’s talk about this in class.

Participation:

Participation in class discussions is critical if this course is to be successful. That means:

1. You need to prepare for class: read readings, prepare any additional work required for that period, etc.
2. Take risks—risk being wrong, risk being the only person with your perspective, risk asking what you think might be a “stupid question”.

Constructive participation involves:

- Contributing to the conversation but not dominating the discussion;
- Showing interest in and respect for others’ points of view;
- Connecting reading content to the ongoing discussion and to evidence, experience (personal or practice-based) or to other ideas that reinforce or contradict the main themes being discussed.

Grading participation is highly subjective (sorry). We will provide feedback on your class participation on Canvas during the week of October 30. This gives you an opportunity to adjust the level and quality of your participation.

100 points = High level participation requires relatively regular engagement that has all of the qualities above, most of the time

85 points = Medium level participation is more infrequent but generally has the qualities of constructive participation.

70 points = Infrequent participation that usually does not have the qualities noted above

50 points = Extremely infrequent participation

Late Papers:

Papers are due at the beginning of the class period in which the assignment is due, even though we may not collect them until the end of class.

Late papers are when a student obtains an extension based upon justification such as illness or family/workplace emergency. If you have trouble posting to the Canvas Dropbox, send your assignment in ASAP by email. We will consider the timestamp on the email to determine if your paper is on time.
Please notice the due dates of all papers and assignments and compare these to the due dates of assignments in other classes or anticipated workload in your job or at home. Plan your time accordingly. 
If a conflict of due dates is apparent from the syllabi, ask for an extension sooner rather than later.
Original Work and Plagiarism:

All work in this course should be your own. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work and in the bibliography. Do not copy word for word unless you place the words in quotation marks. Any plagiarism will be dealt with as a serious ethical breach. If you have questions about whether you are crossing an ethical line, ASK ME!

Look on the syllabus on Canvas for more information regarding original work and plagiarism.

Other Course Policies:

This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, grade appeals, and firearms.

COVID Policies and Guidance:

1. Panther Community Health and Safety Standards. UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community you are expected to abide by the Panther Interim COVID-Related Health & Safety Rules. These standards apply to anyone who is physically present on campus, in UWM-controlled facilities, or participating in a UWM-sponsored activity.

2. With respect to indoors spaces on UWM facilities (classrooms, labs, performance spaces, etc.):
   - Masks are always required while indoors on UWM campuses and in UWM-controlled facilities, with limited exceptions – environments where hazards exist that create a greater risk by wearing a mask (for example, when operating equipment in a lab with the risk of a mask strap getting caught in machinery, or when flammable materials are being used). Such exceptions must be approved in advance.
   - A student who comes to class without wearing a mask will be asked to put on a mask or to leave to get one at a mask handout station. Failure to do so could result in student discipline.
   - You should check daily for COVID symptoms by completing the self-check at https://uwm.edu/coronavirus/symptom-monitor/. Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, or shortness of breath or difficulty breathing. See the CDC’s Website for more information about COVID-19 symptoms.
   - If you test positive for or are diagnosed with COVID-19 based on symptoms, you should complete this Dean of Students Office form: https://cm.maxient.com/reportingform.php?UnivofWisconsinMilwaukee&layout_id=4. By doing so, you will get information on resources, help UWM identify individuals you may have come into contact with on campus so that UWM can work with the local health department, and allow UWM to clean campus areas you visited as appropriate.
3. Attendance Policy

*Do not attend your in-person class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or have other health concerns related to COVID-19.*

- You should be aware of each of your course’s attendance policies. In case of illness, you should contact me immediately to discuss options for completing course work while ill.
  
  Notify me in advance of the absence or inability to participate, if possible.

- Participate in class activities online and submit assignments electronically, to the extent possible.
  
  Reach out to me if illness will require late submission or other modifications to deadlines.

- If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness, contact me to discuss other options. As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

4. Class Content--Recordings

**Face-to-Face Class Recording** (Lecture Capture)

Our class sessions will be audio-visually recorded for students who are unable to attend in person and for students who are unable to attend at the scheduled time. Students who participate during an in-person class session are agreeing to have their audio/video or image recorded.

5. Potential for Reversion to Fully Online Instruction

Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

**UWM Policies Regarding Courses and Instruction**

Secretary of the University Syllabus Links: [https://uwm.edu/secu/syllabus-links/](https://uwm.edu/secu/syllabus-links/)

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. [http://uwm.edu/arc/](http://uwm.edu/arc/)

2. Religious observances. Accommodations for absences due to religious observance should be noted. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf)

3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: [http://uwm.edu/active-duty-military/](http://uwm.edu/active-duty-military/)
4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf)

5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf)

6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: [https://uwm.edu/sexual-assault/](https://uwm.edu/sexual-assault/).

7. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [https://uwm.edu/deanofstudents/academic-misconduct/](https://uwm.edu/deanofstudents/academic-misconduct/)

8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf)

9. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School (SARUP for students in this course). [https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-10.%20Grade%20Appeals%20by%20Students.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-10.%20Grade%20Appeals%20by%20Students.pdf)

10. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. [http://uwm.edu/lgbtrc/](http://uwm.edu/lgbtrc/)

11. Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%202010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%202010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf)
12. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf)

**More policies:**


Academic Misconduct: [https://uwm.edu/deanofstudents/conduct/academic-misconduct/](https://uwm.edu/deanofstudents/conduct/academic-misconduct/)

Libraries Purchase Recommendation: [https://uwm.edu/libraries/crm/purchase-recommendation/](https://uwm.edu/libraries/crm/purchase-recommendation/)

Libraries Reserve Requests: [https://uwm.edu/libraries/media/reserve-form/](https://uwm.edu/libraries/media/reserve-form/)

Media and Reserve Library Website: [https://uwm.edu/libraries/media/reserve-services/](https://uwm.edu/libraries/media/reserve-services/)


Captioning: [https://uwm.edu/arc/media-captioning/](https://uwm.edu/arc/media-captioning/)

Religious Observance Policy: [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf)


FERPA Reminder: [https://uwm.edu/registrar/ferpa/](https://uwm.edu/registrar/ferpa/)

FERPA Training: [https://uwm.edu/ferpa/](https://uwm.edu/ferpa/)

Grading and Grade Records: [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-11.%20Grading%20and%20Grade%20Records%20for%20All%20Schools%20and%20Colleges.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-11.%20Grading%20and%20Grade%20Records%20for%20All%20Schools%20and%20Colleges.pdf)

F-Grades Policy: [https://apps.uwm.edu/secu-policies/storage/faculty/2435.pdf](https://apps.uwm.edu/secu-policies/storage/faculty/2435.pdf)

Using PAWS: [https://uwm.edu/registrar/faculty-staff/instructor-grading/](https://uwm.edu/registrar/faculty-staff/instructor-grading/)

Drop/Withdrawal/Repeat: [https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-8.%20Drop,%20Withdrawal,%20Repeat%20Policy%20for%20Courses.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-8.%20Drop,%20Withdrawal,%20Repeat%20Policy%20for%20Courses.pdf)

Student Mental Health: [https://uwm.edu/mentalhealth](https://uwm.edu/mentalhealth)
Presentation/Information Request Form: https://uwm.edu/mentalhealth/outreach-request/

Dean of Students: https://uwm.edu/deanofstudents/

Title IX: https://uwm.edu/titleix/


CARE and SST Reporting: https://uwm.edu/deanofstudents/report-it/

Health and Safety: https://uwm.edu/health-safety/

Military Service: https://uwm.edu/onestop/students-called-to-active-duty/

Final Exams: https://apps.uwm.edu/secu-policies/storage/other/SAAP%2019.%20Final%20Examinations.pdf

Smoke-Free Campus: https://uwm.edu/smokefree