# TABLE OF CONTENTS

THE PLANNING PROFESSION ........................................................................................................... 3
THE PROGRAM ................................................................................................................................. 3
PROGRAM AND DEPARTMENT HISTORY .................................................................................. 3
MISSION ......................................................................................................................................... 4
MPPD DOCTORAL COMMITTEE ...................................................................................................... 5
OTHER FACULTY AND ADMINISTRATION .................................................................................. 8
PROGRAM DESCRIPTION & REQUIREMENTS ............................................................................. 11
DOCTORAL AND PLANNING FOUNDATIONS COURSE DESCRIPTIONS ...................................... 14
SUPERVISORY COMMITTEE .......................................................................................................... 16
DISSERTATION ............................................................................................................................... 17
REGULATION & ADMINISTRATION ............................................................................................ 19
RESEARCH OPPORTUNITIES ......................................................................................................... 22
TRACKING YOUR PROGRESS ....................................................................................................... 23
INTERNATIONAL STUDENTS ....................................................................................................... 23
OTHER NOTICES .......................................................................................................................... 24
APPENDIX A: NECESSARY DOCUMENTS ............................................................................... 28
THE PLANNING PROFESSION

Planners assist in creating opportunities to preserve and enhance community life, protect the environment, promote equity, and manage urban growth and change. They address public issues affecting where people live, work, and play; where they shop and receive medical attention; how they get from place to place; what communities look like; how communities work; and how we use our resources. Some planners function as technical analysts or researchers, others as designers or program developers, some as social change agents, and still others as managers or educators.

Planning is a highly interdisciplinary profession. For planners to develop plans, programs, and policies, they have to assess, understand, and communicate the social, economic, political, and environmental consequences of urban policy options. Specializations in the field include land use and environmental planning, economic development, housing and community development, transportation planning, urban design, historic preservation, and geographic information systems. Planners work in a variety of public agencies—city, county, state, and federal—as well as in private planning consulting firms, public utilities, community development corporations, foundations, and non-profit organizations.

THE PROGRAM

The Ph.D. in Metropolitan Planning, Policy and Design is designed to serve two groups of students, but do so in a way in which the interdisciplinary culture of the University of Utah is advanced. One group of students are those in planning, usually having completed an accredited master of planning degree. The second are students with master’s degrees in fields related to planning such as Geography, Sociology, Family and Consumer Studies, Natural Resources, Landscape Architecture, Public Policy, Public Administration, Political Science, Architecture, and Economics, among others.

PROGRAM AND DEPARTMENT HISTORY

The undergraduate program in urban planning was first authorized in 1978 as an intercollegiate initiative housed in the Department of Geography. In July 2003, the program was transferred to the Graduate School of Architecture, which was re-named the College of Architecture + Planning. Soon after, with assistance from the George S. and Delores Dore Eccles Foundation and the University Administration, the program’s faculty grew and in 2004 the Utah Board of Regents approved a master’s degree and a graduate certificate in urban planning. Enrollment in both graduate and undergraduate programs grew rapidly impelling further expansion in both adjunct and regular faculty. In July 2008, the Urban Planning Program became the Department of City & Metropolitan Planning (CMP) and the master’s degree was renamed the Master of City & Metropolitan Planning (MCMP). In recent years, the department has continued its rapid growth with the addition of the Ph.D. in Metropolitan Planning, Policy, and Design in 2009; a Master of Real Estate Development (MRED) (in conjunction with the University of Utah, School of Business); graduate certificates in Real Estate Development and Urban Design; the Metropolitan Research Center; and the Ecological Planning Center.
The Mountain West (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming) is the nation’s most urbanized region as well as its fastest growing. By 2040, the region will double in population to more than 30 million people with nearly 20 million jobs. Most of the existing built environment will be rebuilt. Sustainable development is an imperative more so in the Mountain West than perhaps any other region. The region must also learn to be resilient in the face of global climate change, limited water supply, problematic air sheds, and fragile landscapes. The Ph.D. in Metropolitan Planning, Policy and Design at the University of Utah will prepare the next generations of scholars and researchers for the interdisciplinary challenges of shaping metropolitan areas so they are sustainable and resilient. Given this challenge, the role of the degree in the future of the region and the nation is reflected in its title: The planning challenge is to anticipate change and learn how best to manage it; the policy challenge is how to craft and implement policies needed to facilitate desired change; and the design challenge is how to shape the built environment to achieve desired outcomes.

The mission of the Ph.D. in Metropolitan Planning, Policy and Design is to produce doctoral graduates who will serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication ...; and through community engagement (italicized language from the University Mission Statement). The core curriculum and matriculation benchmarks are designed to facilitate discovery and knowledge creation. The program is designed to facilitate dissemination of knowledge through research, teaching, publishing, and engagement.

The MPPD program is a growing program that upholds high standards among faculty, students, and our partners in the larger community. In particular, we aim to be a leader in our extended region. The Wasatch Front, our principal “client,” will grow from two million to five million by mid-century – in a land area equivalent in size to Long Island, NY. Other clients include the southwestern part of the state that may grow to one million just past mid-century; and major portions of Idaho, Montana, Wyoming, Nevada, and western Colorado that have cultural, economic, and environmental affinities with Utah. It is in this extended region that we aspire to be the leader in planning education, research, and engagement.
An environmental lawyer, Professor Bartholomew received his Jurist-Doctorate from the University of Oregon and worked for ten years as a staff attorney for 1000 Friends of Oregon, where he was the Director of “Making the Land Use, Transportation, Air Quality Connection” (LUTRAQ). Professor Bartholomew’s current research focus is assessing the extent and nature of land use—transportation scenario planning in US metropolitan areas. Professor Bartholomew’s other research work is focused on accessibility based on transportation planning processes, legal issues inherent in transit-oriented development, public participation in transit facility design, the use of expert panels in transportation analysis, and the use of values-based communications in planning and urban design processes.

Professor Bartholomew is a member of Oregon State Bar, the American Planning Association, and Women’s Transportation Seminar, and is a Trustee for UTA.

Reid Ewing, Ph.D., is a Professor of City & Metropolitan Planning, Associate Editor of the Journal of the American Planning Association, Director of the Metropolitan Research Center, and columnist for Planning magazine, writing the bi-monthly column Research You Can Use.

Earlier in his career, he was director of the Voorhees Transportation Center at Rutgers, Research Professor at the National Center for Smart Growth, State Representative from Northwest Tucson, and Analyst at the Congressional Budget Office. He holds Master’s degrees in Engineering and City Planning from Harvard University, and a Ph.D. in Urban Planning and Transportation Systems from MIT.

Ewing’s work is aimed at planning practitioners. His eight books include Pedestrian and Transit Oriented Design; Growing Cooler—Evidence on Urban Development and Climate Change; and Best Development Practices, listed by the American Planning Association (APA) as one of the 100 “essential” books in planning over the past 100 years. His 90 peer reviewed articles include “Travel and the Built Environment: A Meta-Analysis” (recipient of APA’s Best Article of the Year); “Relationship Between Urban Sprawl and Physical Activity, Obesity, and Morbidity” (the most widely cited academic paper in the social sciences as of 2005); and “Is Los Angeles-Style Sprawl Desirable?” (listed by APA as a “classic article in urban planning”). According to a recent citation analysis, Ewing’s work is the 7th most highly cited among 997 planning academics in North America.
Sarah Hinners is a landscape and urban ecologist with a B.A. in Geography and Environmental Studies from McGill University and a PhD. in Ecology and Evolutionary Biology from the University of Colorado, Boulder. As a scientist in a planning department, much of her work centers on bridging the gap between science and academic research and real-world planning and design applications. Sarah’s research interests focus topically on the ecological, economic and social roles of nature and natural systems in and around cities. Her PhD. research examined the effects of suburban development and open space on the community ecology of wild bees in the Denver, Colorado metropolitan area. She now works on green infrastructure-related questions ranging from the ecological processes occurring within stormwater bioretention systems to regional green infrastructure planning and implementation. Much of her research also includes a focus on urban water issues in the urbanizing landscapes of the Western US. She directs the Ecological Planning Center, and helped to found the NatureWorks Alliance, a regional network focused on promoting and developing green infrastructure planning and practice in Utah. She teaches courses on urban ecology, sustainability, systems thinking, and green infrastructure. She is married to a molecular biologist, the mother of two growing boys, and an avid urban gardener.

Michael Larice is an Associate Professor of Urban Design and City Planning at the University of Utah’s College of Architecture + Planning. Although he is an architect, city planner, and urban designer – he is primarily an urbanist. He takes a comparative approach in teaching and research to help students better understand the various urbanisms and urban theories that operate concurrently across the country and around the world – how places overcome struggle, why they survive, and what makes them thrive. In his teaching he stresses the importance of contextual response and interdisciplinary collaboration for the success of projects and their sustainability over time. Most of his urban design studios are partnered with clients trying to solve very real public realm and development problems. Among these clients have been the cities of Abu Dhabi, UAE – Seattle, Washington – Oranjestad, Aruba – Philadelphia, Pennsylvania – Salt Lake City, Utah, and Vancouver, British Columbia. This pluralistic and pragmatic approach to design helps students build skills, operationalize theory, and approximate the challenges they will find in their professional careers.

Professor Larice’s professional and academic work focuses largely on the urban design of livable places - streets, transit, housing, neighborhoods and cities. Previous research looked at dense urban neighborhoods, development approvals processes, and slum upgrading. He has several projects underway now, including: research on the impacts of new urban streetcar lines on community livability and economic development; urban arterial livability and redevelopment; and, a history and theory of livability thought. With his co-editor Prof. Elizabeth Macdonald of UC Berkeley, a second edition of The Urban Design Reader was published by Routledge in December 2012. A very successful first edition was published by Routledge in 2006. He is currently working on a new book entitled, An American Agenda – Planning and Design for Social Sustainability.

Professor Larice is a California native who holds a PhD in City Planning from the University of California, Berkeley, where his dissertation work in urban design focused on the form and livability of high density neighborhoods in North America. He holds a Master of Architecture and a Bachelor of Arts in Design from UCLA. Prior to joining the
University of Utah, he taught urban design, city planning, housing, planning theory, design history, and international development at the University of Pennsylvania, the University of British Columbia, and the University of California, Berkeley. For several years he served as the Urban Design Track Chair for the American Collegiate Schools of Planning. He currently coordinates the University of Utah’s Graduate Certificate in Urban Design and teaches introductory and advanced level urban design studios, urban design methods, urban design case studies, urban theory and form history. In addition, he serves as supervisory committee chair for a number of our PhD students. In 2009, Professor Larice was awarded the G. Holmes Perkins Award for Distinguished Teaching at the University of Pennsylvania. In 2012, he was named Professor of the Year at the University of Utah’s College of Architecture + Planning. In Fall 2015, Professor Larice’s urban design studios won an Honor Award and a Merit Award from Urban Design Utah (UDU). He became Co-Chair of UDU in December 2015 and has chaired UDU’s fall and spring awards programs for the State of Utah since 2014.

Ivis Garcia Zambrana joined the CMP faculty in July 2015. She plans to work in close collaboration with the Metropolitan Research Center and the University Neighborhood Partners. Her philosophy, method- ology, and ethos revolves around conducting re- search and plans in partnership with stakeholders, being from the grassroots or from institutionalized forms of government.

Ivis is an urban planner with research interests in the areas of community development, housing, and identity politics. She has spent time as a professional planner in Albuquerque, New Mexico, San Francisco, California, Springfield, Missouri, Washington, D.C., and most recently in with the Nathalie P. Voorhees Center for Community Improvement, a research center within the University of Illinois at Chicago. As a practitioner, Dr. Garcia has led several large-scale housing projects such as the BRAC Homeless Assistance Submission for the Concord Community Reuse Project and a program evaluation for the Chicago Low-Income Housing Trust Fund.

Ivis earned her Ph.D. in Urban Planning and Policy from the University of Illinois at Chicago. She holds dual master’s degrees from the University of New Mexico in Community and Regional Planning and Latin American Studies and a bachelor’s in Environmental Sciences from Inter-American University in Puerto Rico.
OTHER FACULTY AND ADMINISTRATION

Divya Chandrasekhar joined the University of Utah in July 2015. Her research focuses on how communities recover from disasters and other environmental changes, and the role of planning in this process. Her studies have examined participatory recovery planning, intensified plan-making after disasters, emergent institutional coordination, and recovery policy for prolonged displacement in the US and Asia. She specializes in qualitative inquiry and mixed method studies.

Dr. Chandrasekhar’s research has been funded by the National Science Foundation, the Natural Hazards Center at Boulder, and the Mid-America Earthquake Center and her work has been published in national and international journals. She was a National PERISHIP Fellow with the Natural Hazards Center in 2008.

Dr. Chandrasekhar was previously an Assistant Professor in the Department of Urban Planning and Environmental Policy at Texas Southern University. She received her Master’s and Ph.D. degrees in urban and regional planning at the University of Illinois at Urbana-Champaign, and holds a Bachelor’s degree in physical planning from the School of Planning and Architecture, New Delhi.

Keith Diaz Moore is Dean of the College of Architecture + Planning. He is a registered architect with degrees from the University of Illinois (B.S.), University of Minnesota (M.Arch.) and the University of Wisconsin (Ph.D.).

Dr. Diaz Moore is a passionate advocate and an international expert in the connection between culture, health and place, particularly in the area of design for people experiencing dementia with several books, over 30 referred publications and more than 100 presentations on the topic. He recently completed a visiting appointment at the Centre on Ageing and Supportive Environments at the University of Lund (Sweden) and founded the inter-disciplinary Resilient Lifestyles Lab at the University of Kansas, which explores the positive influence good design, has on healthy living.

A recognized leader in socially responsive design, he is past chair of the Environmental Design Research Association, current President of the Architectural Research Centers Consortium, and a previous winner of the Architecture for Social Justice Award (a program funded by the National Endowment of the Arts). He was elected to the Board of Education for the USD 497 in April 2011 and co-led the bond planning committee for a $92.5 million bond passed in 2013.
In his teaching, Dean Diaz Moore emphasizes experiential learning particularly through problem-based service learning in projects and the importance of theory serving as a powerful frame through which to situate a problem. He strongly believes that human-centered design thinking rooted in interdisciplinary collaboration is what architects, designers, and planners bring to addressing today’s global challenges. Whether in his academic, professional, or community roles, he is an ardent proponent for the power of good design to promote social well-being.

Stephen Goldsmith’s work in the field has been across multiple disciplines. Prior to his position as Planning Director of Salt Lake City he was the Founding Director of Artspace, a Community Development Corporation creating affordable housing, live/work space and incubator spaces for both for-profit and non-profit businesses. During his 20 years as its Director, he developed more than 400,000 square feet of mixed-use space, which has been recognized both locally and nationally for its innovation, architectural excellence and as examples of social and environmental responsibility.

As a Loeb Fellow at Harvard’s Graduate School of Design, Professor Goldsmith conducted research on ways to change low-income housing tax credit policy to include mixed-use projects, as well as exploring the epidemiological impacts of the automobile. During his fellowship he arranged a symposium on sprawl at the Dessau Institute of Architecture at the Bauhaus, which was followed by an international symposium and exhibition titled FitCities held during the 2002 Olympic Winter Games. He also served as the National Director of the Rose Architectural Fellowship Program for Enterprise Community Partners.

Professor Goldsmith’s work also includes award winning design collaborations on large scale, environmental installations. These include the day lighting of City Creek, the transformation of a brownfield into a city park, and large-scale water features including the Seven Canyons Fountain in Liberty Park, and Headgates at the Salt Lake Community College.

Professor Goldsmith serves as the Executive Director of the Center for the Living City, a non-profit organization created in collaboration with Jane Jacobs, prior to her death in 2006. The Center’s purpose is to enhance our understanding of the complexity of contemporary urban life and through it promote increased civic engagement. A central part of the Center’s work is the creation of the Urban Ecology Network. With support from the Rockefeller Foundation, Professor Goldsmith created an award-winning book celebrating Jacob’s ideas titled What We See; Advancing the Investigations of Jane Jacobs. Currently, he is working with Island Press and the Knight Foundation to bring Jaime Lerner’s iconic book Urban Acupuncture to English speaking audiences around the globe.

Professor Goldsmith teaches courses in Urban Ecology, Green Communities, Ethics in Shaping Communities, and Empathic Sustainability.
Danya Rumore, Ph.D., is the Associate Director of the Environmental Dispute Resolution Program in the Wallace Stegner Center and a Research Assistant Professor in the S.J. Quinney College of Law. She is also a Visiting Assistant Professor in the Department of City & Metropolitan Planning in the College of Architecture + Planning. She teaches courses in negotiation and dispute resolution and is a research affiliate of the University of Utah Ecological Planning Center and Global Change and Sustainability Center. Danya completed her doctorate in Environmental Policy and Planning at the Massachusetts Institute of Technology, where she was the Assistant Director of the MIT Science and Impact Collaborative and the Project Manager for the New England Climate Adaptation Project. Danya’s work and research focus on supporting more collaborative decision-making and stakeholder engagement in the context of science-intensive environmental issues, with a particular focus on climate-related risk management, water resource management, and mix land-use planning.

Brenda Case Scheer is a Professor of Architecture and City & Metropolitan Planning at the University of Utah. She is a Fellow of the American Institute of Architects and a Fellow of the American Institute of Certified Planners. She was a Dean of the College of Architecture + Planning from 2002-2013. She graduated with Bachelor’s and Master’s degrees in architecture from Rice University and was a Loeb Fellow at the Harvard Graduate School of Design.

As Dean, she rebranded the College, formerly the Graduate School of Architecture. As a result of her efforts, the College boasts one of the most well regarded urban planning departments in the US and has interdisciplinary programs in product design, preservation, and sustainability. New degrees in the College include a Ph.D. in planning, a Masters of Real Estate Development (with the School of Business), and a recently accredited graduate degree in City & Metropolitan Planning.

She was appointed an Assistant Professor at the University of Cincinnati and continued a successful urban design practice. Professor Scheer is also a scholar specializing in urban form, with 19 research grants or contracts, and 26 book chapters and journal articles.

Her most recent book is The Evolution of Urban Form: Typology for Planners and Architects, (October 2010). Her research also focuses on design and planning policy. The mission of her research is to provide theory and guidance to designers and policy makers who combat sprawl and protect significant places.

Professor Scheer is an active leader in local and national community organizations, including her current and past service on the Girl Scouts of Utah Board, the AIA Utah Board, the Capitol City Committee, the Utah APA board, the Envision Utah board and executive committee, the Artspace board, the Salt Lake County Center for the Arts Board, the national Landscape Architecture Foundation, and the Salt Lake City Redevelopment Advisory Committee.
**PROGRAM DESCRIPTION & REQUIREMENTS**

The Metropolitan Planning, Policy, and Design PhD degree (MPPD) requires that students successfully complete 57-78 credit hours. The following outlines the MPPD degree requirements for students entering the program fall semester 2016 or later. Students who entered the program earlier than fall 2016 should consult the CMP website or the MPPD academic coordinator for program requirements.

<table>
<thead>
<tr>
<th>Planning Foundations:</th>
<th>21 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waived with Planning Masters Degree</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral Foundations:</th>
<th>18 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Core Courses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Study:</th>
<th>12 Credits (majority outside of CMP Department)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective courses selected with supervisory committee</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualifying Examination:</th>
<th>6 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Study CMP 7950</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation Research Proposal:</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Research CMP 7970</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation:</th>
<th>18 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Research CMP 7970</td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL NUMBER OF CREDITS NEEDED TO GRADUATE: | 57 (with Masters in Planning); 78 (without) |

**Planning Foundations Courses -- Maximum of 21 credit hours (Waived with Planning Masters Degree)**

For students with an accredited planning master degree from Utah or elsewhere, the graduate planning core is waived. For those without this degree, the graduate planning core is required although the Supervisory Committee based on comparable graduate work at Utah or elsewhere may waive individual courses. For most students without an accredited planning degree, completing the core planning courses will require the equivalent of about one full academic year of study.

- 6010 Urban Research (3)
- 6260 Land Use Law (3)
- 6430 Planning Communication (3)
- 6450 GIS in Planning (3)
- 6610 Urban Ecology (3)
- 6240 Reason, Power, and Values (3)
- 6322 City & Metropolitan Economics (3)

**Doctoral Foundations Courses -- 18 Credit Hours**

Subject to the needs of individual doctoral students as determined by the Supervisory Committee, each doctoral student will satisfactorily complete the following core courses:

- 7022 Quantitative Methods in Planning (3)
- 7201 Article Writing and Publishing (3)
- 7302 Qualitative Methods for Planners and Designers (3)
- 7401 Research Design and Proposal (3)
- 7502 Topics in City & Metropolitan Planning Pedagogy (3)
- 7100 Urban Theory and Form (3)
Doctoral Foundations Course Sequencing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>7022</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7201</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7302</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7401</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7502</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7100</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Field Study – Minimum of 12 credit hours (majority taken outside of the CMP Department)

Working with the Supervisory Committee, a selection of courses including independent study will be identified providing sufficient foundation for the student to pursue the dissertation topic. Depending on the topic, many courses may be taken outside the College. Relevant courses would be those in theory, methods, processes, and foundations related to the dissertation topic. While a minimum number of credits are expected, this may vary depending on the level of preparation by the student as determined by the Supervisory Committee.

Qualifying Examination – Minimum of 6 credit hours

The qualifying (preliminary) examination is unique among doctoral programs nationally in that a publishable scholarly work will be the written product and reviewed orally with the Supervisory Committee. The philosophy is that since a key skill of a doctoral graduate is to disseminate knowledge through scholarly work, the very best way to demonstrate mastery of this skill, and thus ability to continue on to the dissertation, is to write such a work. Together with the Supervisory Committee, the topic for preparing a scholarly, publishable work will be identified along with prospective sources of data and literature. The scholarly work will include a review of relevant theory, discussion of the research design appropriate for the theory and data or other forms of information, application of the selected research method, findings, and conclusions including relevant metropolitan planning, policy, and design implications. After oral review it is anticipated that students will refine their qualifying examination product and submit it to an appropriate peer-reviewed journal for its consideration. To facilitate this unique approach to doctoral preparation, students will enroll for at least six credit hours of independent study (CMP 7950). Students may only register for six credits of CMP 7950 in one semester for the purpose of completing their qualifying examination, and there must be a formal agreement between the student and his/her committee chair prior to being approved to take six credit hours of independent study. In order to pass your qualifying exam you must follow these steps:

1. Submit completed QE to your Supervisory Committee Chair
2. Supervisory Chair distributes QE to your entire Supervisory Committee
3. Your committee reviews the QE and submits a single round of comments to the Supervisory Chair
4. Each committee member submits their recommendation (pass, pass with revision, fail) on the QE to the Supervisory Chair
5. Supervisory Chair drafts and provides letter of notification to the student and the PhD Academic Coordinator explaining the decision of the Supervisory Committee

*In addition to the requirements above, a student’s Supervisory Committee Chair MAY ALSO require that the student complete a formal presentation of their QE to the students Supervisory Committee.

Dissertation Research Proposal – Minimum of 3 credit hours

Candidates will prepare and defend their proposal for a dissertation based on the plan and format negotiated with the Supervisory Committee. The design for the proposal itself may be commenced at any time. The dissertation research proposal and the qualifying exam can be completed in any order.

Dissertation – Minimum of 18 credit hours
Students are required to write and defend their dissertation in order to graduate from the program. Typically, dissertations are a written work on a singular topic including multiple chapters, such as Introduction, Literature Review, Research Methods, Results, and Discussion/Conclusion.

The doctoral committee will also consider a three discrete paper dissertation option as an exception to this traditional dissertation (in addition to the scholarly paper necessary for the Qualifying Examination). Students pursuing a three-paper dissertation must obtain approval from their committee chair before proceeding. Students pursuing a three-paper dissertation are also subject to the following rules:

1. The three papers must be deemed publishable in peer-reviewed journals by a majority of the committee.
2. It is expected that the three papers will be on related topics, such that they can be placed in a volume with introductory and concluding chapters.
3. An introductory/methodology chapter must be included framing the three papers and their relationship to one another.
4. A concluding chapter must be included which synthesizes the overall outcomes of the three papers.
5. Co-authorship of the papers in the dissertation is permitted, provided that the student is the first author on all papers and is responsible for the full writing of all of the papers. If it is found that any significant portion of a paper was not written by the student, the committee may prohibit that paper from being included in the dissertation.
6. All dissertations must conform to the formatting requirements outlined in the Graduate School’s Handbook for Theses and Dissertations (available at: gradschool.utah.edu/thesis). If the three-paper option is selected, then the student must obtain a release from any coauthor(s) and must follow the rules outlined in Appendix B of the Graduate School’s Handbook for Dissertations regarding the use of previously published material.

*According to the policies of the University of Utah Graduate School, students must submit their defended dissertations to the Thesis Office well before the date of graduation. For submission deadlines for the current academic year please visit: http://gradschool.utah.edu/thesis/

Time to Program Completion

It is important to the department and the university that the students progress through their doctoral programs in a timely way. CMP has limited funds to support students, and quotas for admission of new students are based on the numbers continuing in the program. A PhD student has seven calendar years from the date of first registration to complete the doctoral degree with an approved dissertation. In addition, students must advance to candidacy by the end of five years. Advancing to candidacy includes having an approved dissertation proposal and completing the qualifying paper. This timeline applies to both full- and part-time students entering the doctoral program with a Master’s degree.

If a PhD student enters the program without a Master’s degree in planning, then the student will have nine calendar years from the date of first registration to complete the doctoral degree with an approved dissertation. Students without a Master’s degree must advance to candidacy by the end of seven years. If a student takes an approved leave of absence (maximum of two semesters) the approved LOA will not count towards the student’s time to program completion.

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Full-time with Master’s in Planning</th>
<th>Part-time with Master’s in Planning</th>
<th>Full-time without Master’s in Planning</th>
<th>Part-time without Master’s in Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance to Candidacy:</td>
<td>5 years</td>
<td>5 years</td>
<td>7 years</td>
<td>7 years</td>
</tr>
<tr>
<td>Graduate:</td>
<td>7 years</td>
<td>7 years</td>
<td>9 years</td>
<td>9 years</td>
</tr>
</tbody>
</table>

**Academic Completion Plans**
To assist students in planning their program of study and to facilitate administration of the MPPD program, all students are required to complete and submit a Yearly Progress Form (appendix A) to the MPPD academic coordinator in the first of month of each Fall Semester. Completing this form helps the academic coordinator provide guidance on when to take core courses, and provides students the opportunity to plan out the schedule of courses they plan to take to complete their degree. As student's advance through the program, they should update their progress form as necessary so that it continues to accurately reflect the student’s progression toward graduation.

Course Substitutions and Waivers
Both the planning and doctoral foundations courses may be substituted with a similar course from an outside department, but only in special circumstances. Both approval by the course instructor and the Department Chair as well as written justification from the student and a syllabus from the replacement course are required in order to substitute a course.

Course waivers will be decided during the semester of admission into the doctoral program and will require approval from the instructor of the course being waived and the department chair. All waivers (excluding the waiver of planning foundations courses for those with a Master’s Degree in planning) will require a syllabus from a comparable course, and both approvals mentioned above.

DOCTORAL AND PLANNING FOUNDATIONS COURSE DESCRIPTIONS

Planning Foundations Course Descriptions

6010 Urban Research (3 credit hours)
Applied quantitative data analysis using spreadsheet and other software. Data sources, dataset development, descriptive statistics, trend analysis, measures of concentration, similarity, and distribution. Planning applications of demographic and economic analysis including population estimation, residential segregation, economic base identification and shift share analysis.

6260 Land Use Law (3 credit hours)
Case law analysis of common law, constitutional, statutory, and regulatory principles inherent in American land use planning and zoning.

6430 Planning Communications (3 credit hours)
Tools for planning communication including data display, graphic visualization, oral presentation, writing, audience targeting, community engagement, qualitative methods, and survey techniques.

6450 Geographic Information Systems in Planning (3 credit hours)
The principles and concepts of geographic information systems (GIS) technology and its applications to planning problems through lectures, assigned readings and discussion. Laboratory session offer hands-on practice with GIS software. Together, these provide students with a working knowledge of GIS design principles and a software package for later use in other courses and professional practice.

6610 Urban Ecology (3 credit hours)
The interplay of natural systems with human habitat and civilization. The course explores the potential for synthetic co-operation between natural and cultural systems, offer opportunities for corresponding design and planning applications and advancement methods for enhancing local ecosystem services. The course also includes a service-learning component.

6240 Reason, Power, and Values (3 credit hours)
This course considers the tension that exists in democratic societies between scientific and experiential reason,
political power, and human values as seen in the process of city building. Exploration of this nexus is pursued through historical review, case study and emerging forms of planning practice.

6322 City & Metropolitan Economics (3 credit hours)
Economic foundations and their application to such planning studies as city and metropolitan form, public facilities, housing, economic development and the environment.

Doctoral Foundations Course Descriptions

7022 Quantitative Methods in Planning (3 credit hours)
Lab based course in planning research and quantitative methods including the application of various methodologies to different topic areas including factor analysis, logistic regression, hierarchical modeling, and structural equation modeling.

7100 Urban Theory & Form (3 credit hours)
This joint Masters and PhD level survey course covers: theories of urbanism, various schools of urban thought, comparative urbanism, contemporary urban challenges, economic restructuring/globalization, and strategic responses for evolving human settlements. The course also covers planning theory/history and the history of urban form. PhD students have different course deliverables respective of the master’s students in the course.

7201 Article Writing and Publishing (3 credit hours)
The purpose of the Article Writing and Publishing Seminar is to give students the opportunity to convert their current work and/or interests into a small scholarly paper suitable for presentation to a scholarly conference and/or submission to a scholarly journal. This course combines elements of preparing students for professional oral presentations in scholarly forums, providing instruction on writing and preparing journals articles, and a simulation of the journal submission and review process.

7302 Qualitative Methods for Planners and Designers (3 credit hours)
This hybrid seminar/lecture course provides an overview of the qualitative methods that are used most commonly by planners and designers in urban research. Each course session will focus on a specific qualitative methods area that includes discussion of rationale, data collection, analysis, technique, contextual application, protocols and process, language, outcomes and issues. Over the semester, qualitative methods will be discussed in terms of larger research design and methodological strategies, and illustrated with models and cases to provide example. Issues of voice, subjectivity, culture, identity, and assumptions will provide a contextual filter for the qualitative researcher in choosing and applying specific methods. Students will apply several methods in the qualitative analysis and understanding of a single urban case.

7401 Research Design for Metropolitan Planning, Policy, and Design (3 credit hours)
Designing research strategies for application to metropolitan scale issues including such topics as identifying the available and nature of data, primary and second data assembly, design of quantitative and qualitative methods, execution through proposals and research, preparing and presentation research results, and related topics. The end product of this course is a dissertation proposal that is suitable to be taken to a student’s Supervisory Committee.

7502 Topics in City & Metropolitan Planning Pedagogy (3 credit hours)
Instructive theory; theories of learning; pedagogical strategies for teaching city and metropolitan planning; course syllabus preparation; methods of course delivery and learning modes; student assessment; course evaluation; and related topics. Variable credit. Students may take this course multiple times for up to 6 total credits.
SUPERVISORY COMMITTEE

The supervisory committee is responsible for approving the student’s academic program, preparing and judging the qualifying examinations subject to departmental policy, approving the thesis or dissertation subject, reading and approving the thesis or dissertation, and administering and judging the final oral examination (thesis or dissertation defense). The chair of the supervisory committee directs the student’s research and writing of the thesis or dissertation. The final oral examination may be chaired by any member of the supervisory committee consistent with departmental policy. If a graduate student’s preliminary work is deficient, the supervisory committee may require supplementary undergraduate courses for which no graduate credit is granted. Decisions concerning program requirements, examinations, and the thesis or dissertation are made by majority vote of the supervisory committee.

Each student will be assigned a provisional two-member supervisory committee upon admission. This provisional committee, in coalition with the MPPD Academic Coordinator, and the assigned student will be required to meet a minimum of once during the students’ first semester. The provisional committee will assist the student in determining general research interests, in laying out their field study requirements, and eventually help them to select their final supervisory committee. The student may choose to keep these provisional members on their final supervisory committee, or to remove them.

All University of Utah faculty members including tenure-line, career-line, adjunct, visiting, and emeritus are eligible to serve as supervisory committee members. The faculty member must hold an academic or professional doctorate, the terminal degree in the relevant field, and/or must have demonstrated competence to do research and scholarly or artistic work in the student’s general field. Persons not from the University of Utah may also serve as committee members upon approval of the dean of The Graduate School (a vita for the proposed committee members must accompany the request). Committee chairs should usually be selected from tenure-line faculty (exceptions on a case by case basis). Immediate family members are not eligible to serve on a student’s supervisory committee.

Your final supervisory committee chair must be selected and recorded by the end of your second year in the doctoral program. Your final committee must be selected and recorded by one month prior to the presentation of your qualifying exam or dissertation proposal defense, whichever comes first. It is the responsibility of the student to approach prospective committee members with a view to their willingness and availability to serve in such a capacity. Faculty have the right, however, for justifiable academic reasons, to refuse to serve on a student’s supervisory committee.

Filing a Request for Supervisory Committee form (appendix A) with the MPPD Academic Coordinator completes the process of forming a supervisory committee. Doctoral supervisory committees consist of five faculty members, the majority of whom must be tenure-line faculty in the student’s major department. One member of the supervisory committee must be from another department (outside of University on case by case basis).

Exceptions to these guidelines must be recommended and justified by the director of graduate studies of the department or the department chair, and approved by the dean of The Graduate School.

Please see the below list of eligible faculty member from the CMP Department who may serve on supervisory committees (this list is subject to change each and every year):
Tenured/Tenure Track | Non-Tenured/Tenure track (may select only one)
---|---
Keith Bartholomew | Sarah Hinners
Divya Chandrasekhar | Michael Larice
Reid Ewing | Danya Rumore
Ivis Garcia Zambrana | Brenda Scheer

*Other Department adjunct and regular faculty may serve on a supervisory committee on a case by case basis*

**DISSERTATION**

The candidate must submit a dissertation embodying the results of scientific or scholarly research or artistic creativity. The dissertation must provide evidence of originality and the ability to do independent investigation and it must contribute to knowledge or the creative arts. The dissertation must show a mastery of the relevant literature and be presented in an acceptable style. The style and format are determined by departmental policy and registered with the thesis and dissertation editor, who approves individual dissertations in accordance with departmental and Graduate School policy. At least three weeks before the final oral examination (dissertation defense), the student should submit an acceptable draft of the dissertation to the chair of the supervisory committee; committee members should receive copies at least two weeks before the examination date.

The doctoral dissertation is expected to be available to other scholars and to the general public. It is the responsibility of all doctoral candidates to arrange for the publication of their dissertations. The University accepts two alternatives for complying with the publication requirements:

1. The entire dissertation is submitted to UMI Dissertation Publishing, ProQuest Information and Learning, and copies are made available for public sale.
2. The abstract only is published if the entire dissertation has been previously published and distributed, exclusive of vanity publishing. The doctoral candidate may elect to microfilm the entire previously published work.

Regardless of the option used for meeting the publication requirement, an abstract of each dissertation is published in UMI Dissertation Publishing, ProQuest Information and Learning, Dissertation Abstracts International.


**Department Approved Style Guides**

The City and Metropolitan Planning Department has approved the following *Style Guides* and Journal Guides for MPPD dissertations: APA, J. American Planning Association, J. Planning Education and Research, J. Planning Literature

**Getting help Formatting and Writing your Dissertation**

The Graduate School Thesis Office [www.gradschool.utah.edu/thesis/](http://www.gradschool.utah.edu/thesis/) will assist you with formatting your dissertation. It is recommended that you contact one of the editors early on in the process of writing your dissertation.
Dissertation Boot Camps are usually offered during both fall and spring semesters. These boot camps are a free program sponsored by the Graduate School and the Marriott Library that students a chance to make some serious progress on their dissertation during fall and spring breaks. Students must show up ready to write every weekday during the boot camps. The Dissertation Bootcamps aim to help students learn to write more productively by providing students with the following four critical ingredients:

1. Space with minimal distractions
2. Writing regiment/routine
3. Peer motivation and support
4. Subject-matter expert help

Please visit [http://postdocs.utah.edu/dissertation-writing-boot-camps/](http://postdocs.utah.edu/dissertation-writing-boot-camps/) to learn more and to register.

The Graduate Writing Center provides writing consultations for graduate students inside the Graduate Student Reading Room of the Marriott Library, Room 1180B. Funded by the Graduate School of the University of Utah and staffed by expert writing fellows, the new Graduate Writing Center is ready to help graduate students in all disciplines with their writing projects. Their goal is to help you become a more confident writer. For more information and to register for an account visit [https://utah.mywconline.net/](https://utah.mywconline.net/).
REGULATION & ADMINISTRATION

Transfer Credit
A student may petition to transfer up to six semester credit hours of graduate course work from an accredited college or university provided that:

- The course work was not used to satisfy requirement for another degree
- The course grade was at least a “B” (or equivalent)
- The course work is not more than four years old when the transfer is approved
- The student fulfills the residency requirements of the University of Utah

Students seeking transfer credit will need to demonstrate the appropriateness of the proposed transfer credits to the MPPD program. At a minimum, this will require providing copies of course syllabi, catalog descriptions, and grade transcripts. In some cases, copies of course work products may also be required. Students should discuss their specific circumstances with the MPPD academic coordinator and the chair of their supervisory committee.

Minimum Registration, Continuous Registration, and Leave of Absence
All graduate students at the University of Utah must maintain minimum registration of at least 1 credit hour of graduate level course work from the time of formal admission through completion of all requirements for the degree they are seeking unless granted on official leave of absence (see below). Students not on campus and not using University facilities during summer are not expected to register for summer term. Students receiving scholarship or assistantship aid must maintain a schedule of at least nine credit hours per term to be eligible for Graduate Student Tuition Benefits.

Students unable to maintain continuous registration as outlined above must file a Leave of Absence form (appendix A) for the semester(s) during which they will not be enrolled (eligible for up to a maximum of two semesters during program). These must be submitted prior to the beginning of the semester of leave. The MPPD academic coordinator and the CMP Department Chair must approve each request. After signatures have been obtained, the CMP office will forward the request to the Graduate School. AT the end of the leave of absence, the student must register for at least three credit hours in the CMP program, or make another request for a leave of absence. Students who do not meet the minimum registration requirements and who fail to obtain an approved leave of absence are discontinued as students of the University of Utah and can return only upon reapplication of admission and approved by the CMP department. See http://gradschool.utah.edu/graduate-catalog/registration/ for more information.

Graduation
Graduation for PhD Students is an involved and complicated process that CANNOT be left until the last minute. Students are required to begin the process with the academic coordinator at the latest one month prior to the graduation application deadlines posted by the Registrar’s Office http://registrar.utah.edu/handbook/graduategraduation.php. If this deadline is not kept by the student the completion of the appropriate graduation requirements by the academic coordinator cannot be guaranteed. For more information on graduation as a PhD student please visit http://gradschool.utah.edu/current-students/graduation-overview-for-doctoral-candidates/.

Cap and Gown
Each student is required to order and purchase their own cap, gown, and regalia. Please visit the campus store at http://www.campusstore.utah.edu/utah/MerchList.aspx?ID=290 to purchase yours.

Hooding Policy
The PhD in Metropolitan Planning, Policy, and Design Hooding Ceremony is a special recognition ceremony during which a faculty member places the doctoral hood over the head of the graduate, signifying his or her success in completing the MPPD program. MPPD doctoral candidates may participate in the hooding ceremony held during convocation if they have successfully defended their dissertation prior to the ceremony.

Performing the Hooding:

1. It is customary for the Committee Chair to serve in this role.
2. In special or extenuating circumstances, variation from this custom may take place with the approval of the Dean of the College of Architecture + Planning (e.g. Absence of Committee Chair, Parent holding a Ph.D. And wishing to hood their child).
3. In all cases, those hooding candidates must hold a doctoral degree themselves.

Nonmatriculated Credit Hours
Credits earned by nonmatriculated students may or may not apply to a graduate degree program. Graduate programs are designed and approved by faculty committees assigned to supervise each graduate student. Decisions on accepting course credit are made initially by these supervisory committees. Only nine semester hours of nonmatriculated credit, taken no more than three years prior to approval, can be applied toward a graduate degree. Exception to either of these requirements must be requested by the department chair or supervisory committee chair and approved by the dean of The Graduate School.

Faculty Activity Reporting (FAR)
The term FAR has been used across the university to reference a suite of 5 major web tools all aimed at collecting and reporting faculty activity data. Many think of FAR as their online profile as a University researcher. FAR is made up of these 5 tools:

- Annual Faculty Activity Report
- Faculty Profiles
- Find a Researcher
- FAR Aggregate and Individual Reporting (for college and department admins)
- FAR Self Service (a configuration tool for college and department admins)

As PhD student you are required to maintain and update your FAR profile each year. The Dean of the College of Architecture and planning has set an annual deadline of March 2nd for updates to your FAR profile. In order to create/edit your FAR please visit http://support.faculty.utah.edu/faculty-activity-reporting-far/. For help with the FAR system visit http://support.faculty.utah.edu/contact/.

Residency Status
A student’s initial residency classification is made at the time of admission and is posted in the student’s official letter of acceptance from the Office of Admissions. Individuals coded as nonresidents are charged out-of-state tuition for fall and spring semesters. However, nonresident students may enjoy summer classes at the in-state tuition rate as the University charges all students at the resident rate for the summer term only.

Students’ residency status is NEVER automatically changed from nonresident to resident. Students must apply for reclassification. Students classified as nonresidents who feel their residency status should be resident may apply to change their status through one of the residency reclassification applications. Information found at admissions.utah.edu/apply/residency will help students work through the reclassification process. Applicants will find the application forms at this site. The forms may be completed online, then printed and submitted with the
appropriate documentation to the Office of Admissions. A detailed brochure regarding residency determination can be found here http://admissions.utah.edu/apply/residency/Institutional_Residency_Policy_Brochure.pdf.

Classification as a resident, either at the time of admission or after the formal reclassification process has been completed, can be reviewed and reversed if there is an error or change in facts that justifies an inquiry. This policy applies even if the error was on the part of the University.

Questions may be directed to the Office of Admissions at (801) 581-8761, option #5 on the menu or by email at residency@sa.utah.edu.
RESEARCH OPPORTUNITIES

The City and Metropolitan Planning Department hosts two premier research facilities, the Metropolitan Research Center (MRC) and the Ecological Planning Center (EPC). These two Centers provide our PhD students with the opportunity to participate in funded research in the areas of transportation, community health, economic development, quality of life, urban ecology, environmental planning, sustainability, and urban design. The majority of full-time MPPD students work in one of these two centers at some point during their time at the University.

The Metropolitan Research Center conducts quantitative research and data-driven services for communities and regions in cooperation with public and private partners. The Center engages in pioneering research on transportation, community health, quality of life, and the physical environment by utilizing its extensive data and broad expertise. It works to support the University of Utah’s mission through the dissemination of research and knowledge. Founded by Dr. Arthur C. Nelson in 2009 the MRC has been a part of projects such as: Envision Tomorrow +, How Affordable is HUD Affordable Housing?, The HUD Sustainable Communities Project for Salt Lake City, The Wasatch 2040 Plan, and iUtah just to name a few.

The vision for the MRC is that the Center become a leader for the production and dissemination of data driven research in the interdisciplinary field of planning. The mission of the Center is to conduct pioneering research on the built environment that will guide the development of cities and regions in Utah and throughout the United States.

Led by Director, Dr. Reid Ewing, the MRC currently supports 9 graduate students (7 of which are PhD students) one full time Associate Director, and a half-time Program Manager. For more information visit the MRC website at mrc.cap.utah.edu.

The Ecological Planning Center works closely with academic and community partners to shorten the pipeline between research and application, such that each may inform the other. It explores ecological planning through an integrated combination of research, teaching and practice. Through this structure, it strives to lead the way forward through development of knowledge, innovation and best practices that will improve the vitality, resilience, health and prosperity of human habitats in our region and beyond.

The Centers research is about human-environment relationships and how these relationships shape the places we create for ourselves. It is exploring how human habitat is evolving as we become an urbanized species with a population of over 7 billion. Such an exploration requires insight and methodology from a wide array of disciplines, including the natural sciences, engineering, sociology, psychology, economics, urban planning, architecture and design. Founded by a gift from the Swaner Family the EPC has been a part of projects such as: iUtah and the Metro Water Lab.

Led by Acting Director, Dr. Sarah Hinners, and 4 other supporting faculty the EPC currently supports 5 graduate students (2 of which are PhD students). For more information visit the EPC website at epc.cap.utah.edu.
TRACKING YOUR PROGRESS

Tracking your progress through the MPPD Program is a necessity. The University provides each graduate student with an electronic graduate record file (EGRF) that will help you to effectively do so. In order to learn how to access your EGRF and learn the tools that come along with it visit http://gradschool.utah.edu/current-students/electronic-graduate-record-file-tutorial/.

Many students find that it is helpful to map out their course of study, while you may prefer to develop your own method to do this, we have provided you with a template in appendix A. Each year you will be required to meet with the MPPD Academic Coordinator during fall semester in order to evaluate your progress over the previous academic year and plan out your course of study moving into the future. During this meeting you will be required to provide the Academic Coordinator with the “Yearly Progress Form” (appendix A).

INTERNATIONAL STUDENTS

International Student and Scholar Services (ISS)
The University of Utah is comprised of a highly diverse community of people, including students and scholars from across the world. The International Student & Scholar Services office serves as the primary campus contact for international students, scholars, and alumni.

ISS staff members are experts in the immigration regulations pertaining to non-immigrant F and J visa holders and they ensure that the University of Utah complies with immigration regulations pertaining to international students and scholars. International Student and Scholar’s goal is for students, staff, faculty, and visitors from around the world to feel welcome and an integral part of the campus community. They encourage everyone on campus to share their cultures, traditions, and perspectives with each other to continuously improve intercultural understanding and global learning across campus and beyond.

For any questions regarding immigration and/or life at the University of Utah as an international student please contact ISS international@utah.edu. For more information please visit http://internationalcenter.utah.edu/.

Maintaining your F-1 Visa Status
For the most up to date information please visit http://internationalcenter.utah.edu/students/immigration-status/maintaining-status.php#vacation.

- Your course load falls below 9 graduate credit hours OR 3 credit hours of thesis/dissertation (CMP 7970)
- You do not register for all sessions during the first registration period.
- You do not attend a class for which you registered and receive an EU grade.
- You completely withdraw from a semester.

Registering and paying tuition for classes that you withdraw, do not attend, or receive an EU grade does not satisfy the registration requirement. Audited classes and Correspondence Courses do not count towards full-time status. You will need to take 12 undergraduate or 9 graduate credit hours in addition to these classes to be considered a full-time student for immigration purposes.

Note that all graduate students must at least maintain minimum registration from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence. Please read the requirements for Minimum Continuous Registration for more details http://gradschool.utah.edu/graduate-catalog/registration/.
You must receive permission from International Student and Scholar Services to withdraw from classes to avoid termination of your F-1 status. If, by withdrawing from a class, your course load falls below full-time status, you should add another class before dropping a class so your registration will always be full time. It is better for your immigration status to fail a class or an incomplete (I) grade than to withdraw (W) from a class without International Student and Scholar Services approval.

**Vacation Semester**
During your vacation semester, you may register for less than full time credit hours and legally remain in the U.S. You must inform the International Student and Scholar Services office within the first 15 days of the semester that you are taking a summer vacation semester so we can verify you are eligible for a vacation semester and report it to the USCIS. Otherwise, a hold will be placed on your student record and you will be reported to the USCIS as being out of lawful status. Summer semester is not automatically a vacation semester. You must attend school full time for two consecutive semesters before you are eligible for a vacation semester. The only exception is if you entered the U.S. to attend Spring Semester as your first semester, then you may take the first Summer Semester as a vacation semester. You are required to return to school after your vacation semester. Please visit [http://internationalcenter.utah.edu/forms-publications/documents/Form-Vacation-Request.pdf](http://internationalcenter.utah.edu/forms-publications/documents/Form-Vacation-Request.pdf) or see appendix A for more information.

If you take a vacation semester during Fall or Spring Semester and you will not be registered for any courses, you will need to apply to the Registration Office in the Student Service Building for a Leave of Absence for that semester or you will lose your term activation and you will risk falling out of status. This must be approved by the Registration Office and International Student and Scholar Services. This form must be submitted to Registration on or before the last day of regular term classes for the semester the leave of absence is requested.

How to fill out and submit the Vacation Request Form:

1. Visit [http://internationalcenter.utah.edu/](http://internationalcenter.utah.edu/)
2. On the right hand side of the page login to ISTART using your CIS credentials
3. Click F-1 Student Services
4. On the pop-down menu select *vacation request* and fill out the form
5. Submit the Form to International Scholar Services (ISS)

**International Teaching Assistant Program**
The Graduate School requires all graduate students who are non-native speakers of North American English to be cleared by the ITA Program in order to be eligible for a tuition benefit for teaching assistant work. Screening for oral English proficiency is done throughout the year, and pre-semester workshops prepare ITAs for their teaching assignments. On-going training and support are offered throughout the academic year. Students who are not cleared before the semester begins are not eligible to receive a tuition benefit as a teaching assistant. The student’s home department or program is responsible for registration. For more information please visit [http://gradschool.utah.edu/ita/](http://gradschool.utah.edu/ita/)

**OTHER NOTICES**

**Grades**
Students must achieve a minimum letter grade of B– to count a course toward the MPPD degree requirements. Courses with lower grades or with a credit/no-credit grading option will not be counted. To better understand grades and grading at the University of Utah please visit

[http://www.acs.utah.edu/help/student/StudentGrades_help.html](http://www.acs.utah.edu/help/student/StudentGrades_help.html)
Minimum Grade Point Regulations
Students must maintain a minimum GPA of 3.0. Students whose GPA’s fall below a 3.0 or who accumulate more than 3 incompletes will be placed on probation. Probation may carry specific requirements that the student must meet in order for probation to be removed. Students who are on probation may not take the Professional Project course. Students on probation for two consecutive terms will be asked to withdraw from the program.

Students may retake courses in an attempt to raise their grades. At the point of entry of the first grade, a student’s transcript will note that the course has been repeated. The new grade is shown in the semester in which the course is retaken. The student’s GPA is recalculated to eliminate the effect of the first grade and to recognize only the new grade.

Incompletes and Work-In Progress Grades
Occasionally, a student needs to discontinue work in a particular course before the semester is finished. An “I” (incomplete) can be given in such cases and needs to be cleared within one calendar year or the “I” will be converted to an “E” (failure) automatically. If the course is successfully completed the “I” will remain on a student’s transcript and a letter grade will be inserted next to the “I”. Sometimes a “T” grade is used instead of an “I” courses, such the professional project course, where students are engaged in independent research. Students can check the status of their grades by visiting the Campus Information System.

Maximum Credit Hours
Graduate students are not permitted to register for more than sixteen credit hours in any single semester.

University of Utah Students Code Rights and Responsibilities
The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. The University supports the intellectual, personal, social, and ethical development of members of the university community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility, integrity, autonomy, justice, respect and responsibilities that follow. The Code of Student Rights and Responsibilities has three parts: Student Bill of Rights, Standards of Academic Performance, and Standards of Behavior. Students are expected to be familiar with the contents of these provisions http://regulations.utah.edu/academics/6-400.php.

The University encourages informal resolution of problems, and students are urged to discuss their concerns with involved faculty members, the MCMP Coordinator, the CMP Department Chair, Dean of the College, or Dean of Students. Informal resolution of problems by mutual consent of all parties is highly desired and is appropriate at any time.

In cases where a more formal resolution of problems is needed, distinct administrative procedures and time lines have been established in the Student Code for proceedings under the Standards of Academic Performance and Standards of Behavior. In special circumstances, the appropriate University administrator may extend these time lines in the interest of fairness to parties or to avoid injury to one of the parties or to a member of the University community.

The University, the Committees, and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved in any proceedings under the Standards of Academic Performance or the Standards of Behavior.

Reasonable Accommodation
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center of Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TTD). CDS will work with you and the instructor to make arrangements for accommodations. All written information courses can be made available in alternative format with prior notification to the Center for Disability Services.

**Academic Misconduct**

Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. Definitions of these and other terms can be found in the Student Code [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php). The Student Code (at section 6-400(V)) also specifies the required procedures that must be followed when disciplinary actions are taken in response to instances of academic misconduct. Possible sanctions for academic misconduct include “a grade reduction, failing grade, probation, suspension, or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing” (6-400(V)(B)). Pursuant to the college policy, upon a student’s second occurrence of academic misconduct within the department, the department will follow the process outlined in the Student Code to seek the student’s dismissal from the student’s current academic program.

**Sexual Misconduct**

Title IX of the federal Education Amendments of 1972 states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Financial Aid**

Scholarships, teaching assistantships, and research assistantships are competitively awarded on an ongoing basis by the CMP department. Many of the assistantships are dependent on outside funding from sponsored projects (grants and contracts) and the awardee will be chosen by the projects primary investigator (PI). Contact the MPPD Academic Coordinator for more information.

The Graduate School requires that students receiving scholarship or assistantship aid maintain a schedule of nine credit hours per term to be eligible for Graduate Student Tuition Benefits. Loans are available through the financial aid office in the Student Services Building. Please also check the scholarships available at the University of Utah financial aid website [http://financialaid.utah.edu/](http://financialaid.utah.edu/), the Fostering Education Scholarship’s through the University Alumni Association [http://ulink.utah.edu/s/1077/16/interior.aspx?sid=1077&gid=1&pgid=585](http://ulink.utah.edu/s/1077/16/interior.aspx?sid=1077&gid=1&pgid=585), the Office for Equity and Diversity Scholarships [http://diversity.utah.edu/scholarships/](http://diversity.utah.edu/scholarships/), or the graduate school website [http://gradschool.utah.edu/tbp/](http://gradschool.utah.edu/tbp/) for graduate fellowship opportunities that are competitively awarded each academic year (deadlines for the following year generally fall in January).

Graduate students are also eligible for financial aid as related to travel assistance. The CMP Department occasionally has funding available to assist students with travel related expenses when the student is presenting their research at
a conference or other event. This funding differs on a year to year basis, the MPPD Academic Coordinator should be consulted regarding the availability of departmental travel funds.

The University offers travel assistance to graduate students through the Graduate Student Travel Assistance Award (GSTAA). This award has a maximum pay out of $400 and must be matched by funds coming from elsewhere in the University. For more information on this award please visit https://gradschool.utah.edu/current-students/graduate-student-travel-assistance-award/.

**Student Life**

Utah Planning Student Organization (UPSO) is dedicated to planning students studying in Utah. In addition to social activities each semester, UPSO organizes networking and educational opportunities for both graduate and undergraduate students. The organization also acts as the liaison between students and the Utah Chapter of APA. Membership is free and open to any student majoring in planning or any student interested in learning more about the profession. UPSO also gives students an opportunity to be more involved with leadership opportunities for students. Activities are funded by the generosity of the department and ASUU.

**Grad News**

Each Semester the Graduate School publishes one issue of *GradNews*, it’s official newsletter. This publication is worth looking at each semester, as it will keep you up to date on many new developments that might impact your academic career as a PhD student at the University of Utah. To view *GradNews* visit http://gradschool.utah.edu/gradnews/
APPENDIX A: NECESSARY DOCUMENTS

Program of Study Tracking Template

<table>
<thead>
<tr>
<th>Planning Found. (21 Credits or less)</th>
<th>Semester/Year</th>
<th>Credits</th>
<th>Doctoral Foundations (18 credits)</th>
<th>Semester/Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6010 - Urban Research</td>
<td></td>
<td></td>
<td>CMP 7022 - Quantitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6260 - Land use Law</td>
<td></td>
<td></td>
<td>CMP 7201 Article Wrtg/Publishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6430 - Planning Communication</td>
<td></td>
<td></td>
<td>CMP 7302 - Qualitative Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6450 - GIS in Planning</td>
<td></td>
<td></td>
<td>CMP 7401 - Research Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6610 - Urban Ecology</td>
<td></td>
<td></td>
<td>CMP 7502 - Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6240 - Reason, Power, and Values</td>
<td></td>
<td></td>
<td>CMP 7100 - Urban Theory/Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6322 - City &amp; Metro Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Study (12 Credits)</th>
<th>Semester/Year</th>
<th>Credits</th>
<th>Qualifying Exam (6 credits)</th>
<th>Semester/Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>CMP 7950</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation (21 credits)</th>
<th>Semester/Year</th>
<th>Credits</th>
<th>Totals (57-78 credits)</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 7970</td>
<td></td>
<td></td>
<td>Planning Foundations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Doctoral Foundations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Field Study Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Qualifying Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dissertation Work</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**