STUDENT HANDBOOK

Master of City & Metropolitan Planning
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE PLANNING PROFESSION</td>
<td>3</td>
</tr>
<tr>
<td>THE PROGRAM</td>
<td>3</td>
</tr>
<tr>
<td>PROGRAM HISTROY</td>
<td>3</td>
</tr>
<tr>
<td>CITY &amp; METROPOLITAN PLANNING GOALS &amp; OBJECTIVES</td>
<td>4</td>
</tr>
<tr>
<td>CITY &amp; METROPOLITAN PLANNING FACULTY &amp; STAFF</td>
<td>6</td>
</tr>
<tr>
<td>PROGRAM DESCRIPTION &amp; REQUIREMENTS</td>
<td>13</td>
</tr>
<tr>
<td>CORE COURSE DESCRIPTIONS</td>
<td>15</td>
</tr>
<tr>
<td>SEQUENCE OF COURSES</td>
<td>16</td>
</tr>
<tr>
<td>GUIDELINES FOR PROFESSION PROJECT</td>
<td>17</td>
</tr>
<tr>
<td>ADMISSIONS</td>
<td>18</td>
</tr>
<tr>
<td>REGULATIONS &amp; ADMINISTRATION</td>
<td>18</td>
</tr>
</tbody>
</table>

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City & Metropolitan Planning

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 Master of City & Metropolitan Planning (MCMP) program focuses on preparing students for careers in the planning profession. Along with coursework in urban processes, history, law, theory, research, and analysis, the program features community-based workshops, urban design studios, and an individualized professional project. Students also have the opportunity to create an area of concentration to suit their professional interests using one of the department’s four specializations—smart growth/transportation, ecological planning, small town and resort town planning, and urban design—or by crafting one of their own in consultation with the faculty. In addition, the department offers graduate certificates in real estate development, historic preservation, and urban design, which students may integrate into their degree program.

PROGRAM 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 renamed 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). This degree was accredited by the Planning Accreditation Board in 2010 and is the only accredited program in a five-state region that includes Utah, Idaho, Montana, Nevada, and Wyoming. In recent years, the department has continued its rapid growth with the addition of a Ph.D. in Metropolitan Planning, Policy, and Design; 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. Beginning in 2015, the department plans to begin offering two dual degree programs: one that combine the MCMP with the Master of Real Estate Development, and the other that combines the MCMP with the Juris Doctor.
The MCMP program is situated in the Department of City & Metropolitan Planning, which is nested within the College of Architecture + Planning (CA+P). The college’s motto – “Designing to make a difference” – is amplified by a vision of the role that planning, architecture, and design can play in the world:

We believe that the global dynamics of population growth and aging, environmental degradation and resource inequality challenge 21st century architects, designers and planners to think, work and make in new ways.

We also believe that the particularity of this place – ecologically and culturally—provides both meaningful challenges and lessons to catalyze such innovation.

We thereby challenge ourselves (students, faculty, alumni, clients) to seize upon these intrinsic resources to inform the creation of purposeful, aesthetically-elegant interventions that foster ecological, social and economic resilience, and further health and well-being for all, especially those for whom design makes the greatest difference.

We do so guided by four commitments in our teaching, scholarship, creative work and service:

- **Responsibility:** A responsibility to past, present and future generations for the sustainability of our creative expressions that reallocate natural resources
- **Resilience:** A systemic understanding that polycultures and diversity nurture greater ecological and community resilience
- **Respect:** A respect for the health and culture of all places
- **Response:** The demand to respond to the grand challenges of our time through innovative and collaborative modes of practice that demonstrate our commitment to excellence and quality

We thereby challenge the CA+P family to be proactive stewards of the built environment and take leadership in promoting the resilience of all segments of our communities and the environments in which they reside.

We believe that innovative processes predicated on human-centered, evidence-inspired, integrated, collaborative inquiry and harnessing emergent technologies to enhance these processes are essential to preparing the design mind of the future. These processes must be tested in real-world applications—such as problem-based community engaged learning, applied research and reflective practice—so as to both respond to the needs of our local, regional and global communities and to provide immersive educational experiences that create a strong foundation for lifelong learning.

In so doing, we will be the spark for transforming our designed world to promote the health and well-being of our society and environment through collaborative innovation. We understand that our students will create tomorrow; and through all we do, we seek to nurture the agile, inventive minds necessary to address challenges that are yet unknown.

We will become a nationally recognized incubator of innovative processes of discovery, engagement, teaching and application in the fields of architecture, design and planning, rooted in our four commitments which will become known as the “Utah School”: An approach to design and planning rooted in an ethic of care, community and commitment.

Consistent with this vision, we see the planning profession as assisting communities in managing social, economic, and environmental change at a variety of geographic scales within diverse cultural and ecological contexts. As an academic discipline, planning seeks to understand the structure and function of cities and regions, the conditions for their effective governance, and their roles in a global network of urban places. Building on these professional and intellectual values, with a focus on their application to issues and opportunities in the western US, the MCMP program is designed to:
**Goal 1: Core Values**
Integrate environmental sustainability, resilience of the built environment, social equity, and normative economic efficiency throughout the degree program.

**Objective:** Utilize ecological/systems approaches to emphasize interdependency, equity, sustain-ability, and resiliency in course objectives, student projects, and studio workshops.

**Goal 2: Communication**
Equip planners to meaningfully engage a diverse society by fostering the development of interactive communication skills, including active listening, the understanding of a plurality of perspectives, and the ability to effectively communicate with a diverse range of audiences.

**Objective:** Design each course, student capstone project, and workshop/studio to foster the development of one or more interactive communication skills.

**Goal 3: Collaboration**
Provide planners with an understanding of the many disciplines and interests that intersect with city & metropolitan planning and the skills to effectively collaborate with representatives of those diverse disciplines and interests.

**Objective:** Incorporate into the curriculum courses, materials, and perspectives from a wide range of allied disciplines; foster the development of effective collaboration skills; and encourage students to take courses in other departments for their electives.

**Goal 4: Leadership**
Provide leadership in the teaching, research, and practice of planning.

**Objective:** Nurture faculty and students to provide leadership in their respective fields of work.

**Goal 5: Innovation**
Continually seek and employ new knowledge, methods, and techniques through innovation and creativity.

**Objective:** Encourage faculty, alumni, and students to expand research into substantive areas that provide new levels of understanding in their respective fields and to incorporate those insights into their creative work, teaching methods, and service.

The MCMP program is nationally recognized and 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. Students who graduate from this program will be able to:

- Undertake research and practice in substantive areas of planning including transportation, land use, sustainability, smart growth, environmental and ecological planning, urban design, urban systems analysis, and planning law.
- Skillfully employ both quantitative and qualitative research methods.
- Use collaborative techniques, especially working in small groups and with non-professional audiences.
- Develop plans, evaluate them, and advance alternatives.
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 interdisciplinary 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 April 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.

An environmental lawyer, Professor Bartholomew received his Juris Doctor 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 the Utah Transit Authority.
Ryan E. Smith is an Associate Professor and Director of the Integrated Technology & Architecture Center (ITAC) at the University of Utah, a university/industry teaching, research and outreach center that is an agent of change at the intersection of design, education and construction industries.

Professor Smith’s research flattens design-to-production relationships through applied scholarship in the field of architectural technology toward a more productive, integrated, sustainable, and innovative built environment. Professor Smith has performed nearly $2 million in research grants and contracts from public and private institutions since 2004 including FEMA, USDA, AIA, BSA, AISC, and 3form to qualify and quantify industry related technology questions of production in architecture.

Among his numerous publications, Smith is author of Prefab Architecture (Wiley 2010) and co-editor of Building Systems (Routledge 2012). He speaks widely on emerging issues in the construction industry including offsite building, BIM, IPD and sustainability. His industry integrative teaching and research has been awarded the 2007 ACSA Collaborative Practice Award, 2009 & 2011 ACSA Creative Achievement Award and the 2010 Lifecycle Building Award. Smith is the recipient of the 2011 ARCC Research Award and the ENR 20 under 40 award in 2012.

Reid Ewing, Ph.D., is a Professor of City & Metropolitan Planning, Associate Editor of the Journal of the American Planning Association, 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 70 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 11th most highly cited among US planning academics.
Bridget Miller joined the Department of City & Metropolitan Planning in 2015. She previously worked at the University of Utah’s School of Medicine as a Medical Secretary and Fellowship Coordinator for the Department of Neurosurgery. She is currently obtaining a Bachelors of Science in Business Management as a Business Scholar with a Minor in Parks, Recreation, & Tourism emphasizing in Outdoor Recreation Studies. She owns a photography business, BEM Photography, LLC and loves taking photos any chance she gets. She grew up in Salt Lake City for the majority of her childhood. She enjoys travelling, rock climbing, camping, and hiking with her husband and two dogs.

Saolo Utu joined the College of Architecture + Planning in 2014. She received her undergraduate degree in Urban, Rural, and City Planning from BYU. Previously, she worked as an AmeriCorps VISTA member for 1010 Development Corporation in Downtown Los Angeles, as well as the Coordinator for the Five Parks Community Action Center in West Valley City. Originally from Hawaii, Saolo now calls Utah home and enjoys live music, college football, and camping.

Chiara Lane joined the Department of City and Metropolitan Planning in Fall of 2017. She previously worked in Residential treatment as an Advisor to the students during their treatment process. Chiara is an alumni of the University of Utah and graduated with her Bachelors in Psychology and Sociology. Chiara then went on to receive her Masters of Art and Community Leadership from Westminster College with her Masters Thesis titled “A University Curriculum of Belonging” Chiara is a huge advocate for student life and success. Chiara grew up in Salt Lake City but likes to travel at any chance she can get. Her country count is 23 so far and she is always looking for more to add to her list. Chiara is really excited to be back at the University of Utah! Go Utes!
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 Research 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 Chang 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.

She holds a Master of Science in Environmental Management and Geography from the University of Auckland, New Zealand, and a Bachelor of Science in Environmental Science and Natural Resource Economics from Oregon State University. She has worked with a range of organizations including the Consensus Building Institute, the Program on Negotiation at Harvard Law School, the New Zealand Centre for Sustainable Cities, and the Manomet Center for Conservation Sciences. She is co-author of the book Managing Climate Risks in Coastal Communities: Strategies for Engagement, Readiness, and Adaptation.

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, methodology, and ethos revolves around conducting research 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.
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 daylighting 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.

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.
Sarah Hinners is a landscape and urban ecologist. She holds a B.A. in Geography and Environmental Studies from McGill University and a Ph.D. in Ecology and Evolutionary Biology from the University of Colorado, Boulder. As a scientist in a planning department she is focused on bridging the gap between sciences and academic research and real-world applications. Within the Metropolitan Research Center, she currently coordinates the modeling and integration of over 20 research-based modules as part of the development of the scenario-planning software, Envision Tomorrow Plus. Professor Hinners’ research interests focus on the ecological, economic, and social roles and value of green infrastructure in and around cities. Her Ph.D. research examined the effects of suburban development and suburban green space on the community ecology of wild bees in the Denver, Colorado metropolitan area. She is currently working on mechanisms that facilitate inclusion of ecosystem service values and natural resource data in scenario planning calculations. She is also interested in spatial modeling of urban areas and urban growth.

In Colorado, she was involved in the early growth of a now-established ecological restoration volunteer organization, Wildlands Restoration Volunteers, and spent two years of graduate school on an NSF Fellowship working on science out-reach in local middle school classrooms. While in graduate school, she also co-authored a lab manual of animal behavior and her research has been published in a variety of ecological journals. She is married to a molecular biologist, is the mother of two boys, and is an avid gardener and beekeeper.

Michael Larice is an Associate Professor of Urban Design and City Planning. Although he is an architect, city planner, and urban designer, he is primarily an urbanist. His professional and academic work focuses largely on the urban design of livable places—streets, housing, neighborhoods and cities. He takes a comparative approach in teaching and research to help better understand the various urbanisms and urban theories that operate concurrently across the country and around the world—how places struggle, why they survive, and what makes them thrive. This pluralistic and pragmatic approach to design helps students build skills, operationalize theory, and approximate the challenges they will find in their professional lives after graduation. In his teaching he stresses the importance of contextual response and interdisciplinary collaboration for the success of projects and their sustainability over time. Many of his urban design studios are partnered with client cities trying to solve very real public realm and development problems; among these clients are the cities of Cottonwood Heights and Park City, Utah; Abu Dhabi; Oranjestad, Aruba; Philadelphia; and Vancouver. In 2014 Professor Larice launched the Utah Urban Design Monograph Series. After a very successful First Edition of The Urban Design Reader (2006), a Second Edition (with Co-Editor Elizabeth MacDonald) was published by Routledge in December 2012. It provides a collection of important historical and contemporary writing that defines the field of urban design. Professor Larice is currently working on research projects associated with quality of life and livability of urban arterials and new streetcar lines in the United States. His previous research looked at dense urban neighborhoods, development approval processes, and slum upgrading.

Professor Larice holds a Ph.D. 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.
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.
The Master of City & Metropolitan Planning (MCMP) degree requires that students successfully complete 49-51 credit hours. The following outlines the MCMP degree requirements for students entering the program fall semester 2012 or later. Students who entered the program earlier than fall 2012 should consult the CMP website or the MCMP advisor for program requirements.

**Core Course Credits** 27-29
**Elective Credits** 18
**Professional Project** 4
**Total Number of Credits Needed to Graduate** 49-51

**Recommended Preparation for the MCMP Program**
Prior to the beginning the MCMP degree program, students are strongly encouraged to have coursework or demonstrative experience in the following areas:
1) **Public Speaking**
2) **Statistics**
3) **Computer Technology**, including basic competency in spreadsheets, work processing, internet searching, and computer-aided library research (for more information about the department’s computer literacy expectations, please see the CMP webpage.)

**Core Courses (27-29 credit hours)**
Students should take the following courses during their first year in the program:*  
- 6010 Urban Research (3)
- 6100 Urban Theory & Form (3)
- 6260 Land Use Law (3)
- 6430 Planning Communication (3)
- 6450 GIS in Planning (3)
- 6610 Urban Ecology (3)

Students should take the following courses after completing the first year curriculum, listed above:
- 6420 Reason, Power, and Values (3)
- 6322 City & Metropolitan Economics (3)
- 6280 Graduate Workshop (3) **OR** 6445 Urban Design Studio I (5)

**Elective Courses (18 Credit Hours)**
MCMP students must complete at least 18 credit hours of elective coursework. Most students satisfy this requirement by taking six, three credit-hour courses, although other permutations are possible. All 6000-level or 7000-level non-core courses in the College of Architecture + Planning are eligible to be used for elective credit. Other graduate-level courses in other colleges at the university may also be used for elective credit, with prior approval by the MCMP coordinator.

*All course numbers are preceded by “CMP” on the university general catalog and course schedule webpages. Students pursuing a graduate certificate in urban design concurrently with the MCMP have a slightly different recommended course schedule. See the Urban Design Certificate webpage for more information.*
In selecting elective courses, students may choose to concentrate in one or two areas of planning practice or distribute their selections more broadly. Students may elect to take advantage of the department’s four specialization areas, described below, or craft their own area of concentration. Students are urged to seek the advice of departmental advisors and faculty in making these choices.

Specialization Areas

The MCMP programs has four specialization areas that reflect the strengths of the program’s faculty and represent some of the major currents in the planning profession today. Students who want to concentrate their studies in one of these specializations need to take an introductory course and a methods course, plus two electives in the area of specialization. Please see the MCMP advisor for the current list of approved courses for each specialization.

Ecological Planning — Ecological Planning is a way of approaching the challenges and opportunities of human settlements in the 21st century, so as to create a human habitat that is ecologically integrated, builds on local assets and values, and optimizes social and ecological well-being. The ecological Planning specialization is designed to develop ecological literacy in a planning context and to empower students with research, methods and approaches to implementing an ecological worldview in the practice of urban planning. The acquired language, skills and understandings are valued in a range of employment opportunities including departments of health and environmental quality at all levels of governments, metropolitan planning organizations, municipal planning departments and planning consultancies.

Smart Growth/Transportation — Smart Growth is a particular field of planning practice and research that aims to preserve public goods such as air, water, and land; secure positive land-use interactions and avoid adverse ones; effectively enhance economic/fiscal benefits; create desirable and resilient places; and apportion benefits and burdens equitably. Multimodal transportation systems are one of the key drivers of smart growth, or its alias, compact development. A highway dominated transportation system encourages sprawl, while a multimodal system encourages compact development. A multimodal system gives highest priority to non-motorized travel and land use patterns that make it feasible, secondary priority to transit travel and the land use patterns that make it feasible.

Urban Design — Urban Design is the practice of shaping cities and settlement patterns. The field bridges the professions of city planning, architecture, landscape architecture, engineering, government, and real estate development. Although the design of cities has been practiced for millennia, the field was reborn in the late 1950s in response to dissatisfaction with modern urbanism and the ill effects of placelessness. Since then, a prime concern for urban designers has been the creation of valued and memorable places that contribute to larger social, economic, and environmental goals. Growing in importance, urban design is critically embedded within the debates and issues of contemporary society: natural resource depletion, sustainability, sprawl, climate change, the wealth gap, economic and environmental resiliency, and urban livability.

Small Town and Resort Town Planning — This specialization introduces students to the planning issues particular to small and resort towns as well as planning in rural areas. Some of these issues include community and economic development, community engagement, historic preservation, land conservation, and interfacing with large and small farming.
Professional Project (4 credit hours)

6970 Professional Project I (2)
6971 Professional Project II (2)

Every MCMP student must complete a professional project that meets the Guidelines for Professional Projects outlined in later sections of this handbook.

Academic Completion Plans

To assist students in planning their course of study and to facilitate administration of the MCMP program, all MCMP students are required to complete and submit an Academic Program Completion Plan to the MCMP advisor by the end of their second semester in the program. The Completion Plan is a form (that briefly outlines the requirements of the degree program, gives 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 Completion Plan as necessary so that it continues to accurately reflect the student’s progression toward graduation. The Completion Plan then provides the basis for assessing the student’s readiness for graduation.

CORE COURSE DESCRIPTIONS

FIRST YEAR CORE COURSES

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

6100 Urban Theory & Form (3 credit hours)
Introductory survey course about theories of urbanism, urban formation, spatial structure, comparative urbanism, the dynamics of urban areas, contemporary urban challenges, economic restricting and globalism, and strategic responses for evolving human settlements. The course also covers the history of urban form and city-making.

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 cooperation 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.
SECOND YEAR CORE COURSES

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 hour)
Economic foundations and their application to such planning studies as city and metropolitan form, public facilities, housing, economic development and the environment.

6280 Graduate Workshop (3 credit hours)
Places students in a real-world planning context while providing a Westside Community with planning services. Students partner with specific Westside groups to map assets and design projects that address the community’s needs.

OR

6445 Urban Design Studio I: Urban Design Elements (5 credit hours)
Inter-disciplinary urban design studio on city-making elements and processes, including master planning, site design, project development, economic and environmental factors, infrastructure, strategic visioning, integrative design of building, public realm and urban systems. Note: Students pursuing a Graduate Certificate in Urban Design should take 6445 in the spring of their first year.

For descriptions of other MCMP courses, go to the University General Catalog.

SEQUENCE OF COURSES

The MCMP curriculum consist of four stages that guide a student toward successful completion of the degree. It is important for students (and faculty) to understand how coursework and other program activities relate to each other as a process. Students enter graduate programs with a range of backgrounds; from having just completed undergraduate degree through having several years of professional experience. For this reason we do not expect that all students will benefit the same way from each stage, however, the overall process provides opportunities for reflection and assessment of individual progress.

The four stages are exploration, development, execution, and communication. They correspond with four semesters of full-time study. The following briefly describes each of the four stages along with a reflective activity for the student.

In the first stage or semester (exploration) a student focuses on core requirements that provide exposure to the breadth of planning issues and process. Students are encouraged to explore a range of planning topics and by the end of the semester articulate an area of interest that they will pursue through elective courses and other activities.

The second stage in the program represents a period of further development and refinement of a student’s interests and direction in planning. Typically the second semester will involve additional core courses along with a selected elective course or two. The level of topic/interest area refinement may depend on their background and work experience.

Before the end of their second semester, students are expected to complete and submit for approval the Academic Program Completion Plan, which provides students with a structure for outlining how they will direct their studies in the remaining two semesters of their degree program, when they will be completing most of their elective courses. They also must meet with the Academic Success Advisor to start planning their Professional Project. The Professional Project will be completed in two courses, one taken in the first semester of the student’s second year, CMP 6970 Professional Project I, the second is taken in the student’s last spring semester of the program, CMP 6971 Professional Project II.
as related to their topic. The completion plan and the professional project form must be completed, approved, and on file with the department before the beginning of a student’s third semester (or after they have completed 24 credit hours).

We consider the third stage as a time for execution. After the exploration and refinement stages during the first year of study, graduate students should be actively seeking out approaches and methods pertaining to their selected area(s) of interest in planning. The execution stage is directly focused on carrying out the research involved for their professional project. Coursework during the third semester typically consists of advanced core courses and electives. Elective coursework should support the research theme of the student’s professional project, either substantively or methodologically.

Finally, the fourth and final phase of the program, students focus on completion and communication through both their graduate workshop and professional project experiences. Preparation up to this point should involve a range of communication skills appropriate for professional planners. It is important to note that we expect graduate students to achieve a level of proficiency around communication skills that include the ability to observe and interpret their environment. It will be important that a student demonstrate these skills along with traditional presentation forms of communications for final project activities.

Sample Sequence of Courses and Program Schedule

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<thead>
<tr>
<th>Stage 1—Exploration</th>
<th>Stage 2—Refinement</th>
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<tbody>
<tr>
<td>CMP 6100 Urban Theory &amp; Form</td>
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<tr>
<td>CMP 6430 Planning Communication</td>
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<td>CMP 6450 CIS in Planning</td>
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<td>Elective #1</td>
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<td>Reflection on Planning</td>
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<td>CMP 6010 Urban Research</td>
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<td>CMP 6260 Land Use Law</td>
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<td>CMP 6610 Urban Ecology</td>
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<td>Elective #2</td>
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<td>Academic Program Completion Plan &amp; Professional Project Approval Form</td>
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<tr>
<th>Coursework</th>
<th>Project</th>
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<tr>
<td>CMP 6240 Reason, Power, &amp; Values</td>
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<tr>
<td>CMP 6322 City &amp; Metro Economics</td>
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<tr>
<td>Elective #3</td>
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<td>Elective #5</td>
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<td>CMP 6970 Professional Project I</td>
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<th>Stage 3—Execution</th>
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<td>CMP 6280 Graduate Workshop OR</td>
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<td>CMP 6445 Urban Design Studio I</td>
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<tr>
<td>CMP 6971 Professional Project Elective #6</td>
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<td>CMP 6971 Professional Project II &amp; Presentation</td>
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| Stage 4—Communication |

GUIDELINES FOR PROFESSIONAL PROJECTS

The professional project is an opportunity for students to apply planning and analytic skills to a practical planning issue or research topic. Each professional project will be supervised by a minimum of two faculty members, with the first serving as the project advisor and the second as a reader. The project advisor should be a regular member of the CMP faculty with the reader (or readers) selected from among the community of university faculty (regular or adjunct). In some cases a reader may be selected from the community of professional planning practitioners.

Project advisors provide advice concerning the research issue, effective ways to frame the issue, and suggested methodologies. Students are responsible for selecting, organizing, and maintaining appropriate communications with their advisor and reader(s). While the specific articulation of the project will be left to the student and committee, the following are some helpful suggestions:
It is generally expected that each professional project will engage one or more steps in the rational planning process. Seven steps are frequently mentioned: (1) problem identification, (2) data collection, (3) delineation of goals and objectives, (4) identification and assessment of solution alternatives, (5) execution of a choice among alternatives, (6) plan, project, or program implementation, and (7) monitoring and assessment of the choice and implantation process.

The professional project may take on a variety of forms and should adhere to professional standards of presentation. All sources should be cited and properly referenced. If the project results in a report, it should contain both analysis and recommendations. Presentation standards required by the editors of the *Journal of the American Planning Association* and found on the Journal’s last page should be adhered to closely.

**Oral Presentation of Professional Projects**

All Professional Projects are expected to be presented in oral form. Presentations are usually scheduled for the 14th or 15th week of the term. Faculty and students are invited to observe the presentations and to offer critiques and comments. After the presentation, the faculty advisor will work with the presenting student to determine which, if any, of the comments require alterations in the final project product.

**ADMISSIONS**

The University of Utah utilizes an online admission application system called ApplyYourself, find more information [here](#).

**Undergraduate Grade Point Minimum**

The University of Utah Graduate School requires applicants to have maintained at least a 3.0 GPA during the last two years of their undergraduate career. Exceptions to this policy require petitioning the Graduate School’s Graduate Council.

**Graduate Records Exam (G.R.E.)**

Applicants are required to take the Graduate Record Exam (G.R.E.). Official scores must be received by the Department of City & Metropolitan Planning before the application deadline. Use the following codes to facilitate efficient reporting of your test scores: University of Utah school code is 4853, Department of City & Metropolitan Planning is 4402. Applicants already holding a graduate degree or with significant professional experience may request a waiver of the GRE requirement. Contact the Admissions Advisor (betham@arch.utah.edu) for more information.

**Test of English as Foreign Language (T.O.E.F.L.)**

A minimum score of 500 on the Test of English as a Foreign Language (T.O.E.F.L.) (or a 61 on the iBT exam or a 6.0 on the IELTS) is required for international applicants.

**Letters of Recommendation**

Two letters of recommendation are required as part of the application process for admission to the MCMP program. Preferably, one of the two letters should be from an academic reference. The letters are to be submitted online through the ApplyYourself system.

**Personal Statement**

A statement of academic purpose is required with the application form. Applicants should describe their goals as they relate to a master’s degree in City & Metropolitan Planning. The personal statement should be two to three pages in length.
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 a baccalaureate degree or another master’s 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 MCMP 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 MCMP advisor.

Non-Matriculated Credit
Non-matriculated graduate credits are those graduate credits that students might accumulate prior to being formally admitted (matriculated) into a graduate degree program. According to Graduate School regulations, up to nine non-matriculated graduate credit hours, taken no more than three years prior to approval, may be counted toward meeting the MCMP requirements. Students should discuss their specific circumstances with the MCMP advisor.

Course Substitutions
Occasionally, students have completed course-work in other graduate degree programs that closely resembles the content of one of the core MCMP course. In such circumstances, students may petition to substitute a core requirement with some other graduate-level course. Students seeking to make such substitutions should consult with the MCMP Coordinator.

Time Limit
Course work for the MCMP degree can be completed within two consecutive full-time calendar years; however, work is acceptable if it is completed within four consecutive calendar years. Time extensions beyond this must be approved by the Dean of the Graduate School.

Minimum Registration, Continuous Registration, and Leave of Absence
All graduate students at the University of Utah must maintain minimum registration of at least 3 credit hours 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 for the semester(s) during which they will not be enrolled. Leave of Absence forms are available from the Graduate School’s website, and must be submitted prior to the beginning of the semester of leave. The MCMP 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.
Grades

Students must achieve a minimum letter grade of B– to count a course toward the MCMP degree requirements. Courses with lower grades or with a credit/no-credit grading option will not be counted.

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 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.

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. 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 and teaching assistantships are awarded annually through the CMP department on a competitive basis. The positions are awarded each spring for the next academic year. Applicants to the MCMMP program who are applying for fall admission can indicate their interest in receiving financial aid through the online admissions process. Continuing students and applicants applying for admission during spring and summer semesters can apply for financial aid through an application process institute each spring semester. Contact the MCMMP Advisor for more information. In addition to scholarships and teaching assistantships, research assistantships are occasionally available, depending on available funding.

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 or the Graduate School website.

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.