

UNIVERSITY OF MICHIGAN
Urban and Regional Planning PROGRAM

PROGRAMS AND COURSE
DESCRIPTIONS

2009-2010

This bulletin provides an overview of policies, procedures, degree options, and courses for the UM Urban and Regional Planning Program. This document is available for download from the Taubman College website at <http://taubmancollege.umich.edu/planning/bulletin/>. If you are planning to visit campus, tour the facilities, and meet with faculty, we encourage you to contact the college in advance of your visit.

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NONDISCRIMINATION POLICY STATEMENT

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex*, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, (734) 763-0235, TTY (734) 647-1388. For other University of Michigan information call (734) 764-1817.

*Includes gender identity and gender expression

A. ALFRED TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING POLICY STATEMENT FOR STUDENTS WITH IMPAIRMENTS

The college desires to meet the educational needs of all persons, including those with physical or perceptual limitations, who are interested in the study of architecture, urban planning and/or urban design. The college will advise any applicant and develop, for both the prospective student and the program, a realistic assessment of all issues and circumstances that might be encountered in undertaking the program and fulfilling the degree requirements.

CAMPUS SAFETY

Each year, the University of Michigan prepares an "Annual Security Report" and publishes it in the Campus Safety Handbook. The report, which is issued each October 1, contains detailed information on campus safety and security policies, procedures, and programs, including information on: emergency services, security telephone numbers, sexual assault policy, stalking laws, handling obscene phone calls, sexual harassment policy, dealing with workplace violence and threats, police agencies, health services, counseling services, safe transportation after dark, safety tips, and alcohol and drug policies and programs. The report also includes statistics concerning crimes on campus. If you would like to receive a complete copy, visit the University of Michigan Department of Public Safety website at <http://www.umich.edu/~safety/> or call (734) 763-3434.

A. Alfred Taubman College of Architecture and Urban Planning strives for accuracy in this Bulletin, all policies, procedures, programs, and courses are subject to change without notice.

THE REGENTS OF THE UNIVERSITY OF MICHIGAN

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Mary Sue Coleman (*ex officio*)

MESSAGE FROM THE PRESIDENT

We are a university rich in history, academic excellence and leadership. The heart of Michigan's success resides in our dedicated staff, robust student body and outstanding faculty members, including distinguished composers, novelists and poets, scientists, engineers, physicians, social scientists, artists, and filmmakers. The quality, breadth, and depth of this university's intellectual resources create a remarkable community of scholars—from our national leadership in the social sciences, medicine, engineering, law, and business to our community's robust cultural offerings. This is the Michigan Difference.

I am particularly enthusiastic about our campus-wide work in the life sciences, including the Life Sciences Institute, the Michigan Nanotechnology Institute for Medicine and the Biological Sciences, our cross-disciplinary research programs and our premier Medical School. As in so many fields, the benefits of Michigan's work in health care and life sciences research are felt across the state and around the world—fulfilling the mission and role of a great public university dedicated to advancing the public good.

Ours is a campus of remarkably wide-ranging experiences, cultures and opportunities. In the coming academic year, we will welcome the Royal Shakespeare Company for a campus residency, and celebrate creativity with the Year of Global Arts. The year will also see the University break ground on the new C.S. Mott Children's and Women's Hospital, as well as open the doors of the Walgreen Drama Center, a new building for the School of Public Health, and Joan and Sanford Weill Hall, home of the Gerald R. Ford School of Public Policy. Of course we will continue our many efforts to make the University's educational and research programs ever stronger and more meaningful.

The University of Michigan family shares a deep tradition. It is a tradition known to the new student who walks into her first history class, to the student-athlete who takes the field, and to our dedicated alumni around the world. We are called upon to be leaders, and to do our very best. I am grateful to work closely with the thousands of people who are part of this tradition and welcome those of you who want to learn more about it.



Mary Sue Coleman, President

A. ALFRED TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING

TAUBMAN COLLEGE INTRODUCTION

The condition of humanity is intimately connected to the environment in which we live. The primary mission at A. Alfred Taubman College of Architecture and Urban Planning is to prepare students for positions of responsibility within a wide spectrum of organizations and institutions whose goals are to improve the quality of our lives and environment.

In pursuit of the ideal, the college offers a complement of programs, ranging from pre-professional to post-professional education.

Taubman College at the University of Michigan has a long educational tradition that combines design and technology. Today, it continues to foster a broad view of architecture and urban and regional planning in the context of a major research university where interdisciplinary initiatives are encouraged and supported.

The programs of our college are distinct but united by concern for the physical, constructed aspects of our environment. Industrial production, respect for craft, and the desire to serve are deeply rooted in the region. The Architecture Program emphasizes the physical realization of ideas—where priority is placed not upon theory or practice in isolation, but in concrete and poetic possibilities of their integration. The hallmarks of a Taubman College education in architecture are integrated and comprehensive courses that value material sensibility and the process of building, as well as the history and theory of architecture and urbanism. The Doctoral Program in Architecture, one of the first established in the nation, develops these values and ideas at a more scholarly level, while fostering research.

Both the Urban and Regional Planning Program and the Urban Design Program give students the opportunity to do significant interdisciplinary work that emphasizes collaboration with local communities. This collegial community of inquiry is generously supported by the resources of the University of Michigan. Studying urban planning and urban design at Michigan prepares students for positions of leadership and management in public, private, and non-profit policy and planning organizations, as well as for careers in research and teaching.

The University of Michigan has one of the largest alumni groups in the world. A. Alfred Taubman College of Architecture and Urban Planning maintains close contact with over 6,000 graduates in 60 countries throughout the world. These close connections provide the college with opportunities for applied research and provide students with opportunities for internships and jobs.

The University of Michigan is one of the world's most distinguished universities and is widely recognized as an international resources for learning, teaching, research, and service. The University established its position as a leader in higher education over a century ago by laying the foundation for the modern research university. With more than 7,600 faculty and 54,000 students at three campuses, it is one of two public institutions consistently ranked among the nation's best universities.

TAUBMAN COLLEGE MISSION

A. Alfred Taubman College of Architecture and Urban Planning seeks to improve the human condition through thoughtful, informed, strategic design, and planning of the built environment.

Its academic programs address enduring and emerging issues, from the everyday to the unusual and from the local to the global. The college conducts innovative design and policy research at all scales of the environment and—through outreach, partnerships and activism—serves the community, the state, the nation, and the world, including the disadvantaged and under-represented.

In pursuit of these ideals for over 100 years, Taubman College offers students from the state, the country, and around the globe a complement of disciplinary and

interdisciplinary degree programs ranging from pre-professional to post-professional. Together, our committed and energetic faculty, staff, and students form a diverse, creative, and dynamic community within the University of Michigan.

TAUBMAN COLLEGE DEGREES

A. Alfred Taubman College of Architecture and Urban Planning offers the following degrees:

- Bachelor of Science in Architecture
- Master of Architecture (2 year program for students entering with a B.S. in architecture or equivalent degree)
- Master of Architecture (3 year program for students entering with a non-architectural baccalaureate degree)
- Master of Urban Planning (2 year program)
- Master of Urban Design (1 year program)
- Master of Science in Architecture (2-1/2 term program)
- Joint/Dual Master's degrees in:
 - Architecture/Urban Planning
 - Architecture/Urban Design
 - Architecture/Business Administration
 - Architecture/Engineering
 - Architecture/Master of Science in Architecture
 - Urban Planning/Business Administration
 - Urban Planning/Law
- Ph.D. in Architecture
- Ph.D. in Urban and Regional Planning
- Graduate Certificate in Real Estate Development

TAUBMAN COLLEGE HISTORY

Courses in architecture were first offered at the University of Michigan in 1876 by William Le Baron Jenney. Architecture was recognized as a formal course of study in 1906 when a program was established in the Department of Engineering with Emil Lorch as chair.

Under his leadership, the program grew steadily in size and stature and, in 1913, the University granted the program departmental status and full control of its curriculum. Lorch continued to shape the program and, in 1923, was instrumental in bringing Eiel Saarinen from Finland to teach at Michigan. In 1931, the College of Architecture was established as a separate entity with 370 students and 27 faculty members.

Wells Bennett succeeded Emil Lorch as director of the college in 1937 and became dean a year later. In 1939, the college's name was changed to the college of architecture and design, the program in architecture was expanded to a five-year curriculum and landscape architecture was added. In the mid-1940s, Michigan was one of the few schools that considered research to be a necessary element of architectural education. By founding the Architecture Research Laboratory in 1948, the college took a pioneering step in integrating design, construction, technology, planning and research. A graduate program in urban planning—which awarded a master of city planning degree—was introduced in 1946. This program was one of the first of its kind in the country.

Visual arts courses, originally offered to advance the training of architects, began attracting students from other fields, leading to the creation of separate departments of art and architecture in 1954. The college housed these two departments, along with the smaller department of landscape architecture, for the next decade. In 1965, landscape architecture was moved to the School of Natural Resources as a result of its growing relationship to the earth sciences.

The five-year architecture program was modified to a twoandtwoandtwo year program in 1967 and, in 1968, a department of urban planning was created within the college of architecture and design. That same year, a university-wide Ph.D. program in urban and regional planning was established in the Office of the Vice President for Academic Affairs with faculty from 12 schools and colleges. In addition, Michigan became the first American school to offer a doctorate of architecture degree the following year. The introduction of the doctoral program was a natural development due to the history of architectural research at the college.

As the college continued to grow, proposals were developed to provide new facilities and, as part of the planning process, the educational and administrative structure of the

college was reassessed. This led to the reorganization of the College of Architecture and Design into a College of Architecture and Urban Planning and a School of Art in 1974. Two new programs, architecture and urban planning, replaced the former departments. At the same time, the research mission of the college was broadened and the Architecture Research Laboratory was reconstituted into the Architecture and Planning Research Laboratory. The new Art and Architecture Building, housing the College of Architecture and Urban Planning together with the School of Art and Design, opened for classes in 1974 on UM's north campus.

Although the college has remained in the same physical location since 1974, it continues to evolve. In 1982, a sociotechnical focus was added to the doctoral program in urban and regional planning which then became the Ph.D. Program in Urban, Technological, and Environmental Planning (UTEP) and by 1989 the program was moved from Rackham Graduate School to the college. The Doctoral Program in Architecture was also modified in 1989 and the degree designation changed to a Ph.D., giving the college a more comprehensive program of professional and doctoral education in both architecture and urban planning. In 1992, the two individual programs in urban planning and UTEP were merged to form the Urban and Regional Planning Program (URP), which is now under a single chair with a coordinator of doctoral studies.

Since the mid-twentieth century, the college has been headed by Deans Philip N. Youtz (1957–1964), Reginald F. Malcolmson (1964–1974), Robert C. Metcalf (1974–1986), Robert M. Beckley (1987–1997), James C. Snyder (interim 1997–1998), Douglas S. Kelbaugh (1998–2008), and Monica Ponce de Leon was appointed in 2008.

TAUBMAN COLLEGE LECTURES, EXHIBITS, PUBLICATIONS, AND CONFERENCES

Taubman College has developed an ambitious program of lectures, exhibitions, publications, and conferences for the enrichment of students and local professionals. This includes the following annual events:

RAOUL WALLENBERG LECTURE

Raoul Wallenberg, a 1935 graduate of the University of Michigan College of Architecture and Urban Planning, has been called one of this century's most outstanding heroes. In 1944, as First Secretary of the Swedish delegation in Budapest, he is credited with saving more than 100,000 Jews from death at the hands of the Nazis. The following year, Wallenberg was captured by the Russians. Although his fate is unknown, rumors persist that he is held in Russia even today.

To honor and remember this outstanding alumnus, Sol King, a former classmate of Wallenberg's, initiated the Wallenberg Lecture Series in 1971. In 1976, an endowment was established to ensure that an annual lecture be offered in Wallenberg's honor focusing on architecture as a humane social art. The lecture annually honors an individual whose legendary acts of compassion exemplify the power of an individual to make a difference.

JOHN DINKELOO MEMORIAL LECTURE

John Dinkeloo graduated from the college in 1942 and became one of its most distinguished alumni. He was a gifted architect, an outstanding designer and an enthusiastic student of materials. He was also an inventor, who in the course of designing, developed the neoprene gasket, several different types of glass and cladding systems as well as pioneering the use of Corten and exposed steel. In many ways he epitomizes a spirit of inspired invention and design of which the college is extraordinarily proud.

As a partner of Eero Saarinen, he helped design a number of significant projects, including the Jefferson Memorial Arch in St. Louis, the Morse and Stiles Colleges at Yale University, and the TWA Terminal at Kennedy Airport and the Dulles International Airport in Washington D.C. In 1961, he formed a partnership with Kevin Roche and went on to build a reputation of international standing with the design of projects such as the Oakland Museum, the headquarters for John Deere and the Ford Foundation Building in New York.

The first Memorial Lecture was given in 1984 with the generous support of an endowment created by faculty and friends and through the help of John's widow, Thelma Dinkeloo. She has encouraged the college to look across the wide field of architecture and to search out designers who are working internationally to develop ideas and concepts with the same fervor that her late husband demonstrated.

GUIDO A. BINDA EXHIBIT AND LECTURE

The Guido A. Binda Lecture Series was established at the college in 1997 to bring special lecturers to campus on an annual basis for the benefit of students, faculty and the public. Alumnus Guido Binda, BSAA'31, maintained a distinguished architectural practice in western Michigan specializing in the design of public school buildings.

CHARLES and RAY EAMES LECTURE

The Charles and Ray Eames Lecture Series is an annual event at the college which celebrates design and the Eames legacy. It is sponsored by Herman Miller, Inc. of Zeeland, Michigan, manufacturer of Eames furniture designs for almost 50 years. Nearly everyone has sat in a chair designed by the Eames but their influence goes far beyond the "potato chip" chair. Charles Eames came to the Cranbrook Academy of Art at the invitation of the famous Finnish architect Eliel Saarinen, who taught at UM before his Cranbrook design responsibilities. At Cranbrook, where Charles and Ray met and married, Eames set up a department of experimental design in the late 1930s and early 1940s. Not only did the Eames influence furniture design, but they researched practical methods for molding plywood, aluminum, and wire chairs for mass production. They also created the first wave of multimedia presentations using multiple images and multi-sensory stimuli.

Internationally renowned architects, planners, designers, critics, and scholars who have recently lectured and exhibited at the college include:

- Michael Rotondi and Clark Stevens, ROTO Architects, Los Angeles
- Jesse Reiser, Reiser and Umemoto, New York City
- Steven Holl, Architect, New York City
- Ben van Berkel, UN Studio, Amsterdam
- Lars Lerup, Dean, Rice School of Architecture, Houston
- Robert Mangurian and Mary-Ann Ray, Studioworks, Los Angeles
- Glenn Murcutt, Architect, Sydney (2002 Pritzker Prize Laureate)

- Eric Owen Moss, Architect and Director, SCIArc, Los Angeles
- Franz Dieleman, Professor of Urban and Rural Geography, Utrecht University, Utrecht
- Lindy Roy, Architect, Roy Design, New York City
- Brian MacKay-Lyons, Architect, Halifax
- Max Bond, Architect, Davis Brody Bond Architects, New York City
- Farshid Moussavi/Alejandro Zaera Polo, Foreign Office Architects, London
- Dell Upton, Architecture Historian, UVA, Charlottesville
- Anthony Vidler, Dean, Cooper Union School of Architecture, New York City
- Mark Wamble/Dawn Finley, Architects, Interloop A/D, Houston
- Tod Williams/Billie Tsien, Architects, Tod Williams Billie Tsien and Associates, New York City
- Michael Speaks, Head, MRandD Program, SCIArc, Los Angeles
- Dave Hickey, Writer and Critic, Las Vegas
- Manuel Castells, Professor of Sociology and City and Regional Planning, University of California, Berkeley
- Manuel de Landa, Theorist, New York City

Exhibits of work from distinguished professionals rotate in our college galleries. In addition, there are exhibits of student and faculty work. The student exhibit is an annual event in keeping with the tradition established by former college Architecture Professor Eliel Saarinen. Work from the pre-architecture, undergraduate, and graduate design studios is exhibited. There is no better indicator of the quality of a program than the work of its students. Fundamental to the architectural design studio today, as well as during Saarinen's time, is the emphasis on critical discourse in the design process. Innumerable conversations and debates help form the final studio product, a process vital in detail and precision to the teaching of design. This annual exhibit represents a faculty and student body dedicated to the highest standards of excellence.

College publications encompass a diverse array of both faculty and student work. The college sponsors the *Michigan Architecture Papers*, a series of books that records the work of important practicing architects and events at the University of Michigan. Each year, a group of students under the direction of a faculty member produce *Dimensions*. This journal offers a reflection of what the students and faculty at Taubman College are thinking, and its effect on their production. It's a sideways glance into their collective

activities of design, criticism, and research. *Portico*, the college's alumni newsletter, is published three times annually and reports college news and events, as well as alumni updates. Other college publications include the Urban and Regional Research Collaborative's (URRC's) *Working Paper Series*.

Faculty and students also plan and organize educational conferences, symposia, and meetings that draw regional, national, and international audiences. Professionals and scholars from around the world regularly visit the college serving as critics, jurors, and seminar leaders. Individual faculty members conduct field trips to major urban centers and other notable sites and buildings as part of our instructional programs.

TAUBMAN COLLEGE BUILDING DESIGN WORKSHOP

Since 1994, a series of design and build projects in the Architecture Program has helped to integrate the skills needed for successful design, construction, and professional practice. These projects are “real” in the sense that they require students to meet with clients and building officials internal and external to the University, understand the codes and laws that apply to their projects, generate alternatives based upon cost estimates and budgets, and monitor the process and timing of delivery. Often, the students are involved hands-on in the fabrication of projects from the initial generative conceptualization of the design. Recent projects have included “The Eraser Room,” a small conference room in Taubman College with walls, floor, and conference table clad entirely in dry-erase board, UM's Angell Hall Courtyard Computing Site and the Art and Architecture Building Faculty/Staff Lounge and IT Space.

TAUBMAN COLLEGE OUTREACH

The Community Partnership Center gives students in Taubman College opportunities to provide planning and design assistance to nonprofit organizations in Detroit, Ann Arbor, and other Michigan communities. Through the outreach opportunities, students gain valuable experience while assisting neighborhoods in areas such as community development, physical planning, strategic planning, geographic information systems, parks planning, housing planning and design, economic development, and transportation projects.

There are several ways for students to get involved, gain hands-on experience, and contribute to community-building efforts underway at the University:

- Register for a capstone course in urban planning or take a community-based studio in architecture or urban design
- Work on a community-based professional project or planning thesis
- Participate in the annual Detroit Design Charrette
- Apply for membership in the Michigan Neighborhood AmeriCorps Program
- Apply for the HUD Community Development Work Study Program (reserved for incoming M.U.P. students only)
- Serve as an intern at a community-based organization
- Join a research project that produces findings useful for planning and design practice

TAUBMAN COLLEGE UM DETROIT CENTER AND COMMUNITY DESIGN CENTER

The University of Michigan is playing an active and visible role in the redevelopment of the American city by establishing its Detroit Center in the heart of that major city.

The new 12,000 square-foot UM Detroit Center occupies the ground floor of Orchestra Place on Woodward Avenue near downtown. Taubman College's former dean Douglas Kelbaugh spearheaded the project, providing the vision and initiative to make it a reality. The new facility opened in September 2005 and will provide a home for dozens of longstanding programs and research projects while also offering space for an increasing number of University programs involving Detroit citizens and organizations. The facility will provide offices and space for classes, meetings, exhibitions, lectures, and collaborative work while serving as a home base for students and faculty working on projects in Detroit.

At the northern end of the facility, Taubman College occupies 1,000 square feet of high bay studio space with its Community Design Center. The center is equipped with desks/workstations and a faculty office. This community workshop offers low and no-cost planning and design services to community and neighborhood groups and organizations.

TAUBMAN COLLEGE RESEARCH

Research at Taubman College of Architecture and Urban Planning has a rich and diverse history. Since the 1940s, when faculty conducted research on pre-fabricated housing, sponsored research activity has been an important part of the college's mission. Each of the academic programs encourages and supports the research and scholarly activities of its faculty and students. General areas of inquiry conducted in the college have included work in design research and building, environmental planning, building technology, facility and energy management, human behavior and the environment, computer aided design, post-occupancy evaluation, policy planning, security planning, housing and facilities for special populations, geographic information systems, transportation studies, economic development, planning processes, international urban development, the study of built form and land use, and city and neighborhood design.

The Urban and Regional Research Collaborative (URRC) is an umbrella organization for urban and regional research within Taubman College. The URRC provides a forum for research synergy and exchange, as well as enhanced visibility for the college's urban and regional research.

In addition, the URRC provides collaborative space in the building for students and faculty working on research projects. Research under URRC concerns a wide range of topics. These include clusters of projects in environmental design and security as part of the Studies in Urban Security Group, transportation studies, urban economic development, urban design, urban and regional transformation in the U.S. and elsewhere in the world, and assessment of the quality of urban life.

Support for the research activities of the college comes from public agencies, business and industry, foundations, the University, special user groups, alumni, and corporations. Other partnerships with professional architects and planners are established for specific research endeavors.

TAUBMAN COLLEGE FACILITIES AND RESOURCES

The Art and Architecture Building provides nearly 240,000 square feet of space equally divided between two academic units of the University: A. Alfred Taubman College of Architecture and Urban Planning and the School of Art and Design. The building, opened in 1974, includes a range of excellent facilities including generous studio space,

galleries, classrooms, well-equipped laboratories, a 150-seat lecture hall, conference and seminar rooms, faculty and administrative offices, and extensive workshops arranged around a central courtyard. The design studio, three-fourths of an acre in area, is the largest in the country. The building conforms to all barrier-free design regulations and handicap parking is available.

Computer access is widely available and distributed throughout the building. The adjacent Duderstadt Center provides additional advanced technology and communications and houses the library collections for art, architecture, urban planning, and engineering; state-of-the-art laboratories for visualization, virtual reality, video, music, and dance; and an exhibit gallery.

TAUBMAN COLLEGE ARCHITECTURE/PLANNING STUDIO

The architecture/planning studio, located on the third floor, offers 30,000 square feet of continuous workspace and is the largest academic studio in the world. The large, open plan is configured with modular workplaces for each student electing a studio course. All tables and storage units are movable in order to permit easy adaptation to a variety of class sizes, projects, and methods of instruction. Seminar rooms and flexible design review spaces are located at each end of the studio.

TAUBMAN COLLEGE COMPUTING

Teaching and research computing resources are available for student use in various locations within the Art and Architecture Building

- The Art and Architecture Building supports wireless computing, allowing network and internet access from most points in the building for students, faculty, and staff
- The studio's network also allows students to bring their personal computers and access the college's shared resources from individual studio desks
- Faculty-designed, student-built computing clusters occupy each end of the design studio and are available to students 24 hours a day
- The University-supported public computing site on the second floor has additional computers that can be reserved for classroom use as well as on a drop-in basis for independent graphic and computer-aided design studies
- Additional computing labs support specialized functions and/or programs in the building. These facilities include building and environmental technology instruction

and applications, Geographic Information Systems (GIS) research and instruction, and doctoral program research and instruction

- Students may also access other public computer sites on campus, including the Duderstadt Center across the street

DUDERSTADT CENTER/LIBRARY

The Duderstadt Center, provides students with access on a drop-in basis to 360 computers running Solaris, dual-boot Windows XP/Linux, and Mac OS X. The Duderstadt Center also provides an incubator environment for faculty and students involved in projects exploring existing or emerging digital technology. The Duderstadt Center Programs staff, working with faculty and students, provides an array of resources in specialized facilities including the:

- 3D Lab, for creating multi-dimensional images using computer modeling and resources such as the GeoWall, 3D printer, render farm, and an Onyx-driven CAVE environment;
- Learning Technology Lab, for support with CourseTools and usability/accessibility testing for software and website development;
- Collaborative Technology Lab, which is developing the next generation of web-based instructional and research tools;
- Digital Media Tools Lab, which includes the Digital Asset Management System (DAMS) Living Lab, for exploring existing and emerging digital asset management technologies;
- Smart Studios—a group of video, audio, and electronic music recording studios, a media conversion facility, and digital video editing suites.

In addition, there are four sophisticated computer instruction classrooms and several meeting rooms, including two that are equipped for videoconferencing.

The Duderstadt Center houses the core library collections for Taubman College of Architecture and Urban Planning, the School of Art and Design, and the college of Engineering. Located directly across Bonisteel Boulevard from the Art and Architecture Building, the library contains approximately 80,000 volumes relating to art, architecture, design, and urban planning alone. In addition the library collects over 400 journals in

architecture, urban planning, and art. It is a place to meet with students from other colleges, explore new ideas, and find information addressing both the aesthetic and technical aspects of design. The facility includes a rare book collection with rare and limited-edition books and photographs and a visual resource collection with over 100,00 35mm slides, videos, and blueprints. The library provides access to an extensive array of online resources including catalogs, full-text journals, image databases, and the World Wide Web. Subject area librarians are happy to assist students in their research. For help with resources related to architecture and urban planning contact Rebecca Price (rpw@umich.edu or (734) 647-5274) or visit the library webpage at <http://www.lib.umich.edu/ummu/>.

The library at the Duderstadt Center is part of the University of Michigan's extensive library system, one of the largest research libraries in the world. The Harlan Hatcher Graduate Library is the University's primary research collection for the humanities and social sciences. The Graduate Library collection numbers approximately 2.5 million volumes including 10,000 journals and periodical subscriptions written in several hundred languages and covering a broad array of subject specialties. In addition, these collections are supported by strong holdings in U.S. and foreign government publications, an outstanding collection of maps and related materials, manuscripts and special collections, over 1.5 million items in microformat, and a strong collection of reference and bibliographic sources in print and machine-readable formats. More information on the University's library system is available at <http://www.lib.umich.edu/>.

During the academic year, the Duderstadt Center is open 24 hours a day, 7 days a week. For more information visit the website at <http://www.ummu.umich.edu/>.

ART AND ARCHITECTURE SHOP

The shop is a 6,000 square foot facility located on the first floor, in the southwest wing of the Art and Architecture Building. A fully equipped wood shop with several stations of the most common machines, the shop also has a good complement of plastics and metal working equipment and two CAD-driven laser cutters for wood, paper, and plastics. The shop staff of professional model makers oversee and guide all work in the shop and they conduct annual training programs for students. Shop hours extend into the evenings and part of the weekend for the convenience of students.

TAUBMAN COLLEGE MEDIA CENTER

Located on the second floor of the Art and Architecture Building, the Media Center is a full-service retail digital printing, plotting, and copy center specially-equipped to cater to the needs of the college's architecture and planning students, faculty, and staff as well as clients from around the University.

The Media Center services include color copying and digital color printing, large format digital output up to 42 inches wide, and black and white copying and digital printing. The Media Center also provides a wide array of handwork services such as collating, folding, cutting, stapling, binding, and laminating.

Media Center staff assists customers with UPS, DHL, and other carriers for ground and overnight shipments and can assist with copyright clearance. Students and faculty may also reserve and check out audiovisual equipment at the Media Center.

The Media Center produces and sell course packs, college publications, copy cards, postage, and a large selection of office, art, drafting, mailing, and computer supplies as well as beverages and snack foods.

All major credit cards, cash, checks, and university accounts are accepted and Media Center hours extend into evenings and weekends for the convenience of students and faculty. Learn more at: <http://www.TaubmanCollege.umich.edu/mediacenter/>.

TAUBMAN COLLEGE BUILDING TECHNOLOGY LABORATORY

The 7,000 square foot Building Technology Laboratory is a unique resource for class use in group assignments or demonstrations, individual investigation by students or faculty and research in teaching methods in the area of building technology. Within the BTL are specialized laboratories and areas:

ACOUSTICS LABORATORY

Supports classroom demonstrations, technical measurements and research in architectural acoustics.

BUILDING THERMAL UNIT SIMULATORS (BTUS)

The BTUS has test chambers with identical single zone building systems for heating and cooling. The computer-controlled environments allow for full-scale investigations of thermodynamic processes in areas such as heat transfer, mass thermal storage and comfort control. The system is also used for facility planning and design decision making.

SKY SIMULATOR

A 30' diameter hemispherical dome structure, representing an artificial sky, is used to perform daylighting studies under simulated clear and cloudy conditions in all building types and computer validation.

SUN AND SOLAR ANGLE SIMULATOR

The simulator is used to demonstrate the correlation between the time of year and solar exposure of a building for a given location on the earth.

MAPPING TABLE FOR WIND FLOW SIMULATION

The fluid mapping table uses water to simulate wind motion.

WEATHER STATION

Fully equipped and located on the roof of the laboratory, it consists of photometric and radiation sensors for measuring horizontal, global and diffuse illuminances, and irradiances of the four cardinal orientations and zenith.

FULL-SCALE PHOTOVOLTAIC SYSTEM

A 2.4 kW photovoltaic system on the roof demonstrates the technology, studies all aspects of roof integration and evaluates the utilization of generated electricity in the building to research potential technological implications, especially with regard to existing structures.

FULL-SCALE SIMULATION LABORATORY

This simulation facility is used for the photometric study and evaluation of office and industrial lighting systems for design applications. It provides quantitative photometric information on how different lighting systems and design approaches affect the visual

quality and comfort of typical work environments. The 40' x 50' facility is capable of controlling ceiling height, floor area, and window size, allowing for the controlled simulation and study of ceiling integrated lighting, furniture, integrated task lighting, and window aperture daylighting systems. It is also used for lighting and daylighting computer algorithm validation.

DIGITAL FABRICATION LAB (FABLAB)

The fablab aids in the crossover between computer-aided design and advanced fabrication techniques. An extensive suite of software along with computer-driven hardware tools helps introduce basic concepts of manufacturing and construction for studio hands-on labs, small design projects, and research projects.

Hardware includes:

- CNC router: Mills 3D surfaces out of solid materials and cuts 2D profiles out of flat stock materials
- 3D digitizer: Digitally captures points and curves from physical artifacts
- Rapid prototyping 3D printer: Prints 3D models from digital files
- Laser cutters: The college shares two laser cutting machines with the School of Art & Design for cutting flat stock materials such as cardboard, wood, plastic, and more

STRUCTURAL TESTING EQUIPMENT

A test floor is available for structural analysis. A complete set of test fixtures is available to conduct property investigations in wood, metals, concrete, and mortar.

COMPUTER LAB

Classroom instruction is supported with the latest hardware and software for acoustic, daylighting, and visualization of the luminous environment, thermal energy analysis, and structural and CAD applications.

TAUBMAN COLLEGE GEOGRAPHIC INFORMATION SYSTEMS (GIS) LABORATORY

Since its inception in 1989, the Geographic Information Systems (GIS) Laboratory has developed into an integrated network of GIS hardware, software and data. The geographic focus of this effort is on the State of Michigan. The laboratory maintains statewide electronic data sets on streets, city, hydrography and demography. The lab is a teaching facility as well, serving up to 40 students per semester. This lab facility is part of the larger university-wide system for support of spatial analysis, including the Map Library at the Harlan Hatcher Graduate Library. A recent multi-disciplinary initiative has been funded that will make GIS even stronger at the University of Michigan.

TAUBMAN COLLEGE Spatial and Numeric Data Services (SAND-North)

Taubman College maintains a spatial analysis laboratory that also services as the North Campus Center of the Spatial and Numeric Data Services library (SAND-North). SAND-North is located on north campus in the Art and Architecture Building in room 1241. It supports the use of spatial data, numeric data, and statistics in research and teaching by the University of Michigan community. For example, for numeric data, SAND-North

- Assists in locating and acquiring data sets, especially social science data sets
- Assists in using statistical software for data analysis
- Ensures data sets of interest to the UM community are cataloged in MIRLYN

For spatial data, SAND-North

- Assists in locating and acquiring digital spatial data sets
- Assists in using geographic information systems (GIS) software
- Acquires, stores, and provides access to digital spatial data sets in a repository, accessible via the online catalog

TAUBMAN COLLEGE ENROLLMENT AND STUDENT PROFILE— FALL 2009

ENROLLMENT

| | |
|--------------------|-----|
| Undergraduate..... | 214 |
| Graduate..... | 347 |
| Total..... | 561 |

STUDENT PROFILE

| | College-Wide | Undergraduate | Graduate |
|------------------------|--------------|---------------|----------|
| Women | 44% | 45% | 43% |
| Minorities | 17% | 28% | 11% |
| Michigan Residents | 50% | 72% | 37% |
| International Students | 19% | 6% | 27% |

TAUBMAN COLLEGE STUDENT ORGANIZATIONS

There are several student organizations within the college. Each of these organizations has a mailbox near the faculty/staff lounge on the Art and Architecture Building's second floor. APX, AIAS, and OAP have offices in the North Campus Commons.

ALPHA RHO CHI (APX)

Alpha Rho Chi is a national professional architectural fraternity. The chapter has set as its goals: increasing members' awareness of different aspects of the profession, increasing contact with alumni, and sponsoring events in keeping with the chapter's goals.

AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS (AIAS)

The organization is composed of a national office and member chapters from all of the architecture colleges in the United States and one in Canada. The purpose of AIAS is to organize architecture students and combine their efforts to advance the science and art of architecture. The mission of AIAS is to promote excellence in architectural education, training, and practice, and to foster an appreciation of architecture and related disciplines among all persons.

AIAS undertakes a variety of programs and services each year to achieve these goals by providing students with the opportunities to communicate and interact with each other about topics concerning education and professional design.

The main AIAS event of each academic year is “Forum.” This event is a national convention held the week of Thanksgiving vacation in a host city. Representatives from every AIAS chapter in the United States are present for a week of education, lectures, sightseeing, and fun.

ASIAN AMERICAN ARCHITECTURE STUDENTS’ ASSOCIATION (ASIARCH)

AsiArch is for Asian American architecture students. The group sponsors events such as lectures, panel discussions, exhibits, competitions, and social events to promote lively discussions of diversity in student life as well as in professional practice.

THE ORGANIZATION OF AFRICANAMERICAN STUDENTS IN ART, ARCHITECTURE, AND PLANNING (OAP)

Formerly known as AfricanAmerican Students in Design (AASID), OAP was reorganized in 1990–91. Regular meetings—some with planned programs—are held throughout the year.

ARCHITECTURAL REPRESENTATIVE COMMITTEE (ARC)

Through active participation in the architecture community at the University of Michigan, this independent student advisory board:

- Empowers students to determine the direction of their education
- Creates a recognizable channel through which students can express and act upon their academic, social, and global interests
- Fosters an open network of thought exchange within the architecture program, respecting every voice as equal
- Inspires every student to diversify, enrich, and strengthen his/her academic experience in the architecture program

Elected members of this student organization earn (1) course credit and can take a role on one of ARC’s 11 different committees.

URBAN PLANNING STUDENT ASSOCIATION (UPSA)

UPSA is open to participation by every urban planning student and strives to integrate student needs and views into the decision-making process within the Program. UPSA also organizes social events and works to form strong relationships among all urban planning students.

PLANNING ARCHITECTURE RESEARCH GROUP (PARG)

The purpose of PARF is to facilitate a collegial environment between the architecture and planning doctoral programs and to increase student opportunities for academic service and research.

TAUBMAN COLLEGE CAREER PLACEMENT

The college assists current and graduating students in their job searches by posting job openings, maintaining files of job announcements, sending out a résumé book and scheduling on-campus interview sessions. The college has a solid reputation for producing well-trained, educated graduates and works closely with alumni and other professionals to assist them in meeting their personnel needs. The college also sponsors events to aid students in the development of a career strategy which will assist them throughout their professional lives. These events bring students together with alumni, professionals and recruiters from various firms.

In addition, the university has a Career Planning and Placement Office which has an extensive library of related materials. Professional staff provide career counseling, placement counseling, referral services and information on student employment. Seminars are offered in résumé writing, the job search process, and interviewing skills.

TAUBMAN COLLEGE MATERIALS AND EQUIPMENT

Taubman College provides drawing tables, lockers, stools, and other essential furniture for the operation of classes. It is assumed that students using this equipment will bear in mind that it must be available to others and consequently will leave it in good condition. The student is responsible for providing all other materials except those furnished through the payment of lab fees. Unless notified otherwise, students are advised to purchase required supplies after arrival at the University when course elections have been established and materials lists are made known for the term's work.

TAUBMAN COLLEGE RETENTION OF STUDENT WORK

The faculty reserves the right to retain examples of student work, done in conjunction with class assignments, for purposes of illustration, instruction, and exhibition.

TAUBMAN COLLEGE COLLEGE USE OF DIGITAL MEDIA

The college may record/capture video, audio, and/or images of students and student work during regular college activities (i.e. class sessions, lectures, exhibits, studio critiques, group meetings, etc.). These media may be made available in various forms to describe and/or promote college activities and programs in a variety of ways consistent with the mission of the college and University.

TAUBMAN COLLEGE STUDENT APPEAL PROCEDURE

It is the purpose of the appeal procedure to provide undergraduate and graduate students and faculty with a mechanism for review of student and faculty allegations about matters pertaining to student conduct, performance and status and/or faculty misconduct. The appeal procedure shall be available to both student and faculty members of Taubman College for review of grievances of academic matters, including, but not limited to:

1. All aspects of the degree process involving grading, evaluation, or status
2. Unjustified denial of student access to data or misappropriation of student data
3. Professional misconduct toward students
4. Unfair, discriminatory, or intimidating treatment of students, including sexual intimidation and discrimination due to disability
5. Discipline or other action taken as a result of allegations or findings of student academic misconduct involving plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials, and aiding and abetting the perpetration of such acts

TAUBMAN COLLEGE PROCEDURE FOR APPEALS

STEP 1

The first step is discussion of the grievance by the student and the faculty member. It is anticipated that most disputes can be resolved without recourse to other steps.

STEP 2

If not satisfied with the outcome of this discussion, either party may request time to discuss the problem with the appropriate program chair who will informally attempt to mediate and resolve the dispute.

STEP 3

If Step 2 fails to satisfy either party, he or she may request time to discuss the problem with the dean of the college, who will informally attempt to mediate and resolve the dispute.

STEP 4

If Step 3 fails to satisfy either party, he or she may present a written grievance to the appropriate program chair requesting review by an appeal board. In the event the program chair is personally involved in the complaint, the written grievance shall be addressed to the dean of the college.

STEP 5

Upon receipt of a written grievance, the program chair (or dean) will appoint an ad hoc appeal board comprised of two faculty and two students to review the case. The appeal board shall conduct a hearing to hear the complainant's case and the respondent's case including the calling of witnesses for either or both sides. Upon consideration of the facts and circumstances of the case, the appeal board shall prepare a written recommendation to the chairperson (or dean) who will promptly inform the complainant and the respondent in writing of the results of the appeal board investigation.

STEP 6

If the decision is still not acceptable to either party, the matter shall be presented to the executive committee of the college who will make a final determination.

TAUBMAN COLLEGE GUIDELINES FOR APPEALS

It is the duty and responsibility of all faculty, staff and students in Taubman College to maintain equity and consistency in the application of college policies and procedures. The appeal procedures outlined above are designed to insure that each individual is provided with an opportunity for a thorough examination of any decision or action which that individual may perceive as arbitrary, capricious or unjust. The appeal procedures can achieve this objective only with the cooperation and good faith of all parties involved. Certain guidelines should be noted.

1. Every effort should be made to resolve disputes at the lowest possible step in the appeal procedure.
2. Written grievances should be filed promptly, as soon as possible following the action or decision from which the appeal derives. College officials will respond to appeals in a timely manner.
3. All written grievances should include all pertinent facts and information that substantiate the grievance. All decisions made in response to such grievances shall be made in writing and include the reasons and/or basis for each decision.
4. A graduate student teaching assistant involved in an allegation to be adjudicated shall enjoy the rights of faculty when the allegation concerns his/her performance in the exercise of his/her assigned duties. (Employment-related matters covered by the University contract with the Graduate Employees Organization are outside the jurisdiction of this college.)
5. When a student enrolled in another academic unit files a grievance against a member of Taubman College faculty, the Taubman College appeal procedures are followed. Conversely, when a student enrolled in Taubman College files a grievance against a faculty member in another unit, the procedures of that unit will be followed.

RESIDENCY CLASSIFICATION GUIDELINES

The University of Michigan enrolls students from 50 states and more than 120 countries. Residency classification guidelines have been developed to ensure that decisions about whether a student pays in-state or out-of-state tuition are fair and equitable and that all applicants for admission or enrolled students, even those who believe they are Michigan residents, understand they may be asked to complete an application for resident classification and provide additional information to document their residency status.

The Residency Classification Office in the Office of the Registrar on the Ann Arbor campus administers the University's residency guidelines. If your activities and circumstances as documented to the Residency Classification Office demonstrate establishment of a permanent domicile in Michigan, you will be classified as a resident once your eligibility has been confirmed. If your presence in the state is based on activities or circumstances that are determined to be temporary or indeterminate, you will be classified as a nonresident.

For more information and complete residency guidelines, visit the Office of the Registrar website at <http://www.umich.edu/~regoff/resreg.html> or contact the Residency Classification Office.

Residency Classification Office

Office of the Registrar

1210 LSA Building

500 South State Street

Ann Arbor, MI 48109-1382

Phone: (734) 763-5174

ACADEMIC CALENDAR FALL 2009–WINTER 2010

For the most current academic calendar information, visit the UM Office of the Registrar website at <http://www.umich.edu/~regoff/calendar/>

FALL 2009

| | |
|--|---|
| Registration (for students not pre-registered) | Sept 4, Fri |
| Labor Day (Holiday)..... | Sept 7, Mon |
| Classes begin | Sept 8, Tues |
| Fall Study Break..... | Oct 19–20, Mon–Tues |
| Thanksgiving recess 5:00 p.m. | Nov 25, Wed |
| Classes resume 8:00 a.m. | Nov 30, Mon |
| Classes end..... | Dec 14, Mon |
| Study Days | Dec 15, Tues and Dec 19–20, Sat–Sun |
| Examinations | Dec 16-18, Wed–Fri, and Dec 21-23 Mon–Wed |
| Commencement | Dec 20, Sun |

WINTER 2010

| | |
|--|---|
| Registration (for students not pre-registered) | Jan 5, Tues |
| Classes begin | Jan 6, Wed |
| Martin Luther King, Jr. Day | Jan 18, Mon |
| Vacation begins 12:00 noon..... | Feb 27, Sat |
| Classes resume 8:00 a.m. | Mar 8, Mon |
| University Honors Convocation..... | Mar 21, Sun |
| Classes end | Apr 20, Tues |
| Study Days | Apr 21, Wed and Apr 24–25, Sat–Sun |
| Examinations | Apr 22–23, Thurs–Fri and Apr 26–29, Mon–Thurs |
| Commencement Activities..... | Apr 30-May 2, Fri–Sun |

SPRING SUMMER 2010

| | |
|--|----------------------|
| Registration (Full and Spring Half Terms)..... | May 3, Mon |
| Classes begin | May 4, Tues |
| Memorial Day (Holiday) | May 31, Mon |
| Classes end (Spring Half Term) | June 21, Mon |
| Study Days | June 22-23, Tues-Wed |

Examinations June 24–25, Thurs-Fri
 Spring Half Term ends..... June 25, Fri
 Registration (Summer Half Term) June 29, Tues
 Classes begin (Summer Half Term)..... June 30, Wed
 Independence Day (Holiday)..... July 5, Mon
 Classes end 5:00 p.m. Aug 17, Tues
 Study Day Aug 18, Wed
 Examinations Aug 19–20, Thurs-Fri
 Full and Summer Half Terms end Aug 20, Fri

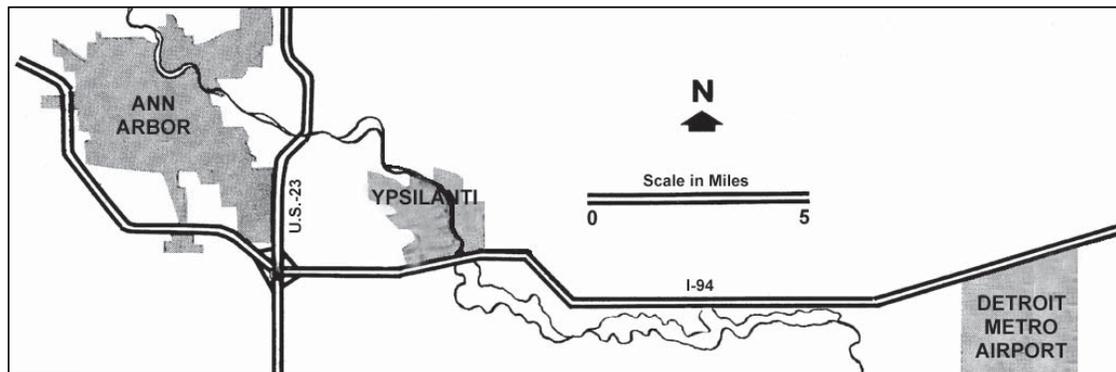
FALL 2010

Registration (for students not pre-registered) Sept 3, Fri
 Labor Day (Holiday)..... Sept 6, Mon
 Classes begin Sept 7, Tues
 Fall Study Break..... Oct 18–19, Mon–Tues
 Thanksgiving recess 5:00 p.m. Nov 24, Wed
 Classes resume 8:00 a.m. Nov 29, Mon
 Classes end Dec 13, Mon
 Study Days Dec 14, Tues and Dec 18–19, Sat–Sun
 Examinations Dec 15–17, Wed–Fri and Dec 20–22, Mon–Wed
 Commencement Dec 19, Sun

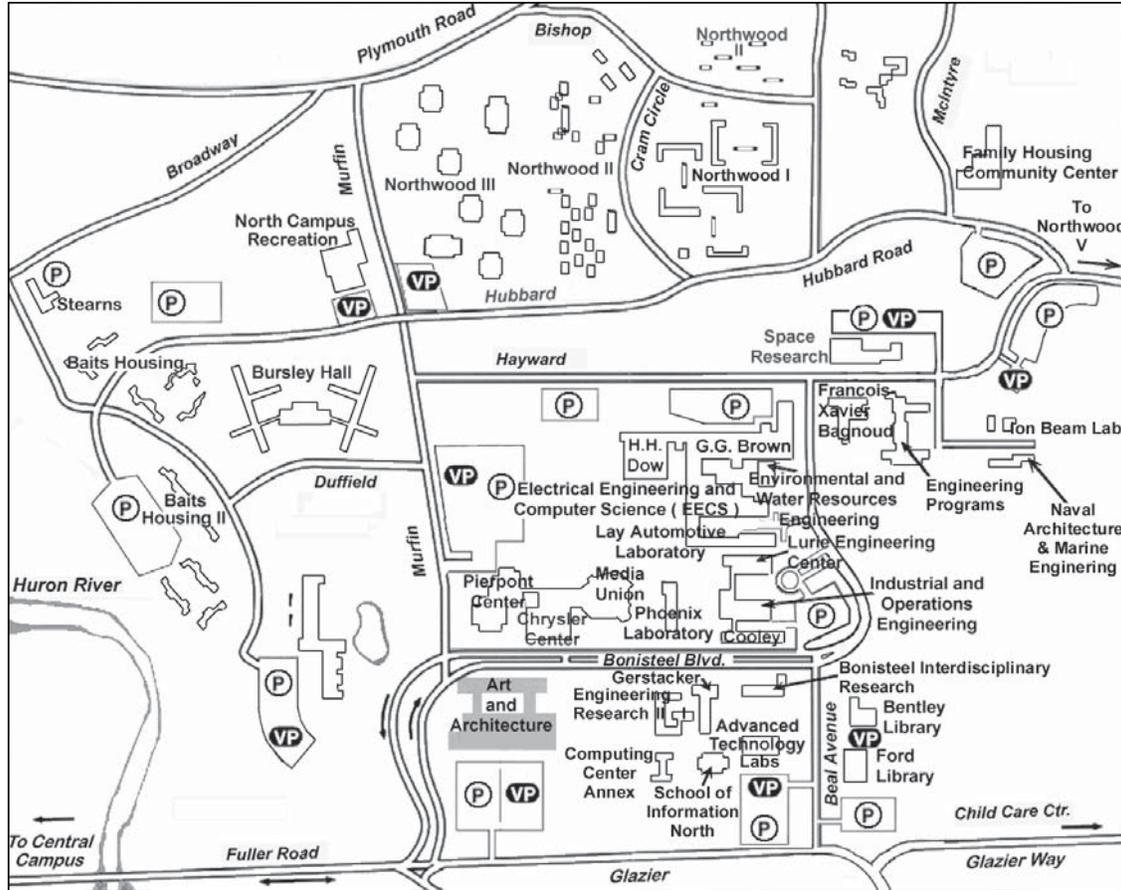
WINTER 2011

Registration (for students not pre-registered) Jan 4, Tues
 Classes begin Jan 5, Wed
 Martin Luther King, Jr. Day Jan 17, Mon
 Vacation begins 12:00 noon..... Feb 26, Sat
 Classes resume 8:00 a.m. Mar 7, Mon
 University Honors Convocation Mar 20, Sun
 Classes end Apr 19, Tues
 Study Days Apr 20, Wed and Apr 23–24, Sat–Sun
 Examinations Apr 21–22, Thurs–Fri and Apr 25–28, Mon–Thurs
 Commencement Activities..... Apr 29 - May 1, Fri–Sun

MAPS UM ANN ARBOR AREA



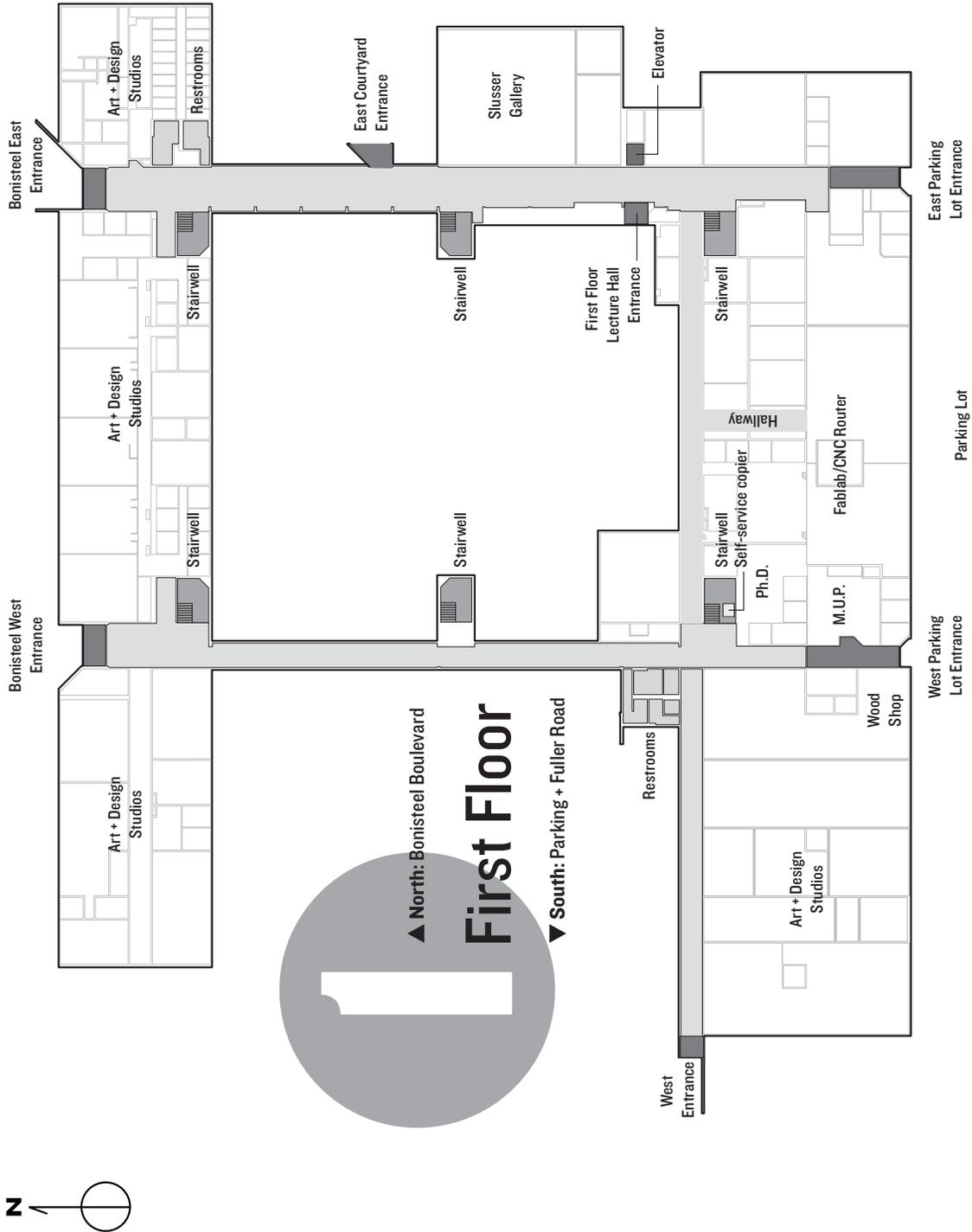
MAPS UM NORTH CAMPUS



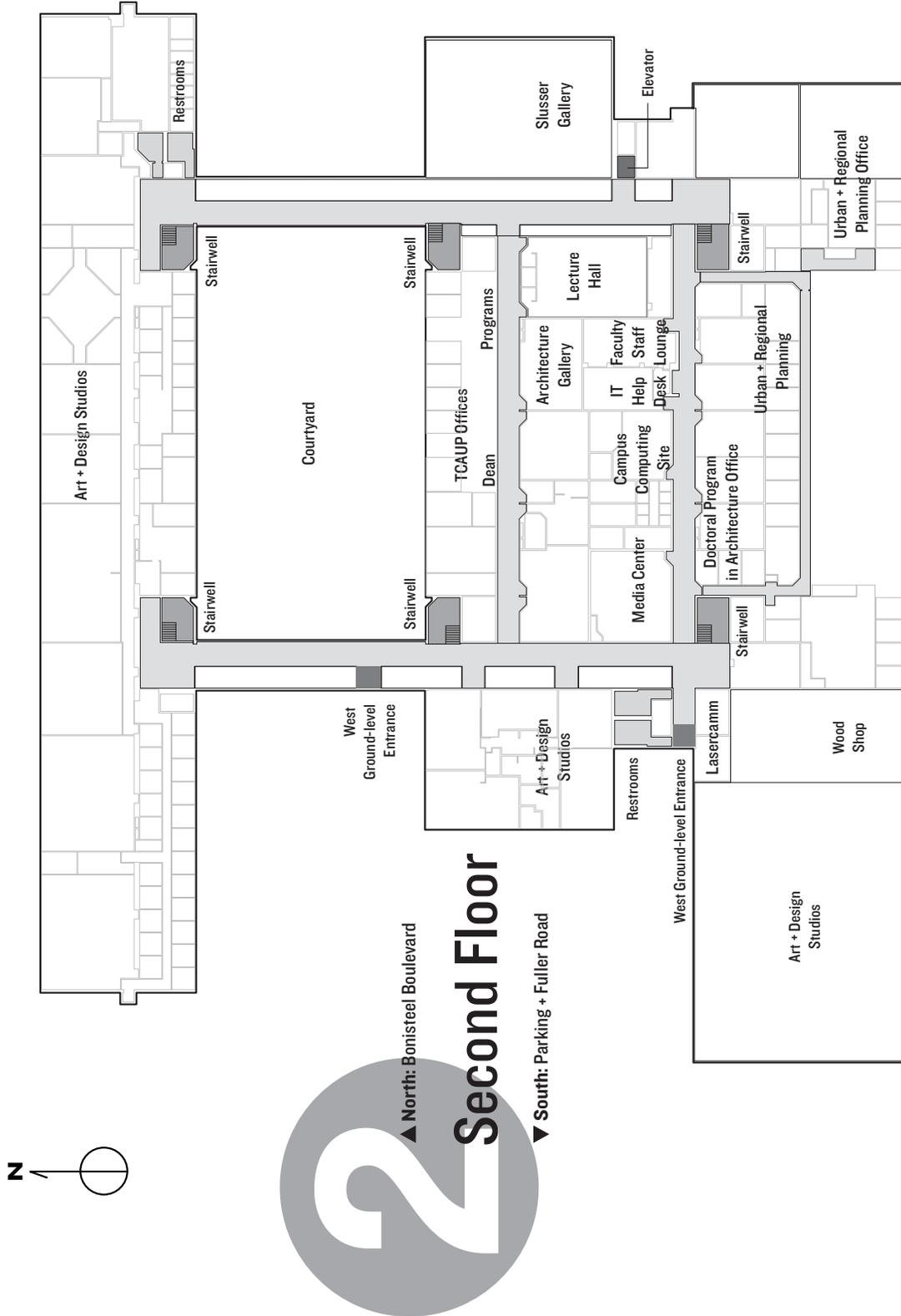
(P) = U-M Employee Parking (VP) = Visitor Parking

For a comprehensive set of UM campus maps, visit the Campus Information Center website at <http://www.umich.edu/~info/>.

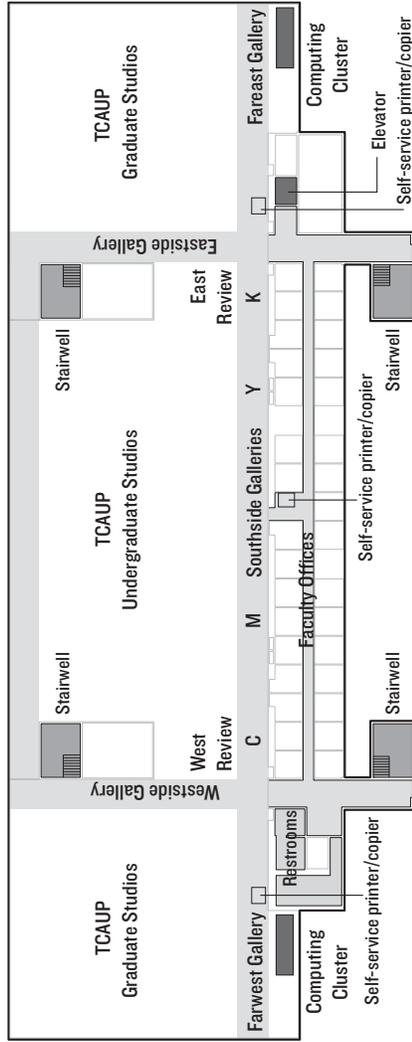
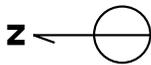
MAPS THE ART AND ARCHITECTURE BUILDING, 2000 BONISTEEL BOULEVARD



MAPS THE ART AND ARCHITECTURE BUILDING,
2000 BONISTEEL BOULEVARD



MAPS THE ART AND ARCHITECTURE BUILDING,
2000 BONISTEEL BOULEVARD



North: Bonisteel Boulevard

3 Third Floor

South: Parking + Fuller Road

STUDENT WEB RESOURCES

http://www.umich.edu/student_res.php

ACADEMIC CALENDAR

<http://www.ro.umich.edu/calendar/>

SCHEDULE OF CLASSES

<http://www.ro.umich.edu/schedule/>

TUITION AND FEES

<http://www.umich.edu/~regoff/tuition/>

FINANCIAL AID

<http://www.ro.umich.edu/tuition/>

STUDENT FINANCIAL OPERATIONS

<http://www.finops.umich.edu/student>

WOLVERINE ACCESS

Change your address; order transcripts; and access grades, financial aid, CRISP, and class schedules.

<https://wolverineaccess.umich.edu/>

REGISTRAR

Diploma, disenrollment procedures, term grade reports, drop/add deadlines, final exam schedule, residency regulations, and more.

<http://www.ro.umich.edu/>

STUDENT SERVICES

Career programs, course information, support services, and financial aid.

http://www.umich.edu/student_serv.php

INTERNATIONAL CENTER

<http://internationalcenter.umich.edu/>

STUDENT EMPLOYMENT

https://www.studentemployment.umich.edu/cmxc_content.aspx?cpid=11

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

<http://www.umich.edu/~caps/>

EMERGENCY PREPAREDNESS

<http://www.umemergencymanagement.umich.edu/>

HOUSING

<http://www.housing.umich.edu/>

LIBRARIES AND ACADEMIC RESOURCES

<http://www.umich.edu/libraries.php>

COMPUTING ON CAMPUS

Where you can use a computer, how to get started using the University of Michigan Computing Environment (UMCE), and what technical assistance is available.

<http://www.umich.edu/computing.php>

UNIVERSITY HEALTH SERVICE

Primary medical care services for currently enrolled UM students, non-enrolled students, students from Flint and Dearborn campuses, alumni, faculty, staff, UM retirees, spouses, domestic partners, and guests.

<http://www.uhs.umich.edu/>

CAMPUS INFORMATION CENTERS

<http://www.umich.edu/~info/>

THE CAREER CENTER

<http://www.careercenter.umich.edu/>

GRADUATE GUIDE TO COMMENCEMENT

<http://www.umich.edu/~gradinfo/>

ANN ARBOR AREA/LIFE ON CAMPUS

Maps and directions, campus safety, and housing.

http://www.umich.edu/campus_life.php

RIDEBOARD

http://www.umich.edu/~ridebd/mainAbout_.html

TAUBMAN COLLEGE FACULTY

<http://www.tcaup.umich.edu/faculty/directory/>

TAUBMAN COLLEGE STAFF

http://www.tcaup.umich.edu/about/staff_directory/

Student Yearbook

<http://www.michiganyearbook.com/>

INFORMAL LEARNING SPACE

INFORMATION

Lists and maps showing campus study resources.

<http://www.crlt.umich.edu/>

[learningspaceguidelines/informal.php](http://www.crlt.umich.edu/learningspaceguidelines/informal.php)

EXPLORE NORTH CAMPUS

Transportation and maps, schools and colleges, libraries, recreation, and more.

<http://www.umich.edu/~gonorth/>

INTRODUCTION

The Urban and Regional Planning Program offers two degrees: a professional master of urban planning (M.U.P.) and a Ph.D. in urban and regional planning. The urban planning profession is concerned with the human and physical environments of cities and regions. A primary goal of the profession is to improve the quality of life in places—whether neighborhoods, cities, metropolitan regions, rural settlements, or larger regions—anywhere in the world. In pursuing this goal, graduate students acquire knowledge in these areas:

1. An understanding of cities and regions, including the interrelationship between their social, economic, and political systems and their spatial patterns.
2. An awareness of the techniques for analyzing cities and regions and for developing plans and programs for their future.
3. The formulation of future development policies, especially as the process involves identifying problems, establishing objectives, generating and evaluating alternative plans, and implementing them.

MASTER OF URBAN PLANNING DEGREE

M.U.P. DESCRIPTION AND OBJECTIVES

The M.U.P. degree offers professional education in the planning field. Graduates may eventually apply their professional skills in various government agencies, private enterprises, or nonprofit organizations within a variety of subject areas. Graduate education at Michigan emphasizes the development of students' abilities to analyze, evaluate, integrate, and apply critical thinking in interdisciplinary planning processes. The course of study normally requires two years (four terms/full-time) for completion.

The M.U.P. degree, formally accredited through the American Planning Association and the Association of Collegiate Schools of Planning, takes a broad view of the scope of urban and regional planning. The core courses, about one-third of the credits, provide background for all areas of planning. Students choose to concentrate their studies in such areas as land use and environmental planning, housing, community and economic development, planning in developing countries, physical planning and urban design, and transportation planning. Because urban and regional planning is an interdisciplinary field, students are encouraged to choose related courses in other departments.

M.U.P. ADMISSION REQUIREMENTS

To be eligible for admission for the M.U.P. degree, a student must have earned a bachelor's degree from an accredited college or university and is expected to have maintained a "B" average (3.0 on a 4.0 scale) or better in his or her undergraduate studies.

M.U.P. GRADUATE RECORD EXAMINATION

GRE scores (General Test) taken within the past five years are required for all applicants. Schedule a test at: <http://www.gre.org>.

M.U.P. TOEFL/IBT EXAMINATION (International Students Only)

The TOEFL or MELAB test of English fluency is required for all international students except those who have received a degree from an institution where the language of instruction is English. Minimum expected scores are shown below.

| | Rackham (minimum expected scores) | Urban Planning (minimum expected scores) |
|------------------------|---|--|
| TOEFL (paper based) | 560 | 600 |
| TOEFL (computer-based) | 220 | 250 |
| MELAB | 80 or better | 85 |
| iBT | 84 | 100 or better |
| IELTS | n/a | 7 |

M.U.P. ACADEMIC ENGLISH EVALUATION (A.E.E.) POLICY

New graduate students with an undergraduate or graduate degree from an institution where the language instruction is English (either in the U.S. or in another country) will be exempt from the AEE. New graduate students who do not have a degree from an English-medium institution **may or may not** be required by the Rackham Graduate School to take the AEE. The decision will be made based on the student’s score on TOEFL, MELAB, or IELTS. **Testing is done after arrival on campus before classes begin.**

M.U.P. APPLICATION PROCEDURES

Students are encouraged to apply for fall term admission; M.U.P. students are also admitted in the winter term. The M.U.P. is oriented toward meeting the needs of full-time students, but part-time students are also encouraged to apply. The program seeks to accommodate the scheduling needs of these students.

Overall administration of the Graduate Program in Urban and Regional Planning is by the Horace H. Rackham School of Graduate Studies. All applicants must meet the general requirements of the Horace H. Rackham School of Graduate Studies. Please refer to the online publications for the most up-to-date information on admission and programs of study at <http://www.rackham.umich.edu>.

Students seeking admission for the M.U.P. should apply online at:

<https://apply.embark.com/Grad/UMich/Rackham/ProgramA/38/>.

When applying, please be sure to include:

Statement of Purpose

We want to find out how you arrived at your decision to pursue a M.U.P., what you plan to do during the course of your studies, and how you hope to use your graduate education in planning. If possible, the field of intended specialization or concentration should be indicated. There are no requirements for length. The typical length is two double-spaced pages. The instructions for the Statement of Purpose on the Rackham online application are different from those requested by the Urban and Regional Planning Program. Please follow the suggestions above.

Personal Statement

For the personal statement, please write a brief (one-half-page to one-page), non-academic statement about how your personal background and life experiences, including social, cultural, familial, educational, or other opportunities or challenges, have motivated your decision to pursue a graduate degree at the University of Michigan. This is not an academic statement of purpose but a discussion of the personal journey that has led to your decision to seek a graduate degree.

Letters of Recommendation

Two letters of recommendation are required. Additional recommendations can be submitted if desired. Recommendations should be submitted online. You will be prompted to register recommenders using the online application, enabling recommenders to submit recommendations electronically. Recommenders will complete the recommendation form and submit a letter electronically. Personal interviews are not necessary, but prospective students may visit the college and arrange for appointments with the program chair, faculty, and students.

Transcripts

SENDING OFFICIAL TRANSCRIPTS TO THE RACKHAM GRADUATE SCHOOL

- All applicants are required to mail one (1) set of official academic records/transcripts from undergraduate and postgraduate institutions to the Rackham Graduate School.

Rackham Graduate School

Attn: Transcripts/UM ID# (if known) or date of birth (mm/dd/yyyy)

915 E Washington Street

Ann Arbor, MI 48109-1070

USA

- Official documents must be provided by the institution awarding the degree. Academic records certified by notary publics are not official.
- Submit your application before sending your academic records/transcripts to Rackham. This will allow your documents to be processed more quickly.
- If you do not obtain a UM ID number before mailing your academic records/transcripts to Rackham, it is important that you inform us of any name changes. This includes former Last Name/Family Name/Surname and former First Name/Given Name that appear on your academic records/transcripts. This information will enable us to match your records to your application quickly.

IF YOU DO NOT HAVE A UM ID #, YOU CAN OBTAIN ONE BY REGISTERING AS A FUTURE GRAD STUDENT.

Indicating your University of Michigan ID number on your application and application documents allows your records to be matched and processed more quickly.

The University of Michigan will assign a UM ID # to your record within seven to ten business days. If your program's deadline date is within seven to ten days, submit your documents with your date of birth.

UPLOADING TRANSCRIPTS WITH THE ONLINE APPLICATION

- This transcript will be considered unofficial and does not replace the official transcript needed by Rackham.
- The graduate program's admissions committee is able to make a decision based upon your submission of an electronic transcript.
- When submitting transcripts online, upload the front and back of the transcript(s).

M.U.P. APPLICATION DEADLINE

The deadline for fall term applications for maximum financial consideration is January 5. (Please note: This is not an absolute deadline, but it is desirable to have your application complete as close as possible to January 5). Most applications are reviewed in late January and February. For fall term complete applications will be accepted through May 1 for international students residing overseas and July 1 for international applications residing in the US. The deadline for domestic applicants is August 1 or until the class is filled. For winter term, the application deadline is October 15 for international students and November 15 for domestic applicants. Send test scores to the following codes:

| | Institution | Department |
|-------|--------------------|-------------------|
| TOEFL | 1839 | 97 |
| GRE | 1839 | 4402 |

M.U.P. APPLICANT EVALUATION

The Urban and Regional Planning Program faculty carefully review each application on the basis of the candidate's grade point average and pattern of undergraduate academic performance, written statement of purpose and intended area of specialization, GRE and TOEFL scores, record of professional experience, career objectives, evidence of scholarly abilities, and potential for professional development. For those also applying to law schools, the LSAT can be used in place of the GRE. For those also applying to business schools, the GMAT can be used in place of the GRE.

M.U.P. ENROLLMENT DEPOSIT

To complete your acceptance of admission, the Urban and Regional Planning program requires that you pay a nonrefundable enrollment deposit of \$200. The deposit will be applied to tuition for the term to which you are admitted.

The quickest and most convenient way to pay your \$200 Enrollment Deposit is online via Wolverine Access on the same page where you are able to view your admissions decision. Through the online system you must pay via an electronic check payment (either a savings or a checking account); please have your routing number ready.

If you prefer to send your payment through the mail, you may do so by including a check or money order with the Enrollment Deposit form. The Enrollment Deposit form (EDR) may be printed from Wolverine Access. Make the check payable to the University of Michigan. Please mail the form and your \$200 payment to:

Student Financial Services
The University of Michigan
2226 Student Activities Building
515 East Jefferson
Ann Arbor, MI 48109-1316

C.U.G.S. THE CONCURRENT UNDERGRADUATE/GRADUATE STUDY PROGRAM

Under certain circumstances, University of Michigan undergraduates may begin concurrent graduate studies in urban and regional planning. The Concurrent Undergraduate/Graduate Study (C.U.G.S.) option offers advanced University of Michigan undergraduates the opportunity to combine the senior year with the first year of the master's program.

A student graduates with the master's degree in one additional year after the combined year. Up to 15 credits of graduate level courses may be counted toward both the bachelor's and the master's degrees. Applications for CUGS are evaluated by looking at a student's breadth of program, commitment to the field, degree of motivation,

academic ability, and GPA among other factors ordinarily used by graduate admissions committees. Applicants should have an undergraduate grade point average of 3.7 and must have met all requirements for the undergraduate degree except in the major and in independent study. The student must have completed at least six courses in the major and one independent study experience.

Students interested in CUGS should consult both their undergraduate advisors and the Urban and Regional Planning Program in their junior year. More detailed information on the application procedure can be obtained from the Rackham web site: <http://www.rackham.umich.edu/Admis/pdfforms/cugsform.pdf> or the LSA website: <http://www.lsa.umich.edu/lsa/cg/bulletin/chap5/>.

M.U.P. DEGREE REQUIREMENTS

In order to obtain the Master of Urban Planning degree, a student must fulfill the following requirements:

1. The student must complete a minimum of 48 approved credit hours, of which:
 - a) a minimum of 30 hours must be in graduate-level urban planning courses; and
 - b) no more than eight hours may be counted from among individual study-type courses (i.e., UP 680, 685, 733, or 734).
2. The student must complete all “core” courses, unless waived by the faculty member who teaches a specific core course.
3. Each student must complete a course in economics (UP 503) and a course in statistics (UP 510) if these were not taken as an undergraduate.
4. Each student must complete a minimum of four hours of courses outside the program (cognate requirement).
5. Each student completes a concentration that normally includes at least three courses.

Each student must earn an overall grade point average of “B” (5.0 on the 9.0 Rackham scale) or better while enrolled in the program.

Incoming students are assigned a faculty advisor with whom programs of study, course alternatives, concentration choices, and career objectives are explored. The counseling procedure within the program varies according to the individual student’s needs and his or her evolution through the four terms of study.

All students develop a written study plan using the “Degree Requirements Checklist.” This study plan should be reconsidered and revised by the student with the approval of the advisor each term. The checklist will be maintained in the student’s file and serve as the official record of a student’s progress toward degree requirements. Keeping the form up to date helps to ensure that degree requirements are met in a timely fashion. Students complete a concentration declaration form during their second full semester in the program; the concentration advisor should approve a student’s concentration plan on the Degree Requirements Checklist before the end of the third semester.

M.U.P. CORE COURSES

Generally, students take the majority of their courses during the first year from among the offerings of the Urban and Regional Planning Program. A series of “core” courses serve to give the student a broad-based knowledge of planning. These classes deal with urban planning analysis, history and theory, professional practice, and the social, economic, political, legal, and physical aspects of urban planning. If a student already possesses an acceptable level of competence in an area covered by a core course, an elective may be substituted. The determination as to whether or not a student possesses an acceptable level of competence will be made by the respective instructor in a core course in consultation with the student, his or her advisor, and the chair. All changes must be noted on the “Degree Requirements Checklist.” The “core” courses required of master of urban planning students are as follows:

| Course Number/Title | Credit Hours |
|--|---------------------------------|
| UP 503 Introduction to Statistics* (for those who have not taken statistics) | 3 |
| UP 504 Quantitative Planning Methods | 3 |
| UP 505 Fundamentals of Planning Practice | 3 |
| UP 510 Public Economics for Urban Planning** (for those who have not taken economics) | 3 |
| UP 513 Legal Aspects of the Planning Process | 3 |
| UP 540 Planning Theory..... | 3 |
| UP 610 Fiscal Planning and Management | 2 required of a 3-credit course |

UP 634 Integrative Field Experience 6
 or UP 631 Land Use and Physical Planning Studio
 or UP 733/4 Planning Thesis/Professional Project

* Or a statistics course taken prior to program entry.

** Or a microeconomics course taken prior to program entry.

M.U.P. INCOMPLETES

The Urban and Regional Planning Program follows Rackham policies on the assignment of grades (see <http://www.rackham.umich.edu/downloads/publications/gsh.pdf>) and supplements those policies as follows.

Students are expected to complete all course assignments in full and on time according to the course schedule established by the instructor. Consistent with rackham policy, if a student fails to attend a substantial portion of course lectures and fails to complete a substantial number of the assignments for a course, the instructor will assign a “No Report.” This grade will be converted automatically by the university to an involuntary withdrawal (ED) after the end of a term. Students who receive an NR will be required to retake the course.

Students are occasionally hindered from completing all of the requirements of a course because of unforeseen hardships. In that event, the instructor, at his or her discretion, may assign a grade of “Incomplete” for the course. Following Rackham policy, the instructor may assign an Incomplete only if the student has attended and completed a substantial portion of the course lectures and completed a substantial portion of the required work.

When assigning an Incomplete, the instructor will consult promptly with the student to determine the nature of the student’s hardship, establish the remaining work to be completed, and set a reasonable deadline for its completion. That deadline should be set as soon after the end of the term as possible and should not exceed two months following the end of the term, except under exceptional circumstances. The instructor will notify the student of the work remaining and the deadline(s) for completing that work in writing, which may be by email communications.

If the student completes all of the required work by the deadline, the instructor will assign the student's final grade by incorporating all of the completed work. If the student fails to complete all or part of the remaining work by the extended deadline, the instructor will assign the final course grade based on the work completed before the end of the term and before the extended deadline. In either case, because the notation "I" remains a permanent part of the academic record according to Rackham policy, the final grade as it appears on the student's transcript will be noted, for example, as "I B+."

M.U.P. CONCENTRATIONS

The Urban and Regional Planning Program requires master's students to select a concentration in order to gain depth in a specific area of the very broad field of urban and regional planning.

The following are guides for five possible concentrations. In general, a concentration recommends one or two "foundation" courses that provide the conceptual basis for analysis, decision-making, and planning in that area; techniques or methods course(s); and electives organized into "streams" of topics within the concentration. The structure of each concentration is slightly different, however, in order to fit the character of that subject area. Faculty are ready to advise you in selecting courses. A concentration is required for the degree.

Courses offered in other departments may require prerequisites and may restrict enrollment.

M.U.P. CONCENTRATION IN LAND USE AND ENVIRONMENTAL PLANNING

Since the mid-20th century, social commentators and researchers have voiced concerns about the kinds of land development patterns occurring around the U.S. (and now the world), today commonly described collectively as the phenomenon of suburban "sprawl." This phenomenon, which also encompasses urban and rural decline, is characterized by unlimited and outward expansion of development; low density residential and commercial settlements; leapfrog development; the dominance of transportation by private automobiles; widespread strip commercial development along

high-speed roadways; the segregation of land use types into different zones; and the siting of development with little regard for hazardous or environmentally sensitive landscapes. Moreover, a number of related physical and environmental ills have been attributed to this phenomenon, ranging from the ongoing decline of urban centers to the fragmentation and loss of rural landscapes, along with attendant social impacts such as increased socio-economic segregation, increased social ennui from isolation, and diminished public health from inactivity. This phenomenon of “sprawl” (itself a contested description) is still heartily debated: Is it really a bad thing (many people live in sprawl and enjoy it)? Is it the result of the market place producing what people want, or in fact the product of poorly-conceived public planning, policy and regulatory decisions from the past, or both? If it is a problem, what do we do about it and how do we ensure that the cure does not end up being worse than the disease?

This concentration prepares planners to work toward the long-term environmental and social sustainability of land use. The concentration focuses on training students to better inform private and public decision-making processes related to land development, especially within the context of these ongoing issues of urban decline and suburban sprawl.

Students are taught to recognize the value-based and analytical conflicts that are common to land development and environmental planning debates and to creatively employ planning and policy making approaches designed to resolve those disputes. The challenge is to guide land development in ways that preserve and restore the ecological integrity of urban and rural systems while improving the quality of life for residents, facilitating a vital economy, promoting the efficient use of land and community facilities, and respecting fiscal and legal requirements.

Land use and environmental planners address a wide array of overlapping issues such as sprawl and intergovernmental growth management; the relationships between land use and transportation systems; the relationships between economic development and environmental protection; open space and farmland preservation; brownfield redevelopment; transboundary environmental issues; and environmental justice. Land use and environmental planners find employment in local, regional, state, and federal government agencies, as private sector planning consultants, and in environmental nonprofit organizations.

A student in this concentration should take two of the four foundational courses and the two techniques/methods courses noted below. The student should then select from other courses (especially those recommended below) to complete a program of study that best fits his or her interests.

Foundational Courses (at least 2 of the following)

- UP 502 Environmental Planning: Issues and Concepts
- UP 520 Urban Land Use Planning
- UP 522 State and Local Land Management
- UP 532 Sustainable Development: Resolving Economic and Environmental Conflicts

Techniques/Methods Courses (both of the following)

- UP 614 Negotiation and Dispute Resolution (or NRE 532/533 below)
- UP 406 Introduction to GIS (or NRE 531 below)

Other Related Courses

- UP 523 Regional Planning
- UP 534 Conception, Practical Issues and Dilemmas in Environmental Justice (NRE 534)
- UP 560 Behavior and Environment (NRE 560)
- UP 572 Transportation and Land Use Planning (GEOG 472)
- UP 576 Ecological Design Approaches to Brownfield Development (NRE 576)
- UP 673 Historic Preservation and Urban Conservation (Arch 673)
- NRE 514 Environmental Impact Assessment
- NRE 531 Principles of Geographic Information Systems
- NRE 532 Natural Resource Conflict Management
- NRE 533 Negotiating Skills in Environmental Dispute Resolution
- NRE 550 Systems Thinking for Sustainable Enterprise
- NRE 559 International Environmental Policy and Law (LAW 682)
- NRE 561 Psychology of Environmental Stewardship
- NRE 565 Principles of Sustainability
- NRE 571 Environmental Economics
- NRE 593 Environmental Justice : New Directions

| | |
|------------|--|
| NRE 594 |Research for Environmental Impact: Assessments/Statements |
| NRE 662 |Seminar in Resource Policy and Administration |
| NRE 686 |Politics of Environmental Regulation (PUBPOL563, HMP 686) |
| PUBPOL 686 |State and Local Policy Analysis: Focus on Development |
| LAW 679 |Environmental Law/Environmental Law & Real Property |
| LAW 735 |Land Use Planning and Control |
| LAW 682 |International Environmental Law and Policy |
| LAW 771 |How To Save the Planet |

Faculty associated with the concentration:

Richard Norton (concentration coordinator)

Scott Campbell

Larissa Larsen

Jonathan Levine

June Thomas

Margaret Dewar

Bunyan Bryant

Matthew Lassiter

M.U.P. PLANNING IN DEVELOPING COUNTRIES

Many cities in Africa, Asia, the Middle East, Latin America, and the Caribbean face challenges of rapid population growth, resource scarcity, rural-urban migration, and severe poverty and socioeconomic inequality. Yet they also exhibit significant opportunities, including inventiveness borne out of necessities of survival (e.g. self-help housing, group micro-credit programs), and a highly effective use of resources. Development planners focus on understanding these issues and opportunities and formulating appropriate interventions, and on achieving social justice and redistribution of development benefits. They work in project management, administration, finance, as and urban policy. This concentration prepares planners to work in the diverse and rapidly changing contexts of the developing world.

The curriculum in this concentration focuses on assisting students to develop the tools and ideas to understand issues confronting cities in diverse socioeconomic, political,

and cultural circumstances; understand how globalization impacts the local space of cities and regions; work effectively in multicultural settings; and understand how the international development industry functions. Students may choose to focus on specific themes and substantive areas such as community development, transportation, environmental planning, land use and physical planning, or economic development. They may also choose to structure their coursework to focus on one of two distinct career trajectories within the field:

Project and Program Planning for Development:

Students may take courses that prepare them to work with non-governmental organizations such as Oxfam, the Self-Employed Women's Association (SEWA), and the Grameen Bank. Such organizations generally work at the community level to achieve social justice, empower marginalized populations, and facilitate collaborative practice at the local level. Coursework appropriate for this career trajectory may include development, program, and project administration; housing, infrastructure, and community development; economic development; environment and development; and theories of economic, social, and political development.

International Systems of Administration, Management and Finance:

Students may also choose coursework that prepares them to work on issues of macro concern such as structures of governance and politics, legal systems, and matters of finance and administration. The objective is to practice in international agencies such as the World Bank and USAID, private consulting firms, and UN agencies.

Here, the appropriate training may include coursework in development program and project administration; the international economy and financial policy; and theories of economic, social, and political development.

Students may also choose to pursue regional interests by taking courses listed by the National Resource Centers and Area Studies Programs in the International Institute which include regional seminars and courses in geographic areas of interest such as Latin America, Africa, China, Japan, South and Southeast Asia.

Students in the concentration should take UP 658, Urban and Regional Planning in Developing Countries, one other foundational course, one techniques course, and one or two additional courses in their specific area of interest. Students should be aware that not all of the foundational courses are offered regularly, and should consult with

the relevant faculty to find out when they are likely to be taught so they can plan accordingly. The list of courses below is not comprehensive—students are encouraged to seek additional coursework that might count towards the concentration subject to approval by the concentration coordinator.

Foundational Courses (UP 658 and one other)

- UP 658Urban and Regional Planning in Developing Countries
- UP 527Infrastructure Planning in the United States and Developing Countries
- UP 697-004Global Shelter Crisis: Concepts and Tools
- UP 573Urban and Regional Theory
- UP 697-002Altered Encounters: Global Change in Asian Cities

Techniques / Methods (one course)

- UP 406Introduction to GIS
- UP 507Geographic Information Systems
- UP 539Methods for Economic Development Planning
- PUBPOL 636Program Evaluation
- PUBPOL 573Benefit Cost Analysis

Other Related Courses

- ANTHCUL 439Economic Anthropology and Development
- ANTHCUL 625Anthropological Approaches to Property & Property Rights
- BA 519Managing the Nonprofit Organization
- ECON 461The Economics of Development I
- ECON 462The Economics of Development II
- ECON 561Economic Development Policy
- ECON 641International Trade Theory
- ECON 665Economic Development of Underdeveloped Countries I
- ECON 666Economic Development of Underdeveloped Countries II
- EHS 502Environmental Health in Developing Areas
- EHS 575Population-Environmental Dynamics (NRE 545)
- EHS 651International Environmental Management System Standards
- HBEHD 603Population Change: Gender, Family & Fertility in Africa and Asia
- NRE 453Tropical Conservation and Resource Management
- NRE 477Women, Gender & Environment

| | | |
|-------------|-------|--|
| NRE 492 | ..... | Environmental Justice: Domestic & International (F) |
| NRE 556 | ..... | Environmental History and the Tropical World (W) |
| NRE 593 | ..... | Environmental Justice: New Directions |
| P&E 685 | ..... | Methods of Program Evaluation |
| POLISCI 627 | ..... | Proseminar in Comparative Urban Politics and Development |
| PUBPOL 541 | ..... | International Trade Policy |
| PUBPOL 542 | ..... | International Financial Policy |
| PUBPOL 534 | ..... | The Economics of Developing Countries |
| PUBPOL 676 | ..... | International Politics of Poverty and Development |
| PUBPOL 741 | ..... | Principles of Finance and Global Financial Markets |
| PUBPOL 742 | ..... | International Trade and Investments: Policies and Strategies |
| PUBPOL 780 | ..... | Topics in Policymaking: Understanding the U.N. |
| SOCWK 701 | ..... | Practice in International Social Work |

Courses with a regional focus

| | | |
|--------------------|-------|--|
| CAAS 403 | ..... | Education and Development in Africa |
| CAAS 408 | ..... | African Economics: Social and Political Settings |
| CAAS 426 | ..... | Urban Redevelopment and Social Justice |
| CAAS 427 | ..... | African Women |
| CAAS 453 | ..... | Culture, Class, and Conflict in Southern Africa |
| ECON 455 | ..... | The Economy of the People’s Republic of China |
| ECON 467 | ..... | Economic Development in the Middle East |
| LAW 680 | ..... | Constitutionalism in South Africa |
| POLISCI 649 | ..... | Proseminar in the Governments and Politics of Latin America |
| POLISCI 653 | ..... | Proseminar in Middle East Politics |
| POLISCI 656 | ..... | Seminar in Chinese Government and Politics |
| POLISCI 657 | ..... | Proseminar in Governments and Politics of South Asia |
| POLISCI 659 | ..... | Proseminar in Government and Politics of Africa |
| POLISCI 660 | ..... | Proseminar in World Politics |
| POLISCI 677 | ..... | Proseminar in Southeast Asian Politics |
| PUBPOL 674-001/002 | ..... | Economic and Social Policies in a Selected Emerging Market Economy |

Summer Internship

Students are encouraged to seek summer internships abroad at the end of their first year. Financial assistance for travel and research support is available on a competitive basis at the International Institute, Rackham Graduate School and at various Area Centers. Students are encouraged to expand on work initiated in a summer internship abroad through the thesis or professional project option for meeting the capstone requirement.

Faculty associated with the concentration:

Gavin Shatkin (concentration coordinator)

Scott Campbell

Lan Deng

Joe Grengs

Will Glover

M.U.P. CONCENTRATION IN PHYSICAL PLANNING AND URBAN DESIGN

“Each generation writes its own biography in the cities it creates.”

- Lewis Mumford, *The Culture of Cities*

What will our cities say about this generation? While technology has allowed us to create virtual worlds of interaction, our collective need for memorable places, meaningful communities, and ecologically appropriate settlements has never been greater. The purpose of this concentration is to enable planning students to contribute to the design, function, and sustainability of our communities. In this concentration, students undertake activities that require them to

- 1) visualize scale, density, and the physical dimensions of different built structures, transportation systems, and infrastructure requirements;
- 2) create and critique site plans with regards to their contextual appropriateness (from diverse perspectives that include aesthetics, function, inclusion, and environment);
- 3) understand how different design philosophies and traditions have influenced form, configuration, and the distribution of uses and users;
- 4) recognize how development and real estate influence the products and processes of urban design;

5) respect present and future inhabitants of the neighborhoods we hope to build and recognize how meaningful community participation can enhance their design.

Classes in this concentration range include lectures, seminars, field trips, and studios. Students in this concentration (other than those with a previous degree in architecture or landscape architecture) must participate in UP 518 (Physical Planning and Urban Design Studio). In this foundational studio class, students propose change on real sites, with real clients, and consider a myriad of constraints. Increasingly, computer representation is an important communication tool. Students in UP 518 who are unfamiliar with some of these visualization and graphic design tools will receive an introduction.

Students who concentrate in physical planning and urban design normally take UP 631 (Land Use and Physical Planning Workshop) for their capstone requirement. In this course, architecture and planning students work together on a large-scale urban design project. However, some students may opt to participate in other capstone projects (UP 634), professional projects of their own design, or complete a thesis. Students who opt not to participate in UP 631 should discuss this with their advisor and the concentration coordinator.

Students in the concentration complete at least one of the Foundational Courses and two Techniques/Methods course.

Foundational Courses

UP 519Theories of Urban Design (Fall 1st year) (required)
UP 443History of Urban Form (ARCH 443)
UP521The Social Life of Public Spaces

Techniques/Methods

UP 518Physical Planning and Urban Design Workshop
(Winter 1st year. Required of students who do not have a prior degree in architecture or landscape architecture.)
UP631Land Use and Physical Planning Studio
UP 406Introduction to Geographic Information Systems
UP 507Intermediate Geographic Information Systems

| | |
|---------------|---|
| UP 520 | Urban Land Use Planning |
| NRE 605 | Green Construction and Design (BA 605) |
| NRE 586 | Visualizing the Environment |
| UP 613 | Architect/Planner as Developer (ARCH 517) |
| CEE 532 | Construction Management and Project Engineering |

Other Related Courses

| | |
|----------------|--|
| UP 517 | Real Estate Essentials |
| UP563 | Strategic Planning for Real Estate Companies |
| UP564 | Integrative Real Estate Seminar |
| UP521 | The Social Life of Public Spaces |
| UP 560 | Behavior and Environment (NRE 560) |
| UP594 | American Planning 1900-2000 |
| UP 655 | Neighborhood Planning (SCOWK 655) |
| ARCH 563 | Colonial/Post-Colonial Architecture and Urbanism |

Additional Opportunities for Students in the Physical Planning and Urban Design Concentration

Hines Competition – Sponsored by the Urban Land Institute, this annual project engages multidisciplinary student teams in proposing development concepts and financing. This project occurs in late January/early February each year. Team organization begins in the fall.

Post-professional Master of Urban Design

Students who want greater depth in urban design can apply for admission to the Urban Design Program after completing their MUP degree.

Dual Degree in M. Arch/MUP Urban and Regional Planning Program

Students who want much greater depth in architecture and structures can apply for admission to the Architecture Program and the dual degree program between Architecture and Urban Planning.

Student-Initiated Dual Degree in Landscape Architecture and MUP

Students who are interested in site planning and design at a range of scale that consider the built and natural environment may apply for admission to the School of Natural Resources and Environment for admission to the Landscape Architecture Program (three year graduate program).

Real Estate Certificate Program: Design and Development are closely intertwined. Students in the physical planning and urban design concentration will be encouraged to consider participation in the real estate certificate program.

Faculty associated with the Urban Design Concentration:

Larissa Larsen (concentration coordinator)

Maria Aquero

Robert Fishman

Douglas Kelbaugh

Roy Strickland

M.U.P. CONCENTRATION IN TRANSPORTATION PLANNING

Movement has always been central to the economies and quality of life in cities and regions. The importance of connecting physically disparate locations spawned professions in transportation engineering and transportation planning in early 20th-century America —professions that were subsequently exported worldwide. Transportation planning has opened up previously inaccessible territory and distributed an unprecedented level of mobility throughout a broad range of society. At the same time, the transportation system's rapid growth has had serious societal, environmental, and economic side-effects. The transportation professions have frequently treated mobility as inherently desirable, neglecting the fact that access, not movement, is what people seek in a transportation and land-use system.

The transportation planning concentration builds an interdisciplinary range of skills and perspectives in transportation planning, including understandings of transportation planning's societal roles, applied technical and evaluation skills, historical uses and misuses of transportation planning techniques, and the rich interdependencies between transportation planning and other areas of urban and regional planning.

Major themes in transportation planning include the interaction of transportation and land use planning, transportation needs of the poor, alternative approaches to public transit policy, the role of technology in improvement of transportation systems, transportation’s role in environmental quality planning, and the intergovernmental and interjurisdictional dimensions of transportation problems.

The transportation planning concentration prepares master of urban planning students for professional work in transportation related organizations at local, regional and national levels, and in private planning/engineering firms that are engaged in transportation planning. Transportation planners develop transportation and traffic plans, forecast travel conditions and prepare transportation demand management programs for their jurisdictions. At the broader level, transportation planners provide input into transportation policy questions, such as the relative benefit of alternative approaches to transit investment, pricing of public and private transportation, or innovative approaches to addressing needs in “welfare-to-work” transportation. New transportation technologies and institutions create opportunities that eventually change land use patterns. Conversely, new land use patterns change the burden on the transportation system and affect available transportation strategies. Transportation planners anticipate and plan for these interactions.

The concentration requires the completion of three courses, including the two foundation courses UP 572 and UP 671, and one techniques course in introductory Geographic Information Systems . Also recommended for students in the transportation planning concentration are UP 507 and an additional course from the list of Other Related Courses.

Foundational Courses

- UP 572Transportation and Land Use Planning
- UP 671Public Policy and Transportation

Techniques/Methods Courses

(one GIS course is required)

- UP 406Introduction to Geographic Information Systems
- UP 507Geographic Information Systems (prerequisite: UP 406 or NRE 531)

NRE 531Principles of Geographic Information Systems
(considered equivalent to UP 406)

CEE 570Introduction to Geostatistics (requires advanced math proficiency)

Other Related Courses

UP 539Methods for Economic Development Planning

UP510Public Economics for Urban Planning

UP 573Urban and Regional Theory

POLISCI 623Politics of the Metropolis

NRE 482Environmental Justice: Theoretical Approaches

NRE 570Microeconomics with Natural Resource Applications

NRE 571Environmental Economics (has prerequisites)

NRE 527Social Institutions for Energy Production

NRE 550Systems Thinking for Sustainable Development

PUBPOL 519Sustainable Energy Systems (NRE 574)

PUBPOL 558Microeconomics B: Economic Decision-Making

PUBPOL 726Normative Theories of Taxation

PUBPOL 580Values, Ethics and Public Policy

PUBPOL 585Political Environment of Policy Analysis

PUBPOL 682Politics and Policies at the State Level

PUBPOL 686State and Local Policy Analysis: Focus on Development Policy

PUBPOL 718Real World Sustainability

PUBPOL 724Urban Politics

PUBPOL 564Government Regulation of Industry and Environment

PUBPOL 753Fossil Fuel Use in the Age of Climate Change

PUBPOL 689Equality in Public Policy

PUBPOL 764Topics in Transportation Policy

PUBPOL 765Aviation and Public Policy

PUBPOL 775The History of the Automobile

PUBPOL 723Wealth Inequality and Public Policy

Some students complement their concentration in transportation planning by earning a Certificate in Spatial Analysis from the Rackham Graduate School. For details, please see: <http://www.umich.edu/~cscar/gis/certificate/>

Faculty associated with the Transportation Planning concentration:

Joe Grengs (concentration coordinator)

Jonathan Levine

Others associated with the concentration:

Lidia Kostyniuk, University of Michigan Transportation Research Institute and Adjunct Professor of Urban and Regional Planning.

Susan Zielinski, Managing Director of Sustainable Mobility and Accessibility Research and Transformation (SMART), University of Michigan Institute for Social Research

M.U.P. CONCENTRATION IN HOUSING, COMMUNITY AND ECONOMIC DEVELOPMENT

Healthy cities and regions need affordable housing, safe, vibrant and diverse neighborhoods, and good jobs and public services. The tasks are complex and challenging: reconciling affluence and equity; mobility and a sense of place; global markets and local traditions; retaining manufacturing jobs while embracing post-industrial digital technologies; providing housing as both a market commodity and a social need. Moreover, these various tasks work best if interconnected: housing integrated into the larger neighborhood, economic activity embedded into local communities, and equal partnerships between public and private actors.

The Housing, Community and Economic Development (HCED) concentration takes on these challenges: planning housing, neighborhoods, and economic well-being of a community and the larger region. The goals are to increase social and economic capital and improve the quality of life generally but particularly in low-income, minority and other disadvantaged communities.

Planners with this background work with local residents, neighborhood and community organizations, community development corporations (CDCs), and nonprofit housing developers, as well as municipal, regional, state and federal agencies and the private sector in efforts directed toward securing decent, affordable housing, improving job opportunities, increasing safety, and restoring or maintaining community stability. They work for state departments of commerce or economic development, city departments and mayors' offices, and federal agencies to plan and implement development projects, strengthen tax base, improve employment opportunities, and enhance housing policy.

HCED is a broad concentration consisting of three tracks: housing; community development; and urban & regional economic development. HCED Students may choose to specialize in one or more of these interrelated but distinctive tracks (and do not need to take courses across all three areas). Students acquire fundamental knowledge of political/economic/social systems that lead to urban growth and decline, low incomes, inadequate housing, unemployment, uneven development, deindustrialization, and poor neighborhoods. Students may further specialize in particular skills and techniques, such as: local and regional economic analysis; real estate finance and development; neighborhood planning; site planning; nonprofit management; public-private partnerships; and community participation (to facilitate an open planning process with people and organizations of multiple backgrounds and interests).

Students in this concentration should complete the economics requirement (UP 510) early in their programs, if they have not taken microeconomics elsewhere. Students in this concentration normally take UP 634 (Integrative Field Experience), a course in which students work in teams on community-based planning projects, to meet the capstone requirement. The concentration requires the completion of three courses. These normally include at least two foundational courses and at least one techniques/methods course. One foundation course should be UP 573: Urban and Regional Theory (although this is not required); the other can be selected from the following list, depending on the student's particular interest within the concentration.

Foundational Courses

- UP 573Urban and Regional Theory
- UP 537Housing Policy and Economics
(for students interested in housing)
- UP 538Economic Development Planning
(for students interested in economic development)
- UP 652 (SPP652)Strategic Thinking for Affordable Housing
(for students interested in housing)
- UP 655Neighborhood Planning
(for student interested in community development)
- UP 656Central-City Planning and Community Development
(for students interested in community development)

Techniques / Methods Courses

Students should take at least one of the following courses to gain exposure to methods in this broad area of planning. Students should choose methods courses that relate to their specific sub area of interest.

For students interested in housing:

- UP 517Real Estate Essentials (BA 517)
 - UP 565Real Estate Development (FIN 565)
 - UP 566Structuring Real Estate Financial Deals
 - UP 568Real Estate and Urban Development
- (see also courses listed below related to managing a nonprofit organization)

For students interested in community development:

- UP 654Concepts and Techniques of Community Participation
- BA 519Managing the Nonprofit Organization
- BA 619Non-Profit & Public Management
- COMORG 651Planning for Organizational and Community Change
- COMORG 652Organizing for Social and Political Action
- COMORG 654Concepts and Techniques of Community Participation
- COMORG 657Multicultural, Multilingual Organizing
- COMORG 658Women and Community Organizing
- COMORG 660Managing Projects and Organizational Change

For students interested in economic development:

- UP 539Methods for Economic Development Planning
- BA 519Managing the Nonprofit Organization
- BA 675Social Entrepreneurship
- PUBPOL 573Benefit-Cost Analysis
- PUBPOL 636Program Evaluation
- PUBPOL 686State and Local Policy Analysis: Focus on Development

Other Related Courses

Students may pursue their special interests within the concentration through courses in Urban and Regional Planning and elsewhere in the University. Note that these vary from semester to semester and may not be offered every year. Also note that prerequisites may exist for many courses. New courses are introduced every term.

Urban and Regional Planning Courses

| | |
|--------------|---|
| UP 523 | Regional Planning |
| UP 526 | Sociocultural Issues in Planning and Architecture |
| UP 532 | Sustainable Development: Resolving Economic and Environmental Conflicts |
| UP 534 | Conception, Practical Issues and Dilemmas in Environmental Justice |
| UP 569 | Organizations and Management in Urban Planning |
| UP 598 | Thinking about Crime |
| UP 613 | Architect/Planner as Developer |
| UP 651 | Planning for Organizational and Community Change |

Other Courses at the University of Michigan

| | |
|------------------|---|
| BE 570 | Tax Policy and Business |
| COMORG 674 | Community-Based Policy Advocacy |
| COMORG 650 | Community Development |
| SOCWK 560 | Introduction to Community Organization, Management and Policy/Evaluation Practice |
| SWPS 647 | Policies and Services for Social Participation and Community Well- Being |
| PUBPOL 530 | The Economics of Regulation |
| PUBPOL 536 | Economics and Social Policy |
| PUBPOL 561 | Economic Development Policy |
| PUBPOL 562 | The Corporate Site Selection Process in Public Policy (BA 743) |
| PUBPOL 622 | Community Economic Development Law |
| PUBPOL 671 | Policy and Management in the Non-Profit Sector |
| PUBPOL 694 | State, Local, and Community Development: A Practitioner’s Guide |
| PUBPOL 724 | Urban Politics |
| PUBPOL 730 | Women and Employment Policy |
| PUBPOL 736 | Poverty and Inequality |
| PUBPOL 756 | Local Government: Opportunity for Activism |
| ES 581 | Urban Entrepreneurship |

| | |
|--------------------|---|
| ECON 574 | Advanced Quantitative Methods: Forecasting and Modeling |
| POLSCI 623 | Proseminar in Municipal Problems |
| STRATEGY 645 | Social Enterprise: Innovation in the Information Society |
| STRATEGY 646 | Solving Societal Problems Through Enterprise and Innovation |

Other Opportunities Related to Housing, Community and Economic Development

Dual degree in Social Work and Urban and Regional Planning

The student-initiated dual degree, MUP/MSW, enables students to study community planning in greater depth and to obtain two master's degrees in about three years of study.

Dual degree in Business Administration and Urban and Regional Planning

The MBA/MUP degree provides much more extensive background for students who would like to work in urban revitalization through business development or in real estate development.

Dual degree in Public Policy and Urban and Regional Planning

The student-initiated dual MUP/MPP degree provides the student with additional background for going into housing and economic development policy making at the state or the federal government levels.

Dual degree in Law and Urban and Regional Planning

The JD/MUP degree prepares students for community development advocacy, affordable housing development, and other areas related to the concentration.

The Non-Profit and Public Management Program

Students may also want to take courses associated with this program that prepares students to go into work in community-based nonprofits as well as other nonprofits.

The Graduate Certificate in Real Estate Development

This program admits students who want to gain the background for implementing development ideas to create better neighborhoods, stronger cities, and better housing. The Michigan AmeriCorps Partnership offers internships in community-based organizations in Detroit.

Faculty associated with the Housing, Community and Economic Development concentration:

Margaret Dewar and Scott Campbell (concentration coordinators)

Peter Allen (lecturer)

Phillip Bowman

Barry Checkoway

Lan Deng

Joseph Grengs

Chris Leinberger

Gavin Shatkin

David Thacher

June Thomas

URP Concentrations

Faculty affiliations URP

| Faculty | Housing, Community & Economic | Transportation | Developing | Phy. Planning Urb Design | Land Use Envir |
|------------|--|----------------|------------|-----------------------------|-------------------|
| Allen | * | | | | |
| Arquero | | | | * | |
| Bowman | * | | | | |
| Bryant | | | | | * |
| Campbell | *c | | * | | * |
| Checkoway | * | | | | |
| Deng | * | | * | | |
| Dewar | *c | | | | * |
| Fishman | | | | * | |
| Grengs | * | *c | * | | |
| Jackson | | | | | * |
| Kelbaugh | | | | * | |
| Larsen | | | | *c | * |
| Lassiter | | | | | * |
| Leinberger | * | | | | |
| Levine | | * | | | * |
| Norton | | | | | *c |
| Shatkin | * | | *c | | |
| Thacher | * | | | | |
| Thomas | * | | | | * |
| Kostyniuk | | * | | | |
| Zielinski | | * | | | |

c=coordinator

MICHIGAN URBAN and REGIONAL PLANNING PROGRAMS and COURSE DESCRIPTIONS 2009–2010

| URP Course (note: concentrations also include non-URP courses) | Housing, Community & Economic | Transportation | Developing | Phy. Planning Urb Design | Land Use Envir |
|---|-------------------------------------|------------------------|------------------------|-----------------------------|-------------------------|
| UP406 | | Techniques/ Methods | Techniques/ Methods | Techniques/ Methods | Techniques/ Methods* |
| UP443 | | | | Foundational* | |
| UP502 | | | | | Foundational |
| UP507 | | Techniques/ Methods | Techniques/ Methods | Techniques/ Methods | |
| UP510 | Taken early | Other Related | | | |
| UP 516 | | | | Techniques/ Methods | |
| UP517 | Techniques/ Methods | | | Other Related | |
| UP518 | | | | Techniques/ Methods | |
| UP519 | | | | Foundational* | |
| UP520 | | | | Techniques/ Methods | Foundational |
| UP521 | | | | Foundational* | |
| UP522 | | | | | Foundational |
| UP523 | Other Related | | | | Other Related |
| UP526 | Other Related | | | | |
| UP527 | | | Foundational | | |
| UP532 | Other Related | | | | Foundational |
| UP534 | Other Related | | | | Other Related |
| UP537 | Foundational | | | | |
| UP538 | Foundational | | | | |
| UP539 | Techniques/ Methods | Other Related | Techniques/ Methods | | |

MICHIGAN URBAN and REGIONAL PLANNING PROGRAMS and COURSE DESCRIPTIONS 2009–2010

| | | | | | |
|---|-------------------------------------|----------------|--------------|-----------------------------|-------------------------|
| URP Course (note: concentrations also include non-URP courses) | Housing, Community & Economic | Transportation | Developing | Phy. Planning Urb Design | Land Use Envir |
| URP Course (note: concentrations also include non-URP courses) | Housing, Community & Economic | Transportation | Developing | Phy. Planning Urb Design | Land Use Envir |
| UP560 | | | | Other Related | Other Related |
| UP565 | Techniques/ Methods | | | | |
| UP566 | Techniques/ Methods | | | | |
| UP566 | Techniques/ Methods | | | | |
| UP568 | Techniques/ Methods | | | | |
| UP569 | Other Related | | | | |
| UP572 | | Foundational* | | | Other Related |
| UP573 | Foundational** | Other Related | Foundational | | |
| UP576 | | | | | Other Related |
| UP598 | Other Related | | | | |
| UP613 | Other Related | | | Techniques/ Methods | |
| UP614 | | | | | Techniques/ Methods* |
| UP631 | | | | Techniques/ Methods | |

MICHIGAN URBAN and REGIONAL PLANNING PROGRAMS and COURSE DESCRIPTIONS 2009-2010

| | | | | | |
|-----------|------------------------|---------------|---------------|---------------|---------------|
| UP634 | Normally chosen | | | | |
| UP651 | Other Related | | | | |
| UP652 | Foundational | | | | |
| UP654 | Techniques/ Methods | | | | |
| UP655 | Foundational | | | Other Related | |
| UP656 | Foundational | | | | |
| UP658 | | | Foundational* | | |
| UP671 | | Foundational* | | | |
| UP673 | | | | | Other Related |
| UP697-002 | | | Foundational | | |
| UP697-004 | | | Foundational | | |

*A "must-take" course

**A "should-take" course

M.U.P. SAMPLE SCHEDULE

The following schedule is typical for a full-time student enrolled for the master of urban planning degree.

M.U.P. SCHEDULE: YEAR 1

| Fall Term | Credit Hours |
|--|------------------|
| UP 503* Introduction to Statistics | 3 |
| UP 510** Public Economics for Urban Planning | 3 |
| UP 513 Legal Aspects of the Planning Process | 3 |
| UP 540 Planning Theory or elective | 3 |
| Elective or concentration course..... | 3 |
| Winter Term..... | Credit Hours |
| UP 504 Quantitative Planning Methods..... | 3 |
| UP 505 Fundamentals of Planning Practice..... | 3 |
| Elective or concentration course..... | 6 |

M.U.P. SCHEDULE: YEAR 2

| Fall Term | Credit Hours |
|---|------------------|
| UP 634 Integrative Field Experience | 6 |
| or UP 733 or UP 734 Planning Thesis/Professional Project..... | 6 |
| Electives or concentration courses | 6–9 |
| Winter Term..... | Credit Hours |
| UP 610 Fiscal Planning and Management..... | 2–3 |
| UP 631 Land Use and Physical Planning Studio | 6 |
| or UP 634 Integrative Field Experience | 6 |
| or UP 733 or UP 734 Planning Thesis/Professional Project..... | 6 |
| Electives or concentration courses | 6 |

* For students who have not taken statistics.

** For students who have not taken economics.

Students play an integral role in the management of M.U.P. degree activities, and their participation is solicited in program governance. All students are encouraged to participate in the Urban Planning Student Association (UPSA) which meets regularly during the year. This organization allows students to discuss problems and issues, formulate policies, and provide direct input to the faculty. In addition to its formal organizational functions, UPSA provides an opportunity for informal associations among students, faculty, staff, and alumni.

M.U.P. EDUCATIONAL RESOURCES

The geographic location of the university provides a wide variety of academic and practical opportunities for advanced inquiry by the planning student. First, the vast research and teaching facilities of the greater University are available to students enrolled for the M.U.P. degree. Libraries, laboratories, research institutions, lecture series, and computer centers serve as educational resources. Second, the City of Ann Arbor, with a population of over 120,000 people, is a lively and urbane living environment. Its cultural and social offerings are varied, and its citizens are politically informed and involved in the continued improvement of their community. Third, the college is proximate to Detroit and its suburban and rural surroundings. These contrasting environments provide a comparative base for investigation by the student and increase his or her understanding of the breadth of urban and regional planning concerns.

M.U.P. INTERNSHIPS AND CAREER SERVICES

The program provides assistance to students in finding professional planning positions after graduation. A part-time staff person maintains job and internship listings, arranges resume reviews, facilitates networking with alumni, provides information on good job searching techniques, maintains job web site connections, and connects students to the services of the UM Career Planning and Placement office.

M.U.P. COMPUTER HARDWARE AND SOFTWARE RECOMMENDATIONS

A personal computer is an essential tool for learning and professional work in the programs offered at Taubman College. Our students master computing technologies and use them throughout the curriculum.

The college provides desktop computing clusters in various locations throughout the building and also hosts a campus computing site.

In order to assure effective access to computing resources, many students have personal computers. Current hardware and software recommendations for those students who decide to purchase a computer are available on the Taubman College Help Desk website at <http://www.Taubman College.umich.edu/resources/computing/helpdesk/>

M.U.P. ACCREDITATION

The M.U.P. degree is fully accredited by the Planning Accreditation Board. A copy of the most recent accreditation report is available in the Urban and Regional Planning Program Office.

COMBINED DEGREES IN URBAN AND REGIONAL PLANNING

Because urban and regional planning is an interdisciplinary field that relates to many other professions and disciplines, the Urban and Regional Planning Program offers students opportunities to pursue combined degrees. Dual degree programs enable students to earn two degrees in considerably less time than if each degree were earned separately.

Three formal, dual degree programs enable students to study for a dual Master of Business Administration/Master of Urban Planning degree, a dual Doctor of Jurisprudence/Master of Urban Planning, or a dual Master of Architecture/Master of Urban Planning degree. Students can pursue student-initiated dual degrees with a wide range of other programs.

Certificate programs allow students to gain depth in specific topics that relate to many disciplines and professions. The Concurrent Undergraduate/Graduate Study Program allows advanced undergraduates to begin the master's degree before they have completed the undergraduate degree.

For either formally approved dual degrees or student-initiated dual degrees, students apply for admission to each program. After admission to a formal dual degree, students meet the specified requirements of the dual degree. After admission to both programs for a student-initiated dual degree, the student meets the requirements of both degrees. The student may double-count one-sixth of the sum of the credits required for each of the two degrees. A student may apply for a student-initiated dual degree at any time during the course of study.

If the two units in a combined degree program charge different tuition fees, the student may be liable for the higher tuition in a semester when he or she registers for any credits in the unit with the higher tuition.

Formal dual degree programs include:

- Architecture and Urban and Regional Planning
- Business Administration and Urban and Regional Planning
- Law and Urban and Regional Planning

Student-initiated dual degrees allow students to combine a second field of study with the Master of Urban Planning. Urban and Regional Planning is frequently paired with the following fields in student-initiated dual degrees:

- Social Work
- Resource Policy and Behavior (School of Natural Resources and Environment)
- Landscape Architecture
- Public Policy
- Public Health (Health Behavior and Health Education)
- Urban Design

Students may also initiate other dual degrees to meet their interests in individual specializations.

Certificate programs allow students to gain depth in specific areas as they work towards the master of urban planning or the Ph.D. in Urban and Regional Planning. The certificates that have most interested students in the Urban and Regional Planning Program are:

- Certificate in Real Estate Development
- Certificate in Complex Systems

- Certificate in Spatial Analysis

Other certificate programs of potential interest to students in Urban and Regional Planning include:

- Industrial Ecology
- Science, Technology, and Society
- Women's Studies

M.U.P. FORMALLY STRUCTURED DUAL DEGREES

M.U.P./M.ARCH. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/ARCHITECTURE

The M.U.P./M.Arch. dual degree is structured to develop highly qualified professionals capable of combining architecture and urban planning to work effectively in the professional fields of architecture, urban development, and community development planning. It equips students with a broad range of skills and particular expertise related to the design and planning of the built environment.

Graduates with a dual degree in Architecture and Urban and Regional Planning are able to work both in the private sector and with a wide range of public agencies and non-profit organizations. The program combines the two-year/60 credit hour M.Arch. degree with the two-year/48 credit hour M.U.P. degree, resulting in a three-year/84 credit hour program.

M.U.P./M.ARCH. DEGREE REQUIREMENTS

Students must register in the A. Alfred Taubman College of Architecture and Urban Planning and the Horace H. Rackham School of Graduate Studies. Because of the way the Architecture Program calculates grade point averages, a student must register for double-counted courses in both units in the semesters when these courses are taken. A student may register for all courses in both units so that course elections are identical in both units. The dual M.Arch./M.U.P. degree requires the completion of a minimum of 84 credit hours. Specifically, a student must complete:

1. 36 credit hours of 500/600 level architecture courses, including four courses, 24 hours, of architectural design (Arch 552, Arch 562, Arch 672, Arch 662).
2. Five courses (15 credit hours) of specific required architecture courses (Arch 516 Architectural Representation, Arch 572 Architectural Theory and Criticism, Arch 583 Professional Practice, Arch 589 Site Planning, and Arch 660 Thesis Development Seminar).
3. One course (3 credit hours) in each of three subject areas-Architectural History, Environmental Technology, and Structures.
4. 30 credit hours of graduate level urban planning courses, including all “core” course work unless waived by the instructor.

Any additional cognate/elective courses needed to fulfill the 84 credit hour requirement. In addition, students who lack college-level economics or statistics must complete acceptable courses in these two areas. These may be counted toward the 30 credit hours of graduate-level urban planning courses, provided they are taken for graduate credit in urban planning.

A cumulative GPA of “B” must be earned in each unit and 24 credit hours may be double-counted toward the two degrees. Each unit maintains a separate transcript, and either degree may be awarded independently, provided the requirements for the single degree have been met. Because enrollment in the dual program involves two separate units, it becomes the responsibility of the student to follow the academic policies and procedures of each.

M.U.P./M.ARCH. SAMPLE SCHEDULE

FIRST YEAR GRADUATE STUDY

| Fall Term | Credit Hours |
|--|--------------|
| Arch 552 Architectural Design V | 6 |
| Arch 516 Architectural Representation | 3 |
| UP 503 Introduction to Statistics..... | 3 |
| UP 513 Legal Aspects of the Planning Process | 3 |
| Total..... | 15 |

| Winter Term..... | Credit Hours |
|---|--------------|
| Arch 562 Architectural Design VI | 6 |
| UP 572 Architectural Theory and Criticism | 3 |

| | |
|---|----|
| Architectural History, Environmental Technology, or Structures Requirement | 3 |
| UP 505 Fundamentals of Planning Practice..... | 3 |
| Total..... | 15 |

SECOND YEAR GRADUATE STUDY

| | |
|--|--------------|
| Fall Term | Credit Hours |
| Arch 672 Architectural Design VII..... | 6 |
| Arch 519 (UP 519) Principles and Practice of Urban Design | 3 |
| UP 540 Planning Theory | 3 |
| Arch 660 Thesis Development Seminar | 3 |
| Total..... | 15 |

| | |
|---|--------------|
| Winter Term..... | Credit Hours |
| Arch 662 Thesis Studio..... | 6 |
| Arch 583 Professional Practice | 3 |
| UP 504 Quantitative Planning Methods | 3 |
| Architectural History, Environmental Technology, or Structures Requirement (2 courses at 3 credits each) | 6 |

THIRD YEAR GRADUATE STUDY

| | |
|--|--------------|
| Fall Term | Credit Hours |
| Arch 443 (UP 443) History of Urban Form | 3 |
| Graduate level courses in architecture, urban planning or elective field..... | 12 |
| Total..... | 15 |

| | |
|--|--------------|
| Winter Term..... | Credit Hours |
| UP 631 (NRE 631) Land Use and Physical Planning Studio | 6 |
| UP 610 Fiscal Planning and Management..... | 2–3 |
| Graduate level courses in architecture, urban planning, or elective field..... | 9 |
| Total..... | 17–18 |

M.U.P./M.B.A. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/BUSINESS ADMINISTRATION

The Urban and Regional Planning Program and the Business School offer a dual degree program that enables qualified students to pursue concurrent work in business administration and urban and regional planning, leading to the Master of Business Administration (M.B.A.) and Master of Urban Planning (M.U.P.) degrees. Students can complete all requirements for both degrees within six semesters of full-time study.

The dual degree program is for students who want to go into urban real estate development, management of urban operations, or urban economic revitalization in the United States and elsewhere in the world.

The dual degree program is designed to educate developers interested in making urban areas better places to live, managers fascinated with the prospect of making city agencies perform, and leaders engaged in bringing more economic activity to transform areas that need jobs and tax base the most. In the Business School students normally choose a concentration in real estate finance, corporate strategy, entrepreneurship, or organizational behavior and human resources. In the Urban and Regional Planning Program, students in the dual degree program often concentrate in housing and community development, transportation, economic development, or international development.

M.U.P./M.B.A. DEGREE REQUIREMENTS

The dual degree is an 84-credit-hour program that can be completed in three years. This combines the two-year, 48-credit-hour Master of Urban Planning with the two-year, 60-credit-hour Master of Business Administration. Each student must take at least 45 credits of Business School courses and at least 30 credits of Urban and Regional Planning courses with an additional 9 credits registered in either program. Students must meet the requirements of both programs. Total credit hours needed $30 + 45 + 9 = 84$. Both schools must agree to admission of a student to the dual degree.

M.U.P./M.B.A. SAMPLE SCHEDULE

This schedule is based on requirements in effect in May 2003. If a student decides to begin in the Urban and Regional Planning Program, years 1 and 2 would be reversed.

FIRST YEAR: BUSINESS SCHOOL CORE CURRICULUM

Fall Term

- Principles of Financial Accounting
- Applied Microeconomics
- Corporate Strategy I
- Applied Business Statistics

NOTE: Meets the M.U.P. requirement for economics.

NOTE: Meets the M.U.P. requirement for statistics

- Marketing
- Human Behavior & Organization
- Financial Management

NOTE: Meets part of the M.U.P. requirement for UP 610 Fiscal Planning and Management; the remainder can be met through a directed study course arranged with the instructor or through specific other public management courses. A dual degree student meets with the instructor for UP610 to discuss his or her background and to plan the fulfillment of the requirement. The directed study credits are included in the total credits required for the degree.

Winter Term

- Management Accounting (first 7 weeks)
- Operations Management (first 7 weeks)
- Elective in Business or U.R.P.
- Multidisciplinary Action Project (second 7 weeks)—preferably on a project related to interests that bridge Business and Urban and Regional Planning. Students work on this project full time and take no other courses.

SECOND YEAR: URBAN AND REGIONAL PLANNING PROGRAM

Fall Term

- Planning Theory
- Legal Aspects of the Planning Process
- 2 electives in real estate finance, economic development, community

development and housing, transportation, international development, and/or public management

Winter Term

- Quantitative Planning Methods
- Fundamentals of Planning Practice

NOTE: This requirement may also be met by a combination of writing and presentation experiences at the Business School. The instructor for the required urban planning course will judge whether a student has enough experience to fulfill this requirement. The student should meet with the instructor to determine what materials are needed to demonstrate mastery of the course content.

- 2 electives

THIRD YEAR: BOTH SCHOOLS

Fall Term

- Business law or ethics
- 3–4 electives

Winter Term

- Capstone requirement for U.R.P.
- 2 electives

Students are encouraged to take electives that address their specific interests in combining the two degrees. Here are some examples:

1. A student interested in urban real estate development may elect a set of urban real estate development or finance courses. These include:
 - An introductory course in real estate
 - A course on the planner as developer
 - Urban and regional development
 - Real estate finance
 - Real estate law
 - A course focused on a real estate project, such as the capstone course in urban planning, may meet the requirement in U.R.P. for an integrative, practice-oriented experience.

2. A student interested in management of urban operations may elect a series of courses in a topic of interest in urban management. These might include:
 - The series of U.R.P. concentration courses in transportation (for interest in public transit agencies), the series of U.R.P. concentration courses in housing, community, and economic development (for interest in public housing), and so forth.
 - Courses in public and nonprofit management in the Business School.

3. A student interested in urban revitalization through economic development may elect a series of courses that bring the public and private perspectives on economic development together. These could include:
 - The series of courses in economic development in U.R.P. (see the concentration in housing, community, and economic development planning).
 - Urban entrepreneurship in the Business School
 - Business plans and entrepreneurship in the Business School.

M.U.P./J.D. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/ LAW

The Urban and Regional Planning Program and the Law School offer a dual degree program that enables qualified students to pursue concurrent work in law and urban and regional planning, leading to the Doctor of Jurisprudence (J.D.) and Master of Urban Planning (M.U.P.) degrees. Students can complete all requirements for both degrees within eight semesters of full-time study.

The dual degree program is for students who want to focus on concerns that intersect both law and urban and regional planning. These areas of common interest include community development, real estate development, land use planning and regulation, environmental planning and regulation, and legislative work related to housing, land use, economic development, taxation, transportation, immigration, and other topics.

M.U.P./J.D. DEGREE REQUIREMENTS

Basic Requirements for the M.U.P.

- The M.U.P. degree requires a minimum of 48 credit hours, including core courses. At least 30 credit hours must come from urban and regional planning courses.

- Fifteen (15) credit hours may be satisfied by appropriate courses taken in the Law School.

Basic Requirements for the J.D.

- Students entering the Law School must complete the required first-year law curriculum.
- Students admitted to the Law School must earn a minimum of 82 credits toward the J.D., at least 70 of which must be earned in Law School courses.
- Law students are required to complete a course in professional responsibility, transnational law, and an upper-class writing requirement.
- Twelve (12) credit hours may be taken from the satisfaction of requirements for the M.U.P. Instructions for requesting Law School credit for non-law courses are posted on the CTools site for dual degree students.

Additional Requirements

Applicants must gain separate and independent admission to both schools. Applicants should contact the Law School Admissions and Taubman College of Architecture and Urban Planning offices for application and admission information. The applicant's LSAT score may be used in place of the GRE.*

Students must satisfy the degree requirements of each school and should consult with advisors in each school for the precise graduation requirements for each degree and for information about course offerings. Students should not expect any Law School courses beyond first-year courses to be offered in the summer term. Students will not receive credit toward the J.D. for non-law coursework taken prior to matriculation at the Law School. Students should consult with the advisor at the companion school concerning credit toward the M.U.P. for Law coursework.

During the third and fourth years of the program, students are permitted to elect courses in both schools. Students generally are not restricted in their selection in each school beyond the first year in Law School and the core curriculum in the Urban and Regional Planning Program. Tuition will be assessed at either the Law School or the Graduate School rate, whichever is higher, when courses toward both degrees are taken in one term.

At the beginning of their final year of study in the combined program, students should consult with their Rackham academic advisor and the Law School Registrar regarding forms that need to be completed prior to graduation. Also at this time, students should submit a Dual/Joint Degree Election Form (<http://www/rackham.umich.edu/downloads/oard/forms/dualjoint6010.pdf>) for approval from both the Law School and Taubman College of Architecture and Urban Planning.

The combined degree is not open to those who have already earned either the J.D. or the M.U.P. Students who are registered in the first or second year at the Law School or the first year of the Urban and Regional Planning Program may apply for admission to the dual degree program.

M.U.P./J.D. SAMPLE COURSE SEQUENCE

Note: If a student decides to begin in the Urban and Regional Planning Program, years 1 and 2 would be reversed.

FIRST YEAR: LAW SCHOOL

| Fall/Winter | Credit Hours |
|--|---------------------|
| Civil Procedure | 4 |
| Contracts | 4 |
| Criminal Law | 4 |
| Introduction to Constitutional Law | 4 |
| Legal Practice I and II..... | 4 (2 for each term) |
| Property..... | 4 |
| Torts | 4 |
| First Year Elective in ways of approaching legal problems that go beyond the common law method | 2–3 |

SECOND YEAR: URBAN AND REGIONAL PLANNING PROGRAM

| Fall | Credit Hours |
|---|--------------|
| Planning Theory | 3 |
| Introduction to Statistics | 2 |
| (for students who have not taken statistics previously) | |
| Public Economics for Urban Planning | 3 |
| (for students who have not previously taken economics) | |

Electives, if statistics, economics, or law courses are not taken.

(The requirement of Legal Aspects of the Planning Process, 3 credit hours, is waived for students in the dual M.U.P./J.D. degree)

Winter..... Credit Hours

Quantitative Planning Methods..... 3

Fundamentals of Planning Practice 3

2 electives

THIRD AND FOURTH YEARS: BOTH SCHOOLS

Capstone requirement for U.R.P. on a project related to the student's focus..... 6

Two semesters of credit in the Urban Communities Law Clinic will satisfy the U.R.P. capstone requirement.

Fiscal Planning and Management (in U.R.P.) 2–3

At least one Law seminar

Professional responsibility requirement in Law

Land Use Planning and Control and/or Local Government Law should be taken in the Law School if a student has not taken Legal Aspects of the Planning Process in U.R.P.

Electives to meet the credit requirements in each program and to develop a concentration in U.R.P.

M.U.P. STUDENT-INITIATED DUAL DEGREES

M.U.P./M.S.W. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/SOCIAL WORK

The focus of the M.U.P./M.S.W. dual degree is community planning. The dual degree prepares students to work for social change at the community level. The program incorporates issues related to class, race, ethnicity, gender, age, and cultural differences. It develops skills in organizing groups for social action, planning programs at the community level, developing community-based services, and involving people in the planning process.

Students have many opportunities to participate in community-based planning projects associated with Taubman College's Detroit Community Partnership Center and in research projects related to community development.

M.U.P./M.S.W. DEGREE REQUIREMENTS

The M.U.P./M.S.W. is a 90-credit-hour program designed for completion in 2-1/2 to 3 years. Students take 60 credit hours in Social Work, 48 credit hours in Urban and Regional Planning; 18 of which may double-count toward both degrees. Students meet the specific requirements of each degree.

In Social Work, students usually major in community organization and also concentrate in a substantive policy or service field. Human behavior and social environment courses emphasize community structure, organizational processes, and related areas. In Urban and Regional Planning, students usually choose to concentrate in housing, community, and economic development or international development. Students often take courses in non-profit and public management and take advantage of seminars and workshops offered through the University's Non-Profit and Public Management Center.

M.U.P./M.S.W. COORDINATED REQUIREMENTS

Field experience is an important part of the program, and the Social Work field placement is usually arranged in a setting that gives the student exposure to community development from the perspective of both social work and urban and regional planning. Dual degree students can complete the Urban and Regional Planning Program's capstone requirement through a professional project that builds on experience in a field placement or can participate in a community-based group planning project in partnership with a community-based organization in Detroit. Students may take either SW 661 or UP 610 to meet the budgeting and financial management requirement in Urban and Regional Planning.

M.U.P./M.S. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/RESOURCE POLICY AND BEHAVIOR

This student-initiated dual degree between the Urban and Regional Planning Program and the School of Natural Resources and Environment (S.N.R.E.) is for students especially interested in

environmental planning in urban and urbanizing areas, regional planning, urban environmental justice, or community-based environmental planning.

The dual degree combines the study of natural resource policy and management with planning for the built environment in urban areas. Through coursework in the School of Natural Resources and Environment and the Urban and Regional Planning Program, students learn about urban and environmental challenges from a range of perspectives. Students have the opportunity to develop the tools, skills, and knowledge to integrate natural resource policy and management into the local and regional planning processes. Some of the topics students could study include management of metropolitan growth, brownfield redevelopment, industrial ecology, environmental justice, regional land use and resource management, community organizing, and advocacy with respect to urban environmental issues.

M.U.P./M.S. DEGREE REQUIREMENTS

Students entering the School of Natural Resources and Environment as of fall 2006 or after are required to take 42 credit hours in S.N.R.E. Prior to fall 2006, S.N.R.E. students were required to take 36 credit hours. Please contact the School of Natural Resources and Environment regarding credit hour requirements.

As of fall 2006 the M.U.P./M.S. is a 75-credit-hour program designed for completion with 2-1/2 to 3 years. Students take 42 credits in S.N.R.E. and 48 credits in U.R.P. with 15 of these credits counted in both programs. In Urban and Regional Planning, students usually choose a concentration in land use and environmental planning, physical planning and urban design, or housing, community and economic development. In S.N.R.E., students in Environmental Policy and Planning; Environmental Justice, Landscape Architecture. A required core includes courses in natural and social sciences, analytics; and statistics. Students meet the specific requirements of each degree.

Students complete a six-credit “capstone” requirement of a thesis or a team project that integrates what they have learned and addresses an environmental planning issue, usually for a client or community partner.

M.U.P./M.S. COORDINATED REQUIREMENTS

A statistics course in S.N.R.E. or UP503 meets the statistics requirement in both programs. UP504 meets the requirements of an analytic methods course in S.N.R.E. An S.N.R.E. economics course meets the U.R.P. economics requirement. One capstone project meets the requirements of both programs, subject to approval of appropriate faculty or committees.

M.U.P./M.L.A. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/LANDSCAPE ARCHITECTURE

Students especially interested in physical planning at any scale—from site design to metropolitan planning—may decide to get both a Master of Urban Planning and a Master of Landscape Architecture. The dual degree equips students to plan and design the built environment in a comprehensive manner.

Students develop design skills at the same time that they understand the social, economic, and political context of the built environment. Having both degrees enables graduates to design at both the large and small scales and to understand the relationship between the two. Graduates can address questions such as: How do small-scale design decisions relate to the larger social context? How can the regional or local jurisdiction's political environment affect a design? Graduates address issues that draw on the knowledge in both degrees—livable communities, smart growth, conservation design, watershed-scale planning.

M.U.P./M.L.A. DEGREE REQUIREMENTS

The M.L.A./M.U.P. degree is a 70-credit-hour program that can be completed in 3-1/2 to 4 years. The M.U.P. requires 48 credits (with 30 of these in urban planning courses); the M.L.A. requires 36 credits. Fourteen of these can be double counted. M.L.A. students take approximately 29 credits of prerequisites early in their program; these do not count toward the 36 credit total for the M.L.A. degree; that is the degree and its prerequisites ordinarily comprise about 65 credits. A student in the dual degree must meet the requirements of both programs.

In urban and regional planning, students often choose a concentration in physical planning and urban design, land use and environmental planning, or housing, community and economic development. In landscape architecture, students proceed through a structured sequence of studios and complementary support courses, while taking advantage of elective courses in the School of Natural Resources and Environment.

M.U.P./M.L.A. COORDINATED REQUIREMENTS

Students may complete a six-credit master's project in either program to meet the project requirement in both. The required UP 504 Quantitative Methods for M.U.P. can fulfill the analytics course requirement for the M.L.A. An advanced M.L.A. student may be excused from taking UP 505 Fundamentals of Planning Practice; the faculty member will review the student's background to make this decision. Under some circumstances, UP 505 may fulfill the M.L.A. requirement for Arch 583 Professional Practice; students should consult advisors.

M.U.P./M.L.A. SAMPLE SCHEDULE

A student may begin the dual degree program with emphasis in either department. The first two years of the landscape architecture curriculum include many required courses and therefore allow little room for courses in urban and regional planning. The following is an example of a course of study where a student begins in landscape architecture and starts course work in urban and regional planning in the third year. In this example, the student elects to do the master's project in the Urban and Regional Planning Program, and the student has undergraduate background in economics and statistics.

YEAR 1, PRIMARILY IN LANDSCAPE ARCHITECTURE

Fall Term

- NRE 587 Watershed Studio
- NRE 430 Soil Properties
- NRE 437 Woody Plants
- NRE 586 Visualizing the Environment

Winter Term

- NRE 590 Landscape Ecology Studio
- NRE 403 History of Environment and Design

- NRE 588 Site Engineering
- NRE 540 GIS and Natural Resource Applications

YEAR 2, PRIMARILY IN LANDSCAPE ARCHITECTURE

Fall Term

- NRE 690 Landscape Planning/GIS Studio
- NRE 691 Ornamental/Planting Design
- NRE 591 Materials and Methods
- NRE/UP 579 Land Use Planning

Winter Term

- NRE 688 Site Planning Studio
- UP 504 Quantitative Planning Methods
NOTE: Prerequisite is an undergraduate course in statistics or UP 503 Introduction to Statistics, offered fall semester.
- UP 505 Fundamentals of Planning Practice
- Elective

YEAR 3, PRIMARILY IN URBAN AND REGIONAL PLANNING, WITH STUDIOS IN LANDSCAPE ARCHITECTURE

Fall Term

- NRE Modular studios, each 7 weeks
- UP 540 Planning Theory
- UP 513 Legal Aspects of the Planning Process
- UP 631, UP 733 Masters Project

Winter Term

- NRE Modular studios, each 7 weeks
- UP 610 Fiscal Planning and Management
NOTE: Prerequisite is an undergraduate course in economics or UP 510 Public Economics for Urban Planning, offered fall semester.
- Arch 583 Professional Practice

- UP 634, UP 631, UP 734 Masters Project

YEAR 4

- Complete remaining courses to fulfill credit and distribution requirements and develop a concentration.

M.U.P./M.P.P. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/PUBLIC POLICY

The Master of Public Policy and Master of Urban Planning is especially suited for students interested in urban policy and in state and local policy in subjects such as economic development, transportation, regional development, and housing. The dual degree also trains students interested in community-based approaches to social change; in implementation of plans and policy at the local level; and in leadership of nonprofit organizations working to improve communities.

Students most likely to enroll in this degree want to combine strong analytic approaches to designing policy solutions, public and nonprofit management skills, and hands-on interdisciplinary approaches to improving the quality of life in cities and neighborhoods with a strong foundation in the substance of urban and regional issues.

M.U.P./M.P.P. DEGREE REQUIREMENTS

The M.U.P./M.P.P. degree is an 80-credit-hour program that can be completed within three years. The M.P.P. and the M.U.P. each require 48 credits; 16 credits may be double-counted, according to the Rackham guidelines, but students should check with the Ford School before assuming that a given course may be double-counted toward the M.P.P. Students meet the specific requirements of both degrees.

In Urban and Regional Planning, students usually choose a concentration in transportation or housing, community and economic development. In Public Policy, a student's concentration is the area of the dual degree, Urban and Regional Planning. Students take required courses in statistics and math, economics, the political environment for policy, cost-benefit analysis, public management, ethics, and a policy exercise. Students

normally enroll nearly full time in one school one year and nearly full time in the second school the second year. They usually combine courses from both schools in the third year.

M.U.P./M.P.P. COORDINATED REQUIREMENTS

The statistics, other methods courses, and economics in public policy meet the requirements for statistics and economics in urban and regional planning and at least part of the requirement for quantitative methods for urban planning. Public policy students are often waived out of the municipal budgeting course in Urban and Regional Planning if they have taken a series of courses in public policy that cover similar material.

A student who feels he or she has fulfilled a requirement in urban and regional planning through other courses should consult with the faculty member for that course.

M.U.P./M.P.H. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/HEALTH BEHAVIOR/HEALTH EDUCATION IN PUBLIC HEALTH

The student-initiated dual degree in urban and regional planning and in health behavior and health education in public health (M.U.P./M.P.H.) is for students who want to work to create healthier environments in urban areas anywhere in the world. Students may wish to go into work to promote health through the improvement of the places where people live in a wide range of ways.

For example, they may be interested in the provision of safer shelter, in community-based initiatives for water supply and waste disposal systems, in reducing sprawl development and the traffic congestion that accompanies it, in planning for parks and recreation that offer more fitness opportunities, in implementing truck routing around low-income neighborhoods to reduce air pollution and increase pedestrian safety—to name just a few of the ways that public health and urban planning intersect. They may want to work for a nonprofit in a big city, for a planning department or a public health department, for a regional rural services agency, for an NGO or a community-based initiative in a developing country.

M.U.P./M.P.H. DEGREE REQUIREMENTS

The M.U.P./M.P.H. is a 90-credit-hour program for students without relevant health education experience or advanced degrees. Students take 60 credits for the M.P.H. and 48 credits for the M.U.P. Eighteen of these credits may be counted in both programs. Students with substantial prior relevant postgraduate work or with substantial relevant experience may complete the dual degree with 80 credit hours, with 48 credits for the M.P.H., 48 credits for the M.U.P., and 16 credits counted in both programs. Students take at least 30 credits in the Urban and Regional Planning Program, at least 30 in Health Behavior and Health Education, and at least 10 credits in specific other courses in Public Health outside HBHE. Students normally complete the dual degree in three years of full-time study.

M.U.P./M.P.H. COORDINATED REQUIREMENTS

Courses taken to meet the requirement in behavioral research and evaluation methods in public health may meet part or all of the requirement for UP 504 Quantitative Planning Methods. UP 504 meets the requirement of Biostatistics 503 for students doing the dual degree. Field experience is required for the M.P.H. and strongly encouraged for the M.U.P.

M.U.P./M.U.D. DUAL DEGREE IN URBAN AND REGIONAL PLANNING/URBAN DESIGN

Students who are especially interested in urban design and in physical aspects of the city and of urban development may decide to enroll in both the Master of Urban Planning and the Master of Urban Design. Students who want to enter a design-based planning practice may benefit from the additional design education that the M.U.D. provides.

Although the Master of Urban Design is primarily for students who already have a Master of Architecture, Master of Landscape Architecture, or Master of Urban Planning degree, students enrolled in the Urban and Regional Planning Program may apply to work toward the M.U.D. beginning in their second year of study. A student entering Urban and Regional Planning with very strong design background or with a Bachelor of Architecture may apply to begin the dual degree in the first year of study toward M.U.P.

An urban and regional planning student without a B.Arch. degree who intends to apply for study toward the M.U.D. should take UP 518 and UP 519 in his or her first year in the M.U.P. and should enroll in the Arch 402 studio in the summer before the beginning of the second year of study.

M.U.P./M.U.D. DEGREE REQUIREMENTS

The M.U.P./M.U.D. is a 73-credit-hour program that can be completed in two and one-half to three years. Students take 48 credits in urban and regional planning and 39 credits in urban design with 14 of these credits counted in both programs. In urban and regional planning students usually choose a concentration in physical planning and urban design or in land use and environmental planning. Students meet the specific requirements of both degrees. Because the M.U.D. is a second professional degree, dual degree candidates for M.U.D./M.U.P. must plan to receive the M.U.P. first or to receive the degrees concurrently.

M.U.P./M.U.D. COORDINATED REQUIREMENTS

UP 631 Land Use and Physical Planning Studio meets the capstone requirement for the M.U.P. and can fulfill one studio course requirement for the M.U.D. if so determined by the M.U.D. program director and faculty.

OTHER STUDENT-INITIATED DUAL DEGREES

Urban and regional planning students can initiate a combination of master's degrees to cover individual specializations. Where course material is similar in required courses, students are often waived out of the requirement in one unit with permission of the instructor. Recently, students have enrolled in dual degrees in a number of fields:

M.U.P./M.P.H. in areas such as epidemiology or health management and policy interests in community-based approaches to public health in urban areas and the effects of a healthy environment in improving the quality of life in places, wether in American cities or rural areas or in developing countries.

M.U.P./M.F.A. with interests in the use of art in urban design and physical planning to improve the quality of urban life.

M.U.P./M.S. in resource ecology and management with interests in the management, restoration, and recreation of ecosystems in urban areas.

M.U.P./M.S. in Information with interests in community-based information systems and the use of information systems to improve urban planning, urban public management, and the quality of urban life.

M.U.P. CERTIFICATE PROGRAMS

Through the Rackham School of Graduate Studies, certificate programs are available for graduate students interested in gaining additional strength in a field that cuts across many disciplines.

Students in Urban and Regional Planning are most often interested in certificate programs in the areas of complex systems, spacial analysis, and real estate development. Students may count some of the credits for the M.U.P. degree toward a certificate, up to one-half the credits for the certificate. See the Rackham Handbook online at www.rackham.umich.edu.

CERTIFICATE IN SPATIAL ANALYSIS

The graduate certificate in spatial analysis is an interdisciplinary program where students acquire a set of core skills and knowledge in spatial analysis and its relevant sub-fields.

Coursework offered through the program leads to a graduate certificate in spatial analysis with a focus on applied remote sensing, geographic information systems, or spatial statistics. Students select one of these three areas as a primary focus but select remaining coursework to increase depth and breadth or to add a secondary focus. The certificate requires 15 credit hours of coursework within the program. For further information contact Daniel G. Brown at danbrown@umich.edu or visit online at www.gis.umich.edu.

CERTIFICATE IN COMPLEX SYSTEMS

The graduate certificate in complex systems introduces students to the ideas and methods used in the study of complex, nonlinear, and adaptive systems.

The specific aim of this curriculum is to allow students from different fields to integrate the rich paradigms and useful analytic and modeling techniques of a complex systems into their own research, including agent based modeling. The curriculum is designed to be accessible to students in a wide range of disciplines, including the social sciences. To enroll or for further information, contact the Center for the Study of Complex Systems at csc@umich.edu or visit online at www.csc.umich.edu.

CERTIFICATE IN REAL ESTATE DEVELOPMENT

The quality of urban development is an issue of growing public concern. Debates over land use regulation, sustainable development, sprawl, and design of urban places occupy virtually every city council and every state legislature in this nation. The decline and abandonment of central cities occur simultaneously with extensive new building construction and the destruction of natural habitat at the fringe of metropolitan regions. Real estate development is the interdisciplinary profession that creates built environments, but few of those seeking to influence urban development understand real estate development well, and they are therefore less effective than they might otherwise be in improving the way development occurs.

The aim of the certificate is to give students from many graduate programs at the University guidance in how to bring about development that has a positive effect on living environments. The certificate draws on many courses that already exist and adds new ones to fill gaps in the collection of University-wide offerings. The certificate will provide students with the knowledge to become developers (although an individual can get a job as a developer with much less knowledge than a graduate of the certificate program would have). The certificate will also equip planners, lawyers, business managers, architects, urban designers, and others to work more effectively with developers to make improvements in the urban environment. The certificate is a 17-credit interdisciplinary program with requirements in an overview of real estate, real estate finance, real estate land use, real estate in the urban development context, design and implementation, and an integrative seminar.

PH.D. DEGREE IN URBAN AND REGIONAL PLANNING

U.R.P. PH.D. DESCRIPTION AND OBJECTIVES

The Ph.D. in Urban and Regional Planning trains scholars for careers in higher education, research and high-level policy positions. The Ph.D. is one of two degrees offered by the Urban and Regional Planning Program; the other is the Master of Urban Planning (M.U.P.), which is a two-year professional degree program. It is a doctoral degree with a flexible, interdisciplinary focus. Graduates work in universities, government, non-profits and the private sector, both in the U.S. and around the world.

The doctoral curriculum integrates analytical methods, research design, a rigorous understanding of urbanization dynamics, and an examination of broader social theories, processes, and policies. Students address complex systems that typically encompass an array of spatial, environmental, social, political, technical, and economic factors. The emphasis is on theory, analysis and action. Each student is also expected to demonstrate an understanding of the literature, theory, and research in a specialization area within the larger discipline of urban and regional planning.

Doctoral students specialize in a wide range of possible topics. Current students are engaged in subjects as diverse as the political economy of public transit, inner-city revitalization, global city urbanization, information technology and cyberspace, the crisis of modernist urbanism, regional planning institutions, the effects of environmental contamination on patterns of urban and regional development, the culture of suburban commuting, the impact of tourism on historical cities, and the application of complex systems analysis to sustainable development.

The highly individualized course of study operates under the premise that concepts and methods from a wide range of professions and academic disciplines are applicable to urban and regional systems. Accordingly, students rely on faculty resources not only from Taubman College of Architecture and Urban Planning, but also from other schools, colleges, and institutes of the University of Michigan. Students commonly take courses in the social sciences (such as sociology, anthropology, history, and political science) and in the professional schools (such as architecture, business administration,

engineering, natural resources and the environment, public policy, public health, and social work). This emphasis on interdisciplinary collaboration, and on the links between theory and action, are defining characteristics of the doctoral planning degree at the University of Michigan.

U.R.P. PH.D. HISTORY

The doctorate in planning began in 1968 as the Ph.D. Program in Urban and Regional Planning under the Office of the Vice President for Academic Affairs. It was initially a university-wide Ph.D. program with faculty participation from many colleges throughout the university.

In the late 1970s, the degree moved into the Rackham Graduate School. The name changed to the Ph.D. in Urban, Technological, and Environmental Planning (U.T.E.P.) in 1982. The degree moved into the College of Architecture and Urban Planning in 1989 and administratively merged with the professional program in planning to form the Urban and Regional Planning Program. The degree is now known as the “Ph.D. in Urban and Regional Planning,” a name change made in 2004. Over its 40 years of existence, the program has granted over 170 Ph.D. degrees. Graduates hold faculty positions in a range of departments in universities, government, research organizations, and consulting firms.

U.R.P. PH.D. EDUCATIONAL RESOURCES

The Ph.D. in Urban and Regional Planning provides students with a broad range of faculty and institutional resources to support doctoral-level research.

All core urban and regional planning faculty actively work with doctoral planning students. In addition, a wide array of faculty across campus are engaged in doctoral planning education. Affiliated faculty include nationally and internationally recognized members of the University of Michigan’s graduate faculty at Taubman College; the College of Literature, Science, and the Arts; and the Schools of Education, Natural Resources and Environment, Public Health, Public Policy, and Social Work.

The strong research focus of the college and the university has resulted in research facilities that are among the best in the country. The university currently has over

15,000 students enrolled in graduate and professional programs (among a total student body of 41,000 students, plus 3,700 regular faculty). The 24 libraries on campus have 7.5 million volumes and offer online access to data and documents. Extensive computing facilities are available at both the college and university levels. Doctoral students in the college have their own computing lab in the building, as well as access to several specialized computer labs in the college (for geographic information systems, building and environmental technology, high-end digital output, and other capabilities). In addition, students can access an array of university-wide computing facilities both in the building (including an instructional computing facility) and numerous labs across campus. Doctoral students also have access to the research and testing facilities of Taubman College. Doctoral students participate regularly in sponsored research projects directed by urban and regional planning faculty.

The Urban and Regional Research Collaborative (U.R.R.C.) is the umbrella organization for research of the Urban and Regional Planning faculty and students, as well as others in Taubman College interested in urban and regional issues. The U.R.R.C. provides space for student research assistants on funded and unfunded research projects, together with computer facilities. The U.R.R.C. sponsors a monthly seminar series highlighting the research of Taubman College faculty, students, and visitors, and provides a vehicle for collaborative research and venue for developing external funding.

Other research units on campus also provide specialized laboratory facilities, exposure to a broad range of research, and possibilities for field experience. Among the resources most commonly identified with Urban and Regional Planning doctoral student interests are the Institute for Social Research, the Center for Research on Learning and Teaching, the Population Studies Center, the Center for Statistical Consultation and Research, the International Institute, the Center for the Study of Complex Systems, UM Transportation Research Institute (U.M.T.R.I.), Institute for Labor and Industrial Relations (I.L.I.R.), the UM Medical Center, and the National Poverty Center.

U.R.P. PH.D. ADMISSIONS

Admission to the Ph.D. program is normally limited to the fall term. (In exceptional situations, the doctoral admissions committee may also consider applications for admission to start the program in the winter term.) Normally, only four to five new students can be admitted each

year. This number represents a small percentage of those applying for admission.

The Urban and Regional Planning Program is part of the Horace H. Rackham School of Graduate Studies, which is the overall administrative unit for graduate programs. Rackham works in conjunction with 17 schools and colleges to recruit applicants, administer the admissions process, and serve students through the final stages of degree attainment.

Office of Admissions

Horace H. Rackham School of Graduate Studies

The University of Michigan

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Ann Arbor, MI 48109-1070

Phone: (734) 764-8129

Fax: (734) 647-7740

Email: rackadmis@umich.edu

Web: <http://www.rackham.umich.edu/>

U.R.P. PH.D. ELIGIBILITY

Applicants will normally possess a master's degree in urban planning or a related field, such as public policy, environmental studies, geography, social work, architecture, etc. Applicants with other master's degrees will be considered, as will exceptionally well-prepared applicants with a bachelor's degree.

There is no foreign language requirement for Ph.D. students in urban planning. However, work in some areas of specialization and on certain research/dissertation topics may require knowledge of one or more foreign languages (obtained either before or during doctoral studies).

In addition to the above requirements, the following items are required for applicants to the Ph.D. program:

- 1. Records/ Transcripts** All applicants are required to submit transcripts to the Rackham Graduate School and to the graduate program.
- 2. Personal Statement** The personal statement should be a concise, well-written statement about how your personal background and life experiences, including social, cultural, familial, educational, or other opportunities or challenges, motivated your decision to pursue a graduate degree at the University of Michigan.
- 3. Statement of Purpose** This is a vital component of your application. Explain how you arrived at the decision to pursue a Ph.D. in urban and regional planning, what you plan to do during the course of your studies, and how you hope to use your doctoral education in planning. In particular, discuss the intellectual and policy challenges that you hope to address in your doctoral studies, outline the methodological skills you plan to pursue, and briefly note any tentative dissertation research topics. (The typical length is two to four pages.)
- 4. Letters of Recommendation** Three (3) are required. Where reasonable, two of these letters should be from the applicant's previous professors. Electronic submission of recommendations is preferred. You will be prompted to register recommenders using the online application, enabling recommenders to submit letters of recommendation electronically. Recommenders will complete the recommendation form online and submit the form and a letter electronically to the program of study. Do NOT send paper copies of recommendations if they are submitted electronically.
- 5. GRE Scores** An official Graduate Record Examination(GRE) Score Report, sent from the Educational Testing Service, is required of all students. Institution code:1839, and Department code 4402. For further information visit the GRE website at <http://www.ets.org/gre>.
- 6. Writing Samples** One or several examples of relevant work by the applicant. Submissions should support the statement of purpose and clearly demonstrate research and writing abilities. These may consist of academic papers (from

previous coursework), published articles, and/or a portfolio that are representative of the applicant’s work and potential for doctoral studies.

7. **TOEFL** Applicants whose native language is not English must demonstrate English proficiency. The TOEFL is required of all international students except those who have received a degree from an institution where the language of instruction is English.) Applicants who have earned a degree from an institution where the language of instruction is English (e.g., U.S., United Kingdom, Australia) are exempt from submitting a TOEFL. Applicants are urged to take the TOEFL as early as possible and must request the scores be sent to the University of Michigan, Ann Arbor: Institution code:1839, and Department code:97. Note: Scores that are more than two years old will not be accepted as valid. For further information visit the TOEFL website at <http://www.ets.org/toefl/>.

| Test (format) | Minimum score required by Planning Department |
|------------------------|--|
| TOEFL (paper-based) | 560 |
| TOEFL (computer-based) | 220 |
| TOEFL (internet-based) | 84 |

U.R.P. PH.D. APPLICATION DEADLINES AND PROCEDURE

DEADLINE

To receive full consideration for both admission and program financial aid, applications and supporting materials should be submitted by the **January 9, 2010** deadline. The deadline is the date by which all application materials must be received by both the graduate program and Rackham. Early submission may avoid unnecessary delays.

Applicants who have been recommended for admission are notified by the department and the Rackham Graduate School by mid-April. Only the written notice from the Dean of the Graduate School constitutes approval of admission. When your application and application fee have been received by the Rackham Graduate School and entered into our system you will receive an Acknowledgement Email.

This email will direct you to the Web Application Status page for your application and gives you details on how to access this information. The Web Application Status page gives you the ability to verify your application data, view the application decision, and accept or decline (with a reason) an offer of admission.

PROCEDURE

Students seeking admission for the Ph.D. in Urban and Regional Planning are required to complete the Rackham online admissions application at **<https://apply.embark.com/Grad/UMich/Rackham/ProgramA/>**.

Submit the following materials to the URP Doctoral Program:

- Statement of Purpose (via online application)
- Personal Statement (via online application)
- Letters of Recommendation (3) (via online application)
- One official set of transcripts (via online application)
- Writing samples/portfolio/publications
- TOEFL (required)
- GRE (required)

Mailing Address

Urban and Regional Planning Ph.D. Program

A. Alfred Taubman College of Architecture and Urban Planning

The University of Michigan

2000 Bonisteel Boulevard Rm 2224

Ann Arbor, MI 48109-2069

Email: urpdoc@umich.edu

Web: **<http://www.taubmancollege.umich.edu/planning/programs/doctoral/>**

Submit the following materials to the Horace H. Rackham School of Graduate Studies:

- Online admissions application
- Non-refundable application fee
- One official set of transcripts (hard copy)

Office of Admissions

Horace H. Rackham School of Graduate Studies

The University of Michigan

915 E. Washington Street

Ann Arbor, MI 48109-1070

Phone: (734) 764-8129

Fax: (734) 647-7740

Email: rackadmis@umich.edu

Web: <http://www.rackham.umich.edu/>

SENDING OFFICIAL TRANSCRIPTS TO THE RACKHAM GRADUATE SCHOOL

- All applicants are required to mail one (1) set of official academic records/transcripts from undergraduate and postgraduate institutions to the Rackham Graduate School.

Rackham Graduate School

Attn: Transcripts/UM ID# (if known) or date of birth (mm/dd/yyyy)

915 E Washington Street

Ann Arbor, MI 48109-1070

USA

- Official documents must be provided by the institution awarding the degree. Academic records certified by notary publics are not official.
- Submit your application before sending your academic records/transcripts to Rackham. This will allow your documents to be processed more quickly.
- If you do not obtain a UM ID number before mailing your academic records/transcripts to Rackham, it is important that you inform us of any name changes. This includes former Last Name/Family Name/Surname and former First Name/Given Name that appear on your academic records/transcripts. This information will enable us to match your records to your application quickly.

IF YOU DO NOT HAVE A UM ID #, YOU CAN OBTAIN ONE BY REGISTERING AS A FUTURE GRAD STUDENT.

Indicating your University of Michigan ID number on your application and application documents allows your records to be matched and processed more quickly.

The University of Michigan will assign a UM ID # to your record within seven to ten business days. If your program's deadline date is within seven to ten days, submit your documents with your date of birth.

SENDING TRANSCRIPTS TO THE GRADUATE PROGRAM

For your convenience, we offer a transcript upload page within the online application that allows you to expedite the processing of your application.

- This transcript will be considered unofficial.
- The graduate program's admissions committee is able to make a decision based upon your submission of an electronic transcript.
- When submitting transcripts online, upload the front and back of the transcript(s).

U.R.P. PH.D. INTEGRATED CURRICULUM

This option also offers the ability to pursue a combined M.U.P./Ph.D. course of study.

The students who could benefit from such a program fall into two categories:

1. Students admitted to the Ph.D. program who do not have a master's degree or who do not have a master's in urban and regional planning and are interested in obtaining the professional degree;
2. Students currently in the master's program who are admitted to the Ph.D. during or after their first year in the M.U.P. program. To participate in the integrated M.U.P./Ph.D., a student must be admitted to both degree programs.

The master's degree is the professional degree in the field of urban and regional planning, and the Ph.D. is the research degree. In contrast to traditional disciplines, where the master's is granted on the way to a research-oriented Ph.D., the Master of Urban Planning (M.U.P.) implies a mastery of the professional skills needed for urban planning practice. For this reason, the advisor is responsible for ensuring that students participating in the integrated option take the appropriate set of courses to develop professional competency in their chosen areas of study. In order to enable such candidates to complete both degrees while adding the minimum amount of time to

their program, degree requirements may be double-counted in certain areas (such as the statistics requirement). All coordination is optional; in any category, the candidate is free to fulfill the requirements of the M.U.P. and the Ph.D. curricula separately.

U.R.P. PH.D. FINANCIAL SUPPORT

The Urban and Regional Planning Ph.D. program is committed to funding each admitted student for four years, including a stipend, full tuition, and health care during the academic year (September–April). Students typically work and/or are funded through campus or outside research projects during the four summer months.

Additional years of funding may be available through graduate student instructorships, fellowships, research assistantships, and other sources. We do encourage students to apply for funding from independent sources. With a student admissions application no additional documents or materials are required to be considered for departmental funding.

PH.D. FUNDING

Though funding packages vary from student to student, a typical departmental package for a student admitted to the Ph.D. program consists of:

Years 1–2

Annual stipend, full tuition and health care coverage during the academic year (Sept–April). Graduate Student Instructorship (GSI) in which the student teaches one class per term OR GSRA (Graduate Student Research Assistant) in which the student assists a faculty member. Typically requires a 12-14 hour work week.

Year 3–4

Annual stipend, candidacy tuition, and health care coverage

The program will cover two years of pre-candidacy tuition and two years of candidacy tuition. Achieving candidacy before the third year is expected.

STUDENT EXPENSES

The Office of Financial Aid (<http://www.finaid.umich.edu/>) establishes standard student budgets each year as a basis for awarding financial aid funds. These budgets reflect typical “modest but adequate” expense patterns of University of Michigan students based on research conducted by the Office of Financial Aid. While actual expenses will vary based on your lifestyle and level of enrollment, the estimated costs listed below should assist you in planning your own budget.

| | Michigan Residents (In-State) | Nonresidents (Out of State) |
|--------------------|--|--|
| Tuition and Fees | \$17,525 | \$35,183 |
| Room and Board | \$ 11,762 | \$11,762 |
| Books and Supplies | \$1,192 | \$1,192 |
| Personal and Misc | \$4,092 | \$4,092 |
| Total | \$34,571 | \$52,229 |

For more information about tuition and fees, visit:

<http://www.ro.umich.edu/tuition/>

RESEARCH FUNDING

A limited amount of funding may be available for research related expenses if those expenses are in connection with a student’s dissertation work. Students should submit a request for a Rackham Student Research Grant. These grants are designed to support Rackham graduate students who need assistance to carry out research that advances their progress toward their degree. To be eligible for additional departmental research support, students must submit a request, along with a complete description of the project, and letter from the advisor supporting the need for such funding.

PRESENTATIONS AND CONFERENCE ATTENDANCE

The Urban and Regional Planning Program wishes to encourage the development and presentation of papers to conferences if those papers relate to a student’s academic program. Students should submit a request for a Rackham Conference Travel Grant. These grants are intended to assist doctoral students to participate and attend conferences and professional meetings. Students must apply prior to the conference dates. To be eligible for additional departmental support, students must submit a

request, along with a detailed budget and letter of invitation to present, to the chair of the urban planning program. Students are eligible for support for one national or international conference per academic year.

TEACHING AND RESEARCH ASSISTANTSHIPS

- **Graduate Student Instructorship Positions (GSI)**

<http://www.umgeo.org/>

Doctoral students are eligible for Graduate Student Instructorships (GSI) within the college. The teaching assignments are within the Urban and Regional Planning Program and are negotiated by the program chair of urban regional planning and the doctoral program coordinator and the individual faculty members who requires a position.

- **Graduate Research Assistant Positions (GSRA)**

<http://www.hr.umich.edu/acadhr/grads/gsra/what.html>

The number of research assistant positions (GSRA) and hourly positions that are available varies, depending on the amount of sponsored research that is currently in progress. In general, project directors have complete responsibility for the management of their projects. Project directors will generally hire those students (either masters or doctoral) who they feel have an appropriate background for the project and will contribute the most towards its successful completion. The doctoral program helps to facilitate the communication between project directors who are looking for research assistants and doctoral students who are seeking employment. Typically requires a 12–14 work hour work week.

OTHER FUNDING RESOURCES

Rackham School of Graduate Studies

http://www.rackham.umich.edu/funding_resources/fullListing.html/

U.R.P. PH.D. DEGREE REQUIREMENTS

Degree requirements are divided into two stages: pre-candidacy and candidacy. The former involves course work and qualifying examinations, after which the student advances to candidacy. The second stage includes the dissertation research proposal and the completion of the dissertation. The Doctor of Philosophy (Ph.D.) degree in urban and regional planning is granted upon the successful completion and defense of the dissertation.

U.R.P. PH.D. PRE-CANDIDACY REQUIREMENTS

Pre-candidacy requirements include five areas:

- Planning theory
- Analytic methods
- Research design
- Primary area of specialization
- Secondary area of specialization

Students meet these requirements through coursework and exams over a two year period. During this time, a student's cumulative grade point average may not fall below a B without academic discipline or probation.

REQUIRED COURSES

Three courses are required of all Ph.D. students, including two doctoral-level planning theory courses and a two-semester research seminar sequence. The two theory courses, Advanced Urban Theory (UP 650) and Epistemology and Reasoning for Planning Research (UP 660), are offered during the fall term in alternating years. These courses are designed to provide doctoral students a solid theoretical foundation for conducting rigorous scholarly inquiry within the planning field. Second-year students are required to take UP 835 (Ph.D. Research Seminar) over the fall and winter terms (for a total of four credit hours). This year-long seminar has three objectives. First, it exposes students to various approaches to research related to planning. Second, it enables students to formulate and test out researchable topics among faculty and student peers. Finally, it enables students to gain experience in developing an appropriate research design, in writing a detailed research proposal, and in formally presenting the proposal to an audience of faculty and students in a seminar during winter semester.

OVERVIEW OF CORE CURRICULUM AND EXAMS

THEORY

| Courses..... | Credit Hours |
|--|--------------|
| UP 540 Planning Theory (required for students without a masters degree in urban planning or without a previous equivalent course)..... | 3 |
| UP 650 Advanced Urban Theory (offered fall term in even number years)..... | 3 |
| UP 660 Epistemology and Reasoning for Planning Research (offered fall term in odd number years)..... | 3 |
| Total..... | 6–9 |

NOTE: A written theory examination is given to all eligible students once per year, normally in May (after two years of coursework).

RESEARCH DESIGN and METHODS

| Courses..... | Credit Hours |
|---|--------------|
| UP 835 Research Design (a two-semester sequence, normally taken fall and winter of the second year)..... | 4 |
| Analytical Methods (2 semesters graduate level statistics)..... | 6 |
| 2 areas of dissertation-related methods (e.g., spatial analysis, qualitative methods) satisfied through 9 credit hours of coursework..... | 9 |
| Total..... | 19 |

NOTE: No examination. Requirement is satisfied through grades of B or higher in all courses.

SPECIALIZATION

| Courses..... | Credit Hours |
|---|--------------|
| UP 680 Directed Study (literature review in area of specialization, generally completed during the second or third semester)..... | 3 |
| 3 or 4 courses in student-defined area of specialization | 9–12 |
| 2 or 3 courses in secondary area of specialization..... | 6–9 |
| Total..... | 18–24 |

NOTE: Comprehensive examination (written take-home and oral) on primary and secondary areas of specialization. Exam tailored to, and scheduled by the student.

Total core curriculum credit hours 43–52

PLANNING THEORY COURSES AND EXAM

The requirements for demonstrating qualifications in the area of planning theory are the following:

1. Course Work

Satisfactory performance (B or higher) in UP 650 and UP 660. In addition, students entering doctoral study without a M.U.P. or equivalent must take UP 540 (Planning Theory) unless they have previously taken an equivalent course. (Students are also encouraged to enroll in UP573, Urban & Regional Theory.)

2. Planning Theory Exam

After completion of both UP 650 and UP 660, the student completes a two-day take-home planning theory exam. Students normally take the exam during May following the second year of coursework. (In exceptional situations a student may request to take the exam at another time of year.) The examination committee consists of three faculty members (generally the two instructors of UP 650 and UP 660, plus a third faculty member such as the student's advisor). The exam is intended to evaluate the student's comprehension of the various literatures covered by the theory courses and ability to synthesize those materials. The exam is graded on a "Pass," "Conditional Pass" or "Fail" basis. If the student does not achieve a passing evaluation, he/she may take the exam one additional time to achieve a "Pass" or "Conditional Pass" status. A "Conditional Pass" indicates that additional requirements must be met, but the exam need not be retaken. Note: the theory exam has no oral exam component.

ANALYTIC METHODS

Students are expected to be skilled in statistics and in at least two analytic research techniques.

Students qualify in analytic techniques by completing the following:

1. Satisfactory performance (B or higher) in two cumulative graduate level statistics courses, beyond the master's level UP 503 and UP 504. Students entering with previous statistics experience may wish to enter directly into a second semester statistics course.

In the past, students have typically selected one of the following sequences:

- Statistics 402 (Introduction to Statistics & Data Analysis), Statistics 403 (Statistics & Data Analysis II)
- Sociology 510 (Statistics); Sociology 610 (Statistical Methods)
- Natural Resources 438 (Natural Resources Biometrics), Natural Resources 538 (Natural Resources Data Analysis)
- Biostatistics 503 (Introductory Biostatistics), Biostatistics 523 (Biostatistical Analysis for Health-Related Fields)
- The sequence in political science

NOTE: Students wishing to study statistics during the spring or summer terms may want to check out the Summer Program in Quantitative Methods of Social Research sponsored by the Inter-university Consortium for Political and Social Research (ICPSR) and/or the Summer Institute in Survey Research Techniques conducted by the research staff of the Survey Research Center, Institute for Social Research. Choice of courses to meet requirements should be discussed with your advisor.

2. Competence in at least two analytic/research methods. These are methods used in planning research and should prepare the student for his/her likely area of dissertation work. The requirement is met through completion of nine credits of course work in two analytic/research methods (in addition to statistics), to be defined by the student in conjunction with his or her advisor. (The two methods may be interrelated.) Depending on the research method and the student's background, more courses may be needed. Courses in these two areas must be completed with a grade of B or higher in order to fulfill this requirement. Graduate level courses that are audited can count for this requirement, as long as the student completes all the work of the course and the instructor provides a letter indicating the grade the student would have received had he or she been enrolled. All plans for satisfying this requirement are the joint responsibility of the student and his or her advisor.

Numerous analytic/research methods are appropriate. The methods a student selects should relate to his/her dissertation area. Below are several analytic/research methods in which students have been examined in recent years.

Students need not be restricted to choices on the list. These methods include: anthropological methods; case study methods; complex systems analysis; cost benefit & cost effectiveness analysis; decision theory & general risk analysis; demographic analysis; discrete choice analysis; differential equations; diffusion models; economic & other forecasting models; evaluation research; graph theory; historical analysis; institutional analysis; interview techniques; linear programming and general analysis using linear models; network & flow methods; population growth models; probability, both theoretical & heuristic; simulation/gaming & game theory; spatial analysis; survey research; time series; Markov processes.

PRIMARY AND SECONDARY AREAS OF SPECIALIZATION

PRIMARY AREA OF SPECIALIZATION

Students are expected to demonstrate an understanding of the literature, theory, and methods from a primary area of specialization. Each student defines this area of specialization in consultation with his/her faculty advisor(s). An area of specialization might be, for example, transportation planning, community development planning, regional planning, environmental planning, and so on. (If appropriate, a student may further focus their area of specialization by demarcating a subfield within a broader planning topic, such as economic development finance within local economic development.) Students take graduate-level course work in the appropriate discipline(s) and complete a comprehensive examination (described below). During the first semester in the program, each student should meet with his/her advisor(s) to:

- a. **Identify Specialization:** Discuss the student's goals and interest in doctoral study and identify an area of specialization.
- b. **Coursework:** Develop a program of study indicating courses to be taken, or courses that have been taken, covering the appropriate literature (theory and method) for the area of specialization. Students will normally take coursework totaling approximately 12 to 15 credit hours for the area of specialization. (Note: One or two courses taken for the master's degree may apply for either the primary or secondary areas of specialization, but master's level work normally should not be relied upon too extensively for the purposes of doctoral-level study.)
- c. **Directed Study:** As three of these credit hours, a student is expected to take a directed study course with his/her primary advisor during either the winter term

of the first year or the fall term of the second year of study. The purpose of this directed study is to conduct a literature review that will demonstrate the student's ability to review and synthesize a body of academic work and that will advance the student's efforts toward identifying a topic for dissertation research. Initial drafts must be revised until they are of passing quality.

SECONDARY AREA OF SPECIALIZATION

In addition to the primary area of specialization, each student must also identify a secondary area of specialization (i.e., a "minor field" or "outside field") in consultation with his/her faculty advisor(s). The secondary area of specialization is frequently from a discipline outside urban and regional planning (examples include urban politics, urban history, urban sociology, demography, development economics, environment and behavior, etc.). Students normally take at least six to nine credit hours in this secondary area. Students demonstrate sufficient knowledge in this secondary area (and their ability to integrate the secondary area into their main area of specialization) through their comprehensive examination.

COMPREHENSIVE EXAMINATION

The comprehensive exam tests a student's knowledge of both their primary and secondary areas of specialization. The exam consists of a take-home, written examination followed by an oral exam. The examination normally occurs before the start of the third year in the Ph.D. program, after completion of all relevant coursework.

1. The Committee

The student convenes an examination committee of three faculty members, choosing faculty who have expertise in the areas of specialization. At least one member of the committee should be a member of the urban and regional planning faculty. The chair or co-chair of the committee must be a regular member of the URP faculty and cannot be an affiliate faculty member. At least one committee member should represent the student's secondary area of specialization. (If the student has identified a secondary area of specialization that is traditionally housed in another department on campus, then the student is encouraged to select a faculty member from that outside department as their third committee member.) On occasion, examiners from outside the university have served on students' examining committees. While this practice is generally discouraged,

written requests for an outside examiner by students are treated on an individual basis by the Coordinator of Doctoral Studies.

2. The Field Statement

The student meets with the committee to identify appropriate readings and other expectations prior to the construction of the exam. In consultation with the committee, the student prepares a detailed “field statement” that defines the primary and secondary fields, contains a detailed bibliography of readings, organizes the readings into subfields, and outlines a set of major questions for the fields. This field statement is analogous to a detailed syllabus that one would prepare for a year-long graduate-level course on the selected specializations. The student often writes possible exam questions that he/she feels are appropriate for the area the exam will cover. The questions are not the questions the committee asks the student; their major function is to help the committee and the student to agree on the scope of the exam.

3. Scheduling the Exam

The exam is scheduled on the student’s initiative and is normally taken before the start of the third year. Prior to the exam, the student should have completed all coursework, including all incompletes. A student may delay the exam for exceptional circumstances with approval of his/her faculty advisor. Students should notify the doctoral studies assistant of their intent to take the exam and provide him or her with dates, times, location of the exam, and names of committee members.

4. The Exam

The written part of the exam is in the form of a take-home essay exam. The committee chair solicits exam questions from the committee, selects questions to be used, and composes the final examination. The allotted time period to write the exam is determined by the chair, and typically is over three to four days. This is followed by an oral exam, generally scheduled to take place one to several weeks after the written exam. The exam is evaluated on a “Pass/Fail” or “Conditional Pass” basis. If the student does not achieve a passing evaluation, he/she may take the exam one additional time to achieve a “Pass” or “Conditional Pass” status. A “Conditional Pass” indicates that additional requirements must

be met, but the exam need not be retaken. Upon completion of the oral portion of the exam, the committee chair will send an examination report to the Program Administrator.

LANGUAGE REQUIREMENT

FOREIGN LANGUAGE REQUIREMENT

There is no foreign language requirement for doctoral planning students. However, work in some areas of specialization and on certain research/dissertation topics may require a knowledge of one or more foreign languages.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENT

Prior to taking the qualifying examinations, students are also expected to demonstrate writing skills in the English language of the sort required to produce a doctoral dissertation. Such writing skills will be demonstrated in the process of completing routine written assignments in core courses. Students having difficulty doing so are encouraged to take course work at the English Language Institute and/or other units, as appropriate and subsequently are required to take an English Proficiency Examination prior to taking the qualifying examinations.

ANNUAL REVIEW

At the end of the each year of study, students are required to complete an Annual Review. The advisor and the coordinator of doctoral studies may make recommendations for any modifications deemed necessary prior to the start of the following academic year. Note: financial support for the subsequent year, if applicable, depends on timely completion of a satisfactory annual review.

ANNUAL REVIEW STEPS:

1. By April 30, the student submits TWO COPIES (one copy to their advisor; one copy to the doctoral studies assistant) of the following:
 - a. A completed copy of the annual review form, including a concise narrative of plans and goals for the upcoming academic year.
 - b. An up-to-date copy of the compliance form.
2. The advisor provides comments to the student and, where necessary, recommends changes in the academic plan. (This consultation between advisor

- and student may happen in person or by phone). If necessary, the student should provide the advisor and the doctoral studies assistant with copies of a revised version of this review form based on the advisor's comments.
3. Once the advisor has approved the plan of study for the coming year, the advisor forwards (no later than May 14) to the doctoral studies assistant a copy of the "faculty evaluation form," which includes a short narrative of student progress (one paragraph).
 4. The URP doctoral committee reviews the materials, and sends a letter to the student, either confirming their good standing in the program or specifying additional requirements to be in good standing.

TYPICAL SCHEDULE OF COURSES

Following is a typical sequence of courses for Ph.D. students in urban and regional planning.

YEAR 1

Fall Term

- UP 650 or 660 Theory
- UP 540 (for non M.U.P. students) and/or Elective
- Statistics I
- Elective (methods/specialization)

Winter Term

- UP 680 Directed Study (Literature Review) or Elective
- Statistics II
- 2 Electives

YEAR 2

Fall Term

- UP 835 Research Design
- UP 650 or 660 Theory
- UP 680 Directed Study (Literature Review) or Elective
- Elective

Winter Term

- UP 835 Research Design

- 3 Electives

Spring/Summer Term

- Planning Theory Exam (typically offered in May)
- Comprehensive Exam, scheduled by student; typically taken at the end of the summer
- Advancement to Candidacy

YEARS 3-4

- Dissertation Proposal (reviewed and approved by student's dissertation committee and the urban and regional planning doctoral committee)
- [dissertation research and writing]
- Full draft review (with dissertation committee, this is done at least 8 weeks before defense)
- Dissertation Defense
- Submission of dissertation final version

U.R.P. PH.D. APPLYING FOR CANDIDACY

The student is advanced to candidacy when all requirements except the dissertation proposal and dissertation have been satisfied. Any incompletes critical to satisfying program requirements must be made up before applying for candidacy.

The normal time to achieve candidacy is two years from date of first enrollment in the doctoral program. Students who take longer than four years need to document a clear rationale for their slow progress.

Once the student has successfully completed all coursework, the theory exam and the comprehensive exam, the student is to schedule a meeting with the doctoral coordinator. The student should bring a copy of the URP Ph.D. "Compliance Form" that indicates the satisfactory completion of all degree requirements except the dissertation proposal and dissertation. The compliance form is an integral part of the student's record, and records the completion of requirements and various approvals. The form is available online at: http://www.TaubmanCollege.umich.edu/planning/programs/doctoral/applying_for_candidacy/. The student is responsible for maintaining this

form and for making sure a current duplicate form is on file with the URP doctoral studies assistant.

The Ph.D. compliance form has five pages:

1. Theory Requirement: Courses and Exam
2. Research Design & Methods Requirement: Courses
3. Primary and Secondary Fields: Courses and Comprehensive Exam
4. Evidence of the equivalent of eight months of full-time work experience (teaching, research, or practicum) in a planning-related situation must be submitted and approved by the student's advisor or the Coordinator of Doctoral Studies. Work experience before entering or while enrolled qualifies equally.
5. Dissertation Proposal Approval (Note: this requirement is completed AFTER advancing to candidacy).

In order to advance to candidacy, the student must also meet Rackham requirements.

These requirements include:

1. Students must be enrolled (for a minimum of one credit) during the term in which they take their preliminary examinations. For URP Ph.D. students this means the term in which the comprehensive exam is taken.
2. A minimum GPA of 5.0 (B)
3. Completed a minimum of 36 Required Fee Totals (RTFs). This requirement is reduced to 18 RFTs if the student has a "relevant master's". [see Required Fee Totals (RFTs) below]
4. Coursework-in-Residence: Complete 18 hours of graduate coursework in residence on the Ann Arbor campus.
5. Complete at least four hours of cognate graduate coursework (coursework outside the Urban and Regional Planning Program) with a grade of "C-" or better.

Once the student has satisfied all these requirements, the doctoral coordinator will formally nominate the student for candidacy (by signing and submitting the "Recommendation for Candidacy" Form). When a student becomes a candidate, he or she is considered ready to do the dissertation and is eligible for UP 995 candidacy registration.

REQUIRED FEE TOTALS (RFTS)

“Required Fee Totals” are essentially an adjusted number of credit hours taken per semester. The maximum one can earn per semester is nine. Full-time enrollment (9 or more credits) earns a student 9 RFTs per semester. The Rackham Graduate School requires a student to accumulate at least 68 Rackham Fee Totals (RFTs) in order to graduate, 36 of which must be accumulated prior to admission to doctoral candidacy. Students who enter with a relevant master’s degree will have the minimum Rackham fee total requirement reduced by 18. Most students entering the URP doctoral program do have a “relevant master’s.” Rackham courses taken during a masters program at the University of Michigan also count toward the required RFTs.

RACKHAM FEE TOTALS REQUIRED BASED ON PRIOR GRADUATE WORK

| | Without a “relevant master’s” degree | With a “relevant master’s” degree (Not from Rackham) | With a Rackham master’s degree (e.g., a M.U.P. from Michigan) |
|---|---|--|--|
| RFTs needed to advance to candidacy | 36 | 18 | 36 |
| Total RFTs needed to graduate | 68 | 50 | 68 |

Note: Though a master’s degree from Rackham does not get counted as a “relevant master’s,” students may count all RFTs accrued during their Rackham master’s program. (A student with a MUP from Michigan will therefore have already typically earned 36 RFTs.)

CERTIFICATE OF CANDIDACY

When OARD receives your recommendation for candidacy form, the staff will review your academic record to determine if you have completed all of the Rackham requirements for the doctorate except the dissertation, and that you have met the minimum Rackham Fee Totals for coursework done prior to candidacy. Once that information has been verified and the candidacy process has been completed, you may request a certificate of candidacy.

U.R.P. PH.D. FROM CANDIDACY TO DISSERTATION

This final stage of the doctoral program involves several steps: formation of dissertation committee; approval of the dissertation proposal; dissertation research and writing; an informal “Full Draft Review” meeting; a formal, public dissertation defense; and final approval and submittal of the dissertation.

FORMATION OF DISSERTATION COMMITTEE

Immediately after completing the comprehensive exam and advancing to candidacy, the student should form a dissertation committee and schedule a dissertation proposal hearing. The student may also initiate this process of committee formation even before advancing to candidacy. The student must receive approval of the proposal within six months after advancing to candidacy. The Rackham Graduate School defines rules and regulations governing dissertation research and preparation. Dissertation committees must have at least four members, three of whom are regular members of the graduate faculty, and two of whom are from the doctoral candidate’s home program. The chair or one of the co-chairs must be a member of the urban planning program faculty. The committee must also have a cognate member who is familiar with the standards for doctoral research and holds at least a 50% appointment in a Rackham doctoral program other than the Urban and Regional Planning Program. Finally, the committee may include a university faculty member who is not a regular member of the graduate faculty, a university staff member, or a qualified individual outside the university to provide expertise in the candidate’s discipline.

Once the dissertation committee is finalized, the student should complete a dissertation committee nomination form (<http://www.rackham.umich.edu/downloads/oard/forms/disscommittee.pdf>) and give to the doctoral coordinator for submission to the Rackham Graduate School. For detailed dissertation committee formation guidelines

visit the Rackham graduate school website at <http://www.rackham.umich.edu/downloads/oard/forms/disscommittee guidelines.pdf>.

The chair/co-chairs, as well as the student, should provide the doctoral studies assistant and the coordinator of doctoral studies with periodic progress reports. Both should be kept aware of what is occurring in the dissertation process and all scheduled events (including the proposal hearing and the defense).

APPROVAL OF THE DISSERTATION PROPOSAL: FORMAL HEARING

The student must formally obtain approval of the dissertation proposal within six months after advancing to candidacy. Any post-candidacy financial aid will be contingent on the timely approval of the dissertation proposal. The steps to approval include:

1. Schedule a one-hour “dissertation proposal hearing” (to be attended by both the dissertation committee and the URP doctoral committee). Schedule this meeting well in advance so that all members can attend. This meeting should take place no later than three to six months after achieving candidacy. Reserve a room for the hearing.
2. Work with the chair and dissertation committee on the proposal. This process consists of several iterations of draft review & comment over a several month period. The proposal presents the research topic, the research question(s), a detailed research design, the methods to be employed, data sources and relevant theory and literature. It is a detailed research plan, very much like a proposal for a sponsored research project. The proposal needs to present a clear statement of the problem or issue that will be dealt with, what the candidate intends to do and how it will be done.
3. Provide a full-length hard copy of your draft proposal (suggested length: 25-35 pages) to each member of the dissertation committee AND the URP doctoral committee at least two weeks before the scheduled hearing. (The URP doctoral committee will assist the dissertation committee in determining appropriate revisions needed before final approval.)

4. Convene the proposal hearing (a short presentation followed by Question & Answer). The student, the dissertation committee and the URP doctoral committee attend the proposal hearing. Obtain approval of the proposal from the dissertation committee or conditional approval subject to additional revisions.
5. Post-hearing: If necessary, work with the dissertation chair to make any necessary additional revisions.
6. Once the proposal is approved, the student should complete the “Dissertation Proposal Approval” page in the URP Ph.D. compliance form (page 5): dissertation proposal title and abstract, plus dissertation chair signature. An approved proposal constitutes readiness to proceed with dissertation work.

SAMPLE SCHEDULE TO COMPLETE DISSERTATION PROPOSAL (YEARS 2–3)

| Year 2 | | | Year 3 | | |
|--|-------------|--|---|---------------------------|---|
| <i>Sep.–Apr.</i> | <i>May</i> | <i>Aug.–Sep.</i> | <i>Sep.</i> | <i>Sep.–Nov.</i> | <i>Nov.–Mar.</i> |
| Develop initial research proposal in UP835 | Theory Exam | Comprehensive Exam, advance to candidacy | Form dissertation committee and set proposal hearing date | Write and revise proposal | Hold proposal hearing. Obtain approval. |

DISSERTATION RESEARCH

Though the structure and methodologies of the dissertation research vary widely by candidate, topic and dissertation committee, all dissertation projects are governed by Rackham Graduate School regulations regarding human subject matter, the use of copyrighted material, etc.

INFORMAL FULL DRAFT REVIEW (FDR)

Each student is required to schedule an informal “Full Draft Review” (FDR) meeting with his or her dissertation committee at least six weeks before the anticipated formal dissertation defense. This meeting is to enable the identification of any significant issues in the dissertation that demand attention and to give the candidate the

opportunity to address them in the document before the public defense. This procedure is designed to eliminate, as much as possible, surprises during the oral defense in the form of committee concerns of which the candidate had not been previously aware. The candidate should then submit a revised version of the dissertation to the committee (based on comments from the FDR meeting) at least four weeks prior to the final defense. This allows the committee sufficient time to read and comment in advance of the informal meeting. Remember that committee members' personal availabilities may vary, so please confirm needed lead-time with each committee member.

FORMAL PUBLIC DISSERTATION DEFENSE

The dissertation defense consists of two parts: the first is a formal, public presentation of the dissertation research, followed by questions and answers from both the committee and the audience. Defenses are advertised and open to the public, and other students and faculty are frequently in attendance. The second part is a closed session for the candidate and the dissertation committee. During the defense, the candidate may be asked to reconsider certain aspects of their work and to make certain changes or corrections in the dissertation. At the end of the session, the chair will discuss the oral defense with other members of the committee and inform the student of their assessment. The duration of the defense varies, but the candidate should reserve the room for a two to three hour period.

Final scheduling of the defense will depend on the outcome of the informal "Full Draft Review" meeting with the candidate and committee. For each degree conferral date, the Rackham Graduate School has specific deadlines for both the dissertation defense and formally submitting the final version of the dissertation. (see <http://www.rackham.umich.edu/OARD/doctoraldeadlines.html>). Though the urban and regional planning faculty recognizes that candidates often want to have a precise defense and graduation date set far in advance, the timing of the final dissertation stages is contingent on the outcome of the "Full Draft Review" meeting, the formal defense, and the amount of revisions required by the committee. Be sure to also schedule a separate pre-defense meeting with a representative from Rackham's Academic Records and Dissertations Office at least two weeks before the defense.

The student should deliver a revised completed draft, with changed or added areas highlighted clearly, to the committee members at least two weeks (or more) before the

defense. Be sure to include the dissertation abstract (an official part of the document). The candidate must also distribute Rackham dissertation evaluation forms to each committee member, which the candidate will receive at the Rackham re-defense meeting. The student must be registered for an eight-hour candidacy enrollment (995 Dissertation Research) for the term in which the student defends. For detailed instructions on the defense requirements, see the Rackham Graduate School Academic Policies (<http://www.rackham.umich.edu/policies/gsh/section2/#2128>).

FINAL APPROVAL AND SUBMITTAL OF DISSERTATION

The final approval of the dissertation, as with the defense, is primarily governed by Rackham rules. At your Rackham “Pre-Defense Meeting” you will receive detailed instructions about the final requirements needed for graduation, including applying for graduation, needed dissertation copies, format, etc. See: <http://www.rackham.umich.edu/policies/gsh/section2/#21213>.

URBAN AND REGIONAL PLANNING COURSES

U.R.P. UNDERGRADUATE COURSES

UP 402 Undergraduate Experimental Course

Prerequisites: None

(3 credit hours)

The topics for this course vary each semester. This course is intended to provide undergraduates with an introduction to urban studies and urban and regional planning through special topics.

UP 423 (ARCH 423, ENVIRON 370: This course originates in Urban Planning)

Introduction to Urban and Environmental Planning

Prerequisites: None

(3 credit hours)

This is an Undergraduate Course. This overview course explores urban and environmental planning issues and problems and reviews the ways planners grapple with them. Speakers from within and outside of the University describe the content of the issues and state-of-the-art intervention programs and techniques. Topics covered include the origins and history of urban planning, the legal aspects of planning, planning for sustainable development, metropolitan growth and urban sprawl, urban design, housing and real estate development, transportation planning, environmental planning, planning for open space and historic preservation, brownfield redevelopment, waste management, and third world development.

U.R.P. GRADUATE COURSES

UP 406 (GEOG 406: This course originates in Urban Planning) Introduction to Geographic Information Systems

Prerequisites: None

(3 credit hours)

This course provides an introduction to Geographic Information Systems (GIS) technology and how it may be applied to solve urban planning problems. Emphasis is on basic principles and concepts of GIS, theory and tools of spatial analysis, and broad exposure to GIS applications such as land use, infrastructure, and environmental planning. Topics include the history of GIS, hardware and software requirements, spatial data types, data formats and sources, spatial analysis techniques, making maps and reports, and fundamentals of database design.

UP 443 (Arch 443: This course originates in Architecture) History of Urban Form

Prerequisites: None

(3 credit hours)

This course offers a study of the historical development of the physical form of western cities from ancient times to the present. The course will deal primarily with European and North American cities under the following headings: Ancient and Classic, Medieval, Renaissance and Baroque, and Modern (nineteenth and twentieth centuries). Cities of Asia, Africa, and Latin America will be included where possible and applicable.

UP 500 Professional Practice/Planning Research

Prerequisites: None

(1 credit hour)

This course is intended for first-year urban planning students and those in other professional schools. It is designed to introduce students to various aspects of planning practice, policy, and research as reflected in the work of professional planners and members of the urban and regional planning faculty.”

UP 502 Environmental Planning: Issues and Concepts

Prerequisites: None

(3 credit hours)

This is an introductory graduate-level course on the issues and concepts underlying environmental policy-making and planning, with a focus on the United States. Rather than concentrating on one particular type of planning method (e.g., cost-benefit analysis, impact assessment, site design), the principal goal of the course is to address value-based and analytical conflicts that are common to environmental policy-making and planning processes employed in the U.S. and abroad. The course is designed to: provide students the ability to recognize and tease apart the competing values and analytical assumptions made by various stakeholders in environmental policy-making and planning debates; consider how those debates are shaped by and play themselves out within the political, legal, and administrative processes that characterize environmental policy-making and planning in the U.S.; and familiarize students with the various forms of contemporary environmental policy-making and planning practice that they will likely encounter in their professional work.

UP 503 Introduction to Statistics

Prerequisites: None

(3 credit hours)

This course is intended primarily for students who have no background in statistics and should be taken before UP 504. It introduces statistical concepts such as probability, descriptive statistics, tests of differences in populations, correlation, and linear regression. The course will familiarize students with computerized spreadsheets and statistical packages. The course meets for eight weeks.

UP 504 Quantitative Planning Methods

Prerequisites: URP 503, statistics course, or permission of instructor

Term: Winter (3 credit hours)

This course introduces students to some of the quantitative methods and techniques used in planning practice and urban research. We will cover computer applications for data analysis, including some computer lab time scheduled periodically through the semester. Analytic approaches include research design, multivariate regression, population forecasting, survey research, case study research, evaluation, and graphic

data presentation. The emphasis is on methods in the context of planning and urban policy research, and matching the method to the problem.

UP 505 Fundamentals of Planning Practice

Prerequisites: None

Term: Winter (3 credit hours)

Students are introduced to planning practice by generating a complete master plan during the course of the semester. The class teaches techniques associated with problem identification, assessment of issues, and formulation and articulation of final recommendations. There is an emphasis on strong written, graphic, and oral communication skills as a basis for critiquing class performance.

UP 507 Geographic Information Systems

Prerequisites: UP 406 or comparable introductory GIS course, or permission of instructor

(3 credit hours)

This course enables students who have taken the introductory course (UP 406) to advance their skills in the use of Geographic Information Systems. Several advanced GIS techniques are presented to help students deepen their analytical capabilities using spatial data. Topics to be covered include network analysis (e.g., pipeline flows, waterways, travel routing, and costs, facility service areas, and traffic flow); spatial data analysis (e.g., raster modeling, interpolating point data, density analysis, and neighborhood statistics); and an introduction to visualizing spatial data through 3D modeling. The course also introduces students to several statistical and computational approaches to quantifying spatial patterns and identifying clusters and outliers in spatial data. The course also further deepens skills in applying GIS as a tool for studying urban problems. Students work on case study projects drawn from local communities.

UP 510 Public Economics for Urban Planning

Prerequisites: None

Term: Fall (3 credit hours)

This is a course in the application of microeconomic modes of reasoning to problems that planners address. The course begins with an overview of the economist's analysis of the relationship between markets and efficiency, including concepts of supply

and demand, elasticity, marginalism, opportunity costs, consumer surplus, market competition, and equilibrium. The course then delineates efficiency- and equity-based rationales for planning, and explores how economic modes of thinking can aid in the design of planning interventions to alter market outcomes. This section of the course also considers strengths and weaknesses of both planning and market solutions in various contexts. Finally, the course applies economic modes of thinking to specific planning problems, developing tools of benefit-cost, cost-effectiveness and fiscal impact analysis, together with an exploration into the economics of transportation, pollution, and land use regulation. MUP students lacking previous coursework in microeconomics should enroll in this course; all other MUP students are welcome as well.

UP 513 Legal Aspects of the Planning Process

Prerequisites: None

Term: Fall (3 credit hours)

This course provides a general overview of the legal aspects of urban and regional planning, including institutional structures, sources of and limits on legal authority, and traditional and evolving approaches to land use and development control. The principle focus of the course will be on the relationships between planning as a public policy-making process and the laws that authorize, implement, and constrain planning initiatives.

UP 516 Planning Representation and Communication

Prerequisites: None

(3 credit hours)

The purpose of this course is to sharpen the students' visual communication skills, serving as a basis for physical planning studios and future practice. The course is intended for planning students without any design background; it combines field trips, lectures and reading discussions, software workshops and applied exercises. The class provides an analytical framework and a set of tools to operate at very different scales.

UP 517 (BA 517: This course originates in Urban Planning) Real Estate Essentials

Prerequisites: None

Term: Fall (3 credit hours)

This survey course seeks to put architectural, urban planning, business, law, and public policy students together to understand how residential, office, retail, and research/

industrial space gets built and why. Key topics include law, appraisal, finance, brokerage, property management, asset management, and development. The course will teach everyone how to analyze every type of real estate, from your own home purchase to a healthy or not-so-healthy downtown to an investment opportunity. You will learn how to recognize a good deal from a bad deal; how to rent, buy, or build your own commercial space; and how the key members of a development team depend upon one another for any type of real estate construction.

UP 518 Physical Planning Workshop

Prerequisites: None

(4 credit hours)

This course provides an overview of basic theory, principles, and skills involved in planning for the physical environment. The course is taught primarily in a studio format in which the students learn by undertaking real or applied problems. The objective of the course is to provide students with a basic understanding of physical and land use planning, and to provide them with the rudimentary skills including graphic communication skills necessary for producing a physical plan.

UP 519 (ARCH 519) Theories of Urban Design

Prerequisites: Graduate standing or permission of instructor

(3 credit hours)

The seminar is designed as a critical and collective inquiry into theories of urban design in order to develop an in-depth, interdisciplinary approach toward a more meaningful urban design for the future. Through a series of readings, discussions, case studies, presentations, and research work, students focus on deficiencies and opportunities in current urban design approaches, and formulate their own perspectives and strategies of urban form intervention, based on a critical understanding of the fundamental nature of cities versus the nature of thinking in the field of urban design.

UP 520 Urban Land Use Planning

Prerequisites: None

(3 credit hours)

Urban land use planning will provide a broad overview of major land use planning issues from the perspective of the professional planner. Students will learn the fundamentals about the planning and development process including how to: review

site plans, develop master plans, revise development standards, write staff reports and inspect development sites. Important planning tools and techniques will be applied to sustainable land use practices such as natural features protection, infill development, brownfield mitigation, neo-traditional development and urban waterfront redevelopment. Speakers and field trips will provide a first hand glimpse of the major land use issues that planners deal with everyday. This course will be helpful to anyone interested in working as a public or private sector planner.

UP 521 The Social Life of Public Spaces

Prerequisites: Graduate Standing

(3 credit hours)

This course examines the social life of parks, sidewalks, subways, plazas, malls, and other shared spaces. The course will focus on the aesthetic, legal, and social considerations that designers and city officials should consider when they try to use regulation and design to promote the health and vitality of public spaces. An eclectic array of classic and contemporary readings from sociology, urban planning and design, law, and related fields will be reviewed.

UP 522 State and Local Land Management

Prerequisites: UP 513/PI

(3 credit hours)

State government has always been the primary source of the legal authorities used for the public management of private land use and development. Most states have traditionally delegated many of those authorities to their local governments. Since the 1970s, however, suburban sprawl has increasingly prompted states either to take some of those authorities back or to demand more and better management efforts. The course first reviews the history and contours of conventional state-local development management practice and the various critiques that are widely leveled against it. The course then surveys and critically assesses the different kinds of state-local institutional reforms that have been adopted in response to those critiques and the array of development management tools that are now commonly promoted. The course also addresses special topics on methods for evaluating state-local development management programs, housing, urban redevelopment, and rural area conservation. The course concludes by reviewing the popular backlash that these reforms themselves have yielded and contemplating the prospects of future reform efforts.

UP 523 Regional Planning

Prerequisites: None

(3 credit hours)

This introductory course examines regional planning and analysis. Regionalism represents a distinctive view of metropolitan development, an alternative conception of community, and an institutional response to environmental, economic and social challenges. We examine such debates as sustainability, metropolitan sprawl, city-suburb inequality, and the role of state and federal policy.

UP 526 (ARCH 526) Sociocultural Issues in Planning and Architecture

Prerequisites: None

(3 credit hours)

Throughout US history, socio-cultural factors have influenced the formation of places, and consequently, social relations and conditions within them. Yet, the fields of planning and architecture have traditionally not emphasized issues such as race, ethnicity, gender, class relations, immigration status (among other) as central topics to be addressed. The purpose of this course is to examine socio-cultural issues and their significance to planning and architecture practice and education. The course has three main goals:

1. Students will gain an understanding of the historical role that social and cultural factors have played in shaping the current context within which planning and architecture work takes place;
2. Students will engage in critical examination of theories and practices that shape the fields of planning and architecture and their social implications; and
3. Students will reflect on the current and desired roles carried out by planners and architects in deliberately or inadvertently affecting social conditions.

UP 527 Infrastructure Planning in the U.S. and Developing Countries

Prerequisites: Graduate standing

(3 credit hours)

The course will take a comparative perspective in addressing infrastructure delivery issues in the U.S. and developing countries: What are the current theoretical perspectives on the cause of inadequate infrastructure, and on potential solutions to this problem? What are the potential roles of the state, private sector, and

organizations of civil society in infrastructure delivery? What approaches are being attempted currently, and how successful have they been? Emphasis will be on water, sanitation, sewerage, and power. The course will draw heavily on case studies from Asia, Latin America, Africa, and the U.S. Class will be conducted in a seminar format, and students will also engage in in-class debates on controversial issues, including potential role of decentralization, privatization, and community-based approaches to infrastructure delivery. Students will also be required to write a term paper on a topic of their choosing.

532 Sustainable Development: Resolving Economic and Environmental Conflicts

Prerequisites: No formal prerequisites, though some prior coursework in economic development and/or environment planning/policy is useful.

(3 credit hours)

A growing body of evidence suggests that human populations world-wide are not living on the earth in ways that can be sustained indefinitely given current patterns of natural resource consumption, population growth, land development, and institutional arrangements. In response to this predicament, the concept of sustainable development has become prominent in popular and academic policy-making and planning debates over the past decade. Does the notion of sustainable development itself offer any useful guidance for making public policy and planning decisions, or is it merely an attractive oxymoron that different interests can agree on only at an abstract level? The goal of this class is to explore this question in depth. The course begins by considering the variety of ways in which our current lifestyles, locally and globally, are not sustainable, and then works through the concept of sustainable development from different vantage points: in terms of fundamental principles, scale (from global to local), and institutions, policies, and laws. Finally, the course addresses a variety of policy-making and planning prescriptions that have been offered and assesses whether and how those various prescriptions will likely work in practice. Working in groups, students test these theories of sustainability by applying them to selected client communities in Michigan.

UP 534 (NRE 599) Conception, Practical Issues and Dilemmas in Environmental Justice

Prerequisites: Undergraduate sociology, psychology and economics
(3 credit hours)

This course will explore theoretical and analytical models and specific case studies to increase student understanding of environmental justice.

UP 537 Housing Policy and Economics

Prerequisites: None

Term: Winter (3 credit hours)

The objective of this class is to provide students with an understanding of policy and planning in housing, and the role of regulation in housing development, delivery, and choice. The course will address the economic, political, legal, and social forces that shape the housing stock and its use by owner-occupiers and tenants. We will examine the policies and programs that are currently in place, and their effect on the quality and affordability of housing. The first part of the course will provide a broad conceptual understanding of the basic economics of housing supply and demand, including the economic and financial aspects of housing delivery, the legal and administrative framework in which housing is developed, and the way households make housing choices and adjust their housing consumption. The second part of the class will focus on housing policy and planning to examine how affordable housing is delivered by both government and non-profit actors in the national, local, and community levels. The final part of the class will examine a variety of issues such as the links between housing and neighborhood transition, housing and transportation, and housing and local public finance.

UP 538 Economic Development Planning

Prerequisites: None

(3 credit hours)

This course offers an introduction to ways of thinking about the functioning of regional, urban, and local economies and the implications for planning economic development. The course examines regional and metropolitan industrial locations, processes of development and growth, international and inter-regional trade, labor markets, and migration. Close attention is given to how planning intervention can influence the location, speed, and character of growth.

UP 539 Methods for Economic Development Planning

Prerequisites: None

(3 credit hours)

This course teaches methods used by planners to understand local and regional economies, identify planning strategies, and evaluate impacts. We approach economic development from three interrelated perspectives: sector-based, people-based, and place-based, with an emphasis on social justice and sustainability. Analytical methods include economic base, shift-share, policy evaluation, and occupational analysis.

UP 540 Planning Theory

Prerequisites: None

(3 credit hours)

This is a course in the theoretical foundations of planning. This course will stress basic tools that will help you to invent new solutions to new problems in the real world. We will use case studies of urban regions across the US for class discussion to both bring theory to life and allow us to test established planning theory against real urban problems. We will cover the historical foundations of planning, the classical theoretical paradigms of planning, an examination of the major roles played by practicing planners, and finally the application of those theories and roles to the case study and to larger problems of environmental limits, economic globalization, and increasing social disparity.

UP 560 (NRE 560: This course originates in NRE) Behavior and Environment: The Psychology of Human-Environment Interaction

Prerequisites: None

(3 credit hours)

This course deals with two central themes. First, environmental problems are people problems, requiring an understanding of how people think, what they care about, and the conditions under which they behave most reasonably and creatively. Second, human behavior makes the most sense when studied in the context of the environment, both present and evolutionary. The course builds a model of human nature based upon research in the field of environmental psychology. The course will explore such topics as environmental perception and knowledge; preferred environments and coping with the failure of preference; and mental attention fatigue and restoration. It then applies this model to such issues as common property resource management and

the psychology of sustainability. The course is cross-disciplinary both in emphasis and student population with the disciplines of natural resource policy, planning and management; environmental education and communication; conservation behavior and conservation psychology; landscape architecture and urban planning, and green and sustainable business typically represented.

UP 564 Integrative Real Estate Seminar

Prerequisites: None

Term: Winter (2 credit hours)

A survey seminar regarding the various progressive approaches to real estate development, including downtown revitalization, conservation development, New Urbanism, etc. It will also review the history of conventional development, progressive project financing, and public policy such as smart growth and regionalism.

UP 563 Strategic Planning for Real Estate Companies

Prerequisites: Real Estate Development Certificate Candidate

(1 credit hour)

The course is about crafting an integrative strategy for a mixed-use place, such as a downtown, suburban town center, or transit-oriented development. The course will focus on one case-study and will outline the various parts of a holistic strategic plan for revitalization and diagnosing the current condition of a walkable place.

UP 565 (FIN 565: This course originates in the Business School) Real Estate Development

Prerequisites: FIN 318 or UP 517

(3 credit hours)

This course provides a practical, realistic exposure to public or private development while understanding how marketing, design, financing, and environmental issues interrelate. This course is a complement to UP 613 (Architect/Planner as Developer) and to UP 517 (Real Estate Essentials). In this course, students work as a team typically composed of MBA-Marketing-Oriented, MBA-Finance-Oriented, Architecture or Urban Planner and a third-year law student to research and develop a feasible plan for a relevant immediate development opportunity.

UP 566 Structuring Real Estate Financial Deals

Prerequisites: A microeconomics course; UP517/BA517 or UP613/ARCH517 or permission of instructor

(3 credit hours)

Using case studies, this course will give students the opportunity to work through the structuring of financing or alternatives for the structuring of financing for a range of complex real estate deals that involve public, nonprofit, and private sector developers. The perspective is that of the developer.

UP 568 Real Estate and Urban Development

Prerequisites: None

(3 credit hours)

This course examines the role of real estate in the formation of cities and regions drawing on research and concepts from urban and regional planning, political science, economics, geography, business, history, and other pertinent fields. The course looks at issues such as the historical emergence of real estate development, real estate growth machines and regimes, real estate rent-seeking in the succession of land use, political economy theories of real estate abandonment and gentrification, the role of real estate in racial segregation, and the impact of globalization on real estate.

UP 569 Organizations and Management in Urban Planning

Prerequisites: None

(3 credit hours)

Urban Planning happens in organizations. That is true whether the topic is international development, housing, land use, transportation, the environment, or economic development. Your ability to make a difference in any of these fields depends partly on your ability to influence the behavior of organizations. This course will help you develop the knowledge and skills you need to do that. It will cover a range of topics including strategic planning, mission statements, contracting for services, human resource management, operations management, and public relations. By making heavy use of case studies drawn from many different planning fields, the course will offer students with a variety of interests the opportunity to learn about organizations relevant to their concerns. Assignments will include field experiences analyzing real planning organizations and focused analysis of management issues based on case studies.

UP 572 (GEOG 472: This course originates in Urban Planning) Transportation and Land Use Planning

Prerequisites: Permission of instructor

(3 credit hours)

This course explores the interrelated systems of urban transportation and urban land use to discover principles and ideas that can be useful in developing plans that affect the two. The course covers four broad areas:

1. **Transportation Planning History:** What assumptions and approaches have guided domestic transportation planning? How do transportation planning's roots and traditions affect current practice? In what ways did transportation planning and technologies interact to produce evolving city forms?
2. **Transportation and Land Use Theory:** What frameworks have been developed to understand the interrelationships between transportation and land use, and how might these affect how we view potential transportation planning alternatives?
3. **Transportation Planning Techniques:** Formal approaches to modeling domestic land use and transportation systems in the past few decades. We explore these approaches as well as their limitations.
4. **Urban Transportation Policy:** Alternative definitions of the transportation problem can lead to different directions for policy. We explore various contemporary transportation planning concerns and approaches to dealing with them.

UP 573 (NRE 573: This course originates in Urban Planning) Urban and Regional Theory

Prerequisites: None

(3 credit hours)

This course surveys theories on the existence, size, location, and functioning of cities and their metropolitan areas in rich and poor regions of the world. It examines the development of urban form from the earliest settlements to the contemporary city, and it considers the political, economic, social, and cultural reasons for the formation and change of urban society. This seminar is intended to provide participants with an introduction to key principles and concepts or theories used by social scientists to explain urban growth and change in the broad field of urban theory, and to help students to recognize the distinctions between theories and understand their strengths and weaknesses when drawing upon them in planning practice. The course focuses

on the relationship between political and economic processes and their joint influence on urban spatial form. It considers conventional treatments by planners, geographers, economists, and sociologists as well as the perspective of political economy. These theories are indispensable for understanding the origins of cities, the persistence of urban and regional spatial patterns, and the distinctive nature of urban problems.

UP 576 (NRE 576: This course originates in NRE) Ecological Design Approaches to Brownfield Redevelopment

Prerequisites: None

(3 credit hours)

This course will draw on practicing experts to introduce students in these disciplines to the wide-ranging issues that must be integrated for sustainable brownfield redevelopment: law and public policy, public health, public perception, environmental justice, environmental health, risk assessment, remediation, land planning, real estate finance and construction. Readings, lectures, a field trip, a charrette, and a workshop critique of student work by visiting experts will allow students to gain a breadth of knowledge of factors that interact to affect the success of brownfield redevelopment.

UP 590 Expanded Horizons

Prerequisites: Graduate standing

Term: Fall (1 credit hours)

In this course, a city or urban region is selected for an intensive on-site field study. Meetings with various city and regional planning and planning-related professionals are held. In addition, tours of major urban development sites and programs are conducted. The trip is held early in the fall term. Students are expected to prepare a short paper reflecting on their experience upon their return. The trip is usually conducted over a three-day period at the end of the week.

UP 594 American Planning 1900–2000

Prerequisites: None

(3 credit hours)

This course examines the development of American city planning in the twentieth century including consideration of pre-1900 and non-U.S. influences. We will emphasize the physical design of cities over time, the role of policy, and ideas about urbanization. The course will include visual case studies of US cities to illustrate the patterns of urban planning. We will examine the impact of events, issues, strategies,

and planning practice throughout the century. The class is intended for planning students and architects; it is also open to students in non-planning fields such as natural resources, engineering, and the social sciences.

UP 598 (PUBPOL 692: This course originates in Public Policy) Thinking

About Crime

Prerequisites: Permission of instructor

(3 credit hours)

As Chief of the New York City Police Department, William Bratton was fond of saying that the crime rate has the same meaning for a police department as profits have for a business that the crime rate is the bottom line of policing. In this course we will question this common view of what goals should govern society's response to crime, exploring how concern with crime itself should and does compete with other aims like due process, retribution, and equity. This range of goals, not the single goal of crime reduction, both justifies public efforts to control crime and motivates important policy actors. These goals offer a framework for assessing crime control strategies, and we will develop it fully by reviewing classic and contemporary readings in philosophy and criminal justice. We will then use this framework to analyze current proposals for crime control in a variety of institutional settings, from the traditional criminal justice system (including sentencing policy, policing, corrections, and gun control) to increasingly important areas outside of it (including private-sector responses to crime, such as private security and gated communities; and social welfare responses, such as youth development).

UP 610 Fiscal Planning and Management

Prerequisites: None

Term: Winter (2–3 credit hours)

Fiscal Planning and Management is designed to provide urban planners and related professionals with the methods of public financial management and analysis used in urban planning and public policy contexts. The course includes topics such as fiscal planning and management systems, budgeting, revenues, intergovernmental relations, debt financing, fiscal analysis, public investment analysis, and fiscal impact analysis. The course requires lecture and seminar sessions, independent reading, a short paper, and problem sets. The focus is on the practical and professional rather than the theoretical aspects of fiscal planning. The first part of the course is a two-credit

module required of students for the master's of urban planning degree. The last part of the course continues with quantitative applications of the principles learned in the first part of the course. Students may enroll either for the 2-credit-hour portion or for the entire 3-credit-hour course. Students are assumed to have a basic understanding of microeconomics.

UP 613 (ARCH 517) Architect/Planner as Developer

Prerequisites: Graduate standing

(3 credit hours)

This lecture/seminar course focuses on the knowledge and skills associated with the planner/architect working as, or with, a real estate developer in the U.S. The emphasis is on the integration of planning, marketing, site analysis, development regulation, and financial analysis with site design. While the project involves a medium density residential development, methods applicable to office projects are covered as well. Previous computer or design experience is not required.

UP 614 Negotiation and Dispute Resolution

Prerequisites: None

(1.5 credit hours)

This half-semester course presents the basics of negotiation and interest-based dispute resolution upon which principled negotiation and other alternative dispute resolution methods are founded. It is designed for students with no prior background or experience in the fields of negotiation or dispute resolution. Students will learn about the negotiation process, different types of negotiation, negotiation strategies and alternative dispute resolution methods. Students will also explore the processes of negotiation and dispute resolution methods applied to urban planning contexts. Lectures, case studies, simulations and other materials will be used throughout the course.

UP 631 (NRE 631) Land Use and Physical Planning Studio

Prerequisites: UP 518 and 519 or permission of instructor

Term: Winter (6 credit hours)

This is a professional practice course emphasizing an interdisciplinary approach to the preservation, conservation, and design of urban areas. The course is designed to fulfill

the requirements established by the urban design and physical planning concentration guidelines as well as to act as one of the key studio courses for students pursuing the combined degree programs leading to dual master's degrees in architecture and urban planning and in urban planning and landscape architecture. Students from architecture, landscape architecture, and urban planning work individually and collaboratively on design problems, such as urban infill housing, urban space, and the design and preservation/conservation of urban areas.

UP 634 Integrative Field Experience

Prerequisites: UP 505 and permission of instructor

Term: Fall and Winter (6 credit hours)

A one- or two-term capstone experience involving second-year students working with community-based organizations or with agencies concerned with neighborhood issues in Detroit and occasionally in Flint. Following general introduction and orientation to the planning topic and the neighborhood, students work intensively in collaboration with neighborhood leaders and residents in improving their situation. Students produce a plan to deal with the community-identified need. Plans often address strengthening housing, reinforcing neighborhoods, revitalizing commercial districts, relieving transportation difficulties, dealing with contaminated sites, reinforcing industrial areas. Students will make presentations at community or agency meetings throughout the semester. (3 or 6 credit hours)

UP 650 Advanced Urban Theory

Prerequisites: UP 540 or permission of instructor

Term: Fall of even-numbered years (3 credit hours)

This is an intensive reading seminar on contemporary conceptual challenges in planning and urban development, with an emphasis on urban intellectual history and critical social theory. It is intended for both doctoral students and master's students interested in deepening their understanding of ideas in planning, urban theory, and urban history. Themes may include: the rise of twentieth century planning thought in its broader social context; urban political economy; modernism and the failure of social engineering; postmodernism and the privatization of public space; suburbanization, regionalism, and new urbanism; the impact of technological innovation on cities; networks and the information city; globalization and the persistence of the local culture; utopianism; and competing visions of the market and the state.

UP 651 (SW 651: This course originates in Social Work) Planning for Organizational and Community Change

Prerequisites: None

(3 credit hours)

This course examines social planning at the community level. Social planning is a process to develop plans, policies, and programs related to human services. The course analyzes historical trends and changing contexts, major models and practitioner roles, alternative strategies and methods, and ethical dimensions of practice. It recognizes sociopolitical change and develops skills in several stages of planning. It emphasizes issues of the poor, minorities, and women.

UP 652 (PUBPOL 652) Housing and Community Development: Concepts and History

Prerequisites: None

(3 credit hours)

This seminar develops a framework for crafting sensible housing and community development strategies. Several key goals of the field will be investigated including affordability, quality of life, community, and empowerment. Important eras in housing and community development history will be reviewed in order to understand how the field's goals have evolved over time. Studies will focus on the organizational, political, and economic challenges that face housing and community development and investigation of practical strategies for coping with them. Ideas developed during the seminar will be applied to several current debates about the nation's housing and community development agenda.

UP 654 (SW 654: This course originates in Social Work) Concepts and Techniques of Community Participation

Prerequisites: SW 560 or permission of instructor

(3 credit hours)

This course examines concepts and techniques of citizen participation in public policy, planning, and administration. It analyzes the political economy of participation; selected strategies and skills; and new and emergent techniques to involve people in decisions from neighborhood to nation. Emphasis is placed on promoting participation of economically disadvantaged people, African-Americans, women, and other groups in multicultural communities. Course responsibilities include critical analysis of recent

research and practice, experiential exercises, and in-depth student-selected study of participation in an actual organization or community in the field.

UP 655 (SW 655: This course originates in Urban Planning)

Neighborhood Planning

Prerequisites: None

(3 credit hours)

The course focuses on concepts and issues that characterize community planning for neighborhoods and explores interdisciplinary approaches to neighborhood analysis and intervention. The initiatives of community development corporations, city agencies, and the federal government are examined through lectures, readings, and guest speakers. The central questions the course examines are: Why do neighborhoods experience prosperity or decline? Which approaches (e.g., economic development, urban design, social service delivery, housing rehabilitation, community organizing, and empowerment) are likely to be most effective in revitalizing neighborhoods? How do we assess existing approaches to neighborhood revitalization? Emphasis is placed on discovering appropriate information sources, learning to ask relevant planning questions and formulating program alternatives and recommendations.

UP 656 Central-City Planning and Community Development

Prerequisites: None

(3 credit hours)

Central-City Planning and Community Development is designed to help students develop both theoretical and practical strength in understanding how to improve central cities. In addition to reviewing how central cities fit into the modern metropolitan context, we will focus on several approaches to improving central cities, such as comprehensive planning, growth management or containment, support for commercial areas, new urbanism as used in central cities, housing development, neighborhood rehabilitation strategies, and enhanced transit. The course will also explore the special role of community development corporations and citizen participation in creating improved central cities.

UP 658 Urban and Regional Planning in Developing Countries

Prerequisites: None

(3 credit hours)

This course is designed to emphasize the theories that underlie planning interventions in countries that are newly industrialized or industrializing. Countries such as India, Jamaica, Malaysia, Guatemala, China, Thailand, Tanzania, Hong Kong, Venezuela, and Egypt, varying in size and historical antecedent, will be used for drawing illustrative case studies. The demographic, technological, and ideological changes that have resulted in unprecedented population growth and migration during the development decades will be reviewed. Responses to migration, housing scarcity, need for physical and social infrastructure, for jobs, and amenities will be studied.

UP 660 Epistemology and Reasoning for Planning Research

Prerequisites: Doctoral student status or permission of instructor

Term: Fall of odd-numbered years (3 credit hours)

This course is one of the two required planning theory courses for Ph.D. students in Urban and Regional Planning (along with UP 650). The purpose of this course is to provide an advanced theoretical foundation for doctoral students as they make scholarly contributions to policy-oriented research on planning thought and practice. It reviews and critically evaluates various epistemological, methodological, and normative foundations of planning thought and practice, focusing in particular on planning and public policy making from a social science perspective. Students participate actively in the preparation of discussion materials for weekly discussion sessions and write a paper suitable for advancing the development of a dissertation topic and proposed research design.

UP 671 Public Policy and Transportation

Prerequisites: Graduate standing

(3 credit hours)

This course examines surface transportation from a broad public policy perspective, providing an overview of transportation policy and planning. The federal government's role in transportation has changed significantly in the past decade, placing new mandates on the transportation planning profession that include enhanced attention to air quality and other non-mobility concerns such as promoting broader public

participation, preserving the environment, and ensuring social equity. The course investigates this changing landscape for transportation planning and its implications for the relationships among federal, state, regional, and local authorities, mostly in the U.S. context but with some applications to developing countries. By introducing the principal laws and regulations that govern transportation planning decisions and by analyzing the most critical issues facing planners today, the course aims to help students develop creative and informed approaches to the techniques of transportation planning and the implementation of policies and regulations that serve broader values and goals. It encourages critical thinking about transportation decisions the politics behind them, their ethical implications, and their effectiveness at achieving their planning objectives. Other objectives are to become familiar with data sources and methods with an appreciation for the strengths and weaknesses of common analytical techniques; to gain skills in reading transportation plans and policy documents; and to improve skills in writing and speaking about transportation issues.

UP 680 Directed Study

Prerequisites: Permission of instructor

Term: Fall (1–4 credit hours)

A directed study is an original investigation into a planning problem. The subject for investigation will be selected by the student contingent on faculty advisor approval.

NOTE: No more than 8 credit hours are counted toward the degree. Ph.D. pre-candidates may also take UP 680/681 (1–4 credit hours) as independent/directed study with a supervising URP faculty member in order to get in-depth background in subjects not covered in classes usually as they prepare for exams.

UP 685 Directed Study

Prerequisites: Permission of instructor

Term: Winter (1–4 credit hours)

A directed study is an original investigation into a planning problem. Subject for investigation will be selected by the student contingent on faculty advisor approval. No more than 8 credit hours counted toward degree. Satisfactory/Unsatisfactory grading.

UP 696 Special Focus Workshop

Prerequisites: Permission of instructor

Term: Fall, Spring/Summer (3 credit hours)

The topic of this course varies from semester to semester and generally concerns an emerging issue in urban and regional planning or an underdeveloped aspect of the curriculum. New courses are often offered under this title before they are adopted as regularly offered courses. One-time courses by visiting faculty are also offered under this title.

UP 697 Spacial Focus Workshop

Prerequisites: Permission of instructor

Term: Winter (3 credit hours)

The topic of this course varies from semester to semester and generally concerns an emerging issue in urban and regional planning or an underdeveloped aspect of the curriculum. New courses are often offered under this title before they are adopted as regularly offered courses. One-time courses by visiting faculty are also offered under this title.

UP 733 Planning Thesis

Prerequisites: Permission of instructor

(6 credit hours)

The thesis is limited to students pursuing a master's degree who are in their final year of study. It may be taken in lieu of UP 634. It offers students an opportunity to engage in an in-depth theoretical or empirical study. Students work under the direction and guidance of a faculty member and must submit and secure approval of a written proposal that describes in detail the proposed thesis and a timetable for completion.

UP 734 Professional Project

Prerequisites: Permission of instructor

(6 credit hours)

The professional project is limited to students pursuing a master's degree who are in their final year of study. It may be taken in lieu of UP 634. It offers students an opportunity to engage in a professional activity. Students work under the direction and guidance of a faculty member and a client. Students must submit and secure approval

of a written proposal that describes in detail the proposed thesis and a timetable for completion.

UP 835 Ph.D. Research Seminar

Permission of instructor

Fall and Winter (1–4 credit hours)

This year-long seminar has three objectives. First, it exposes students to various approaches to research related to planning. Second, it enables students to formulate and test out researchable topics among faculty and student peers. Finally, it gives students experience in developing an appropriate research design, in executing the research, and in formally presenting it to an audience of faculty and students at the April symposium.

UP 990 Ph.D. Dissertation Pre-candidate

Prerequisites: Election for dissertation work by doctoral student not yet admitted as a Candidate

Term: Fall, Winter, Spring, and Summer (Fall, Winter, Spring/Summer: 1–8 credit hours each; Spring, Summer: 1–4 credit hours each)

UP 993 (ARCH 993) Teaching Methods for GSIs

Prerequisites: Architecture or Urban Planning GSI

Term: Fall and Winter (1 credit hour)

Methods and techniques of teaching are demonstrated to Graduate Student Instructors (GSIs) through seminars, workshops, and personal instruction by senior faculty. GSIs are taught the various modes of teaching used in the College and the types of instructional techniques they are expected to perform. Since most of the courses in the College are unique, senior faculty who use GSIs will independently instruct them on the special needs and methods used in their courses. Orientation seminars will also cover topics of ethics, deportment, College Rules, and other general areas of instruction that can affect GSI performance.

UP 995 Ph.D. Dissertation Candidate

Prerequisites: Graduate School authorization for admission as a doctoral Candidate

Term: Fall, Winter, Spring, and Summer (Fall, Winter, Spring/Summer: 8 credit hours each; Spring, Summer: 4 credit hours each)

NOTE: The defense of the dissertation (the final oral examinations) must be held under a full-term Candidacy enrollment period (8 credit hours).

URBAN AND REGIONAL PLANNING FACULTY

Faculty members are accomplished and diverse, coming from a variety of educational backgrounds and possessing a wide range of professional experiences. They are award-winning planners, respected scholars, and leading researchers. Faculty are actively engaged in teaching, practice, and research in many fields. Cross-disciplinary efforts within the college and across the University are strongly encouraged and supported.

Monica Ponce de Leon is dean of the college. **Jonathan Levine** chairs the Urban and Regional Planning Program. **Scott D. Campbell** coordinates the Ph.D. in Urban and Regional Planning Program.

Peter Allen

Lecturer in urban planning
Real estate essentials, public policy,
finance, development, legal and
brokerage aspects of real estate

Bunyan Bryant

Professor of urban planning and
natural resources
Environmental advocacy, policy, and
justice

Maria Arquero de Alarcon

Assistant Professor in urban planning
and architecture
Physical planning, urban design, and
visualization

J. Fernando Caetano

Lecturer in negotiation and conflict
resolution

Phillip Bowman

Director of the National Center for
Institutional Diversity
Professor in the Center for the Study in
Higher and Postsecondary Education
Diversity issues in urban policy,
planning, and higher education;
quantitative methods in racial, ethnic,
and African American studies

Scott D. Campbell

Associate professor of urban planning
Coordinator of doctoral studies in
Urban and Regional Planning
Planning theory, environmental
aspects of planning, quantitative
methods, planning history

Barry N. Checkoway

Professor of social work and urban planning
Social welfare planning, community organization, action and participation

Lan Deng

Assistant professor of urban planning
Housing, real estate and urban economics

Margaret E. Dewar

Professor of urban planning
Faculty director of the Edward Ginsberg Center for Community Service and Learning
State, local, and community economic development planning; planning for declining industries

Eric Dueweke

Lecturer in urban planning

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Urban history, urban planning history, urban design, theory, regionalism

Joe Grengs

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Transportation planning and policy, urban politics, community development, planning methods, international development

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Lecturer in urban planning

Douglas S. Kelbaugh, FAIA

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Urban design, land use, New Urbanism

Lidia Kostyniuk

Adjunct professor of urban planning
Travel behavior, transportation safety, mobility and accessibility

Larissa Larsen

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Landscape planning, neighborhood design, social and natural capital

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20th century United States, urban/suburban, political, social, Southern, popular culture

Christopher B. Leinberger

Professor of practice in urban planning
Director of the graduate certificate in real estate development
Downtown Redevelopment, Real Estate Company Strategic Planning, Metropolitan Development Trends, Real Estate Development, Real Estate Market and Financial Analysis

Jonathan Levine

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Chair, Urban and Regional Planning
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evaluation, markets and regulation in
planning, public economics

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Lecturer in urban planning

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Environmental policy and planning,
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intergovernmental growth
management, coastal area resource
management, land use and planning
law

Monica Ponce de Leon

Professor of architecture and urban
planning; dean of Taubman College

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Associate professor of urban planning
Community and economic
development planning, planning
in developing countries, political
economy of urban development

Julie Steiff

professional writing instruction,
academic editing

David Thacher

Associate professor of urban planning
and public policy
Public management, community-
based policing, housing policy

June Manning Thomas

Centennial professor of Urban and
Regional Planning
Mixed-income neighborhoods,
neighborhood planning, and urban
revitalization

Susan Zielinski

Managing director of SMART
integrated urban transportation
planning and accessibility; new
mobility industry development; urban
greenTourism; environment, social
equity and cultural aspects related to
urban transport

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Residential College

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School of Public Health

EMERITUS FACULTY

Robert M. Beckley FAIA

Urban Design and Analysis, Housing, Park Planning, Research and Methods

Gerald E. Crane

Urban Design, Private Sector Roles in Urban Development

Hemalata C. Dandekar

Development Planning for the Third World, Rural Development, Information Processing and Dissemination, Vernacular Architecture, Qualitative Methods

Richard D. Duke

Gaming/Simulation, Policy Exercises

Allan G. Feldt

Urban and Regional Theory, Gaming/Simulation, Methodology, Demographics, Development Planning

Jerold D. E. Lax

Legal Aspects of Urban Planning, Land Use Control, Urban Planning Administration, Conflict Resolution

Robert W. Marans

Building/Program Evaluation, New Community Development, Neighborhood Quality, Retirement Housing, Recreation Behavior and Planning, Global Environmental Change

John D. Nystuen

Theoretical/Mathematical Geography, Transportation and Land Use Analysis, Nutrition and Health Planning, Global Environmental Change, Geographic Information Systems

Mitchell J. Rycus

Energy and Technological Planning, Urban Security, Quantitative Research and Methods

James C. Snyder

Architect as Developer, Fiscal Planning and Analysis, Urban Security, Private Development Process and Analysis, Physical Planning, Research and Methods

Alan W. Steiss

Strategic Planning, Management Planning, Public Budgeting, Fiscal Management

Kate P. Warner

Housing Systems, Manufactured Housing, Equity Planning, Neighborhood Planning