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# *MASTERS (MRP) IN URBAN AND REGIONAL PLANNING*

*- an accredited professional program -*

# *HANDBOOK*

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## MISSION

*The mission of the Masters Program (MRP) in Urban and Regional Planning is to provide education for professional planning practice, to research and publish on planning-related issues, and to apply planning methods to improve the quality of life in communities and regions. The Program is interdisciplinary, student-centered and participative, integrating scholarship and practice. It emphasizes the importance of creativity, public involvement, social justice, professional ethics, and environmental sustainability.*

## PREFACE

The University at Albany's 48-credit two-year Master of Regional Planning (MRP) Program in Urban and Regional Planning was established in 1982. It began as a small program with a few students, but since the early 1990s it has grown considerably and greatly strengthened its core faculty. It currently has 353 graduates (May 2009), most of them working in professional planning jobs in the Northeastern United States. The MRP alumni also include practicing planners in other regions of the U.S., PhD students, university faculty, professionals in computer consultancy and software firms, U.S. and foreign citizens working in international development, and international alumni practicing planning in their home countries.

Currently, the Program has about 60 active matriculated students. It is strongly oriented towards professional practice, and it provides a thorough grounding in land-use planning, a range of technical skills and internship opportunities, and the opportunity to specialize in one of four alternative fields:

- Environmental and Land-Use Planning;
- Housing, Local Economic Development and Community Planning;
- Transportation Planning;
- Urban and Regional Information Systems.

The MRP Program is fully accredited by the Planning Accreditation Board, the sole national accrediting body for planning. The University at Albany is accredited by the Middle States Association of Colleges and Schools.

The Program is part of the Department of Geography and Planning, which offers separate graduate and undergraduate programs in each discipline. The Department is part of the College of Arts and Sciences. It is located in the Arts and Sciences Building on the University at Albany's Main Campus (Uptown), with easy access to a wide range of University resources.

The University's location, in the capital city of New York State, facilitates professional relations and internships with a great variety of local, regional, state and federal agencies. The MRP Program benefits considerably from proximity to the State Library, the State Legislature, the Albany Law School, the Rensselaer Polytechnic Institute's engineering, architecture and environmental programs, and the wide range of think-tanks and advocacy organizations headquartered in Albany. Albany is at the heart of the Northeast, with easy access to New York City, Boston and Montreal, and to the scenic and wilderness areas of the Catskills, the Adirondacks, the Berkshires, and Vermont. The region provides a rich and diversified context for planning education and practice, with easy access to many unique sites, projects and institutions.

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# **THE UNIVERSITY AT ALBANY**

**George M. Philip, President**  
**Susan D. Phillips, Provost and Vice President for Academic Affairs**  
**Stephen J. Beditz, Interim Vice President for Finance and Business**  
**Lynn Videka, Vice President for Research**  
**Christine A. Bouchard, Vice President for Student Success**  
**Fardan Sanai, Vice President for University Development**

The University at Albany is the center of higher education in northeastern New York, enrolling approximately 17,000 students, including 5,000 graduate students. Nationally and internationally renowned scholars are among some 700 full-time faculty members who are committed to maintaining the high academic standards which have characterized the University at Albany since its founding in 1844. The University at Albany is one of four university centers in the SUNY system, offering graduate and undergraduate education in a broad range of academic fields at the bachelor's, master's, and doctoral degree levels.

The University enrolls students in ten degree-granting schools and colleges. The College of Arts and Sciences, as well as the Schools of Business, Education, Public Affairs and Policy, Criminal Justice, Information Science and Policy, and Social Welfare, offer graduate and undergraduate programs. The College of Nanoscale Science and Engineering and the School of Public Health offer graduate programs only.

The University has three campuses. The main one, known as the uptown campus, was designed by Edward Durell Stone and inaugurated in 1967. It has an extensive park-like setting, with a central core consisting of four residential quads, each with a square tower, and a rectangular academic complex called “the Podium”, with a circular tower and fountain as its centerpiece. The podium has 13 academic buildings on a common platform, all connected by a continuous roof and an underground corridor system. Although most classrooms and laboratories are on the Uptown Campus, the graduate activities of the Rockefeller College of Public Affairs and Policy, the School of Social Welfare, the School of Information Science and Policy, and the School of Criminal Justice are located on the Downtown Campus. The School of Public Health Sciences is located on the East Campus in Rensselaer County.

The University is within minutes of the State Capitol and Legislature, the State Office Campus, and the monumental Nelson A. Rockefeller Empire State Plaza, which includes the New York State Museum and Library. The City of Albany has about 94,000 inhabitants. It is the largest city in the New York Capital Region, an urban agglomeration which includes the cities of Albany, Schenectady, Troy and Saratoga Springs, and has a total population of about 800,000.

## **Accreditation:**

The University is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs fully approved by the Board of Regents through the New York State Education Department. It is a member of the Council of Graduate Schools in the United States. It is fully accredited by the Middle States Association of Colleges and Schools.

## **Principles for a Just Community:**

The University at Albany, SUNY, is an academic community dedicated to the ideals of justice. A university is above all a place where intellectual life is central and where faculty, staff, and students strive together for excellence in the pursuit of knowledge. It is a particular kind of community with a special purpose. Moreover, this academic community, if it is to support our broader ideals, must also be just.

There is no definitive theory of justice. The differences in these theories are to be respected. However, among all democratic theories of justice the principles of equality and liberty are basic. These principles are no less central to a free university.

Equality is a necessary part of any university that claims to be a democratic institution. Distinctions based on irrelevant differences are ruled out. Descriptive characteristics such as race, religion, gender, class, disability, ethnic background, or sexual preference determine neither the value of individuals nor the legitimacy of their views. Only the merit of the individual as a participant in the academic life of the community is worthy of consideration. Bigotry in any form is antithetical to the University's ideals on intellectual, political, and moral grounds and must be challenged and rejected.

Liberty is an equally precious academic principle because the free expression of ideas is the central part of university life. To sustain the advancement and dissemination of knowledge and understanding, the University must allow the free expression of ideas, no matter how outrageous. Protecting speech in all its forms, however, does not mean condoning all ideas or actions. The University sets high standards for itself and denounces the violation of these standards in unequivocal terms. Harassment and other behavior that intrudes upon the rights of others is unacceptable and subject to action under the guidelines of the institution.

There is no guarantee that the principles of justice, once stated, are realized. The University must constantly remind itself of its mission and ethos. A just community is always on guard against injustice, always asserting its dedication to justice. The assertion of justice takes place in every part of the community: in the classroom, the lecture hall, the library, the residence and dining halls, wherever members of the University come together. It is the responsibility of all faculty, staff, and students to keep the ideals of justice uppermost in the minds of the members of the University so that they may be achieved.

## **THE COLLEGE OF ARTS AND SCIENCES**

**Edelgard Wulfert, Dean**

The College of Arts and Sciences at the University of Albany has 24 departments, including the Department of Geography and Planning, and over four hundred faculty members. It offers graduate programs leading to the following degrees and certificates: Master of Arts, Master of Science, Master of Regional Planning, Master of Fine Arts, Doctor of Philosophy, Doctor of Arts, Certificate of Advanced Standing, and Certificate (selected fields).

Location within the College of Arts and Sciences enables the MRP Program in Urban and Regional Planning to interact with a broad range of academic specializations and expertise. It places the Program on the Uptown Campus, within easy walking distance of most library and computing resources, close to all the academic support services, and close to the Schools of Business and Education. Related courses

and research are available in a broad range of departments within the College of Arts and Sciences. The Department of Sociology has great expertise and resources in demography and urban sociology. The Departments of History, Anthropology and Economics contribute substantially to Urban Studies activities in the University. The Department of Earth and Atmospheric Sciences has major research projects on air pollution, thunderstorms and global change, and the Department of Biological Sciences has considerable expertise on ecology and biodiversity.

## **THE DEPARTMENT OF GEOGRAPHY AND PLANNING**

**James Mower, Chair, AS-221**  
**Marlene Williams, Assistant Chair, AS-222**  
**Lisa Matheny, Department Secretary, AS-218**

The Department offers two Master's Degree Programs; the 30-36 credit MA in Geography, and the 48-credit MRP in Urban and Regional Planning. The Department also offers the 15-credit Graduate Certificate in Geographic Information Systems and Spatial Analysis (GISSA), and it coordinates the 16-19 credit Graduate Certificate in Urban Policy. Students may work towards a single graduate degree, or, with faculty approval, they may elect to work on two degrees simultaneously. The Department accepts both full- and part-time students, and degree programs may be started in Fall or Spring.

There are close ties between academic geography and the profession of urban and regional planning, and the two disciplines share a common focus on environment, land-use, landscape, location and distribution. Both disciplines have benefited enormously in recent years from the rapid growth of career opportunities in Geographic Information Systems (GIS). The Department has a well-equipped GIS Laboratory, a specially designed Planning Studio, and three Research Labs, one each for Planning, Applied Remote Sensing, and Image Analysis. It is a participant in the UTRC/AITE Transportation Planning Scholarship Program. The Capital Region offers many opportunities for paid internships and professional GIS and planning careers in government, business and non-profit organizations.

The Department has about 81 matriculated graduate students. Its graduate courses are generally scheduled in the late afternoon and evening to help students combining graduate study with a full- or part-time daytime job.

At the undergraduate level the Department offers a BA Major and Minor in Geography, and it coordinates and advises the BA Interdisciplinary Major and Minor in Urban Studies and Planning.

## MRP PROGRAM GOALS AND OBJECTIVES

The Program has six clearly defined goals to accomplish its mission. Each goal has a set of objectives, with both short and long- range considerations, focused on striving to meet the designated goal as follows:

### **Goal 1. Ensure consistent quality, relevance, and competitiveness of the MRP program to local, regional, and national planning communities.**

Objectives:

1. Offer all core courses at least once a year in the Fall or Spring Semester, with sufficient seats to accommodate all students who have been admitted to the Program.
2. Offer at least one elective planning course in each Field of Specialization every Fall Semester; offer a different planning course in each Field of Specialization every Spring Semester; and offer at least three different planning courses in each Field of Specialization every two years.
3. Schedule planning courses in such a way that they are convenient to full-time and also to part-time students, and minimize course scheduling conflicts so that students can fulfill their academic program requirements.
4. Schedule courses so that each person listed on the MRP Program Associated and Adjunct Faculty teaches a graduate planning course at least once every three years.
5. Include adjunct faculty in program evaluation and governance activities; conduct Council of Adjunct Faculty (CAF) meetings and establish outreach tools for adjunct teachers to keep them directly and regularly involved in program activities.
6. Use regional and local employers that offer internships or hire program graduates, in program evaluation activities.
7. Develop additional laboratory, computer and studio facilities to maintain the hardware and software infrastructure necessary to support state-of-the-practice planning education, studios addressing community needs, competitive research and publishing activities.

### **Goal 2. Train professional planning practitioners who will enter, or return to, the workforce with an appreciation of the value of sound urban and regional planning, a good knowledge of the range of planning practice, an awareness of the complexities of diverse populations, and a combination of technical skills, ethics and specialist knowledge applicable in planning practice.**

Objectives:

1. Student access and accumulate knowledge of the latest information on general planning history, principles, and practice.
2. Offer, as part of regular course work, examples of real-world planning processes and documents to all graduate students; integrate tools and techniques used in plan implementation into course work as well.
3. Develop graduate planning students' base of knowledge in one of several alternative fields of specialization.
4. Develop graduate planning students' technical skills and proficiency in the most current planning support systems, including statistics, GIS, CAD, and other analytic and visualization tools.
5. Develop effective verbal and written communication skills as well as highly effective skills required to conduct successful research endeavors.
6. Graduate planning students gain experience of working in professional teams and with persons of different disciplinary backgrounds.
7. Instill a strong sense of ethics, justice and equity in all graduate students.

**Goal 3. Recruit excellent planning faculty and students who are representative of the diversity of the region, the nation, and the world, and increase awareness of different perspectives and values in planning.**

Objectives:

1. Seek and encourage applications for planning faculty positions, graduate assistantships and MRP admission, from women, and from U.S. citizens or permanent residents who belong to ethnic minority groups which are under-represented in U.S. Universities and Professions (African Americans, Hispanics, and Native Americans).
2. Promote recruitment of international students and integrate their background and experiences into program evaluation and enhancement activities to include this knowledge of the ongoing forces of globalization and the diversity of international planning issues and practice into program course and course content planning.
3. Familiarize international students completing the MRP degree with U.S. planning principles and practices so that these students are capable of explaining U.S. planning models if they return to their home countries and are prepared to practice successful planning work activities if they decide to remain and develop a career in planning in the U. S.
4. Assign each member of the core faculty with a MRP field of fields of Specialization and assign each graduate student an adviser in their field of chosen Specialty.
5. Position the Program to increase the number of core planning faculty to at least five.

**Goal 4. Encourage and support MRP students to explore different career options, to obtain professional planning-related work, and to seek continuing education opportunities during their future professional development.**

Objectives:

1. Assign an advisor from the core faculty to each every student ; make current information on university and program regulations available to each advisor; and require students to meet their advisors at least twice a semester.
2. Increase the number of offered paid internships and practicums available to MRP students; make information available toward professional planning jobs to students and former students who have graduated or are close to graduation with the MRP degree.
3. Help students build their professional identity by connecting them to one another, local, regional, national planning organizations and other pertinent professional and advocacy organizations.
4. Publicize internship and job opportunities to MRP students and to recent graduates who are still seeking a good professional position, and advise them on how to prepare their resumes, apply, and prepare for interviews.
5. Increase graduation rate of students who are over 80% of the way through the program to 100%.
6. Maintain communication with the MRP alumni and encourage their involvement in the future development of the MRP Program.

**Goal 5. Conduct research and publish on Urban and Regional Planning topics, and support planning scholarship.**

Objectives:

1. Seek and obtain outside grant and contract funding to support research and generate funding for graduate assistants.
2. Publish works which will build the reputation of the University at Albany as a productive and creative planning school.

3. Conduct collaborative research with faculty in other disciplines, departments, schools and colleges at UAlbany.
4. Build advisory and editorial relationships with publishers and journals in planning and related fields.
5. Strengthen links with planning schools in other states and countries, and with visiting planning faculty and researchers from other countries.
6. Raise the profile of research and publication on planning-related issues in the Capital Region and other areas of the North-East, and build collaborative links with local and regional organizations.

**Goal 6. Build university-community partnerships to encourage continuing education, research and public debate on planning-related topics, and to support community and regional development.**

Objectives:

1. Build collaborative relationships with other institutions in the Capital Region involved in planning-related issues, organize joint activities and events, and host meetings on campus.
2. Engage local planning professionals, firms, non-profits, governments and agencies through the Community Advisory Board, with regular meetings and involvement in future program development.
3. Contribute to the advancement of good and sound planning and effective urban, regional and community development in the Capital Region, elsewhere in United States, and in other countries through studios, projects, internships, volunteer assignments, and consultancy.
4. Develop the Department of Geography and Planning website as an essential mechanism for portraying and publicizing the Department as a whole, and the MRP Program in particular.

## **MRP PROGRAM FACULTY**

*Core Faculty:*

- **Gene Bunnell**, PhD (London School of Economics & Political Science), AICP, Associate Professor: Land Use Planning and Growth Management; Planning Practice; Infrastructure Finance and Privatization; Case Studies of Planning Effectiveness; Story-telling in Planning.
- **Catherine T. Lawson**, PhD (Portland State University), Associate Professor (Director, MRP Program): Travel Behavior; Freight; Transportation Planning; Growth Management; Data Management; Quantitative Methods; GIS Applications.
- **David A. Lewis**, PhD (Rutgers University), Assistant Professor: Regional Planning Theory and Techniques; Brownfields Redevelopment; Innovation, Globalization and Economic Restructuring; Local and Regional Economic Development.
- **Corianne Scally**, PhD (Rutgers University), Assistant Professor: Affordable Housing; Community Development; Community-Based Organizations; Neighborhood Planning; Qualitative Methods
- **Ray Bromley**, PhD (Cambridge University), AICP, Professor: History of Ideas in Planning and International Development; Micro-Enterprise Development; Community Development; Housing Policy; Latin American Cities. (*Currently on administrative assignment*).

*Other Geography and Planning Faculty Teaching Graduate Planning Courses:*

- **Monika P. Calef**, PhD (University of Virginia) Assistant Professor-Landscape Ecology, Biogeography, Ecological Modeling, Geographic Information Systems.

- **Youqin Huang**, PhD (University of California Los Angeles), Assistant Professor: Demography; Statistical Analysis; Urban Geography; East Asian Cities; Gender Studies.
- **James E. Mower**, PhD (University at Buffalo, SUNY), Associate Professor: GIS; Automated Cartography; Parallel Processing.
- **John S. Pipkin**, PhD (Northwestern University), Distinguished Service Professor: Quantitative Methods; Urban Design; Built Environment; Urban Geography.
- **Christopher J. Smith**, PhD (University of Michigan): Urban Geography, Social Policy, Migration and Urbanization; East Asian Cities; Ethnic Diversity in U.S. Cities.

*Adjunct Faculty:*

- **Paul M. Bray**, JD (Columbia University): Parks; Preservation; Heritage Planning; Environmental Law.
- **Bob Breglio, Jr.**, GIS Specialists
- **Fred J. Calef III**, MS (Ohio University): GIS, Remote Sensing, Martian Geology, Impact Processes, Planetary Science, Glacial Geology.
- **Todd M. Fabozzi**, MRP (University at Albany, SUNY): Capital District Regional Planning Commission -- GIS, Land Use Planning and Growth Management; New Urbanism.
- **Christopher J. O'Connor**, MA (University at Albany, SUNY): Institute for the Application of Geospatial Technology -- GIS; Water Resources; Flood Hazards.
- **Kathleen M. O'Connor**, MSE (University of California, Davis), PE; New York State Energy Research and Development Authority (NYSERDA) - Water Resources Research
- **Jeffrey S. Olson**, MA (Empire State College, SUNY): Bicycle and Pedestrian Transportation Planning; Health, Recreation and the Built Environment.
- **Erica L. Powers, Esq.**, BA (Cum Laude, Harvard College); JD, (Boston University); LL.M. (Boston University School of Law) –Planning Law and Environmental Law.
- **James A. Reppert**, MLA (College of Environmental Science and Forestry, SUNY), AICP: Landscape Architecture; Community Planning; Site Planning.
- **Patricia E. Salkin**, JD (Albany Law School): Professor and Associate Dean at the Albany Law School, and Director, Government Law Center -- Land-Use, Environmental & Housing Law.
- **S. Thyagarajan**, MCP (Ohio State University), AICP: EAC Systems Inc. -- Comprehensive Planning; Site Planning; Urban Design; Growth Management.

*Adjunct and Associated Faculty who teach on the Undergraduate Major in Urban Studies and Planning and also contribute expertise to the MRP Program:*

- **Rocco Ferraro**, MCRP (Ohio State University), AICP: Capital District Regional Planning Commission – Land Use Planning and Growth Management; Demographic Analysis; Data Management.

## MRP PROGRAM CURRICULUM

The M.R.P. in Urban and Regional Planning is a 48-credit program designed to prepare students for professional planning careers with government agencies, consultancy firms, developers, and nonprofit groups. Students may opt to take the degree full- or part-time, and they may begin graduate study in Fall, Spring or Summer. Full-time students can complete the degree in two years.

Students must complete a series of core courses. These provide a broad-based introduction to planning (PLN 501 through 506 and PLN 510). They also include a group planning studio project (PLN 681), a planning internship (PLN 684) and a Master's Research Paper on a topic of the student's choice (PLN 683).

To demonstrate focus and expertise in a specific field of planning, students must complete at least three courses totaling nine or more credits in one of four alternative specializations:

- Environmental and Land-Use Planning;
- Housing, Local Economic Development, and Community Planning;
- Transportation Planning;
- Urban and Regional Information Systems.

To complete the minimum requirement of 48 graduate credits, students may take other planning courses as electives. Alternatively, with the approval of their advisor, they may take planning-related graduate courses in other University at Albany graduate programs, at the Rensselaer Polytechnic Institute (RPI), or other local institutions. Reciprocal agreements are available with RPI and the other local institutions to allow University at Albany graduate students to take courses there registering through the University at Albany Graduate Office and paying University at Albany fees.

### Program of Study

In consultation with their faculty advisor, students develop individualized programs of study using the following distribution of credits and courses.

#### 1. Core Courses

PLN 501/Gog 521	<i>Planning History &amp; Philosophy</i> (3)
PLN 502/Gog 526	<i>Urban &amp; Metropolitan Structure &amp; Functions</i> (3)
PLN 503/Gog 555	<i>Computer Applications in Planning</i> (3)
PLN 504/Gog 502	<i>Statistical Methods for Planning</i> (3)
PLN 505	<i>Planning Processes, Plans, and Community Design</i> (4)
PLN 506	<i>Planning Law</i> (3)
PLN 510	<i>Globalization and International Planning Practice</i> (1)
PLN 681	<i>Planning Studio</i> (4)
PLN 683	<i>Masters Research Paper in Planning</i> (4)
PLN 684	<i>Planning Internship</i> (3 S/U)

#### 2. Specialization Courses: At least three courses and nine credits in one field of specialization.

##### *Environmental and Land-Use Planning*

PLN 530/Gog 532	<i>Environmental Planning</i> (3)
PLN 531	<i>Environmental Impact Assessment</i> (2)

PLN 532	<i>Parks, Preservation &amp; Heritage Planning</i> (3)
PLN 534/Gog 534	<i>Water Resources Planning</i> (2)
PLN 535/Pub 535	<i>Environmental Restoration &amp; Brownfields Redevelopment</i> (3-4)
PLN 536	<i>Landscape Planning</i> (3)
PLN 545	<i>Transportation Technology Practicum</i> (3)
PLN 549	<i>Bicycle &amp; Pedestrian Transportation Planning</i> (3)
PLN 562	<i>Infrastructure Finance &amp; Privatization</i> (3-4)
PLN 573/Pub 573	<i>Metropolitan Governance &amp; Planning</i> (3-4)
PLN 574	<i>Site Planning</i> (3)
PLN 575	<i>Urban Design</i> (3)
PLN 585	<i>Topics in Environmental and Land-Use Planning</i> (1-4)
PLN 697	<i>Independent Study in Environmental &amp; Land-Use Planning</i> (1-4)

### ***Housing, Local Economic Development, & Community Planning***

PLN 523/POS 523/PUB 523	<i>Urban Community Development</i> (3-4)
PLN/POS/PUB 528	<i>United States Housing Policy</i> (3-4)
PLN 529/LCS 529/PUB 531	<i>Planning for Jobs, Housing &amp; Community Services in Third World Cities</i> (3-4)
PLN 532	<i>Parks, Preservation &amp; Heritage Planning</i> (3)
PLN 535	<i>Environmental Restoration &amp; Brownfields Redevelopment</i> (3-4)
PLN/POS/PUB/SOC 540	<i>Urban Policy in the United States</i> (4)
PLN 560/PUB 560	<i>Local Economic Development Strategies</i> (3-4)
PLN 562	<i>Infrastructure Finance &amp; Privatization</i> (3-4)
PLN 585	<i>Topics in Housing, Local Economic Development, &amp; Community Planning</i> (1-4)
PLN 602/GOG 602	<i>Regional Theories and Techniques</i> (3-4)
PLN 697	<i>Independent Study in Housing, Local Economic Development, &amp; Community Planning</i> (1-4)

### ***Transportation Planning***

PLN 543	<i>Transportation History &amp; Policy</i> (3)
PLN 544	<i>Urban and Metropolitan Transportation Planning</i> (3)
PLN 545	<i>Transportation Technology Practicum</i> (3-4)
PLN 549	<i>Bicycle &amp; Pedestrian Transportation Planning</i> (3)
PLN 585	<i>Topics in Transportation Planning</i> (1-4)
PLN 697	<i>Independent Study in Transportation Planning</i> (1-4)

### ***Urban & Regional Information Systems***

PLN 551/GOG 584	<i>Graduate Introduction to Remote Sensing of Environment</i> (2)
PLN 552	<i>CAD in Planning</i> (2)
PLN 555/GOG 595	<i>Introductory MapInfo</i> (1)
PLN 556/GOG 596	<i>Geographic Information Systems</i> (3)
PLN 557/GOG 597	<i>Advanced GIS</i> (3)
PLN 559/GOG 599	<i>Geographic Information Systems Applications</i> (3)
PLN 585	<i>Topics in Urban &amp; Regional Information Systems</i> (1-4)
PLN 602/GOG 602	<i>Regional Theories and Techniques</i> (3-4)
PLN 656/GOG 692	<i>Seminar in Geographic Information Systems</i> (3)
PLN 697	<i>Independent Study in Urban &amp; Regional Information Systems</i> (1-4)

### **3. Elective Courses**

PLN 520	<i>Planning Ethics</i> (1)
PLN 585	<i>Topics in Planning</i> (1-4)
PLN 682	<i>Studio Report and Implementation</i> (1-4)
PLN 697	<i>Independent Study in Planning</i> (1-4)
PLN 699	<i>Master's Thesis in Planning</i> (4-6 S/U)

### **Comprehensive Examinations**

In order to receive the M.R.P. Degree, all students must take and pass a written and an oral comprehensive exam. These exams are normally taken during the final year of graduate study, and each part may be retaken once if performance is not deemed satisfactory by the examiners.

## **Official Descriptions of Planning Courses (Graduate Bulletin)**

### **PLN 501 (GOG 521) Planning History and Philosophy (3)**

Examines the basic concepts and theories of urban and regional planning in the United States through a historical survey of the origins of the subject, the development of planning thought, the ideas and careers of the principal thinkers, and the relationships between business, government and residential communities.

### **PLN 502 (GOG 526) Urban and Metropolitan Structure and Functions (3)**

Examines the economic, political, social and physical attributes of American cities, suburbs, and metropolitan regions. Identifies past and future roles of public policy and planning in creating and solving urban and metropolitan-wide problems. Topics include: urban decline and development, urban design, suburbanization and sprawl, infrastructure and environmental quality, class and income polarization, and regional planning programs.

### **PLN 503 (GOG 555) Computer Applications in Planning (3)**

Introduction to the use of personal computers in planning practice. Develops skills in spreadsheet, database and communications applications, along with elementary programming tools. Applications focus on models of urban, economic and transportation systems.

**PLN 504 (GOG 502) Statistical Methods (3)** Geographical applications of quantitative and statistical methods, including spatial data sources, interaction models, parameter estimation, and simple and multiple regression analysis.

### **PLN 505 Planning Processes, Plans, and Community Design (4)**

Examines the theory and practice of urban planning at the state and local level in the U.S., with an emphasis on how planning shapes the physical form and design of cities and regions. Alternative planning process models, as well as the varied roles that planners can play in different contexts, are examined and compared. Methods and tools for controlling land use and development are also identified. Case studies are utilized to underscore the place-based, context-driven nature of urban planning, the need to adjust planning processes and roles to the demands of particular situations, and the importance of engaging citizens in goal setting and plan development. Finally, factors that can increase or undermine planning effectiveness are identified and discussed.

### **PLN 506 Planning Law (3)**

The legal foundation of planning, examining constitutional issues, the evolution of judicial decisions, enabling legislation, and local ordinances. Zoning issues, housing, takings, transfer of development rights, growth controls, environmental law, and other emerging legal topics.

### **PLN 510 Globalization and International Planning Practice (1)**

Reviews the history and practice of urban, regional and national planning outside North America and North-West Europe, emphasizing the global diffusion of planning ideas and their adaptation to local

cultural and political contexts. Discusses contrasting perspectives on international development, globalization, and the ethics of international practice.

**PLN 520 Planning Ethics (1)**

Provides students with a good working knowledge of the AICP Code of Ethics and Professional Conduct, the APA/AICP Ethical Principles in Planning and the ICMA Code of Ethics so that once in practice, they will be able to immediately identify potential ethical dilemmas they may be facing and develop appropriate strategies for addressing these challenges. Also introduces codes and standards for related professions.

**PLN 523 (PUB 523, POS 523) Urban Community Development (3-4)**

Examination of policies and programs designed to reduce social and economic distress in U.S. communities. Focuses on local and neighborhood-based efforts to address problems of inadequate housing, unemployment, lack of community services and facilities, crime, etc. Considers role of government, private sector, and nonprofit organizations in community revitalization.

**PLN 528 (POS 528, PUB 528) United States Housing Policy (3-4)**

United States housing policies since the New Deal, especially their distributional impact and their ability to expand housing production. Emphasizes policy options available to state and local governments and community organizations to expand affordable housing and revitalize inner-city neighborhoods. (Previously PLN 525.)

**PLN 529 (LCS 529, PUB 531) Planning for Jobs, Housing and Community Services in Third World Cities (3-4)** Reviews the potential for community development and the improvement of physical, social and economic conditions in the poor urban neighborhoods of countries characterized by mass poverty. Focuses on shanty-town upgrading, sites and services, job-creation programs, and micro-enterprise promotion. Discusses the roles of local and national governments, community participation, business, non-profits, and international aid.

**PLN 530 (GOG 532) Environmental Planning (3)**

Interaction between humans and the natural environment and the inability of natural systems to absorb concentrations of air, water, and land pollutants; the policy and programmatic response of federal, state, and local governments; environmental program planning; the use of controls and incentives to mitigate environmental degradation; and the assessment of the effectiveness of environmental programs.

**PLN 531 Environmental Impact Assessment (2)**

To become familiar with federal, state and local models for environmental impact assessment, to understand the various assessment methods that are used to measure environmental impacts, and to comprehend the environmental decision-making process in its many forms. The course will provide practical opportunities for students to participate in reviewing, criticizing and responding to actual environmental impact statements, as well as to use various assessment methods.

**PLN 532 Parks, Preservation and Heritage Planning (3)**

Explains the rise of heritage planning as a unifying theme to link environmental, land-use and community planning. Integrates parks, greenways, historic preservation, and cultural resources as means to develop and preserve the distinctive character of local communities, to foster local pride, and to promote tourism. Discusses the origins, organization and management of heritage programs, and the special problems of heritage planning for minority groups and bygone cultures.

**PLN 534 (GOG 534) Water Resources Planning (2)**

To understand water as an increasingly scarce and important world resource. Students will learn how water is harnessed and moved, how competing water uses are prioritized, how to prevent source water depletion, how to plan for safe drinking water supplies and how to protect water quality through watershed planning and stormwater management, using New York and U.S. examples.

Prerequisites: PLN 505 or PLN 506, or equivalent coursework or experiences in land-use planning or law.

**PLN 535 (PUB 535) Environmental Restoration and Brownfields Redevelopment (3-4)**

Introduces students to the fundamental issues that confront stakeholders engaged in redeveloping Brownfields. Risk analysis and communication, economic aspects, political and social constraints, and the role of public participation are central themes. Linked to Brownfields are also smart growth, sustainable development, urban revitalization, and quality of life concerns. The nexus of these fundamental planning concepts and environmental quality will also be explored.

**PLN 536 Landscape Planning (3)**

Explores the theory and practice of large-scale landscape planning and examines issues of human use, exploitation, and protection of the landscape. Draws from the practice of landscape architecture and community planning, and outlines the principles of environmentally-based land-use planning.

A research paper is required.

Prerequisite: PLN 505 or permission of instructor.

**PLN 540 (POS 540, PUB 540, SOC 540) Urban Policy in the United States (4)**

A research seminar on federal, state, and local policies toward the contemporary city. Evaluation of alternative conceptions of federalism, government intervention vs. market processes, and the political economy of growth. Case studies of current policy issues.

**PLN 543 Transportation History and Policy (3)**

Examines the history of transportation systems and policy in the United States. Emphasis on understanding the political and social forces that influence decision-making at the federal, state, and local levels. The roles of corporate investment, and of citizen interests and participation are also examined. A research paper is required.

**PLN 544 Urban and Metropolitan Transportation Planning (3)**

Examines the urban and metropolitan transportation planning process with an emphasis on a system-wide approach for solution of transport-related problems in urban areas. Examination of traditional methods used for estimating aggregate travel demand; disaggregate travel demand forecasting; deterministic and probabilistic models of destination and route choice and modal split; time-budget and activity approaches.

**PLN 545 Transportation Technology Practicum (3-4)**

This course will review current and emerging technologies being used for transportation planning. These technologies include the use of global positioning systems (GPS), archived intelligent transportation systems (ITS) data, geographic information technologies (GIT) and simulation software applications and other visualization tools (e.g. VISSIM). Students will apply one or more of these technologies to real world transportation planning problems.

**PLN 549 Bicycle and Pedestrian Transportation Planning (3)**

Covers planning, design, implementation and management of systems of non-motorized transportation, particularly the 'human powered' modes of bicycling and walking. Involves students in the design of bikeways, walkways, intersections and parking facilities, and in the evaluation of alternative transportation technologies.

**PLN 551 (GOG 584) Graduate Introduction to Remote Sensing of Environment (2)**

Designed to prepare students without a background in remote sensing with an understanding of fundamentals in the field. A research project is required.

**PLN 552 CAD in Planning (2)**

Applies the concepts and theories underlying Computer Aided Design and Drafting (CAD) to site planning, urban design and land-use planning, including 2D concept diagrams and site plan detail, and introducing 3D perspectives. Prerequisite: PLN 503 or equivalent experience.

**PLN 555 (GOG 595) Introductory MapInfo (1)**

Provides students who have, or are developing, a knowledge of Geographic Information Systems (GIS) fundamentals, and who have, or are developing a knowledge of ArcView software, with a comparable knowledge of MapInfo software. Enables students to use and apply MapInfo to the solution of a wide range of data management, cartographic and public policy problems. Prerequisites: GOG 496/596 or PLN 456/556, either completed or being taken simultaneously; or equivalent GIS knowledge and experience approved by instructor.

**PLN 556 (GOG 596) Geographic Information Systems (3)**

This course will explore the structure, design, and application of geographic information systems. The student will learn how to store efficiently, retrieve, manipulate, analyze, and display large volumes of spatial data derived from various sources. Students will learn information management techniques for a variety of purposes including planning and simulation modeling. Prerequisites: GOG 101 or GOG 290, or permission of instructor, and familiarity with maps and coordinate systems.

**PLN 557 (GOG 597) Advanced GIS (3)**

Introduces students to ARC/INFO, a geographic information system (GIS) with extensive analytical and cartographic components. Students will use ARC/INFO to compile and analyze data for selected research projects in Geography and Planning. Major topics include data conversion procedures, registration and rectification of digital data, spatial statistical analysis, and cartographic display. Prerequisites: GOG 496/596, or PLN 456/556 or equivalent.

**PLN 559 (GOG 599) Geographic Information Systems Applications (3)**

Real world applications of GIS in planning and applied geography, working on projects with clients. Discussion of issues in GIS usage, including data acquisition, implementation and management, public information dissemination, and use of GIS in public participation and policy making. Prerequisites: GOG 596 or PLN 556 or equivalent, and user experience with ArcInfo, AcView or MapInfo.

**PLN 560 (PUB 560) Local Economic Development Strategies and Techniques (3-4)**

Discusses the theory and practice of economic development in urban, small town, and regional settings. Analyzes and evaluates federal, state and local programs. Examines how the community planning process can influence local economic development.

**PLN 562 Plan Implementation and Development Management (3-4)** Examines and analyzes the pros and cons of a wide array of available tools and methods for managing development and implementing plans, and evaluates those tools and methods relative to various planning and public policy criteria. Model Zoning Ordinances, Subdivision Regulations, and Design Review Ordinances and Review Processes are examined, and alternative ways of carrying out the development process are identified. Because the implementation of plans frequently requires infrastructure investments, methods and approaches infrastructure finance and capital budgeting are also examined in terms of their effects on land use and the pace, direction, nature and density of development. Because public funding for infrastructure improvements is often limited, alternative ways of paying for infrastructure are scrutinized, including

methods for privatizing and shifting costs to private developers. Additional regulatory, legal, and financial tools, including tax policies, that can influence private investment and development decisions, and help put plans into action also examined. Last but not least, approaches to managing publicly owned real estate, and for acquiring, managing, packaging and disposing of tax-forfeit, abandoned properties are evaluated.

**PLN 573 (PUB 573) Metropolitan Governance and Planning (3-4)**

Physical, social and economic conditions in selected metropolitan areas in the U.S. are examined, and the role of institutions of governance and planning in producing and reinforcing current conditions is explored. Pros and cons of competing models of metropolitan governance are examined, and evidence that highly fragmented units of government intensify economic and fiscal disparities, and undermine regional competitiveness and efficiency, is scrutinized. Strategies capable of moving towards greater regional cooperation in planning and governance are considered.

**PLN 574 Site Planning (3)**

This course is designed as a workshop for students to be introduced to the practical aspects of site planning – a specific site in the region is studied and plans developed for future new use or renewal of the site. Experience is gained in recording site conditions, use; influence of microclimate, landform; condition of existing buildings on the site and adjacent to it. The site is analyzed for future potential within the context of existing community policies and regulations. Alternative proposals for future use are drawn up and evaluated for appropriateness, context and design quality. During the course students will record, photograph, annotate site information, draw up plans to scale, develop a concise planning report incorporating data, analysis and plan. Team work is encouraged, with small teams organized to develop projects.

**PLN 575 Urban Design (3)**

Introduction to the theory, rationale and practice of urban design. Covers design and layout criteria, design regulation and review, and case studies of the urban design process. A research paper is required.

**PLN 585 Topics in Planning (1-4)**

Special planning courses which do not fit the lengths, formats and themes specified elsewhere in the graduate curriculum. May be repeated for credit, providing the topic covered is not the same. A topics course may be assigned to one of the fields of specialization if it clearly fits within that field.

*PLN 585 Topics in Environmental and Land-Use Planning*

*PLN 585 Topics in Housing, Local Economic Development & Community Planning*

*PLN 585 Topics in Transportation Planning*

*PLN 585 Topics in Urban & Regional Information Systems*

**PLN 602 (GOG 602) Regional Theories and Techniques (3-4)**

Introduces students to the theories of regional development and the tools used by geographers, planners, and other social scientists to measure regional change, forecast future trends, and analyze the regional economy. The class begins with a review of some classical and contemporary literature on regional development. With a firm theoretical foundation, the course shifts to developing student competency with a variety of tools including economic base multipliers, shift-share, input-output, cost-benefit analysis, etc. Prerequisite: PLN 502/GOG 526 or PLN 560/Pub560.

**PLN 656 (GOG 692) Seminar in Geographic Information Systems (3)**

In-depth study of specialized topics of importance to Geographic Information Systems (GIS). In-depth examination of the scientific literature and a substantial research project involving algorithm development and/or modification and/or testing required. May be repeated once for credit. Prerequisites: GOG 496/596 or PLN 556 or equivalent, and a working knowledge of a programming language.

**PLN 681 Planning Studio (4)**

Team planning exercise using students with varied academic and planning specializations to design, evaluate, plan, and manage projects and programs. Written, graphic, and oral presentations before juries of officials, practicing planners, and faculty complete the course. Prerequisite: PLN 505 (GOG 525) or consent of instructor.

**PLN 682 Studio Report and Implementation (1-4)**

Follow-up to a Planning Studio Project enabling students to participate in the completion of the final published report, in presentations of the main conclusions and recommendations, and in ongoing activities designed to build coalitions and facilitate plan implementation.

**PLN 683 Master's Research Paper in Planning (4)**

Reviews information sources and search strategies for planners, writing skills, and the content of the comprehensive exam. Requires each student to prepare and present a substantial paper on a planning-related topic of his/her own choice. Prerequisites: At least 24 graduate credits completed in planning or related subjects.

*PLN 683 Master's Research Paper in Environmental and Land-Use Planning*

*PLN 683 Master's Research Paper in Housing, Local Economic Development & Community Planning*

*PLN 683 Master's Research Paper in Transportation Planning*

*PLN 683 Master's Research Paper in Urban & Regional Information Systems*

**PLN 684 Internship in Planning (3)**

Provides experience in the practice of planning through work in government agencies, corporations, nonprofit or voluntary organizations specializing in fields closely associated with planning. The requirement for this course may be waived for students who already have at least 3 months professional planning experience. S/U graded. Prerequisite: At least 12 graduate credits in Planning.

*PLN 684 Internship in Environmental and Land-Use Planning*

*PLN 684 Internship in Housing, Local Economic Development & Community Planning*

*PLN 684 Internship in Transportation Planning*

*PLN 684 Internship in Urban & Regional Information Systems*

**PLN 697 Independent Study in Planning (1-4)**

Independent investigation on a planning-related topic of special interest to the student, with faculty oversight and advice. May be repeated, but not for more than a total of 6 credit hours.

*PLN 697 Independent Study in Environmental and Land-Use Planning*

*PLN 697 Independent Study in Housing, Local Economic Development & Community Planning*

*PLN 697 Independent Study in Transportation Planning*

*PLN 697 Independent Study in Urban & Regional Information Systems*

**PLN 699 Master's Thesis in Planning (4-6)**

Independent research leading to an acceptable thesis for the master's degree. S/U graded.

## **REGULATIONS OF THE MRP DEGREE**

### **Curricular Requirements:**

Unless replaced by approved transfer credit, or waived because the student already has the skills and knowledge required, all students must complete the core courses for the MRP degree, and at least three courses totaling nine or more credits in one specialization. In order to graduate, all students must complete a Master's Research Paper, and take and pass the written and oral comprehensive exams.

In order to be cleared for the MRP degree, candidates must have at least 48 graduate credits granted after the completion of the requirements for their Bachelor's degree. Twenty-four or more of those credits must have been granted by the University at Albany. All courses counted toward the MRP degree must fit the requirements of the MRP curriculum, or be authorized by written memorandum to the Graduate Office, sent by the student's advisor or by the MRP Program Director. Variations from the Albany MRP curriculum will only be approved if they fit within a clear program of professional development in the discipline of urban and regional planning. Transfer credit must be formally recognized and recommended by the MRP Program Director and either incorporated into the student's admission letter, or subsequently recommended to the Graduate Office by written memorandum. Transfer credits are assigned to equivalent courses on the Albany curriculum.

The MRP curriculum is adjusted occasionally to reflect new ideas on planning education and practice, changes in the faculty, and fluctuations in student demand for different specializations and courses. The current curriculum is required for all students matriculating after Summer 2009, and is available to students who matriculated earlier if they graduate after August 2009. Students who matriculated before Fall 2009 may also be cleared for the MRP degree under the curriculum that prevailed at the time they matriculated, as specified in their admissions letter.

### **Course Waivers:**

The requirement for a specific core course may be waived if a student can demonstrate that he/she has done a course of similar level and content. In the case of PLN 503 and PLN 504, waivers may also be granted on the basis of demonstrated proficiency in the computer and statistical skills taught in those courses. In the case of PLN 684, a waiver may be granted if the student has already completed at least six months full-time paid, professional planning work in a government office, a consultancy or real-estate development firm, or a planning-related non-profit agency. When the requirement for a course is waived, another approved course with the same number of credits must be taken instead. Recommendations for waivers must be sent by the student's advisor or the MRP Program Director, as a written memorandum to the Graduate Office.

### **Elective Courses:**

Elective courses are courses which do not fall within the core courses or specialization requirement, but which must be taken to complete the 48 graduate credits required for the MRP degree. As electives, students may take any PLN courses from the list of specializations and electives, or any courses cross-listed with PLN. With permission of their advisor, students may also take related non-PLN courses at the University at Albany, RPI or Albany Law School, and count these towards the MRP degree. The maximum number of appropriate non-PLN credits (excluding officially cross-listed credits) is 12.

### **Comprehensive Exams:**

During their final year of study for the MRP degree, all students intending to obtain the MRP degree are required to take written and oral comprehensive exams. These exams are graded on a pass/fail basis, and passing both comprehensive exams is essential for degree clearance to receive the MRP degree. The written comprehensive is designed to test the student's knowledge of selected core areas of the planning curriculum (PLN 501, 502, 505, and 506). The oral comprehensive is a test of the student's expertise on a specific planning topic based on the student's Masters Research Paper. Students who fail the written comprehensive exam and/or the oral comprehensive exam twice are ineligible to receive the MRP degree.

### **Statute of Limitations:**

All requirements for a master's degree must be completed within six calendar years from the date on initial registration in the program, unless the Graduate Academic Council grants an extension of time. This provision applies equally to students who enter with or without advanced standing or transfer credit.

### **Graduate Grade Point Average:**

GPA's are calculated on a four-point scale: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0. Grades below C cannot be counted toward the MRP degree, so if you get a grade below C on any required course, you must register for the course again and take it again.

In order to clear for the MRP degree, students must have a graduate GPA of 3.0 or better (a B average) on the 48 graduate credits counted toward the degree.

### **Grade Changes:**

Once grades have been issued, instructors cannot change those grades unless they discover that they have made a mistake by miscalculating grades, by omitting to grade a piece of work that had been submitted on time, or by being unaware of a major crisis that prevented a student from submitting a final assignment on time. Under no circumstances, once grades have been issued, may students do extra work to obtain a grade change.

### **Incompletes:**

All courses have deadline dates at the end of the semester when work must be submitted, and when grades must be submitted by the instructor to the Registrar. Students should make every effort to submit their work on time and to attend and complete exams. Instructors normally give zero points for unsubmitted work and missed exams, and final grades must be calculated and reported by the appropriate deadline date.

Under exceptional circumstances, if a student has suffered a major illness, crisis or tragedy, appropriately documented to the instructor, she/he may be granted an Incomplete. It is absolutely vital that students who hope to receive an Incomplete notify their instructor as soon as possible, and provide an explanation of their crisis situation. The instructor will probably request documentary proof of the crisis. It is entirely up to the instructor to decide whether an Incomplete is granted, and if it is, to return a grade of "I" for the course.

In serious crisis situations, instructors may grant an Incomplete for a specific period of time, typically four weeks from the end of the semester. If the missing assignments are not completed in that time period, the instructor should calculate a final grade on the basis of whatever work has already been

submitted, assigning zero points for any assignments that have not been submitted, and submit a grade change form from "I" to the new calculated grade.

It is MRP Program policy to show greater leniency in granting Incompletes for Internships and Masters Research Papers. If students do not hand in the final versions of their Internship Reports or Masters Research Papers at the end of the semesters for which they have registered for PLN 683 or 684, they can expect to receive Incompletes for those assignments.

If an instructor does not specify a time period for completing an Incomplete, the University's formal procedures take effect. Twice a year, in April and November, the Registrar sends instructors a list of Incompletes under their name. Unless Instructors formally request an extension of the listed Incompletes, they are converted to "E" (fail) grades at the end of the month. It is wholly the responsibility of the student to communicate with the instructor, to complete assignments, and to prevent this happening. Instructors should not extend listed Incompletes unless they have received draft papers and detailed reports on progress made.

### **Registration by Permission of Instructor:**

Independent Study Projects, Internships, Masters Research Papers and Theses are all "by permission of instructor." They are intended for students who have a clear idea what type of specialized work they would like to do, and who have already completed relevant courses and readings. Under most circumstances, students should have completed at least 24 graduate credits before they embark on such specialized, individual assignments.

**Academic Integrity:** Students are required to adhere to the academic integrity policy of the University, currently voted by the University Senate in 2006, and found online at [http://www.albany.edu/graduatebulletin/requirements\\_degree.htm#standards\\_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity).

Punishment for violation of these Standards of Academic Integrity will result, at the minimum, in a failure for the assignment, and may result in a failure for the course.

Illustrative quotations from the **Standards of Academic Integrity** are as follows:

#### **Standards of Academic Integrity**

... These guidelines define a shared context of values to help both students and faculty to make individual and institutional decisions about academic integrity. Every student has the responsibility to become familiar with the standards of academic integrity at the University. While it is strongly recommended that faculty specify in their syllabi information about academic integrity, as well as a description of the possible responses to violations, claims of ignorance, unintentional error, or personal or academic pressures are not sufficient reasons for violations of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.

...

#### **Examples of Academic Dishonesty**

The following is a list of types of behaviors considered to be academically dishonest and therefore unacceptable. Even the attempt to commit such acts is a breach of integrity and is

subject to penalty. No such list can, of course, describe all possible types or degrees of academic dishonesty, so these should be understood as examples rather than as a comprehensive list. ...

**Plagiarism:** Presenting as one's own work, the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper's or project's structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method; submitting as one's own work, work borrowed, stolen, or purchased from someone else. For more information concerning plagiarism, see the library's tutorial on the subject on the library web site. Graduate students will find additional information concerning Academic Integrity, Conduct, and Research Regulations on the Graduate Studies web site.

**Cheating on Examinations:** Giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination (when such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an examination (unless permitted by the instructor); arranging for another person to take an examination in one's place; looking upon someone else's examination during the examination period; intentionally allowing another student to look upon one's exam; the unauthorized discussing of the test items during the examination period; and the passing of any examination information to students who have not yet taken the examination. There can be no conversation while an examination is in progress unless specifically authorized by the instructor.<sup>1</sup>

Each student is responsible for reading the Standards of Academic Responsibility in their entirety, and for adhering to them.

## **GRADUATE ADMISSIONS AND DEGREE AWARDING PROCEDURES**

The MRP Program in Urban and Regional Planning is designed for individuals with strong academic credentials, a growing interest in urban and regional development issues, and relevant academic, professional or voluntary experience in fields cognate with planning. All applicants should have or be currently completing Bachelor's degrees, preferably with GPAs of 3.0 or over (a B average). At the

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<sup>1</sup> University at Albany, Graduate Bulletin, Graduate Regulations and Degree Requirements, Standards of Academic Integrity, [http://www.albany.edu/graduatebulletin/requirements\\_degree.htm#standards\\_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity); University Senate Bill No. 0506-25, May 2006.

discretion of the Admissions Committee, an outstanding application, closely related undergraduate work, relevant professional experience, and/or prior graduate work may be allowed to compensate for a less satisfactory undergraduate performance.

So as to encourage multidisciplinary teamwork, students are admitted from a diversity of backgrounds and academic majors. Most students have undergraduate majors in Social or Environmental Sciences, Economics, Geography, History, Environmental Studies, Urban Studies, Planning, Architecture, Landscape Architecture, Engineering, Business, Statistics or Computing, but all backgrounds are considered if applicants can demonstrate strong interest and relevant writing, computational, design or interpersonal skills. GRE scores are useful if students have low GPAs or if they are applying for assistantship funding, but they are not required for the admissions process. Applicants are advised to include resumes and copies of work samples with their application if they feel that these would enhance their case for admission or an assistantship.

New students may begin the MRP Program in the Fall or Spring Semesters. Most students start in the Fall Semester, and both the Albany climate and the scheduling of courses tend to favor Fall starts. Applications are received throughout the year, but potential full-time students who seek graduate assistantships or other forms of financial aid are strongly advised to apply no later than March 15th for a September start.

#### **Non-degree admissions:**

All students who are eligible to matriculate (to be admitted to candidature for the MRP degree) are encouraged to formally apply for admission. Matriculated status greatly facilitates advisement, financial aid and internship placement.

Non-matriculated (non-degree) graduate students fall into four main categories:

1. Students who wish to do 1-4 courses at the University, but do not wish to do a Master's degree.
2. Students who decide to apply at the last minute, and who cannot complete a formal application to the MRP in time for the beginning of the Semester.
3. Students whose GPAs and other qualifications are too low for them to be admitted to matriculated status, and who obtain non-degree status so as to take 1-4 courses and have a chance to prove their abilities.
4. Students who wish to start their graduate studies by taking a planning course in Summer School.

#### **Degree Clearance:**

To receive the MRP degree, all students must formally apply for the degree by submitting a Graduate Degree Clearance Application to the Registrar. There is no charge to apply for Degree Clearance, and repeat applications can be made in subsequent Semesters if clearance is not granted on the initial application. One application should be submitted for each degree requested, and applications are due in February for May graduation, in June for August graduation, and in October for December graduation.

## **DEVELOPING A PROGRAM OF STUDY**

Each matriculated MRP student is assigned to an advisor, drawn from the core faculty. You should meet with your faculty advisor at least four times a year, so as to discuss academic progress, career options, and your projected program of study through to graduation. Your time as a MRP student is a period in which you can rewrite and enhance your resume for your future career. You are strongly encouraged to choose courses and assignments in accordance with your career development strategy, to join appropriate

professional and advocacy organizations, to attend planners' meetings and conferences, to keep our planning journals and books for future reference, and to keep examples of your work to show possible future employers. If an assignment is graded fairly highly, it is often a good idea to re-write it in accordance with the instructor's advice and to put it in a portfolio of your best work.

If you don't already have substantial professional planning experience, it is important to seek relevant part-time, temporary and voluntary work opportunities. These will enable you to comply with the MRP Program internship requirement, to build your resume, and to increase the probability of a good professional job after graduation.

## **INTERNATIONAL INTERESTS**

"Think globally, act locally" is an enormously important maxim for planners, who typically work at a local or regional scale, but must adapt to the rapid pace of change in an increasingly interdependent world system. International awareness is vital for planners, and many of the best examples of planning practice come from foreign countries. Planning ideas originate in many different cultural contexts, and travel is a vital component of planning education. Many planners migrate internationally and practice in different countries.

The MRP Program's philosophy of international education is to include relevant international examples wherever possible in courses, to promote awareness and sensitivity to globalization and human diversity, to welcome and learn from international students, and to actively encourage student travel and proficiency in languages other than English. Nevertheless, it is assumed that earning a Master's degree in planning in the United States requires a thorough knowledge of the practice of planning in the United States. All students on the MRP Program, whether U.S. or international, may come to practice planning in the U.S. at some stage of their careers. Similarly, any MRP alumni who visit another country or return to reside there, may be asked to explain how specific planning problems are handled in the United States.

The MRP Program has one core course dedicated to international interests (PLN 510) and one elective which is primarily international (PLN 529), but it does not offer a separate international track or field of specialization targeted at international students, or U.S. students who wish to work abroad. There are enormous intellectual problems in developing an international track which covers all fields of planning and is relevant to all countries other than the United States. An "international track" is somewhat more viable when it is limited to a specific group of countries, for example "developing countries," or "Western Europe," but this may exclude students whose international interests lie elsewhere in the world.

The MRP Program encourages students to develop expertise in one of the four Program fields of specialization (environmental and land-use planning; housing, local economic development, and community planning; transportation planning; or, urban and regional information systems), and to incorporate U.S. and international cases and examples into both core and specialization courses. U.S. students who wish to practice planning outside the United States are also encouraged to travel internationally, and to develop their skills in languages other than English. Three U.S. alumni have used the Peace Corps as a stepping-stone to international development careers, another has built a substantial international consulting business in environmental technologies, and yet another has become an international bicycle advocate with projects in New York City, the Caribbean, Latin America and Africa. In all cases, expertise in a field of specialization, motivation, and relevant language skills have been the keys to an international career.

The Department of Geography and Planning faculty is widely traveled, has considerable consulting experience with international organizations, non-profits, governments and universities, and includes

fluent speakers of several languages other than English. The University at Albany has a broad range of faculty, instructional and library resources for international studies and language-learning. The MRP curriculum includes ample opportunities for Directed Reading, Independent Study, Internship, Research Paper and Thesis assignments, and all of these can potentially be used to fulfill international planning interests. A few MRP alumni have completed their Internships with planning organizations in foreign countries (Brazil, Canada, Colombia, United Kingdom), and a few have done Internships with the Headquarters of International Organizations located in the U.S. (UNICEF, Ford Foundation).

## **OBTAINING AND REPORTING AN INTERNSHIP**

The formal requirement for an internship (PLN 684) consists of at least 9 weeks full-time-equivalent work with an off-campus government agency, firm or non-profit organization, engaged in planning work or in activities which are closely related to planning. The internship may be paid or unpaid, and full-time or part-time. Faculty may provide advice on possible places to intern, but ultimately you are responsible for finding your own internship. You should choose your internship placement so as to enhance your resume and to gain useful professional experience. If you don't need to be paid, you can assume that most agencies, firms and non-profits will be pleased to have your help, and so you should choose carefully where you will get the most useful experience, the greatest resume advantage, and the best recommendations. If you need to be paid, however, you will have to focus on a much more limited range of alternatives -- those agencies, firms and non-profits which have funds available or are willing to raise funds to pay a temporary employee/intern. Please bear in mind, also, that you will have to travel to your internship, and that you will have to agree a work schedule with your supervisor. Some potential internships may not be feasible because of transportation problems or clashes with school, family responsibilities or other jobs.

Your faculty advisor will help you decide when and where to do the internship, and when to register for the internship. Each course code has a faculty "instructor" to issue a permission number for registration, to receive the reports (one from your supervisor and the other from you), and to assign your grade (S/U). Incompletes are normally given when the internship or the reports cannot be completed by the end of the semester.

The requirement that you do an internship for credit is normally waived for part-time MRP students who hold planning-related jobs, and for full-time MRP students who have at least 6 months full-time-equivalent paid planning experience prior to commencing full-time MRP study. When the internship is waived, you should do an elective course instead.

For those MRP students who need to do an internship, you can register for the internship in any semester after completion of at least 12 graduate planning credits. The work for the internship can be completed prior to the semester of registration, during the semester of registration, or up to ten months after the end of the semester of registration. The faculty "instructor" assigned to the course code you choose will give you a SKN to register, and will receive both your report and your supervisor's report once the assignment is completed. If the faculty "instructor" receives both reports by the end of the semester of registration, she/he will submit a grade of "S" or "U". If not, she/he will automatically grant an "I" (Incomplete), which will be converted to S or U once the reports are received and graded. If the reports are not received within ten months of the end of the semester of registration, the "I" will be converted to a "U".

Nine weeks full-time-equivalent is deemed to be at least 315 (9 X 35) hours of work at/with the agency, firm or non-profit where you are interning. Under normal circumstances all of the work will be with a

single agency, firm or non-profit, but your faculty "instructor" may grant an exception to enable you to combine two separate assignments adding to at least 315 hours work.

In the internship assignment, please do everything possible to present a good, professional image of yourself and of our graduate program. Your supervisor may well be consulted by potential future employers, and future MRP students' chances of working at that agency/firm/non-profit may well depend on the impression you make. If any problems or disputes arise in your internship, you should discuss them with your faculty "instructor" and/or faculty advisor.

**Your supervisor's report:** should be a brief, confidential letter, sealed and sent directly to your faculty "instructor": Dr. XXX, Dept. of Geography & Planning, The University at Albany - SUNY, Arts & Sciences 218, Albany, NY 12222 (fax: 518-442-4742). The letter should report what duties you had, how long you spent on them (dates and estimate of total hours), and how well you performed the duties assigned. 1-2 paragraphs is enough, though longer statements are welcomed.

**Your report:** is much more flexible in format, depending on the type of assignment(s) you undertook. It should always have three components:

1. A cover page indicating where you worked (agency, firm, non-profit, address, phone, fax etc.), who your supervisor was, who else you worked with, and how long you worked for (dates, total hours etc.).
2. A 1-3 page description of the agency/firm/non-profit, and of the specific unit, division or program that you worked in/on should follow. It is crucial here that you show knowledge of the context in which you were working -- objectives and organization of the agency/firm/non-profit, why the tasks are performed, and how they fit into a broader whole.
3. A 1-3 page summary of the work you did, listing tasks undertaken, any travelling you did on the job, and the approximate amount of time devoted to each task and trip.
  - If your duties were to prepare one or more research papers, summary reports or bibliographies, you should attach copies.
  - If your duties were to do phone interviews, complete questionnaires, prepare maps, compile spread-sheets, compile a photographic log or whatever, you should attach copies of a few sample products.
  - If you performed numerous miscellaneous support functions, without authorship of final products, you might consider attaching a log/diary of work performed, or writing up a description of the procedures followed.
  - If you were engaged in public consultation and policy research towards a future plan, you should write up an executive summary of the problem, the issues, and the alternative solutions.

**General Notes:**

- You should submit one copy of your Internship Report to the faculty instructor. This copy, together with your Supervisor's Letter, will be kept in your permanent student file.
- Over and above the formal internship requirement, and bearing in mind the time and work requirements of your courses and other responsibilities, you are encouraged to take on additional temporary planning jobs so as to enhance your resume and accumulate professional experience.

# MASTERS RESEARCH PAPER

## **General Guidance and Instructions:**

Researching and writing your Masters Research Paper can enable you to develop an area of specialized knowledge and expertise that helps advance your career in planning, and can provide an entry to areas of planning in which you hope to work. Therefore, give careful consideration to the topic you choose to concentrate on.

You can research and write your Masters Research Paper at any point during your period of enrollment in the MRP Program. Ideally, however, you should begin work on your Masters Research paper a semester before the semester in which you hope to earn your degree, because leaving your Masters Research Paper until the last semester of your second year can mean trying to complete the Masters Research Paper while at the same time preparing to take the Written and Oral Exams and seeking employment. Unfortunately as a result, some students find that completing the Masters Research Paper becomes a major obstacle to obtaining their Masters degree

Before beginning work, you should gain your faculty advisor's approval by first submitting a 1-2 page research proposal describing the topic and research question you propose to explore, identifying relevant resource materials and reading, and laying out an acceptable work plan.

## **Content:**

In most cases, your Masters research paper should be between 35 and 50 pages in length (not including figures, illustrations, maps, tables and graphs, photographs, and List of Figures and References), although exceptional papers with high statistical or graphic content might be shorter. The paper should also include a 200-300 word Abstract summarizing the research topic, major findings, etc.

The topic you select should be clearly related to the practice of planning. If your paper examines and analyzes some already completed planning initiative(s), you should endeavor to draw out the implications and lessons learned that can help guide future planning efforts. You should also acknowledge and discuss conflicting views and interpretations, and incorporate them into your analysis.

The paper should strive to be of the quality of a paper submitted to a peer reviewed journal. It should present a *thorough* review of published literature on your topic, including peer-reviewed literature, demonstrating your knowledge and mastery of the subject matter.

All sources should be acknowledged and you should list all relevant published materials that you have consulted (whether you have quoted them or not) in a List of References. Information sources derived from websites can also be included as references, but each citation of a web-based information source should be accompanied by an explanation regarding the nature, objectivity and reliability of the website, what organization or entity is responsible for the site, etc. Web-based information sources cited in the paper should be a minority of information sources cited.

It is imperative that you follow the University's academic integrity policy. The written product you are submitting should be your own work, not that of someone else. Be sure to give proper attribution to sources you are relying on, and use quotation marks when quoting word for word. Quotations greater than a paragraph in length should be strenuously avoided. Also, be aware that the paper you are

submitting as the Masters Research Paper must be an original work, and not the product or compilation of work done for some other course or courses.

It is not considered acceptable for a student to submit a Masters Research Paper that largely the product of work they have performed as part of paid employment. Students who wish to draw on work they have performed as part of paid employment for their Masters Research Paper need to gain explicit faculty approval before going forward, to assure that the product they are submitting as their Masters Research Paper is a unique product, and has advanced the subject matter, and/or examined it more critically, than had been the case.

The paper needs to do more than simply recite and quote from the literature. It need not involve large amounts of original research, with exhaustive data collection, but should rather strive to produce a creative synthesis of secondary source material, possibly enriched by one or more real-world case studies. In other words, your Masters Research Paper needs to provide “value added” to the literature, and provide substantial evidence of critical thinking and analysis.

### **Structure and Form:**

Text should be typed using a 12-point font, double-spaced, and printed single-sided. A standard font style, such as New Times Roman, is preferred. The left margin should be set at 1.25 inches; all others should be 1 inch. The paper should begin with an Introduction which states the topic of the paper, which describes the approach you have taken in addressing the topic, and setting forth the structure of the paper. The paper must include a Table of Contents and List of Figures. Pages must be numbered.

Each figure and illustration included in the paper should have a purpose—they should not be included just for decoration. Each photo and illustration should be given a Figure # should be accompanied by a title, as well as a proper citation of the source (and date where appropriate) of the figure.

### **Grammar, Punctuation, Footnoting and Style:**

Your Masters Research Paper should to be written in a clear, professional manner. Assure proper grammar and punctuation. Make sure you write in complete sentences, and avoid run-on sentences. Make sure you are using colons and semi-colons correctly.

Footnoting and referencing style should conform to a generally accepted standard, and should be consistent throughout the paper. Unless there is some compelling reason for using another standard, it is recommended that you use the footnoting and referencing system used in the *Journal of the American Planning Association* (generally known as the Harvard system). For guidance on writing clearly, consult the *Chicago Manual of Style* and Strunk and White’s *The Elements of Style*.

### **Dossier:**

The Masters Research Paper needs to be accompanied by a Dossier containing a brief description or abstract of the topic of the Masters Research Paper (outlining why the topic is important to planning, the approach you took in exploring the topic and important findings and conclusions) as well as copies articles and excerpts of texts that are highly relevant to and supportive of your paper.

The Dossier should also include a Table of Contents listing items contained in the Dossier, as well as a one-page statement explaining the significance of the selected readings and why you chose to include them in the Dossier.

## **Using Your Masters Research Paper to Jumpstart Your Career:**

Completing your Masters Research Paper provides an opportunity to advance your career by making yourself known to practicing planners and potential employers. Upon completing your Masters Research Paper, consider submitting a shortened version of your paper for publication in the Newsletter of the Upstate New York Chapter of APA (George Homsey, editor), and/or in other planning-related publications. We also encourage you seek out an opportunity to present your paper and findings at the annual Upstate APA Conference, and/or at meetings of the Capital District Planning Association.

## **THESIS OPTION**

Students who have completed more than 24 graduate credits, who have an excellent academic record, and who would like to do a more substantial research assignment, may register for the Masters Thesis in Planning instead of the Masters Research Paper, or after completion of a draft Masters Research Paper. The thesis option is designed for the small number of MRP students who may intend to go on to doctoral programs or research careers. It will require original research, with data collection and analysis. Students registering for the thesis are required to follow the Graduate Office's Masters Thesis Title Proposal and Submission Rules. If approved, the Thesis will become part of the University Library's permanent collections. As well as their chosen instructor, they must obtain the permission and advice of one or two additional University at Albany faculty members, who will meet occasionally with the instructor and constitute the thesis committee.

## **COMPREHENSIVE EXAMS**

The Comprehensive Exams are scheduled in late April, early August, and late November. Students may sign up for both exams in the same month, or take one exam and defer the other for up to 18 months. If performance is not deemed satisfactory by the examiners, each exam may be re-taken once. Re-takes of Comprehensive Exams must occur within a year of the initial fail.

### **The Written Comprehensive Exam:**

The written exam is a two-hour 100-question multiple-choice test, examining the student's knowledge of urban and regional planning as developed and practiced in the United States. The exam is based on the content of PLN 501 (Planning History and Philosophy), PLN 502 (Urban and Metropolitan Structure and Functions), PLN 505 (Planning Processes, Plans, and Community Design), and PLN 506 (Planning Law). To prepare for the exam, you should review your reading materials and notes from these courses. The pass mark is a score of 70 percent or higher.

In addition, there are two books that have proven useful in reviewing for the exam. They are: (1) Charles Hoch, Linda Dalton and Frank So, eds. (2000) *The Practice of Local Government Planning*, 3rd ed. (Washington, D.C.: International City Management Association), and (2) J. Barry Cullingworth (1994) *The Political Culture of Planning* (New York: Routledge). However, the test is not limited to the material in these books, and other books may also prove useful in preparing for the exam.

### **The Oral Comprehensive Exam:**

The oral exam is a 45-minute discussion with two faculty members, one of whom is usually the student's advisor on the Master's Research Paper. Students should sign up for the oral exam with the professors **no later than three weeks before the exam**. Students must provide the professors with a complete draft of their research paper and their dossier **no later than one week before the exam**.

The assumption is that **you have expert knowledge of the research paper**, and that you are providing the briefing materials necessary to enable the examiners to “get up to speed,” understand different viewpoints, and discuss the topic with you. The oral exam will be on the same topic as your Master's Research Paper.

At the beginning of the oral comprehensive exam, be prepared to make a 3-4 minute opening statement, telling the examiners what your topic is, why it is interesting, and what you think the most important issues are. Generally, students are notified in person regarding the passing of their oral exam at the end of the examination. However, in some cases, the examiners may not tell you whether you have passed or failed. In these cases, you will receive personal notification by letter or e-mail after the examiners have completed all the oral exams for that semester.

## **GRADUATE CERTIFICATE IN URBAN POLICY**

The Certificate in Urban Policy is a graduate-level program designed both for students currently enrolled in graduate programs in social science or public policy, and for members of the community who wish to improve their knowledge of urban policy. The program provides students with an overview of basic concepts and strategies in urban policy analysis, covering both domestic policies and international cases. It provides opportunities for specialization in specific fields of urban research and policy, drawing on one or more social science disciplines.

### **Requirements:**

The Certificate in Urban Policy is an interdisciplinary 16-20 credit hour program which may be taken alone or in conjunction with master's or doctoral programs. It is coordinated by the Director of the MRP Program, and s/he acts as Program Advisor. In order to qualify for the Certificate, students are required to take five graduate-level courses, as follows:

#### **I. Two core courses (7-8 credits)**

*Urban Policy in the United States* (4) (PLN 540/POS 540/PUB 540/SOC 540)

*Metropolitan Governance and Planning* (3-4) (PLN 573/PUB 573)

#### **II. Three electives courses (9-12 credits)**

Three of the following courses offered in the Departments of Africana Studies, Anthropology, Economics, Geography and Planning, Latin American and Caribbean Studies, Political Science, Public Administration and Policy, and Sociology, and in the School of Education, may be chosen in consultation with the Program Advisor to complete the requirements for the urban policy certificate. The Program

Advisor may also approve other graduate courses with clear urban policy content as Electives for the Certificate.

AAS 510	<i>Seminar in Urban Affairs and Human Development</i> (3)
AAS 532	<i>Urban Life Styles</i> (3)
ANT 664	<i>Seminar in Urban Anthropology</i> (4)
ECO 532	<i>Metropolitan Finances</i> (3)
ECO 581	<i>Environmental Economics</i> (3)
EDU 500	<i>Fieldwork in Urban Education</i> (3-6)
EDU 527	<i>Issues in Urban Education</i> (3)
GOG 580	<i>Advanced Urban Geography</i> (3)
PAD 643	<i>Governmental Finances</i> (4)
PAD 648	<i>State and Local Fiscal Systems</i> (4)
PAD 649	<i>State-Local Fiscal Relations</i> (4)
PAD 682	<i>Program Seminar in Urban Land Use Policy &amp; Regulation</i> (4)
PAD 684	<i>Seminar in Urban Policy Analysis</i> (4)
PLN 501/GOG 521	<i>Planning History and Philosophy</i> (3)
PLN 502/GOG 526	<i>Urban and Metropolitan Structure and Functions</i> (3)
PLN 505	<i>Planning Processes, Plans, and Community Design</i> (4)
PLN 506	<i>Planning Law</i> (3)
PLN 523/POS 523/P 523	<i>Urban Community Development</i> (3-4)
PLN 528/Pos 528/PUB 528	<i>United States Housing Policy</i> (3-4)
PLN 529/LCS 529/PUB 531	<i>Planning for Jobs, Housing and Community Services in Third World Cities</i> (3-4)
PLN 532	<i>Parks, Preservation, and Heritage Planning</i> (3)
PLN 543	<i>Transportation History and Policy</i> (3)
PLN 549	<i>Bicycle and Pedestrian Transportation Planning</i> (3)
PLN 560/PUB 560	<i>Local Economic Development Strategies</i> (3-4)
PLN 574	<i>Site Planning</i> (3)
PLN 575	<i>Urban Design</i> (3)
POS 523	<i>Government of Urban Areas</i> (4)
POS 524	<i>Community Politics</i> (4)
POS 625	<i>Problems of Metropolitan Areas</i> (4)
POS 511	<i>Land Use Policy</i> (4)
SOC 550	<i>The American Community</i> (3)
SOC 627	<i>Urbanization</i> (3)
SOC 673	<i>Human Ecology</i> (3)

### **Admission and Degree Clearance**

When you are within three months of completing the requirements for the requirements for the Certificate, you should submit a degree clearance application to the Registrar's Office, requesting clearance for the Certificate. If you are hope to receive the MRP degree at the same time, you must submit two applications, one for the Certificate and the other for the MRP.

## **GRADUATE CERTIFICATE IN GEOGRAPHIC INFORMATION SYSTEMS AND SPATIAL ANALYSIS (GISSA)**

The purpose of the graduate certificate program is to provide graduate students in various disciplines, and continuing students working in government and private agencies, with professional and technical training in Geographic Information Systems and in associated techniques of spatial analysis. A Geographic Information System is a computer-based system for handling spatially structured information, with facilities for processing, retrieval and display (including maps, imagery and other graphics). The disciplines of automated cartography, remote sensing and computer graphics are closely linked in the study of GIS. Various quantitative techniques of spatial analysis are used in bringing GIS products to bear on a wide range of problems, which include analysis of satellite imagery for applications in resource management, agriculture, forestry, and urban planning; land use mapping; computer map analysis and graphics; market area analysis; display of socio-economic data; and a host of other applications ranging from archeology to the analysis of acid rain.

The program requires 15 credit hours of graduate coursework. There is leeway for students to pursue their own professional and academic interests, under advisement. All students who have not already taken an undergraduate or graduate remote sensing course approved by Dr. James Mower must take PLN 551/ GOG 584 "Graduate Introduction to Remote Sensing" as a pre-requisite course before taking GOG 585 or another advanced graduate remote sensing course.

### **Required Courses (15 credits):**

GOG 502/PLN 504	<i>Statistical Methods for Geography/Statistical Methods for Planning</i> (3)
GOG 596/PLN 556	<i>Geographic Information Systems</i> (3)
GOG 585	<i>Digital Image Analysis</i> (3)
GOG 590	<i>Advanced Cartography</i> (3)
GOG 692/Pln 656	<i>Seminar in Geographic Information Systems</i> (3)

One course may be substituted for GOG 585 or GOG 590 with the approval of the Certificate Program Supervisory Committee.

### **Admission and Degree Clearance:**

When you are within three months of completing the requirements for the Certificate, you should submit a degree clearance application to the Registrar's Office, requesting clearance for the Certificate. If you are hope to receive the MRP degree at the same time, you must submit two applications, one for the Certificate and the other for the MRP.

## **JOINT DEGREE PROGRAM WITH ALBANY LAW SCHOOL Masters in Urban and Regional Planning and Doctor of Law (MRP/JD)**

The Masters in Urban and Regional Planning (MRP) at the University at Albany, SUNY (University at Albany), is a 48-credit graduate program, ordinarily completed over two years. The Juris Doctorate (JD) at the Albany Law School (ALS) is an 87-credit program, ordinarily completed over three years. It was established in 1851 and is fully accredited by the American Bar Association.

Given the significance of legal issues in planning, and the importance of land-use, housing, transportation, environmental and other planning issues in law, in 2000 the State University of New York and the Albany

Law School have approved a jointly registered MRP/JD Program, constructed from the two institutions' existing MRP and JD programs. The joint program requires independent admission from each program.

Students doing the joint program normally do the first year at the Albany Law School, and then spend the next three years completing both degrees. They must complete at least five full-time semesters at the Albany Law School to fulfill residency requirements of the American Bar Association. To complete the joint program they must complete at least 39 graduate credits for the MRP degree (none of which are earned at the Albany Law School), and 75 credits for the JD degree (all of which are earned at Albany Law School or approved by ALS as transfer credits from another Law School). Thus, the joint program requires a minimum of 114 graduate credits, 21 fewer than would be required if the two degrees were done completely independently. This reduction is based on the complementarity of the MRP and JD curricula, and follows the precedent of the well-established University at Albany/ALS MPA/JD program.

The course reduction for the MRP that results from doing the joint program consists of the elimination of the formal specialization requirement. Students must now simply do all the core courses and electives, to reach a total of 39 credits. The course reduction for the JD that results from doing the joint program consists of doing 12 fewer elective credits.

University at Albany registrations should be at University at Albany, paying University at Albany tuition and fees. ALS registrations should be at ALS, paying ALS tuition and fees. Each student in the joint program will have two advisors, one for selection of University at Albany courses and the other for the selection of ALS courses. Full-time semesters at ALS are 10 or more credits.

PLN 503, 504 and 684 (all core courses) may be waived if the student already has the pertinent knowledge and experience, allowing the student to take more University at Albany elective courses.

Students who are already matriculated as candidates for the MRP degree at University at Albany may apply for admission to the JD program at ALS, and thus to the joint program, providing they have not registered for more than 24 credits towards the MRP degree by the time that they begin the JD program. ALS applications require LSATs, which must be taken in October or December. Applications to ALS must be submitted by March 15<sup>th</sup> for full-time student entry into the first year of the JD Program at ALS in August of the same year.

## **OBTAINING TWO MASTERS DEGREES**

Occasionally, a candidate for the 48-credit MRP degree already holds a cognate Masters degree. In such a case, up to 30 percent of the credits completed for the first Masters may be allowed for advanced standing in the MRP program.

If a student matriculated as a candidate for the MRP wishes to simultaneously pursue a cognate Masters degree, or hopes to go on to do a cognate Masters degree after completing the MRP, up to 30 percent of the credits completed for the MRP may be allowed for advanced standing in the other Masters degree program (i.e. a maximum of 14 credits).

The regulations for obtaining two Masters degrees are quite complex and students are referred to the University's Graduate Requirements:

[http://www.albany.edu/grad/requirements\\_general\\_admissions.shtml#dual\\_master's](http://www.albany.edu/grad/requirements_general_admissions.shtml#dual_master's)

and specifically to the section headed Policy of Advanced Standing and Resident Study for a Second Master's Degree.

Most MRP alumni hold just one Masters degree, but a few have completed two Masters degrees. Where both degrees are from the University at Albany, other Masters degrees taken have included the MA in Geography, the MA in Public Affairs and Policy, the MPA in Public Administration, the MA in Sociology, the MA in Africana Studies, and the MA in Latin American and Caribbean Studies.

In the case of the MRP degree, over half of the cases where students have completed two Masters degrees at the University at Albany have been with the 30- or 36-credit MA degree in Geography. It is useful, therefore, to outline the regulations for this case. The University allows a 14-credit reduction in total credit towards the dual degree, so students doing the 48-credit MRP before, after, or together with, the 36-credit version of the MA must successfully complete a total of 70 pertinent graduate credits to complete the two degrees. Students doing the MRP before, after, or together with, the 30-credit version of the MA must successfully complete a total of 64 pertinent graduate credits to complete the two degrees. In completing the two degrees, students must fulfill the core course, specialization and comprehensive exam requirements of both programs. Pertinent credits are PLN credits or credits cross-listed with PLN for the MRP, GOG credits or credits cross-listed with GOG for the MA, and such other credits as the University's Graduate Office, advised by the Planning and Geography Graduate Directors, may approve as appropriate to each of the two degree programs.

All of the credit for both degrees should be earned within the six-year statute of limitations. Students who have not been able to fulfill this requirement may apply to the University's Graduate Office for extra time.

MRP students who wish to also complete the MA in Geography should bear in mind that in addition to all the MRP degree requirements, it is essential for them to do GOG 500, a graduate GIS course, a Research Seminar in Geography, and the Masters Comprehensive Exams for Geography. Although a few exceptional students have been able to do all this without delaying completion of the MRP degree, there have been cases of students who have delayed completing both degrees for long periods because they have embarked on too many separate activities. MRP students who wish to do both degrees are strongly advised to complete all requirements for the MRP degree before beginning the Research Seminar in Geography and taking the Masters Comprehensive Exams for Geography. Possession of the two degrees is hardly ever required for a future career, and so it is important to prioritize one degree and get it finished.

## **CRITERIA FOR ASSIGNING MRP ASSISTANTSHIP LINES**

There are many different ways in which students can fund their graduate studies. Each year, the MRP Program receives approximately two and one-half teaching assistantship (TA) lines from the University, and these are used to employ a small proportion of the full-time graduate students as Teaching and Administrative Assistants (TAs).

Most graduate planning students do not receive assistantships from the Department. Many have off-campus jobs, and some of them obtain those jobs through recommendations or placements organized by the Department. Some students take out loans or use their savings to finance their graduate studies. A few work on externally-funded research grants or contracts administered by the Research Foundation and directed by individual faculty. Others obtain research assistantships, administrative assistantships or targeted awards from University resources not specifically assigned to the Department of Geography and Planning, or they obtain externally-funded scholarships such as the AITE Awards for Transportation Planners.

The criteria for assigning the MRP Program TA lines are as follows:

1. TA lines can only be assigned to full-time students matriculated as candidates for the MRP degree, and normally only to students who are doing 9 or more credits each Fall and each Spring Semester. No TA support is available for Summer Sessions, but some graduate students may be employed as research assistants during the summer, paid from research grants.
2. No MRP student is allowed to hold a full or half TA line for more than three academic years, and students cannot continue with MRP TA funding after completion of the MRP degree.
3. All TA awards are for one academic year, or one semester, and are made by formal offer letter. An offer letter may indicate that, subject to satisfactory academic performance (at least a B average, and no course grades below B-) and satisfactory work performance in the assistantship duties, the assistantship will be continued through the next academic year, or for the first semester of that year.
4. Decisions on the assignment of MRP TA lines are taken by the MRP core faculty. In taking those decisions, they will consider all current MRP students who have formally applied for assistantship funding (the form is in the Graduate Application pack) and who still need to complete at least 10 credits to finish the MRP degree. They will also consider all applicants to the MRP Program who have been admitted and have formally applied for assistantship funding.
5. The prime TA selection decisions for the next academic year are taken in April. Applicants who seek assistantships should ensure that their complete MRP applications are received by the University Graduate Office no later than March 15<sup>th</sup>. Applicants who do not make this deadline are much less likely to obtain an assistantship.
6. The selection of TA recipients is based on four major criteria, weighted equally:
  - i. Academic performance as an undergraduate, and in any subsequent graduate study, as reflected by GPA, grades in key planning-related courses, and awards.
  - ii. The extent to which academic background is cognate with planning.
  - iii. Evidence of relevant work experience, volunteer experience, writing, verbal and technical skills appropriate to a graduate planning program.
  - iv. Possession of skills and experience of particular value to the Department of Geography and Planning.

In addition, in assigning TA lines, the MRP core faculty will consider:

- Evidence of commitment to graduate study in planning at Albany.
  - Diversity issues: concern to form a pool of graduate assistants who can bring a wide variety of different talents, experiences and concerns to the Department., and who are truly representative of the University's student body as a whole.
7. The MRP Program core faculty seeks to divide its TA lines roughly equally between first-year full-time students and second-year full-time students.
  8. Some TA awards are "full lines" – at least \$4500 in stipend and a 9-credit tuition scholarship each Semester, in return for 20 hours per week of work during the 14-week teaching Semester. Other awards are "half lines" – at least \$2250 in stipend and a 6-credit tuition scholarship each Semester, in return for 10 hours per week of work during the 14-week teaching Semester.

9. For some full TA positions lasting a complete academic year, the MRP Program Director may propose an alternative work schedule, requiring 15 hours of work per week over 37 weeks, instead of 20 hours per week during two 14-week Semesters.
10. To receive an assigned tuition scholarship, all TAs must either apply for TAP and have their application denied, or demonstrate that they are not eligible for TAP.
11. Decisions on the duties of MRP Program TAs are taken by the Chair of the Department of Geography and Planning in consultation with the MRP Program Director. The primary concern in making assignments is to ensure that all TAs have the skills and academic background necessary to undertake the work they are assigned to. To TA for a specific undergraduate course, for example, a Graduate Assistant should have a sound academic background in the field, and high competence in the skills required of the students taking the course.
12. All TAs are assigned to work with a faculty supervisor. Provisional assignments are available shortly before the beginning of each Fall and Spring Semester. Occasionally, on request of a Graduate Assistant, the Department Chair may reassign individual Assistants to different duties or a different supervisor.
13. The appointment, duties and remunerations of research assistants are necessarily more varied than those of teaching assistants. Research grants may come at any time of the year and may require very specific computer, language, analytical or interpersonal skills, or such factors as possession of a valid driver license and car. They may include both stipend and a tuition scholarship, or simply pay a stipend with no eligibility to a tuition scholarship. As a result, research assistantships are usually offered to current MRP students, rather than to admitted students who have not yet begun the program.

## **MRP PROGRAM GOVERNANCE**

Participation in governance begins with communication and linkages, both to administrative bodies above the MRP Program, across equal administrative units, and below to students and other stakeholders. When dealing with routine program administration, the MRP Program Director can communicate directly with the CAS Dean, the CAS Associate Deans, or the CAS Assistant Deans, and also with the Dean of Graduate Studies and other administrators in the Graduate Office, who work under the University at Albany Provost. On less routine matters, such as curriculum and policy changes, faculty hiring requests and budget negotiations, it is important to the effective functioning of the Program and DGP that the Program Director normally consult with and communicate with or through the Department Chair. In the event of prolonged absence of the Department Chair or of substantial disagreement with the Department Chair, however, the Program Director has the right to communicate directly with the Dean on urgent matters relating to the Program, and to explain the issues and opportunities specifically related to the Program.

The Program has an extensive informal governance structure based on many thousands of interactions between students, faculty and staff. The success of the Program depends on the capacity of every instructor to seek and take note of student feedback, and the capacity of the Program Director and Core Faculty to respond positively to the requests, proposals and suggestions of senior administrators, full-time and adjunct faculty colleagues, Program students and alumni, planning professionals working in the region, concerned citizens and community groups, and professional planning organizations and peer groups. Like all professional planners, the Program Director and Core Faculty have a responsibility to be loyal and supportive towards their discipline, profession and vocation, and to divide their time effectively between a great variety of intellectual, educational, consultative and community outreach activities.

To assist in program governance, three formal bodies have been established in association with the MRP Program: the Executive Board of the Graduate Planning Student Association (GPSA), the MRP Program Community Advisory Board (CAB), and the MRP Program Council of Adjunct Faculty (CAF). Each of these groups communicates with the Program Director and Core Faculty, and may raise issues with the DGP Chair, the CAS Dean, or other senior administrators and officials. The Chairpersons of the GPSA, CAB and CAF may also convene meetings with the MRP Program Director and/or other core faculty at any time of the year.

### **Graduate Planning Students Association (GPSA)**

The **Executive Board of the GPSA** is elected annually by the graduate planning students. It consists of five officers: a President; a Vice-President, Academics; a Vice-President, Communications; a Vice-President, Events; and a Treasurer. GPSA By-Laws provide that all Executive Board members must be active, matriculated students (either full- or part-time). The GPSA is a registered group with the University's GSO and can build links and engage in joint activities and petitions with other graduate student organizations across the University. It is recognized by the APA as a graduate student association.

Major functions of the GPSA include formal liaison between the graduate students and the faculty; the American Planning Association (APA); and other planning organizations. At any time, the GPSA Board representative may meet with the Program Director, and/or any other faculty, to discuss issues of program organization, new initiatives and opportunities, and, particularly, student concerns.

The GPSA represents students in tenure track hiring searches, and tenure and promotion cases. It is also the point of contact between students and the PAB during reaccreditation. The GPSA was granted a representative at departmental faculty meetings for all activities, except personnel decisions or matters that concern an individual's right of confidentiality.

### **Community Advisory Board (CAB)**

The **CAB** consists of at least six and not more than ten invited local professionals in planning and planning-related fields who advise the Director and the core faculty on issues of program content and publicity, student recruitment, professional outreach, community outreach, and internship and job placement. They are also responsible for assessing how well the Program is doing in achieving its goals and objectives. They normally serve three-year terms of office, and they are selected to represent the broad range of governmental, corporate and non-profit organizations involved in planning, and the diversity of persons, backgrounds specializations in the MRP Program. The CAB meets with the Director and the Core Faculty at least twice each year, and current CAB members take the lead in proposing who might be invited to become a member of the CAB when a vacancy arises.

### **Council of Adjunct Faculty (CAF)**

The **CAF** consists of the part-time faculty who currently teach graduate planning courses, or who have taught such courses within the last four years and are expected to return to teach courses in the next three years. Adjunct Faculty members are often in contact with the Program Director about current or upcoming teaching, and they are encouraged to participate as fully as they can in the life of the Program and University. The CAF meets with the Director and the Core Faculty at least twice a year to advise on program content, adjunct faculty resource needs, student recruitment and quality, community outreach opportunities, and educational outcomes.

It is the responsibility of the Program Director to keep the Core Faculty, the GPSA Committee, the CAB members, and the CAF members informed of major program activities, and of the progress of any major proposals affecting the content, procedures and resources of the Program. Informal interactions relating to the MRP Program are encouraged at all levels, including initiatives and proposals that come from students who are not on the GPSA Committee, from alumni, from local professional groups, from concerned citizens and community groups, and from organizations, agencies and firms working in planning. Program-related social activities and participation in professional meetings and organizations are also valued and encouraged, and initiatives for such activities may come from many different directions.

## STUDENT GRIEVANCE POLICY

The MRP Mission calls for a *student-centered and participatory* environment. The student grievance procedures are available on the web provided by the Office of the Dean of Arts and Sciences ([http://www.albany.edu/cas/private/chair\\_manual\\_and\\_forms/StudentGrievanceProcedures.doc](http://www.albany.edu/cas/private/chair_manual_and_forms/StudentGrievanceProcedures.doc)). Using the web to disseminate information on the grievance process provides easy access for potential students, current students, alumni, faculty and staff.

A graduate student in the MRP Program seeking adjudication of an academic grievance claim against a faculty member or instructor in the College of Arts and Sciences will need to follow the procedure described below. Such grievances may concern grades assigned or penalties imposed for alleged academic infractions.

With respect to the appeal of grades the University Policy adopted by University Senate Legislation states: "It is expected that the grounds upon which an academic grievance may be based should be clearly identified. Such grounds may include variance from University grading standards/policies, grade calculation inconsistencies with that announced in published course syllabi, procedural abnormalities, or other factors that are alleged to have denied the student a fair evaluation. It is not expected that grievances will propose that the professional obligation of faculty to fairly evaluate academic material within their field of expertise will be supplanted by alternate means without procedural cause."

The procedure has three steps listed below:

### **Step 1:**

A student who seeks to dispute a grade or evaluation or seeks to appeal a penalty that has been imposed by a faculty member for academic dishonesty or alleged academic infractions must initially pursue the matter directly with the faculty member involved. If not satisfactorily resolved directly with the faculty member, a written grievance may be filed with the program director/department Chairperson. The program director/department Chairperson should consult with the faculty member in question and request a written response to the grievance from the faculty member. The program director/department chairperson should then provide a copy of the faculty member's response along with his or her own recommendations to the student. In the event that the grievance directly involves the program director or department Chairperson, the Dean of the College of Arts and Sciences will appoint a designee from the department in question to serve in his or her place.

### **Step 2:**

If the student is not satisfied with the efforts made in Step I to achieve a resolution of the grievance, she/he may then submit a brief request to the College of Arts and Sciences' Academic Programs Committee, via the Deans' Office, to consider the grievance. This request must be filed within one year from the end of the semester during which the incident occurred. The Academic Programs Committee will convene an Ad Hoc

Grievance Committee according to its bylaws to review the grievance. All of the documents gathered from Step 1 should be attached to this request in their original form (i.e., student's statement of grievance, faculty member's response, department Chairperson's response, course syllabus, and any additional supporting documents.). The Ad Hoc Grievance Committee will not review the case until all documents are present. Students should realize that the function of the Ad Hoc Grievance Committee is advisory. The Committee can find in favor of or against the student's grievance and it can recommend remedies to the appropriate person(s). It does not have the power to enforce any of its findings.

Whenever the findings of the Ad Hoc Grievance Committee fail to support the grievance claim, or the recommendation of the Ad hoc Committee is not accepted by the instructor, the petitioner may petition the Committee on Academic Standing of the Undergraduate Academic Council via the Office of the Dean for Undergraduate Studies or the Graduate Academic Council via the Office of the Dean for Graduate Studies, as appropriate, to consider the grievance. The decision of the Academic Standing Committee of the Undergraduate or Graduate Academic Council is final (as per approved Senate Bill No. 0203-10).

### **Step 3:**

Upon receiving a completed petition for its review of the grievance claim, the Ad Hoc Grievance Committee will first determine by majority vote whether that petition provides adequate grounds for its action. If the Committee agrees to consider the grievance, it is to make every effort to conduct as thorough an investigation as the case warrants as it arrives at a statement of findings. The Ad Hoc Grievance Committee shall prepare and send a written statement of its findings, together with its recommendation of resolution to: (1) the petitioner(s), (2) the respondent(s), (3) the Chairperson of the respondent(s), and (4) the Dean of the College of Arts and Sciences.

With respect to the faculty grievance procedure, the controlling document is the [Agreement Between the State of New York and the United University Professions, Inc.](#) Almost all faculty grievances are handled under the contractual grievance procedures. It is important to realize that the procedure also covers grievances based on *The Policies of the SUNY Board of Trustees*. When an individual thinks he/she may have a grievance, he/she should contact a member of the local grievance committee. Grievances must be filed within 45 days of the date on which the grievance occurred.

The dissemination of these materials to potential faculty, current faculty and retired faculty is from a website - <http://www.albany.edu/senate/handbook/section1.html>. This ensures access to all parties.

## **THE LEWIS MUMFORD CENTER**

The Lewis Mumford Center for Comparative Urban and Regional Research was formally chartered and established by the University at Albany on April 8<sup>th</sup> 1988. It seeks to promote research in the Urban and Regional Studies, to encourage a broad awareness of urbanism, community and local political economy, and to examine the urban and regional dimensions of such important policy fields as housing, employment, economic development, enterprise promotion, land use and tenure, transportation, public service provision, community organization, local government, and environmental design and regulation.

The Center, by its name and dedication, honors the tradition of comparative scholarship established by Lewis Mumford, one of the world's most distinguished urbanists, one of New York State's greatest scholars, and an author whose classic works transcend the narrow boundaries of conventional disciplines to provide an overview of cities, civilization and technology on the global scale. The Center is charged to further Mumford's ideals of intellectual integrity, interdisciplinary scholarship, humanistic awareness, constructive criticism, local involvement, and global vision.

The Center was quite active between 1988 and the early 1990s, when modest support was available from the University Administration, and Dr. Ray Bromley and Dr. Todd Swanstrom served as Directors. In 1999, the Center was revitalized and greatly expanded under the Directorships of Professors John R. Logan and Richard D. Alba, providing a major forum for interdisciplinary discussions and research. It coordinated the Urban China Research Network, funded by the Mellon Foundation, and it has a broad research program in the United States and overseas. The Center is currently directed by Professor Nancy Deaton. For more information, see: [www.albany.edu/mumford/](http://www.albany.edu/mumford/)

The Regional Economic Freight Informatics (REFIL) research is located in the Lewis Mumford Center. Under the direction of Professor Lawson, the research is focused on the development of specialized software for transportation planning, using advanced computing to aid professional planners.

## PREPARATORY READING FOR INCOMING STUDENTS

You are strongly advised to become a Student Member of the American Planning Association (APA). A year's introductory membership is free for all new full-time graduate planning students. After that, the MRP Program Director's signature is needed so that you can continue your membership at the student rate. APA has created the Early Career Program, a unique five-year program to offer beginning planners low-cost membership, enhanced benefits, and minimum hassle. When you sign up, we enroll you in APA, and verify your status as a full-time student. That means you're automatically eligible for three years of APA student membership even if sometime during that period you're no longer a full-time student. The first year is free. After that, if you renew your membership, you'll pay reduced student dues for the next two years. Then you're eligible for two more years of new professional membership, also at reduced rates, regardless of your employment status. Please verify the Early Career Program details at this website for any changes or additions to the Program:

<http://www.planning.org/join/students/index.htm>

If you haven't already done so, you should consider reading:

BOHL, Charles C. (2002) *Place Making: Developing Town Centers, Main Streets, and Urban Villages*. Washington DC: Urban Land Institute.

BUNNELL, Gene (2002) *Making Places Special: Stories of Real Places Made Better by Planning*. Chicago: Planners Press.

GARVIN, Alexander (1996) *The American City: What Works, What Doesn't*. New York: McGraw-Hill.

JACOBS, Jane (1961) *The Death and Life of Great American Cities*. New York: Random House, Vintage Paperback. Reprinted many, many times, and still in print.

KUNSTLER, James Howard (1996) *Home from Nowhere*. New York: Simon and Schuster Paperback. This is the sequel to Kunstler's (1993) *The Geography of Nowhere*, also a good read, but less focused on pragmatic solutions.

ROME, Adam (2001) *The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism*. Cambridge: Cambridge University Press.

These are well-known books. Local libraries and bookstores should have them, but you can also buy from [www.amazon.com](http://www.amazon.com) and other on-line bookstores. Amazon.com is also a very good "free home library" to check references, browse what people have written etc.

## USEFUL LIBRARY INFORMATION SOURCES

**A Few Leading Planning Journals:** It's a good idea to browse recent issues in the Library, so as to get an idea of the sorts of topics they publish on.

*Cities*

*Economic Development Quarterly*

*Environment and Planning, Series A and B*

*Habitat International*

*International Development Planning Review*

*International Journal of Urban and Regional Research*

*Journal of the American Planning Association*

*Journal of Planning Education and Research*

*Journal of Planning Literature*

*Journal of Urban Affairs*

*Places*

*Planning*

*Planning Perspectives*

*Town Planning Review*

*Urban Affairs Review*

*Urban Studies*

### Key Planning Organizations

American Institute of Certified Planners: AICP <http://www.planning.org>

American Planning Association: APA <http://www.planning.org>

Association of Collegiate Schools of Planning: ACSP <http://www.acsp.org>

Congress for the New Urbanism: CNU <http://www.cnu.org>

International City and County Management Association: ICMA <http://www.icma.org/main>

Lincoln Institute of Land Policy <http://www.lincolnst.edu>

National Congress for Community Economic Development: NCCED <http://www.ncced.org>

National Council for Urban Economic Development: NCUED <http://ertr.tamu.edu>

National Urban League <http://www.nul.org>

New York Planning Federation: NYPF <http://www.nypf.org>

Regional Plan Association: RPA <http://www.rpa.org>

Royal Town Planning Institute: RTPI (British) <http://www.rtpi.org.uk>

Transportation Research Board (TRB) <http://www.trb.org>

Urban and Regional Information Systems Association: URISA <http://www.urisa.org>

Urban Affairs Association: UAA <http://www.udel.edu/uaa>

Urban Institute <http://www.urban.org>

Urban Land Institute: ULI <http://www.uli.org>

U.S. Conference of Mayors <http://www.usmayors.org>

## CHECKLIST OF DEGREE REQUIREMENTS

### CORE COURSES (Required)

	completed/scheduled	Waive	Transfer
PLN 501/GOG 521 <i>Planning History &amp; Philosophy (3)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 502/GOG 526 <i>Urban &amp; Metropolitan Structure &amp; Functions (3)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 503/GOG 555 <i>Computer Applications in Planning (3)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 504/GOG 502 <i>Statistical Methods for Planning (3)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 505 <i>Pln Processes, Plans, and Community Design (4)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 506 <i>Planning Law (3)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 510 <i>Globalization and International Pln Practice (1)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 681 <i>Planning Studio (4)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 683 <i>Masters Research Paper (4)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
PLN 684 <i>Masters Internship (3)</i>	<input type="checkbox"/> .....	<input type="radio"/>	<input type="checkbox"/> .....
UAlbany PLN Credits _____			Transfer _____

	completed/scheduled	UAlbany non-PLN	Transfer
<b>SPECIALIZATION COURSES: Area(s) of Specialization _____</b>			
1. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
(Note: Only <b>one</b> specialization is required--3 courses. A second specialization is optional.)			
4. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
UAlbany PLN Credits _____		UAlbany non-PLN Credits _____	Transfer Credits _____

### ELECTIVES (Take number necessary to reach 48 total credits)

1. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/> .....	<input type="checkbox"/>	<input type="checkbox"/>
UAlbany PLN Credits _____		UAlbany non-PLN Credits _____	Transfer Credits _____

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### ORAL AND WRITTEN COMPREHENSIVE EXAMS

Oral       Written

*File Degree Clearance Form*

TOTAL UAlbany PLN Credits \_\_\_\_\_ UAlbany non-PLN Credits \_\_\_\_\_ Transfer Credits \_\_\_\_\_

**TOTAL CREDITS** \_\_\_\_\_

**(48 Credits Required)**

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Note: All University at Albany graduate credits which are officially cross-listed with PLN count as PLN credits.