

STUDENT MANUAL

School of Urban and Regional Planning

The University of Iowa

2019-20 Academic Year

SELECTED DEADLINES

2019-20 Academic Year

- August 30 First semester course waiver requests due.
- August 26-Sep. 2 Add, drop, or change existing registration on MyUI.
- September 23 Change of Registration Forms must be processed at the Registrar's Service Center beginning today.
- September 9 Last day for graduate students to register late, add courses, or change S-U status.
- September 10 \$100 late registration fee charge in affect. Must have dean's approval to register.
- October 1 Summer **internship** papers due to advisor for course credit in the fall semester.
- October 1 Summer **internship evaluation** forms with employer's signature due to Gina for fall credit.
- October 4 Deadline for degree applications for December graduation.
- October 15 Plans of Study Summary Form and final exam requests for Dec. graduates due in Graduate College.
- November 1 **Plan of Study and Progress Self-Evaluation** must have been approved by advisor
- November 1 Deadline for first-year students to submit Application for **Transportation Certificate**.
- November 11-22 Spring early registration
- November 12 Last day for graduate students to withdraw or drop courses. Last day to submit work to faculty for removal of incompletes.
- December 2 Final exam reports due in Graduate College.
- December 9 Single thesis deposit due in Graduate College.
- December 13 Deadline for advisors to put signed summer internship evaluations into the student electronic files.
- January 21-27 Add, drop, or change existing registration on MyUI.
- January 28 Change of Registration Forms must be processed at the Registrar's Service Center beginning today.
- February 1 Fall and summer semester **internship** papers due to advisor for credit in the spring semester.
- February 1 Fall and summer **internship evaluation** forms with employer's signature due to Administrative Coordinator for spring credit.
- February 3 Last day for graduate students to register late, add courses, or change S-U status.
- February 4 \$100 late registration fee charge in affect. Must have dean's approval to register.
- February 28 Deadline for degree applications for May graduation.
- February 28 Deadline for second-year students to submit Transportation Certificate Completion form.
- February 24 Two-page student paper for oral exam due to examining panel
- March 2-13 Final oral examinations for May graduates.
- March 10 Plans of Study Summary Form and final exam requests for May graduates due in Graduate College.
- April 1 **Plan of Study and Progress Self-Evaluation** must have been approved by advisor (for students who began in Spring semester).
- April 1 Academic year **internship** papers due (for May graduation).
- April 1 Deadline for advisors to put signed Fall **internship evaluations** into the student's file
- April 6-17 Fall early registration
- April 14 Last day for graduate students to withdraw or drop courses. Last day to submit work to faculty for removal of incompletes.
- April 21 Final exam reports due in Graduate College.
- April 28 Single thesis deposit due in Graduate College.
- May 8 Deadline for advisors to put signed academic year internship evaluations into the student files.
- May 15 Graduate College Commencement - 7:00 p.m. at Carver Hawkeye Arena

PREFACE

The purpose of this student manual is to provide answers to questions that could arise during a student's period of study in Planning at the University of Iowa. An attempt has been made to include information on a wide range of student concerns and to provide a detailed explanation of Program requirements and applicable policies. This manual should be consulted whenever questions on these matters arise.

Planning's faculty hope this manual will help allay any doubts and prevent possible misconceptions about students' obligations and rights. Any questions not answered by the manual should be referred to a student's advisor or to the Planning Director. The faculty stand ready to assist in any way we can.

EFFECTIVE DATE OF POLICIES

The policies contained in this manual are effective and binding for all students in Urban and Regional Planning who commence their studies during the 2019-20 academic year. Students who enrolled in a prior year are normally bound by the policies that were in effect at the time they entered the Program. They should refer to the **Student Manual** for the year they entered the Program, during their entire period of enrollment. All relevant versions of the Student Manual are available on the URP website under [Student Resources](#).

It is the Program's position that when changes in policies involving students are made, students already enrolled have the option to continue under the previous policies or to follow the new ones. Such policies include those pertaining to areas of concentration, final examinations, theses, and academic performance. Any questions about which policies are applicable, or what options exist for a student entering the Program at any specific time, should be addressed to the student's advisor or to the Planning Director.

Nondiscrimination Statement

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, Office of Equal Opportunity and Diversity, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705 (voice), 319-335-0697 (TDD), diversity@uiowa.edu.

University of Iowa Policy on Human Rights

The University of Iowa brings together in common pursuit of its educational goals persons of many nations, races, and creeds. The University is guided by the precepts that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual, and that equal opportunity and access to facilities shall be available to all. These principles are expected to be observed in the internal policies and practices of the University; specifically in the admission, housing, and education of students; in policies governing programs of extracurricular life and activities; and in the employment of faculty and staff personnel. Consistent with state and federal law, reasonable accommodations will be provided to persons with disabilities and to accommodate religious practices. The University shall work cooperatively with the community in furthering these principles. For additional information on nondiscrimination policies, contact the Office of Equal Opportunity and Diversity (EOD), The University of Iowa, 202 Jessup Hall, the University of Iowa, Iowa City, Iowa, 52242-1316; telephone (319) 335-0705.

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Note: This manual is based on the most accurate information available at the time of publication.

URP VISION/MISSION STATEMENT

The School of Urban and Regional Planning's **vision** is to promote just and inclusive human settlements in which economic development, environmental enhancement, and social justice jointly contribute to sustainability, resilience, and quality of life at all scales from local to global. Within this context, our **mission** is to educate professional planners who will be responsible future leaders and decision-makers into the 21st century.

GOALS AND OBJECTIVES

The School's Overall Goals and Objectives have been developed through annual faculty/staff retreats and meetings with students, alumni, the SURP Advisory Board, and the Iowa APA Board of Directors, and communications with employers of our students and graduates. Our goals and objectives are as follows:

- Goal 1. Provide our students with state-of-the-art skills as well as the depth and flexibility needed to progress in the field to help solve the world's grand socioeconomic and environmental challenges.
- Goal 2. Improve our students' experience.
- Goal 3. Improve the quality of practice in the planning profession, through research, professional, and service activities.
- Goal 4. Generate knowledge, learning, and scholarship about important planning issues, the practice of planning, and planning pedagogy.
- Goal 5. Increase the diversity of students and faculty. We seek to enhance diversity in a variety of ways, including race, ethnicity, gender, sexual orientation, identity, national origin and background, professional experience, ways of thinking, and areas of interest.
- Goal 6. Increase our graduate student enrollment while maintaining the quality of our student body.
- Goal 7. Solidify budget and generate new revenue.
- Goal 8. Improve state, national, and international program reputation.
- Goal 9. Enhance the quality of life in Iowa communities

THE PROGRAM

Planning is a dynamic and exciting field. Planners combine analysis with activism, and policy evaluation with implementation, in order to improve the quality of life in cities and regions. In addition to traditional jobs as city or regional planners, professionals are in demand in such diverse fields as regional transit, sustainability, public facilities provision, rural economic development, public health, nonprofit neighborhood housing, legislative analysis, and real estate development.

The University of Iowa is recognized as a leader in developing a curriculum attuned to the changing world of planning. At the heart of our master's degree program is an integrated curriculum that gives first-year students a solid foundation in the analysis of social problems and public policies, and prepares them for careers beyond the traditional position of city planner. Students in the second year of Iowa's program focus on areas of concentration, which include economic development, land use and environmental planning, housing and community development, transportation, and Geographic Information Systems (GIS). Students can combine two or more of these areas.

Graduate students in the program will earn the M.S. degree in planning. Combined graduate degrees are available in law, social work, civil and environmental engineering, environmental policy and planning, higher education and student affairs, and occupational and environmental health.

Iowa's School of Urban and Regional Planning is accredited by the Planning Accreditation Board. Information on planning accreditation can be found at <http://www.planningaccreditationboard.org/>. While accreditation encompasses many standards, fundamental are PAB's expectations for planning curricula.

The program typically enrolls 40-60 full-time and 1-3 part-time students. Students bring a variety of educational backgrounds to the program, including such undergraduate majors as art, geography, economics, English, political science, engineering, architecture, sociology, urban studies, and history. In 2017-2018, there were 22 different undergraduate majors among our students, providing testimony to the broad variety of subject areas studied by our students.

DEGREE OBJECTIVE, GRADUATION REQUIREMENTS, AND CURRICULUM

Degree Objective

All students are admitted into Planning to pursue a master's degree without a thesis requirement. Under specific circumstances, and with the consent of their advisor, a student may elect to pursue a master's degree with a thesis. Students may change their degree objective (with or without thesis) by obtaining a change-of-status form from the departmental office and having it approved by the Planning Director. For more details, see the [Thesis](#) section of this manual.

Graduation Requirements

- GPA: Attain an overall 3.0 grade point average for all courses taken at the University of Iowa that **can** be applied to the student's plan of study for the planning degree, **regardless of whether they exceed what courses are needed to complete the degree** (see section on [Grading and Academic Performance](#)).
- Credits: Complete 50 hours of course credit, at least 38 hours of which must be in planning courses. The remaining 15 credits are subject to the student's advisor approval for their relationship to the planning field. Planning courses include those listed under the Planning Program at Iowa (URP prefix) and courses offered by planning programs at other universities that were taken prior to enrollment and have been accepted for credit by the Program faculty. (See section on "[Credit for Courses Taken Prior to Enrollment](#).)
- Course Work: Complete satisfactorily all core and capstone courses (unless this requirement is waived by the Program - see "[Waiver of Core Course Requirements](#)"), and a minimum of 9 semester hours in courses for an area of concentration. Satisfactory completion means attainment of a grade of B- or better in each required course. If the grade is lower than a B-, the course must be repeated until a B- or higher grade is obtained. (See section on "[Grades in Required Courses](#).") However, if a course is not used to satisfy any of the area of concentration or the core courses, and if the student's GPA is adequate, and the Graduate College accepts the credit, then the course may count towards the 50 hours for the degree even if the grade is below a B-, as long as it is no lower than a C-.
- Final Exam: Non-thesis students must pass an oral exam administered by the student's final exam committee. Thesis students complete a thesis and pass a final oral examination on the thesis.

Curriculum

The curriculum is based on the philosophy that planners must develop the theoretical and analytic skills necessary to analyze social problems and evaluate public policies. Planners also must develop professional skills in report writing, oral presentation, public-involvement, computer use and team management in order to function effectively in various organizational and political environments.

The planning curriculum is a two-year program leading to a Master of Science degree in Urban and Regional Planning. It consists of 50 semester hours, including 23 semester hours of core courses, 6 hours of capstone courses, at least 9 semester hours in an area of concentration, and 12 semester hours of electives. Two of the 50 semester hours may consist of credit for completion of a qualified internship. (See "[Internships](#)" section.)

ASSISTANCE FOR STUDENTS WITH DISABILITIES

The University of Iowa is committed to equality of educational opportunity for all students. The Office of Student Disability Services (SDS) facilitates academic accommodations and services for students with disabilities so that these students have equal access to University programs and activities, and can participate fully in all aspects of University life.

SDS staff work with students currently enrolled at the University as well as with students who have recently decided to come to the University. In order to qualify for services, a student must provide general information as well as disability documentation from a healthcare professional. SDS reviews documentation to determine if a student has a qualifying disability and identifies reasonable accommodations based on functional limitations. Through academic and other accommodations, SDS helps level the academic playing field for qualified students with disabilities. SDS shares the faculty's commitment to maintaining academic standards for all students, with and without disabilities, from admissions through graduation. The office does not endorse giving students with disabilities a competitive advantage.

Some possible accommodations include:

- Alternative Exam Service
- Alternative Media Services
- Services for Deaf and Hard of Hearing

If you believe you require an accommodation, during the first week of classes you should contact SDS and fill out the SDS Application for approval of your accommodation. Once it is approved you will have an SDS intake appointment and the approved accommodations will be outlined. Letters requesting these accommodations for specific classes can be completed by you and your Accommodations Coordinator. Each semester you will need to contact SDS to request your Letter of Accommodations (LOA). You will take this letter to the instructor for each class for which you will use accommodations and work with the instructor to determine how the accommodation will be provided.

The SDS office is located in the lower level of Burge Hall. More information about their services can be found on their website: <http://sds.studentlife.uiowa.edu/>.

ORIENTATION, PLAN OF STUDY AND ADVISING

Orientation

Just before the beginning of classes, the School holds an orientation session with new students in the masters' program. Curriculum structure, academic progress, course waivers, and other general requirements are explained. In addition, students are given instructions on the use of a variety of departmental facilities, and their responsibilities are explained regarding the student room, known as the drafting room.

Plan of Study

Each student is to develop and submit a **two-year Urban and Regional Planning (URP) Plan of Study** during their first semester in the School of Urban and Regional Planning, using the process described in the following section under "Advising." The purpose of the URP Plan of Study is to ensure that the student satisfactorily completes all course requirements for graduation, including core courses and courses in an area of concentration (see section on "[Areas of Concentration](#)"). URP Plans of Study are to be approved and signed electronically by advisors before becoming effective, and then filed on MAUI by the advisor (the University's electronic repository for faculty to record student advising and related files).

The initial, blank URP Plan of Study is uploaded for each student at the beginning of their first semester into [MyUI](#). Students may view/edit the URP Plan and view advising notes in the Student Information section, through Advising Notes/Files. Students should revise their URP Plans of Study and then email them to their advisor to be uploaded. All previous versions will remain as part of the student's advising record. Revisions are subject to the same approval and filing process.

Students may choose to create sample plans of study in MyUI through Schedule Builder. These are unofficial documents used as a road map for scheduling. The student's advisor will be able to view sample schedule plans, but only the student will be able to create, edit and save them. Students should be mindful that sample plans do not calculate if the student has met requirements for graduation. Completing a URP Plan of Study and having the advisor's signature for approval are still required as permission for course registration each semester.

Schedule Builder sample plans can be saved, allowing the student to use one-click registration.

Students are encouraged to create sample plans in Schedule Builder ahead of all semesters to assist the school in planning for course offerings.

Advising and Progress Self-Evaluation

New students are assigned faculty advisors based on their stated areas of interest and advisors' availability. Students are asked to meet with their advisors during the first two weeks of the semester to introduce themselves, review class schedules, and make certain that each student understands School requirements. Students with combined degree program will be advised by the School's director.

The student is to reflect on their academic progress and provide a one-page evaluation of their first semester's experience by November 1st (for students whose first semester is a fall semester)¹. That

¹ Students who start their planning studies during a spring semester should submit their evaluations by April 1st.

evaluation is to be submitted to the student's advisor for placement in the Advising section on MAUI. Before the advisor authorizes registration for the spring semester, the advisor and student are to meet to discuss the statement and the preparation of a two-year Plan of Study (found on MYUI). Once a completed Plan of Study is provided by the student to the advisor, who is to deposit that Plan on MAUI, the advisor is to authorize the student to register for the spring semester.

Before April 1st, the student should provide a second one-page reflective evaluation of his/her progress, and hold another meeting with the advisor. This second student evaluation is to be deposited on MAUI, registration authorized, and any necessary revisions to the Plan of Study placed on MAUI. In this meeting with his/her advisor, the student is to be reminded of internship requirements, and if the student knows they are taking an internship, the internship approval form should be signed at this time by the advisor and placed on MAUI. See the [Internship](#) section for the approval form and details on internship requirements.

By November 1st in the third semester of study, a third and final evaluation of academic progress should be provided by the student, a discussion held with the advisor (to include calculations to ensure all graduation requirements will be met and that final-semester registration is consistent with the Plan of Study), and, if necessary, a revised Plan of Study agreed to by the advisor and uploaded to MAUI. Progress towards passing the final examination should be discussed at this time.

No further student progress self-evaluation is needed for students in a two-year Plan of Study. The exit survey will serve as a final evaluation. Students in combined programs or in programs of study extending beyond two years should consult with their advisor to determine whether additional student evaluations are needed.

Change of Advisor

Under some situations, it may be appropriate for a student to change advisors. Students may initiate the procedure for changing advisors by discussing the proposed change with the existing and the proposed advisor, and then submitting a Change of Advisor form (available on the URP website) to the Planning Director for approval. Students should not hesitate to request a change if they feel that doing so will enhance their educational experience.

PLAN OF STUDY

School of Urban and Regional Planning

Student name: _____

Student No. _____

Advisor: _____

Date Prepared: _____

Joint Degree Program: _____

Select one: Thesis Non-thesis

REQUIRED COURSES TAKEN OR TO BE TAKEN

Must be completed with a grade of B- or better.

<u>Course No.</u>	<u>Course Title</u>
URP: 6200	Analytic Methods I
URP: 6201	Analytic Methods II
URP: 6202	Land Use Planning: Law and Practice
URP: 6203	History and Theories of Planning
URP: 6205	Economics for Policy Analysis
URP: 6208	Program Seminar in Planning Practice
URP: 6209	Field Problems in Planning I (capstone)
URP: 6210	Field Problems in Planning II (capstone)
URP: 6258	Modeling Dynamic Systems

<u>Semester</u>	<u>Year</u>	<u>Sem. Hours</u>	<u>Grade</u>
Fall			
Spring			
Fall			
Spring			
Fall			

Additional economic credit is also required by taking one of the following two core courses:

Must also be completed with a grade of B- or better.

<u>Either</u>	
URP: 6233	Public Finance and Budgeting
<u>OR</u>	
URP: 6290	Economic Impact Assessment

TOTAL CORE HOURS

CORE COURSES WAIVED

See Student Manual section, "Required Course," for waiver procedure and limitations.

If approved, the Course Waiver form must be signed and uploaded by faculty to Advising Notes.

Date Waiver
Approved by Faculty

Course No. If Partial Waiver, note here:

TRANSFER GRADUATE CREDIT FOR COURSES TAKEN PRIOR TO ENROLLMENT

College or University where courses were taken: _____

Approved

Advisor's Signature

Director's Signature

Date

AREA OF CONCENTRATION

Must include at least 9 hours with a grade of B- or better.

Choose a standard area title from the list below or develop an alternative area with your advisor.

See Areas of Concentration section of Student Manual for requirements.

A maximum of 6 hours of **non-URP** 3000-4999 level course may be applied towards the Planning Degree. However, the non-URP 3000-4999 level courses listed in the Student Manual are pre-approved and do not count towards the six hour maximum.

Standard Areas:

Economic Development

Land Use and Environmental Planning

Housing and Community Development

Geographic Info

Transportation Certificate?

Yes

No

Area of Concentration Approved

Advisor's Signature

Date

All course changes must be signed by the advisor to approve the revisions. The advisor will then reload the updated form into Advising Notes.

OTHER ELECTIVE COURSES

A maximum of 6 hours of **non-URP** 3000-4999 level courses may be applied towards the Planning Degree. However, the non-URP 3000-4999 level courses listed in the Student Manual are preapproved and do not count towards the 6 hour maximum.

Include URP: 6335 Internship here.

TOTAL GRADUATE HOURS COUNTED FOR DEGREE

Must total at least 50 semester hours and must include at least 38 hours of Planning (prefix URP) courses. Courses taken prior to enrollment and approved by the faculty for credit are also included.

Total core semester hours taken (excluding waived courses):

Total transfer semester hours (taken prior to enrollment):

Total **non-URP** 3000-4999 level credit hours (6 maximum):

Total area of concentration semester hours:

Total other elective semester hours:

TOTAL HOURS FOR DEGREE

Total semester hours of planning courses included in above:

To be signed by the advisor and reloaded into advising notes prior to registration for the student's final semester:

Upon satisfactory completion of courses taken in accordance with this plan of study, the student will have satisfied all requirements for the degree.

Advisor's Signature

Date

BEST PRACTICES FOR GRADUATE STUDENTS AND THEIR ADVISORS

The progress, development and success of a graduate student hinges on the commitment of both the student and the advisor. Basic principles of best practices in mentoring and graduate student life appear in the two lists that follow. Graduate students should be aware of what is necessary for their success and their advisors likewise should be aware of practices that promote their students' best interest.

Expectations of Graduate Students

1. A graduate student has the **primary responsibility for successful completion of their degree**. A graduate student should be committed to their graduate education and should demonstrate this by efforts in the classroom and in research. A graduate student is expected to maintain a high level of professionalism, self-motivation, engagement, excellence, scholarly curiosity, and ethical standards.
2. A graduate student should **meet regularly with the advisor** and provide updates on the progress and results of ongoing research.
3. A graduate student should be **knowledgeable of the policies and requirements of the graduate program, the graduate college, and the institution**. The student should strive to meet these requirements, including teaching responsibilities.
4. A graduate student should **contribute to maintaining an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment**.
5. A graduate student should **acknowledge primary responsibility to develop a career following the completion of the degree**. The student should seek guidance from available resources, including the advisor, career counseling services, and any other resources.
6. A graduate student should **comply with all institutional policies, including academic program milestones**. The student should comply with both the letter and spirit of all best practices and policies of the institution.

Expectations of Advisors

1. The advisor should be **committed to the education and training of the graduate student as a future member of the planning community**.
2. The advisor should **meet one-on-one with the student on a regular basis**.
3. The advisor should be **knowledgeable of the requirements and deadlines of their graduate program as well as those of the institution**, including teaching requirements and human resources guidelines. The advisor should guide the student in these areas to ensure academic and professional success.
4. The advisor should **encourage the graduate student to attend professional meetings**.
5. The advisor should **provide an environment for their graduate students that is intellectually stimulating, emotionally supportive, safe, and free of harassment**.

6. The advisor should **not require the graduate student to perform tasks unrelated to their academic and professional development.**
7. The advisor **should provide career advice and assist in finding a position** for the graduate student following the student's graduation. The advisor should provide honest letters of recommendation and be accessible for advice and feedback on career goals.

CREDIT FOR COURSES TAKEN PRIOR TO ENROLLMENT

Minimum Requirements

Credit for courses taken prior to admission to Iowa's School of Planning may be allowed to apply toward the Program's 50-unit requirement under the following conditions:

1. An individual must have been classified as a student within a graduate college during the semester(s) in which he/she was enrolled in the requested "transfer" courses.
2. The courses are evaluated as graduate-level classes. The Office of Graduate Admissions will make this determination for all external transcripts.
3. They were not part of the requirements for any degree previously completed, or currently in progress, with the exception of courses taken to meet the requirements of formal combined-degree programs with the School.
4. Their subject area is closely related to that of School courses.
5. URP will use no more than 15 graduate semester hours toward a student's plan of study that were completed prior to URP admission.
6. Courses older than ten years are inadmissible for credit.
7. All other Graduate College rules are complied with, including the minimum of 60 hours for two master's degrees. (See Part I, section X. G.: <http://www.grad.uiowa.edu/graduate-college-manual>)

Student Obligation

A student who wishes to transfer course credits has the obligation of presenting course syllabi, reading lists, and other supportive materials as necessary to demonstrate that any course for which credit is sought is germane to the degree offered by Planning, and comparable in rigor to courses taught at Iowa.

Timing

Following admission into Planning, but before the beginning of the first semester of classes, students requesting credit for courses taken elsewhere should present their request, with supporting data, to the Planning Director. Timing of the request is especially important if the credits applied for, and any courses to be waived, would affect the student's first-year Plan of Study.

However, students already in residence can ask the faculty to allow credit for courses taken previously. The student is to submit the required supporting documentation to the advisor, rather than to the Planning Director. After discussion with the student, the advisor will present the student's request to the faculty. The decision of the faculty is final.

It is important for students to understand that credits allowed for work done elsewhere (and waivers of specific courses -- see "[Waiver of Core Course Requirements](#)"), are allowed only upon approval; under no circumstances should a student alter their Plan of Study in anticipation that credits will be allowed by the faculty before such determination is made.

Courses Taken at The University of Iowa

If a student classified as an undergraduate takes graduate courses in the School (an unusual but possible circumstance), these courses cannot count as graduate credits if the student is later admitted to the School. The School will normally waive the requirement to take those specific courses (see "[Waiver of Core Course Requirements](#)"), but the number of semester hours needed to graduate will not be reduced. This policy also applies to a student who already has a bachelor's degree, if he or she completes the courses while registered as an undergraduate.

A student who is classified as a Special Student in the **Graduate College** may take up to six semester hours of School coursework for graduate credit. If a Special Student is later accepted into the School of Urban and Regional Planning, courses taken in Planning as a Special Student will count toward the required number of semester hours. Courses taken when a person is enrolled as a Special Student in the **College of Liberal Arts and Sciences**, however, cannot be applied for graduate credit.

If a student in another graduate-level college at Iowa (i.e., Law) takes courses in Planning prior to admission to a combined-degree program involving that other college and Planning, those semester hours will be counted. They will be counted as transfer credits rather than academic residence credits. The student must still complete a minimum of 24 hours of academic residence credit after admission to Planning. Due to the number of hours required in the various combined-degree programs, it is rare that this limitation will constitute a problem.

UNDERGRADUATE COURSES TAKEN FOR GRADUATE CREDIT

Graduate students at The University of Iowa may enroll in and receive graduate credit towards their graduate degrees for a limited number of upper-division undergraduate courses. (These are defined as 3000-4999-level courses.) However, for Planning students to receive graduate credit for 3000-4999-level Planning courses in their plan of study, those courses must satisfy both of the following criteria:

1. A substantial portion of the material covered in the 3000-4999-level course is not available through a graduate-level course offered in Planning, and;
2. The course must require graduate-level work. For example, there must be additional course requirements for graduate students such as papers and projects, or the course may be designed primarily for graduate students but is listed as a 3000-4999-level course to permit the enrollment of upper-division undergraduates.

A maximum of six hours of **non**-URP 3000-4999-level courses may be applied towards the Planning Degree. Again, these need to be approved by your advisor. Students may petition the faculty to be allowed to take more than six hours in exceptional circumstances.

Please note: The URP 3000-4999 level courses listed in the student handbook have already been pre-approved. You do not have to receive approval from your advisor for those.

Also note: The following URP 3000-4999 level courses do not count as graduate credit:

- URP:3001 Planning Livable Cities
- URP:3350 Transportation Economics
- URP:3134 Regional and Urban Economics

REQUIRED COURSES

Required Courses

The required curriculum includes core and capstone courses. The core curriculum assists students in understanding the institutions and systems--social, economic, environmental, political, administrative, and legal systems--as context for planning and policy analysis and constrained public choices. Students develop the ability to identify social goals and normative criteria for evaluating public policies. Both quantitative (statistics, forecasting, surveys, regional analysis) and non-quantitative skills are required to perform evaluations and produce plans. The capstone courses enable students to apply core class principles to actual planning problems.

First-semester courses draw from traditional disciplines, particularly economics and statistics, and are combined with introductions to law, land use and theories and practice of planning. As students proceed, increasing emphasis is placed on the development of critical judgment and insight through the application of theories to realistic planning problems and case studies.

Sequence of Required Courses

The Planning Program curriculum includes a core of 23 semester hours, which must be completed or formally waived. Core courses are designed to provide the student with the necessary skills and background for more advanced course work. For this reason, it is Planning's policy that students take the core courses in their proper sequence. If a student is waived from a core requirement, an elective may be substituted. However, a student should not postpone taking a core course that has not been waived; written permission to postpone a core course must be obtained from the faculty advisor. Part-time students, students in two-degree programs, and those entering Planning in mid-year should be careful in planning the course of study to avoid later problems with electives that assume knowledge of the core material, and with core courses that build upon first-semester courses. Given that Field Problems builds upon the core curriculum, students are expected to have completed (with a grade of B- or better) all but one first-year core course, plus completed a minimum of 23 semester hours prior to enrolling in Field Problems.

One-half-time assistantship appointees may register for no more than 12 semester hours during a semester.

First-Year Required Courses		Title and Instructor for 2019-20	Semester Hours	
URP:6200	(Fall)	Analytic Methods I (Laurian)	core	3
URP:6201	(Spring)	Analytic Methods II (Nguyen)	core	3
URP:6202	(Fall)	Land Use Planning: Law and Practice (Anthony)	core	4
URP:6203	(Fall)	History and Theories of Planning (Connerly)	core	3
URP:6205	(Fall)	Economics for Policy Analysis (Qian)	core	3
URP:6208	(Fall)	Program Seminar in Planning Practice (Fuller)	core	1

Second-Year Required Courses

URP:6209	(Fall)	Field Problems in Planning I (Connerly)	capstone	3
URP:6210	(Spring)	Field Problems in Planning II (Connerly)	capstone	3
URP:6258	(Fall)	Modeling Dynamic Systems (Spak)	core	3

Other Required Courses

In addition to the core courses listed above, students are required to take at least one of the advanced economic methods courses listed below, generally during the student's first three semesters in the program.

URP:6233 (Spring)	Public Finance and Budgeting (Nguyen)	core	3
Or			
URP:6290 (Fall)	Economic Impact Assessment (Swenson)	core	3

Balance Between Theory, Practice, and Methods in the Required Curriculum

The required curriculum is designed to provide students with key concepts and theories needed in urban and regional planning as well as key methods needed to apply these theories to planning problems. At the same time, the required curriculum provides students with significant exposure to planning problems and practice. The required curriculum is therefore a continuum that runs from theory to practice through the application of methods. Of the 29 hours of required classes, the breakdown between theory, practice, and methods is as follows:

Theory	6 hours (Planning Theory; Economic Theory)
Methods	6 hours (Methods I; Methods II)
Methods and Theory	3 hours (Modeling Dynamic Systems)
Theory and Practice	7 hours (Land Use Law; Public Finance and Budgeting or Economic Impact Assessment)
Practice	7 hours (Program Seminar; Field Problems)

Waiver of Core Course Requirements

Core courses can be waived fully or in part for students who have completed comparable courses covering substantially the same material prior to enrolling in the Program, and who received a grade of B or higher in those courses. Planning's policy is to grant waivers for core courses only in exceptional cases. However, students who believe they have a legitimate case for waiver are encouraged to request one.

To obtain a waiver of Analytic Methods I or Economics for Urban Planners the student should arrange to take an evaluation of their knowledge of course material so that a determination can be made no later than the first week the waived course meets. Students are advised to contact the course instructor to arrange for the test and obtain details of the material covered in the test. In the case of other core courses, the student must supply sufficient supporting materials to demonstrate that the subject matter contained in the course for which a waiver is sought has been covered with comparable rigor elsewhere. It should be emphasized that the burden of proof lies with the student to demonstrate the adequacy of previous training. Course outlines, exercises (if applicable), exams, and transcripts are the types of documentation typically required. The waiver form is available on the URP website and must be signed by the instructor of the core course and by the student's advisor, who will enter their recommendations.¹ The request is then presented by the advisor to the full faculty for approval.

¹ Engineering students should see information about the automatic waiver for Analytic Methods I in the [U2G Combined Degree Programs](#) section.

Waiver requests should be made as early as possible, but no later than the first week of the semester during which the course would normally be taken. Should a request be denied, the student will then be able to enroll in the course before too much of the semester has elapsed. Under no circumstances will a waiver be granted after the student has completed subsequent sequential courses, or after the student has completed Field Problems.

It should be noted that approval of a waiver exempts the student from the requirement to take a particular course, but does not reduce the 50 hours required for the degree. A student who waives a core course has the same final examination requirements as one who did not waive the particular course. (See sections on “[Final Examination](#)” and “[Thesis](#).”) Therefore, it would be prudent to assure oneself that the material has been adequately mastered before requesting a waiver.

Grades in Required Courses

A required course requirement can be satisfied either by waiver of the course or by completion of the course with a grade of B- or better. A required course for which a student received a C+ or lower must be repeated with a grade of at least a B-.

If a required course is repeated, it will appear twice on the student's official university transcript. The original grade and the grade for the second time the course was taken will both be included in the official GPA. However, for purposes of determining the School GPA, satisfying Planning's requirement of a 3.00 GPA for graduation, and meeting the requirement of 50 semester hours, the second course will replace the first. That is, assuming at least a B- is received the second time, the 3 hours credit for the first time the course was taken will not count towards the 50 hour requirement and the first grade will not be included in the Program GPA. (See “[Grading and Academic Performance](#).”)

AREAS OF CONCENTRATION

Usually in their second semester, students develop an area of concentration by applying the concepts and skills developed in the core to a specific field of planning. The purpose of the area of concentration requirement is to ensure that the student develops depth in a particular substantive area of planning by mastering a set of elective courses that together constitute a coherent plan of study in that area.

There are five areas of concentration supported by faculty and course offerings within Planning: **economic development; geographic information systems (GIS); housing and community development; land use and environmental planning; and transportation planning.** Students electing a concentration in GIS must also have an area of concentration in one or more of the other focus areas. The course offerings and requirements for each area of concentration are described in the following pages. Note that due to faculty leaves of absence and reduced teaching loads because of research projects and other circumstances, not all of the courses listed in the following sections dealing with areas of concentration will be offered every year.

Students may design alternative areas of concentration, subject to faculty approval, or combine two areas. For example, students can design a concentration in health services planning with appropriate course work in the Departments of Health Management and Policy or Occupational and Environmental Health, or in human services planning with courses in the School of Social Work. For a list of possible alternatives, one should consult with one's advisor. It is emphasized that an area of concentration must be in a substantive field of planning; a concentration in a skill or research method, or in law, is not permitted, although course work in a particular method may be an appropriate **component** of the student's concentration. Plans for a specially designed alternative concentration must be presented by the advisor to the faculty in a faculty meeting and approved by the faculty, before the alternative is allowed to be in force.

It is up to the student, with the help of the student's advisor, to either (1) select a concentration from the list of five standard options, (2) design an alternative or non-standard concentration, or (3) combine two of the standard options. In all cases the student's plan of study must include at least nine semester hours of course work in the area of concentration. The student must attain at least a B- **in each course** for that course to be applied to the area of concentration requirement. Normally, not more than three hours of readings courses or independent study may be counted towards a concentration. In those cases when a student has re-taken a concentration course, the second course grade will replace the first grade and will be used in computing the School GPA.

Please note: Because courses offered by other departments were obtained at the time this manual was printed, students must consult with their advisors and take care when including such courses on their Plan of Study.

Economic Development

The economic development area of concentration prepares students for positions with city planning departments, regional planning agencies, state development agencies, neighborhood economic development groups, and other non-profit or public/private economic development organizations.

Students study regional economic growth processes, the changing structure of employment, and the relationship between local industrial sectors and national and international economic trends. Courses also focus on forecasting the economic impact of business location decisions, alternatives for financing development, state and local development policies, innovative institutional arrangements such as public/private partnerships, and other issues such as plant closings, job training, tax incentives, and federal small business programs. The following Economic Development courses are usually offered at The University of Iowa.

In general, students with an Economic Development concentration must take Economic Development Policy and should take an additional 3 semester hours from courses in Group 1, and a further 3 to 4 hours from courses in either Group 1 or Group 2 for a total of at least 9 hours.

Required	Title and Instructor for 2019-20	Semester Hours
URP:6295* (Spring)	Economic Development Policy (Qian)	3
Note: Professor Qian is on Career Development Assignment in Spring 2020 and therefore students will need to take URP:6295 in Spring 2021.		
Group 1 Planning Courses		
URP:6233 (Spring)	Public Finance and Budgeting (Nguyen) (if not taken as a core course)	3
URP:6290 (Fall)	Economic Impact Assessment (Swenson) (if not taken as a core course)	3
URP:6297 (Fall)	Economic Development Finance (Nguyen)	3
Group 2 Planning Courses		
URP:6245 (Spring)	Growth Management (Anthony)	3
URP:6265 (Fall)	Planning Sustainable Transportation (Spears)	3
URP:6273 (Spring)	Community Development in the Upper Midwest (Connerly)	3
URP:6277* (Spring)	Affordable Housing Finance (Anthony)	3
Group 2 Courses offered by other departments		
Finance		
FIN:4230 (Fall)	Real Estate Process (Pritchard) (subject to instructor approval due to prerequisites)	3
FIN:9230:001 (Fall)	Real Estate Finance and Investments (Sa-Aadu) (subject to instructor approval due to prerequisites)	2
Economics		
ECON:3350 (Spring)	Industry Analysis (Amir)	3
Entrepreneurship		
ENTR:4200 (Fall & Spring)	Entrepreneurship: Business Consulting (also offered online Fall, Spring and Summer)	3
ENTR:4400 (Fall & Spring)	Managing the Growth Business (also offered online Fall, Spring and Summer)	3

| *Not offered 2019-2020

Geographic Information Systems

The Geographic Information Systems (GIS) specialty prepares students for positions with city planning departments, regional planning agencies, state development agencies, neighborhood economic development groups, and other nonprofit or public/private economic development organizations.

Planning offers a variety of GIS courses. Students learn how to use GIS software, learn about the management of land information, and explore model building within a GIS framework. Other courses cover GIS-based, three-dimensional visualization, programming in a GIS environment, and web-based GIS. Some policy courses make use of GIS for analysis and forecasting purposes. Supplemental classes in remote sensing (offered by the Geographical and Sustainability Sciences department) are recommended.

In general, students with a GIS concentration take 6 hours from courses in Group 1, and at least a further 3 from Group 1 or Group 2. Students with a GIS specialty are also required to develop a concentration in one of the other planning areas offered by Planning.

Group 1 Planning Courses Title and Instructor for 2019-20		Semester Hours
URP:6225 (Spring)	Applied GIS for Planners (Spears)	3
URP:6227* (Spring)	Spatial Analysis in Planning and Policy Making (Qian)	3

Group 2 Planning Courses

URP:4262 (Spring)	Transportation Demand Analysis (Spears)	3
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Group 2 Courses offered by other departments Geographical and Sustainability Sciences

GEOG:3520 (Fall)	GIS for Environmental Studies (Bennett) (subject to instructor approval due to prerequisites)	3
GEOG:3540 (Spring)	Intro. To Geographic Visualization (Koylu)	3
GEOG:4150 (Fall)	Health and Environment: GIS Applications (Carrel)	3
GEOG:4500* (Spring)	Applications in Environmental Remote Sensing (Linderman) (prerequisites required)	4
GEOG:4520* (Spring)	GIS for Environmental Studies: Application (Bennett) (subject to instructor approval due to prerequisites)	3
GEOG:4580 (Fall)	Introduction to Geographic Databases (Koylu) (subject to instructor approval due to prerequisites)	3
GEOG:6500 (Fall)	Seminar in Spatial Analysis and Modeling (Koylu)	1-3

*Not offered 2019-2020

Interdisciplinary Graduate Certificate in Geoinformatics

A Geoinformatics certificate is available to graduate students through the Interdisciplinary Graduate Program in Informatics (IGPI). The 21 semester hours of courses required to complete the certificate include offerings from the departments of Urban and Regional Planning, Geographical and Sustainability Sciences, Earth & Environmental Sciences, and Statistics. For more information, please see:

<https://informatics.uiowa.edu/study-opportunities/graduate-program/geoinformatics/certificate-requirements>.

Housing and Community Development

Urban decay, lack of affordable housing, the loss of population and jobs, and the mounting costs of public services threaten our cities and regions. The concentration in housing and community development examines housing and real estate finance; community organizing; federal, state, and local housing and community development policies; and innovative public/private/neighborhood partnerships.

Graduates with this background are prepared for positions in housing and community development divisions of city, regional, and state planning agencies and departments; community-based organizations focusing on low-income housing development; and community development corporations.

In general, students with a Housing and Community Development concentration must take Housing Policy and should take at least 3 credit hours from courses in Group 1, and a further 3 hours from courses in either Group 1 or Group 2 for a total of at least 9 hours.

Required	Title and Instructor for 2019-20	Semester Hours
URP:6271 (Spring)	Housing Policy (Anthony)	3

Group 1 Planning Courses

URP:6273 (Spring)	Community Development in the Upper Midwest (Connerly)	3
URP:6277* (Spring)	Affordable Housing Finance (Anthony) (typically offered every other year)	3
URP:6297* (Fall)	Economic Development Finance (Nguyen)	3

Group 2 Planning Courses

URP:6233 (Spring)	Public Finance and Budgeting (Nguyen) (if not taken as a core course)	3
URP:6245 (Spring)	Growth Management (Anthony)	3
URP:6278 (Fall)	Nonprofit Organizational Effectiveness I (Dunkhase) (also offered online)	3
URP:6290 (Fall)	Economic Impact Assessment (Swenson) (if not taken as a core course)	3
URP:6295* (Spring)	Economic Development Policy (Qian)	3
URP:6400 (Winterim)	Sustainable Development: The Kerala Experience (Anthony)	3

Group 2 Courses offered by other departments

Finance

FIN:4230 (Fall)	Real Estate Process (Pritchard) (subject to instructor approval due to prerequisites)	3
FIN:9230:001 (Fall)	Real Estate Finance and Investments (Sa-Aadu) (subject to instructor approval due to prerequisites)	2

Social Work

SSW:4843:0001(Spring)	Social Welfare Policy and Practice (Butler)	3
SSW:6145 (Spring)	Organization & Com. Practice (Neblett)	3

*Not offered 2019-2020

Land Use and Environmental Planning

Urban sprawl and haphazard, uneven growth have meant significant environmental degradation in most regions. Shortsighted land use decisions have led to the destruction of sensitive natural resources such as wetlands and woodlands (and the wildlife they support), development patterns that precipitate “natural” disasters because they encroach on and alter floodplains or fragile slopes, and a growing dependence on scarce energy and other resources. The abandonment of older developed areas for new suburban “greenfields” sites has other consequences – the decline of traditional neighborhoods, and the dilemma of what to do with old, abandoned industrial sites (brownfields). Planning to protect and preserve environmental values is intimately connected with planning to manage growth, counter sprawl, promote sustainability, and revitalize distressed communities.

The land use and environmental planning concentration combines coursework in environmental processes and regulation, and in several aspects of land use planning, including GIS applications. Supplementary environmental science courses in the Departments of Geographical and Sustainability Sciences and Civil and Environmental Engineering complement the policy and planning emphasis offered in URP courses.

Students in this area of concentration generally pursue careers in local, regional, state or federal government agencies, or in private consulting firms or environmental advocacy organizations.

Students who do not have a background in the environmental sciences may wish to take coursework to make up this lack. We recommend the following courses:

GEO:1020/1021 (Fall &Spr) The Global Environment (Kauten/Dannenberg)
CEE:3155 (Spring) Principles of Environmental Engineering (Just)

Note that the first course is not a 3000-4999 level course and thus cannot be taken for graduate credit (that is, it will not count towards the total 50 hours for the graduate degree).

By working closely with their advisor, a student should develop an appropriate set of courses that demonstrates the necessary level of specialization and meets the interests and professional needs of the student.

In general, students with an Environmental Planning concentration must take Environmental Policy and Management and should take an additional 3 semester hour course in Group 1, and a further 3 to 4 hours from courses in Group 2 for a total of at least 9 hours.

Required		Title and Instructor for 2019-20	Semester Hours
URP:6256	(Spring)	Environmental Policy and Management (Laurian & Spak)	3
Group 1 Planning Courses			
URP:6243	(Spring)	The Land Development Process (Busard/Mueller)	3
URP:6245	(Spring)	Growth Management (Anthony)	3
URP:6253	(Spring)	Designing Sustainable and Healthy Cities (Laurian)	3
URP:6266	(Fall)	Transportation and Land Use Planning (Spears)	3
URP:6280	(Fall)	Planning for Disaster Mitigation and Recovery (Schwab)	2-3
Group 2 Planning Courses			
URP:4170*	(Spring)	Megacities Seminar (Spak)	2
URP:4750*	(Spring)	Environmental Impact Analysis (staff)	4
URP:5800	(Spring)	Environmental Economics and Policy (Secchi)	3
URP:6225	(Spring)	Applied GIS for Planners (Spears)	3
URP:6227*	(Spring)	Spatial Analysis in Planning and Policy Making (Qian)	3
URP:6243	(Spring)	The Land Development Process (Busard/Mueller)	3
URP:6265	(Fall)	Planning Sustainable Transportation (Spears)	3
URP:6400	(Winterim)	Sustainable Development: The Kerala Experience (Anthony)	3

*Not offered 2019-2020

Group 2 Courses offered by other departments

Geographical and Sustainability Sciences Courses

GEOG:3310*	(Fall)	Landscape Ecology (Sander)	3
GEOG:3320*	(Spring)	Wetlands: Function, Geography and Management (Malanson)	3
GEOG:3340	(Fall)	Ecosystem Services: Human Dependence on Natural Systems (Sander)	3
GEOG:3350	(Spring)	Urban Ecology (Sander)	
GEOG:3420	(Fall)	Sustainable Development and Green Building (Busard)	3
GEOG:3500	(Fall)	Intro. to Environmental Remote Sensing (Linderman)	3
GEOG:3760	(Fall)	Hazards and Society (Drakes)	3
GEOG:4150	(Fall)	Health and Environment: GIS Applications (Carrel)	3
GEOG:4500*	(Spring)	Applications in Environmental Remote Sensing (Linderman)	4
GEOG:4520*	(Spring)	GIS for Environmental Studies: Application (Bennett)	3
GEOG:4770	(Spring)	Environmental Justice (Dannenburg)	3
GEOG:6300*	(Spring)	Seminar in Environment, Conservation, and Land Use (staff)	3

Civil and Environmental Engineering Courses

CEE:3790	(Spring)	Resilient Infrastructure Emergency Response (Fosse)	3
CEE:4158	(Fall)	Solid and Hazardous Wastes (Mattes)	3
CEE:4159	(Spring)	Air Pollution Control Technology (Hornbuckle)	3
CEE:5410	(Fall)	Politics of FEWS (Food, Energy and Water resources) (Cwiertny) (offered online)	3

Other Courses

EES:3390	(Fall; odd yrs.)	Integrated Watershed Analysis (Weirich)	3
JMC:5266	(Fall)	Risk Communication (Kelly) (offered online)	3
OEH:4240	(Fall)	Global Environmental Health (Lehmller) (offered online in Spr.)	3
OEH:4260	(Spring; even yrs.)	Global Water and Health (Baker)	3

*Not offered 2019-2020

Transportation

Transportation facilities have been used to encourage economic development, to shape growth patterns, to improve opportunities for disadvantaged persons, and to elevate the general quality of life in and around urban areas. Students in this concentration become competent in formulating investment strategies, pricing transportation services, and evaluating alternative methods for providing needed services. They learn how transportation plans are produced, and what regulations govern transportation planning. They investigate new transportation laws and regulations, financing systems, and the impact of transportation facilities or modes on environmental quality. These students find employment in consulting firms, state transportation agencies, regional organizations, cities, metropolitan planning organizations (MPOs), and transportation districts.

By working closely with their advisor, a student should develop an appropriate set of courses that demonstrates the necessary level of specialization and meets the interests and professional needs of the student. In general, students with a Transportation concentration must take Transportation Policy and Planning and should take an additional 3 semester hour course in Group 1, and a further 3 to 4 hours from courses in Group 2 for a total of at least 9 hours.

Required		Title and Instructor for 2019-20	Semester Hours
URP:6260	(Spring)	Transportation Policy and Planning (Fuller)	3

Group 1 Planning Courses

URP:4262	(Spring)	Transportation Demand Analysis (Spears)	3
URP:6265	(Fall)	Planning Sustainable Transportation (Spears)	3
URP:6266	(Fall)	Transportation and Land Use Planning (Spears)	3

Group 2 Planning Courses

URP:6233	(Spring)	Public Finance and Budgeting (Nguyen) (if not taken as a core course)	3
URP:6290	(Fall)	Economic Impact Assessment (Swenson) (if not taken as a core course)	3

Group 2 Courses offered by other departments

Civil Engineering

CEE:4763	(Fall)	Traffic Engineering (Hanley)	3
CEE:5998	(Fall & Spring)	Individual Investigations: Civil and Environmental Engineering	arr.

Public Health

OEH:4530	(Spring)	Global Road Safety (Haman)	3
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*Not offered 2019-2020

Transportation Certificate

Students specializing in transportation may be eligible to be awarded a Transportation Certificate. The Transportation Certificate Program, coordinated by Urban and Regional Planning Associate Professor of Instruction, Steve Spears, enables students to be awarded an additional credential. It is documented on a student's transcript at the time the master's degree is earned. To apply to the Transportation Studies Program students must complete the form on the URP website **by November 1st of the student's first semester**. Any courses taken prior to the certificate application cannot be counted.

To obtain a certificate, Planning students must complete a minimum of 15 semester hours of transportation-related courses offered in Urban and Regional Planning and related fields. Specific requirements are listed in the University General Catalog under the heading of [Transportation Studies, Graduate Certificate](#). Substitutions are possible if the courses listed are not offered during the student's residency at the University of Iowa.

During the student's final semester, the Certificate Completion Form (available on the URP website) must be submitted before the established deadline for the Degree Application set by the Graduate College (approximately 10 weeks before graduation).

COMBINED-DEGREE PROGRAMS

Various combined-degree options are available allowing students to earn a graduate degree in planning and a second degree in less time than would be required to obtain the two degrees independently. This is because courses for one degree are considered as elective credit for the other degree program. Formalized combined degree options have been established in the following

Graduate-to-graduate degree options

- Law (J.D.)
- Civil and Environmental Engineering (Sustainable Water Development) (M.S.)
- Social Work (M.S.W.)
- Occupational and Environmental Health (M.S.)
- Higher Education and Student Affairs (M.A.)

Undergraduate-to-graduate (U2G) degree options

- Civil and Environmental Engineering (B.S.E.)
- Environmental Policy and Planning (B.S. or B.A.)

Information about all the above programs is available from the planning Admissions Coordinator.

While the requirements of each graduate-to-graduate and U2G-degree option vary, all have several key features in common. In each case a student must

- Complete an approved area of concentration in Planning. Work in the other academic unit does not, in and of itself, necessarily constitute a valid area of concentration (e.g., "law" is not a concentration, although an environmental law course may be part of an environmental concentration).
- For graduate-to-graduate degrees, take at least 38 hours of planning courses, that have been previously approved to count towards the degree, except for law which requires 35 semester hours. Courses in other programs can sometimes be substituted for planning core courses however, this does not reduce the 38-hour requirement.
- For U2G degrees, take at least 50 semester hours of planning courses that have been previously approved to count towards the master's degree.
- Unless otherwise specified, Field Problems is required of students in combined degree programs.
- Satisfy Planning's final examination requirement.

Specific features of the formalized graduate-to-graduate and U2G degree programs are available on the following pages. The student should verify the most recent degree requirements with the department of interest as courses and requirements in other departments are subject to change with little prior notification.

Graduate-to-Graduate options with other disciplines

It is possible to receive a master's degree in Planning in conjunction with a graduate degree in another discipline, even when an official graduate-to-graduate degree program does not exist. Examples would be a graduate-to-graduate degree in Journalism or Public Health.

University policy requires that prior administrative approval be granted, and a minimum of 60 semester hours of graduate credit be completed to receive two master's degrees. However, courses taken to satisfy one unit's requirements also may be applied to meet the other unit's requirements. Some credits can be shared when one master's degree requires, or both master's degrees require, more than 30 semester hours

of graduate credit. (No more than $\frac{1}{4}$ of the credits necessary for one degree may be composed of coursework taken for the other degree.) In all cases, combined degree programs require at least 60 semester hours of graduate credit and each unit's degree requirements must be met. See the Graduate College Manual, Part I, section X. G.: <http://www.grad.uiowa.edu/graduate-college-manual>.

Admission

If a student is already admitted to another academic unit, and he or she is assigned formally to that unit, the student should request that both the unit and Planning write letters to the Graduate College approving the student's pursuit of two master's degrees and exchange letters between departments. At a time when the majority of coursework is in Planning, the student should file a Change of Status form with the Graduate Admissions Office, to be formally assigned to Planning.

If the student is first admitted to Planning and subsequently desires to obtain a second master's degree in addition to one in Planning, letters from both academic units should be sent to the Graduate College, as above and exchanged between departments. A Change of Status form should be filed at the time the student completes their coursework in Planning. Doing so will enable the student to be formally assigned to the other academic unit. If the student plans to complete all degree requirements in the Planning and in the other academic unit simultaneously, no Change of Status form should be filed.

Tuition

As a member of a graduate-to-graduate degree program, students may pay the greater of the two programs' tuition costs. U2G students are assessed undergraduate level tuition and fees during their first year of the U2G program (students' 4th or senior year), and until the bachelor's degree is conferred. Students are encouraged to consult the Graduate College to determine the tuition amount.

Specific features of the formalized combined-degree programs follow; however, the student should verify the most recent combined-degree requirements with the department of interest, because courses and requirements in other departments are subject to change with little prior notification.

GRADUATE-TO-GRADUATE DEGREES

Law

Careers

One of the more popular combined-degree programs at Iowa is Law (J.D.) combined with Urban and Regional Planning (M.S.). Combined Law-Planning degree graduates typically obtain employment as city managers, city attorneys, city planners or planning administrators. They also practice at law firms or advocacy organizations as land use, housing, transportation or environmental law specialists.

Admission

Students will be expected to meet the admission requirements of the respective programs, take the requisite admission exams and provide appropriate admission materials. The two programs will make admission decisions independently. Students should begin taking Law courses in advance of Planning courses. All requirements for each degree must be satisfied separately, which includes passing the final examination for each program.

Coursework

The J.D. degree requires 84 semester hours, typically completed in three years; the M.S. requires 50 semester hours, typically completed in two years. Law will apply a maximum of 12 hours of planning courses toward the J.D. requirement. (Six of those hours may be outside of Law [example, URP] and the other six are discretionary credits.) Planning will apply 15 hours of law courses toward the M.S. requirement. With approval of the student's Planning advisor, three hours of law courses can be used to meet the requirements of the concentration. Therefore, combined-program students typically complete both degree requirements in four years. Taking classes over a summer term may be required to meet this target. A total of 107 hours of graduate work is required for the combined degree, including a minimum of 35 hours in planning and 72 hours of law.

Tuition

Combined degree students with Law will be assessed tuition at the College of Law rate except for any semester or summer session in which the student is not enrolled for any Law credits and none of the credits being earned that semester or term will be applied toward the student's J.D. degree. All combined degree students pursuing a J.D. degree will be assessed at least 6 semesters of Law school tuition.

Sample Four-Year Plan of Study
Graduate-to-Graduate Combined Degree
Law-Planning²
(Beginning Law first)

Semester 1

LAW:8017 Contracts	4 s.h.
LAW:8026 Intro. To Law & Legal Reasoning	1 s.h.
LAW:8032 Legal Analysis, Writing and Research I	2 s.h.
LAW:8037 Property	4 s.h.
LAW:8046 Torts	<u>4 s.h.</u>
Total hours	15 s.h.

Semester 2

LAW:8006 Civil Procedure	4 s.h.
LAW:8010 Constitutional Law I	3 s.h.
LAW:8022 Criminal Law	3 s.h.
LAW:8033 Legal Analysis, Writing and Research II	2 s.h.
Law elective	<u>3 s.h.</u>
Total hours	15 s.h.

Summer 1

Law internship/employment (optional and recommended, typically without credit)

Semester 3

URP:6200 Analytic Methods I - core course	3 s.h.
URP:6202 Land Use Planning: Law and Practice - core course	4 s.h.
URP:6203 History and Theories of Planning - core course	3 s.h.
URP:6205 Economics for Policy Analysis - core course	3 s.h.
URP:6208 Program Seminar in Planning Practice - core course	<u>1 s.h.</u>
Total hours	14 s.h.

Semester 4

URP:6201 Analytic Methods II - core course	3 s.h.
Planning electives	3-4 s.h.
Law electives	<u>6 s.h.</u>
Total hours	13 s.h.

Summer 2

URP:6335 Planning Internship	<u>2 s.h.</u>
Total hours	2 s.h.

² This plan does not include summer law classes and begins with law courses first. Those who take summer classes may take fewer hours during the fall/spring semesters. Students have the option of starting in planning the first year, followed by law. Students should be aware that none of the planning semester hours earned before matriculating at the law school may be applied toward the J.D. degree. Likewise, no law semesters taken before matriculating in Planning may be applied toward the master's degree in Planning.

Semester 5

URP:6209 Field Problems in Planning I - capstone course	3 s.h.
URP:6258 Modeling Dynamic Systems	3 s.h.
URP:6290 Economic Impact Assessment	3 s.h.
Law electives ³	<u>6 s.h.</u>
Total hours	15 s.h.

Semester 6

URP:6210 Field Problems in Planning II - capstone course	3 s.h.
Planning electives (number of s.h. depends on whether planning internship was done)	4 s.h. or 6 s.h.
Law electives (number of s.h. depends on whether planning internship was done)	<u>3 s.h. or 6 s.h.</u>
Total hours	10 or 15 s.h.

Summer 3

Internship/employment (typically no credit)

Semester 7

Law electives (number of s.h. depends on Law electives taken in Semester 6)	<u>12 or 14 s.h.</u>
Total hours	12 or 14 s.h.

Semester 8

Law electives (number of s.h. depends on Law electives taken in Semester 6)	<u>12 or 14 s.h.</u>
Total hours	12 or 14 s.h.

Law, J.D.	72 semester hours
Planning, M.S.	35 semester hours (see footnote 2)

³ Beyond satisfying the semester-hour requirement, second- and third-year law students have the following requirements for graduation: students must (1) take Constitutional Law II, one legal ethics course and one skills course; and (2) earn four upper-class writing units. Also, the planning school strongly recommends combined degree students take LAW:8796 Property II.

Sustainable Water Development

Students in this combined graduate-to-graduate degree program will obtain an M.S.E. in Civil and Environmental Engineering with a subprogram of Sustainable Water Development and an M.S. in Urban and Regional Planning.

Careers

Urban planning and environmental engineering are closely related. Urban planning professionals are often trained in environmental policy and planning and interact frequently with engineers trained in civil and environmental engineering. Water is an important point of contact and joint effort between planning and engineering. The purpose of this combined degree program is to train professionals who are equipped to address water problems with both their engineering and their planning skills and knowledge, thereby improving the opportunities for clean water that avoids or mitigates flooding.

Admission

Students will be expected to meet the admission requirements of the respective programs, take the requisite admission exams and provide appropriate admission materials. The two programs will make admission decisions independently. Students may begin each program in advance of the other or begin the two programs concurrently. All requirements for each degree must be satisfied separately, which includes passing the final examination for each program. URP students without an undergraduate degree in Engineering must complete Principles of Environmental Engineering (CEE:3155; 4 s.h. with laboratory) prior to admission to the combined degree program. This course covers fundamentals of water supply and treatment processes; wastewater treatment processes; processes for air pollution control, groundwater remediation; solid and hazardous waste management.

Coursework

The M.S.E. in Civil and Environmental Engineering subprogram Sustainable Water Development requires 31 semester hours. The combined degree option in planning and sustainable water development reduces the total semester-hour requirement for both degrees from 81 to 65. Students must earn a minimum of 38 semester hours in planning and have 12 semester hours of engineering courses applied to the planning requirement of 50. Students can complete the course work in five semesters. Students will need to pursue which courses would be appropriate with their advisors in both departments. More information about the Sustainable Water Development degree can be found [here](#).

Sample Plan of Study
Graduate-to-Graduate Combined Degree
Sustainable Water Development - Urban and Regional Planning

Semester 1

URP:6200	Analytic Methods I	3 s.h.
URP:6202	Land Use Planning: Law and Practice	4 s.h.
URP:6203	History and Theories of Planning	3 s.h.
URP:6205	Economics for Policy Analysis	3 s.h.
URP:6208	Program Seminar in Planning Practice	<u>1 s.h.</u>
Total hours		14 s.h.

Semester 2

URP:6201	Analytic Methods II	3 s.h.
URP:6233	Public Finance and Budgeting* OR Elective	3 s.h.
CEE:5310	Informatics for Sustainable Systems	3 s.h.
CEE:5350	Watershed Hydrology & Ecosystem Process	<u>3 s.h.</u>
Total hours		12 s.h.*

Semester 3

CEE:5440	Foundations of Envir. Chemistry and Microbiology	3 s.h.
CEE:5380	Fluid Flows in Environmental Systems	3 s.h.
URP:6209	Field Problems in Planning I	3 s.h.
URP:6290	Economic Impact Assessment* OR Elective	3 s.h.
URP:6258	Modeling Dynamic Systems	<u>3 s.h.</u>
Total hours		15 s.h.*

Semester 4

URP:6210	Field Problems in Planning II	3 s.h.
CEE:5993	Community-Centered Problem Solving and Design	3 s.h.
CEE	Electives	<u>6 s.h.</u>
Total hours		12 s.h.

Semester 5

CEE	Electives	6 s.h.
URP	Electives	<u>6 s.h.</u>
Total hours		12 s.h.

Urban and Regional Planning, M.S.	38 s.h.
Civil & Environ. Engineering, M.S.E.	<u>27 s.h.</u>
Total	65 s.h.

***Note:** Students are required to take URP:6233 Public Finance and Budgeting **OR** URP:6290 Economic Impact Assessment

Social Work

Careers

Students in the combined graduate-to-graduate degree program in social work obtain the M.S.W. (Master of Social Work) and the M.S. in planning. These students generally pursue a human-services-planning concentration. Graduates of this combined program find careers as human-services planners for local planning agencies, nonprofit social service agencies, and state governments. The combined degree improves the graduate's qualifications for positions of responsibility in human services or social-services planning and administration.

Admission

Students will be expected to meet the admission requirements of the respective programs, take the requisite admission exams and provide appropriate admission materials. The two programs will make admission decisions independently. Students may begin each program in advance of the other or begin the two programs concurrently. All requirements for each degree must be satisfied separately, which includes passing the final examination for each program.

Coursework

The M.S.W. degree requires 60 semester hours. The combined-degree option in planning and social work reduces the total semester-hour requirement for both degrees from 110 to 83-85. Students must earn a minimum of 38 s.h. in URP and have 12 s.h. of social work courses applied to the URP requirement of 50. Students can complete the coursework in 3 years by taking 11-13 hours in summer school and averaging 12 hours per semester during the academic year. With approval of the student's Planning advisor, 3 hours of Social Work courses can be used to meet the requirements of the concentration. Students in the combined M.S.W. program take the Social Work Practicum in place of the Field Problems capstone requirement – refer to section [Practicum](#) for details.

Higher Education and Student Affairs

The combined graduate-to-graduate degree between Higher Education and Student Affairs (HESA) in the Department of Education Policy and Leadership Studies (M.A.) and Urban and Regional Planning (M.S.) fills a growing need for higher education academic administrators with knowledge and understanding of planning and sustainability principles and methods.

Historically, campus planning consisted primarily of physical planning in a university setting. Emphasis, therefore, was on capital improvements and space planning. This remains an important area. Two newer areas have been added to higher education planning—strategic planning and sustainability. Sustainability planning encompasses the growing concern on university campuses for both encouraging sustainable practices in the physical plant (*e.g.*, energy conservation) as well as creating a culture of sustainability and integrating sustainability into the curriculum.

Careers

Students with combined URP-HESA degrees are ideally suited to meet all the dimensions of campus and higher education planning, particularly the growing emphases on strategic and sustainability planning.

The following are key market-place skills and duties, in demand in the higher education job market, which are supported by the combined URP-HESA curriculum.

- Forecasting and matching space requirements with both academic program requirements and sustainability principles.
- General capital improvements planning
- Integrating physical improvements with student life and sustainability principles
- Developing and employing sustainability metrics to measure campus sustainability performance
- Researching and promoting best management practices for campus sustainability
- Creating a culture of sustainability in an institution of higher education
- Understanding how to integrate sustainability into undergraduate and graduate curricula
- Knowledge and understanding of higher education administration and issues
- Knowledge of strategic planning in higher education
- Ability to achieve consensus on campus planning issues with a broad variety of stakeholders—students, faculty, administrators, contractors, adjacent communities.
- Developing and managing campus climate action plans, such as [Penn's Climate Action Plan](#)

Admission

Students will be expected to meet the admission requirements of the respective programs, take the requisite admission exams and provide appropriate admission materials. The two programs will make admission decisions independently. Students may begin each program in advance of the other or begin the two programs concurrently. All requirements for each degree must be satisfied separately, which includes passing the final examination for each program.

Coursework

The M.A. degree in HESA requires 40 hours. The combined degree option in URP and HESA reduces the total semester-hour requirement for both degrees from 90 to 68. Students can complete the course work in three years. Students will need to pursue which courses would be appropriate with their advisor and the combined department.

Model Plan of Study
Graduate-to-Graduate Combined Degree
Higher Education and Student Affairs - Urban and Regional Planning

Semester 1

URP:6200	Analytic Methods I	3 s.h.
URP:6202	Land Use Planning: Law and Practice (* HESA)	4 s.h.
URP:6203	History and Theories of Planning(* HESA)	3 s.h.
URP:6205	Economics for Urban Planners (* HESA)	3 s.h.
URP:6208	Program Seminar in Planning Practice	<u>1 s.h.</u>
Total hours		14 s.h.

Semester 2

URP:6201	Analytic Methods II	3 s.h.
URP:6233	Public Finance and Budgeting* OR Elective	3 s.h.
URP elective/area of concentration		<u>6 s.h.</u>
Total hours		12 s.h.

Semester 3

EPLS:5251	College Students & Their Environments (* URP)	3 s.h.
EPLS:5253	Assessment in Higher Education & Student Affairs	3 s.h.
EPLS:6216	Finance in Higher Education (* URP)	3 s.h.
EPLS:6225	Introduction to Public Policymaking (* URP)	<u>3 s.h.</u>
Total hours		12 s.h.

Semester 4

EPLS:5252	Administration of Higher Education & Student Affairs	3 s.h.
EPLS:6224	Organizational Theory & Administrative Behavior (* URP)	3 s.h.
EPLS:6290	Master's Project	<u>3 s.h.</u>
Total hours		9 s.h.

Semester 5

URP:6209	Field Problems in Planning I	3 s.h.
URP:6258	Modeling Dynamic Systems	3 s.h.
URP:6290	Economic Impact Assessment* OR Elective	3 s.h.
EPLS:5100	Issues & Policies in Higher Education	<u>3 s.h.</u>
Total hours		12 s.h.

Semester 6

URP:6210	Field Problems in Planning II	3 s.h.
EPLS:5247	Multiculturalism in Higher Education	3 s.h.
EPLS elective/recommended course		<u>3 s.h.</u>
Total hours		9 s.h.

Urban and Regional Planning, M.S.	38 s.h.
HESA, M.A.	<u>30 s.h.</u>
Total	<u>68 s.h.</u>

***Note:** Students are required to take URP:6233 Public Finance and Budgeting **OR**
 URP:6290 Economic Impact Assessment

***HESA** Course cross-counted for HESA credit.

***URP** Course cross-counted for URP credit.

Occupational and Environmental Health

Students in this combined program pursue an M.S. degree within the College of Public Health, with an emphasis on occupational and environmental health.

Careers

Graduates typically find employment with state health and human services departments or in health or environmental planning.

Admission

Students will be expected to meet the admission requirements of the respective programs, take the requisite admission exams and provide appropriate admission materials. The two programs will make admission decisions independently. Students may begin each program in advance of the other or begin the two programs concurrently. All requirements for each degree must be satisfied separately, which includes passing the final examination for each program.

Coursework

An M.S. in Occupational and Environmental Health requires 38 semester hours. The combined degree in planning and occupational and environmental health requires 68 semester hours, which includes 38 hours of planning courses and 30 hours of environmental health. The program can be completed in 5 semesters. Students will need to pursue which courses would be appropriate with their URP advisor and the other department.

UNDERGRADUATE-TO-GRADUATE (U2G) PROGRAMS

Civil and Environmental Engineering

Careers

Graduates of the U2G program with Engineering will benefit from obtaining a combination of technical skills as well as an understanding of policy development and implementation. Such a combination of skills would prepare a graduate for a career as a public-works director, city engineer, transportation engineer, or in the public utilities sector.

Admission

Students pursuing a B.S.E. degree in Civil and Environmental Engineering may apply for admission to the undergraduate-to-graduate (U2G) degree program with Planning during the second semester of their junior year. A complete application for admission to the Graduate College should be submitted at that time. Provided students meet all requirements for a B.S.E. in Engineering, Planning judges their application to the Program as satisfactory, and their grade point average is at least 3.0, they would be admitted to the U2G degree program. Students who wish to apply for financial aid from Planning should submit funding requests per departmental requirements for spring and final year funding.

Coursework

The U2G program enables a student to save one academic year while completing two degrees. U2G program students would normally begin to take Planning courses in their third and fourth years (the standard Engineering curriculum is to be taken during the first two years of the B.S.E.). During the fifth year (after receiving a B.S.E. in Engineering), the student will complete a curriculum similar to that of Planning's second-year students. In most cases, students in the U2G program will complete an approved planning internship during the summer between their fourth and fifth years. U2G program students will take the standard comprehensive examination administered to all M.S. in Planning students, during the last semester of the 5th year.

All course requirements of both academic units will be satisfied under the U2G program. One Planning core course (URP:6200, Analytic Methods I) is waived because Engineering students generally have an ample analytical background. With approval of the student's Planning advisor, three hours of Engineering courses can be used to meet the requirements of the concentration. A summary of a typical Plan of Study for a student in the combined program follows.

Model Plan of Study Undergraduate-to-Graduate (U2G) Combined Degree Civil and Environmental Engineering - Urban Planning

Year 3 Fall

URP:6208 Planning Program Seminar	1 s.h.
[Select one of the following]	3-4 s.h.
URP:6202 Land Use Planning: Law and Practice - EFA required course (4 s.h.)	
URP:6203 History and Theories of Planning - EFA required course (3 s.h.)	
URP:6205 Economics for Urban Planners -EFA required course (3 s.h.)	
Total hours	4-5 s.h.

Year 3 Spring

URP:6201 Analytic Methods II - EFA required course, OR electives	3 s.h.
Total hours	3 s.h.

Year 4 Fall

[Select a minimum of 6 semester hours]	6-7 s.h.
URP:6202 Land Use Planning: Law and Practice - EFA required course (4 s.h.)	
URP:6203 History and Theories of Planning - EFA required course (3 s.h.)	
URP:6205 Economics for Urban Planners - EFA required course (3 s.h.)	
URP:6233 Public Finance and Budgeting (prerequisite (URP:6205) - EFA Elective Course (3 s.h.).	2-3 s.h.
OR	
URP:6290 Economic Impact Assessment (prerequisite (URP:6205) (2 s.h.)	<hr/>
Total hours	6-9 s.h.

Year 4 Spring

[Select one]	9 s.h.
URP:6201 Analytic Methods II - EFA Required Course (3 s.h.), AND electives (6 s.h.), OR Electives	<hr/>
Total hours	9 s.h.

Civil & Envir. Engineering, B.S.E.**Planning semester hours applied** **22 s.h.****Year 5 Summer**

URP:6335 Internship	<hr/> 2 s.h.
Total hours	2 s.h.

Year 5 Fall

URP:6209 Field Problems in Planning I	3 s.h.
URP:6258 Modeling Dynamic Systems	3 s.h.

[Select one if not taken earlier]	3-4 s.h.
URP:6202 Land Use Planning: Law and Practice (4 s.h.), OR	
URP:6203 History and Theories of Planning (3 s.h.)	<hr/>

[Select one if neither taken earlier]	3 s.h.
URP:6233 Public Finance & Budgeting (prerequisite URP:6205) (Spring),	
OR	
URP:6290 Economic Impact Assessment (prerequisite (URP:6205)	

Electives	<hr/> 2-3 s.h.
Total hours	15 s.h.

Year 5 Spring

URP:6210 Field Problems in Planning II	3 s.h.
Electives	<hr/> 11 s.h.
Total hours	14 s.h.

Total in fifth year	<hr/> 30 s.h.
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Urban and Regional Planning, M.S. **52 s.h.**
35 semester hours must have a URP prefix

Environmental Policy and Planning

The undergraduate-to-graduate (U2G) degree between Environmental Policy and Planning (EPPL) in Geographical and Sustainability Sciences and Urban and Regional Planning (URP) allows students to earn an undergraduate degree and a master's degree in five years. Benefits of pursuing the combined degrees include:

- Time to completion of two degrees is five years instead of six
- Apply course credit to both degrees
- Save time and money
- Eligibility for graduate assistantships
- Gain skills in the critical areas needed by employers
- Graduate with the professional credentials to enter the field of Planning

Careers

By completing the master's degree in planning, the undergraduate EPPL degree is enhanced with in-depth graduate study and professional education focused on urban planning, including environmental planning.

Admission

Applicants to the U2G program should apply for admission during the second semester of their junior year. Complete application instructions can be found [here](#). The application requirements are:

- Completion of 80 semester hours of undergraduate work
- Successful completion of URP:3001 Planning Livable Cities
- A minimum GPA of 3.25

Coursework and Timeline

Year 1

Undergraduate coursework

Year 2

Undergraduate coursework

URP:3001 Planning Livable Cities

Year 3

Undergraduate coursework

Must complete 80 semester hours of undergraduate coursework to apply
GPA of 3.25 or higher

Take GRE examination by January 1

Apply by January 15

Year 4

Complete bachelor's degree requirements

Take up to 18 semester hours of graduate coursework

Pay undergraduate tuition rate until bachelor's degree is confirmed

Complete Funding Application/Award Form and submit to Anne Nessa by January 15 for priority funding in Year 5.

Bachelor's degree conferred

Year 5

Complete graduate coursework

Pay graduate tuition rate and become eligible for graduate assistantship

Master's degree conferred

A model Plan of Study for those pursuing the **B.S.** in EPPL combined with URP is available on the [URP website](#).

Model Plan of Study
Undergraduate-to-Graduate (U2G) Combined Degree
Environmental Policy and Planning, B.A. - Urban Planning, M.S.

Year 4 Fall

URP:6200	Analytical Methods I	3 s.h.
URP:6202	Land Use Planning: Law and Practice	4 s.h.
URP:6203	History and Theories of Planning	3 s.h.
URP:6205	Economics for Policy Analysis	3 s.h.
URP:6208	Planning Program Seminar	<u>1 s.h.</u>
Total hours		14 s.h.

Year 4 Spring

URP:6201	Analytic Methods II	3 s.h.
EPPL electives		<u>12 s.h.</u>
Total hours		15 s.h.

Envir. Policy and Planning, B.A.

Planning semester hours applied **17-18 s.h.**

Year 5 Summer

URP:6335	Internship	2 s.h.
URP elective		<u>3 s.h.</u>
Total hours		5 s.h.

Year 5 Fall

URP:6209	Field Problems in Planning I	3 s.h.
URP:6258	Modeling Dynamic Systems	3 s.h.
URP:6290	Economic Impact Assessment, OR	3 s.h.
URP concentration elective		
URP concentration elective		3 s.h.
URP elective		<u>3 s.h.</u>
Total hours		15 s.h.

Year 5 Spring

URP:6210	Field Problems in Planning II	3 s.h.
URP:6233	Public Finance and Budgeting, OR	3 s.h.
URP concentration electives		
URP electives		6 s.h.
URP concentration electives		<u>3 s.h.</u>
Total hours		15 s.h.
Total in fifth year		30 s.h.

Urban and Regional Planning, M.S.

35 semester hours must have a URP prefix

52 s.h.

FIELD PROBLEMS

All master's students are required to complete the capstone courses in Field Problems (URP:6209 and URP:6210). The purpose of Field Problems is to give students a field project experience in which students, operating in planning groups or teams, apply what they have learned in core courses to an actual planning problem with a client such as a planning department, community organization, or a public agency. Given that Field Problems builds upon the core curriculum, students are expected to have completed (with a grade of B- or better) all but one first-year core course, plus completed a minimum of 23 semester hours prior to enrolling in Field Problems. Exceptions to the group requirement will not be made. Students who receive a C+ or lower in URP:6209 will not be allowed to take URP:6210 in the next semester. Instead they will have to retake URP:6209 in the following fall term, followed by, if earning a B- or better, URP:6210 in the immediately following spring term. Students receiving a C+ or lower in URP:6210 will be deemed to have failed Field Problems and will need to repeat both URP:6209 and URP:6210 in the following year.

Field Problems represents the Planning Program's opportunity to prepare a professional planning report for an actual client and is therefore an important step in the education of a professional planner. It provides an excellent opportunity for the transition from theory to practice, which is the foundation of professional planning education, while enabling the student to further develop important professional skills and credentials. It also provides practical experience that complements the student internship. The planning report itself is a visible testimonial to the planning student's level of professional development and can thereby be used to establish a student's credentials in the labor market. Finally, Field Problems represents an important opportunity for students and faculty to perform important community outreach activities that benefit others and adds value to a degree in planning from the University of Iowa.

Field Problems projects are undertaken over the course of the academic year. Students register for three hours of URP:6209 in the fall semester. Under faculty supervision, students in URP:6209 meet with their client, develop a scope of work for their project, and complete a specific portion of their project in the fall term. Each Field Problems group, typically consisting of three to six students, will be supervised by two or three Planning faculty members. Students are required to present their scope of work and initial findings in an oral and written report that they make before the entire Planning faculty in the fall semester. Based on feedback they receive in the fall semester from both faculty members and their client, students continue work on their Field Problems and register for three hours of URP:6210 in the spring term. During the spring term, students will make 1) a final report, both written and oral, to the faculty in April, and 2) a final report, both written and oral, to the client in late April or early May prior to the end of classes. Other presentations to the faculty may also be required. The final report to the client will incorporate student responses to the advice and guidance provided by the faculty in prior presentations and meetings with supervising faculty. Finally, students who expect to graduate must pass an oral examination on their Field Problems project prior to the Graduate College's late April deadline for final examinations. Details on this last requirement are found in the [Final Examination](#) section.

In Fall 2020, students will be expected to participate in Field Camps in the week prior to fall classes.

As in all our planning practice, Field Problems projects are guided by the AICP Code of Ethics (see <http://www.planning.org/ethics/ethicscode.htm>) in which planners, among other expectations, are asked to exercise independent professional judgment on behalf of their clients while at the same time accepting the decisions of their client "...concerning the objectives and nature of the professional services we perform unless the course of action is illegal or plainly inconsistent with our primary obligation to the public interest." Pursuant to this objective, students and supervising faculty are expected to remain in close contact with the client in order to assure that the Field Problems project meets the client's objectives.

Field Problems projects will be graded individually. Grades will take into account the overall quality of the Field Problems report, the quality of the individual student's work, and the degree to which the student contributed to the overall quality of the Field Problems report. Quality of the Field Problems report will be measured against a common set of professional standards that include the following:

1. Is the actual work performed commensurate with the scope of work outlined at the fall term presentation?
2. Are the methods employed in the analysis appropriate to the problem and are they employed correctly? Are there other methods that should have been employed, but were not?
3. Does the work make a good faith effort to identify and obtain all relevant data?
4. Does the work make a good faith effort to identify and employ all relevant theory?
5. Are the report's conclusions supported by the empirical information presented in the report?
6. Are policy implications and recommendations made clear and do they have utility for the client?
7. Does the report's appearance and structure meet professional standards for effective communications and attractiveness?

Further details on Field Problems grading criteria are found in the Field Problems course syllabus.

FINAL EXAMINATION

The School requires that a final examination be administered to each graduate student prior to receiving a degree.

For non-thesis students, the final examination builds upon the Field Problems group project experience in which students apply what they have learned in core courses to an actual planning problem with a client such as a planning department, community organization, or a public agency (for more information, please see the Field Problems section of this document). There are two parts to the final exam, oral and written. If a student passes the first part (oral), he or she passes the final exam and does not have to take the written portion. If the student does not pass the oral portion, the written test is taken a few weeks later, before the Graduate College's deadline for final exam reports. If the student passes the written portion, then the student is deemed to have passed the final examination.

In the final examination, students will be asked specific questions requiring demonstration of how knowledge obtained in the core courses was applied to the group's work performed in Field Problems. The purpose of the examination, therefore, is to ascertain the ability of students to effectively and intelligently apply knowledge, skills, and abilities developed in the core courses to an actual planning problem. **Overall, the purpose of the final exam is to measure the student's ability to not only practice good planning but also to reflect on one's planning practice in the context of critical theories and methods featured in the core curriculum.**

At the beginning of the fall semester the Planning program will issue to spring graduating students a set of study or preparatory questions.

The oral part of the final examination will be administered to each non-thesis student in the two weeks prior to Spring Break and prior to the Graduate College's deadline for receiving final exam reports, which is typically the second week of April. One week prior to the oral exam date, each candidate for the degree must submit to the examining panel a two-page paper that describes the specific contributions she or he made to the Field Problems project.

If a written exam is necessary, the student should arrange the exam time with their examining panel being mindful of the Graduate College's deadlines for graduating that same semester. If a student does not take the written portion of the exam prior to the Graduate College deadline for final examinations, the student shall be failed on the basis of their oral examination.

Each student will be examined by an examining panel of three faculty members named by the School's Planning Director. All of the members must be tenured or tenure-track faculty in Planning. The faculty committee will remain the same for both the written and oral parts.

Consistent with Graduate College requirements, members of the evaluating panel will evaluate each examination as either satisfactory or unsatisfactory and two votes for an unsatisfactory performance on the examination will result in failing the oral portion of the final examination. A report of the outcome of the final examination (including the oral portion and, if taken, the written portion) is due in the Graduate College no later than 48 hours after the examination, and by the deadline date established by the Graduate College.

If a student fails the final examination (both oral and written), he or she is entitled to one retake. Under Graduate College rules the retake cannot be taken until a subsequent semester. Students must be registered in the semester in which they graduate, so extra tuition/fees would apply to delayed graduations. The retake may be written or oral (not both). If the student fails the retake, s/he is dismissed from the program. For the retake, a new committee will consist of the chair of the first committee plus two faculty members who did not serve on the first committee. They will be appointed by the department chair. The retake exam must be taken no later than 12 months after the first exam.

THESIS

Some students may wish to undertake a major piece of policy-related research while in the School. The completion of such an effort may be helpful in gaining desired employment, or for continuing graduate work at the doctoral level. The thesis, if done well, will be an example of research capabilities, writing abilities, and analytical skills. The Program will support its students, especially those with a research orientation, in undertaking the writing of a thesis.

Curriculum Requirements

Coursework requirements for thesis students are identical to those for all other students: completion of core coursework (23 semester hours), development of an area of concentration (9 semester hours), completion of a capstone, and completion of 50 semester hours total. Of the 9 units necessary for a concentration, up to 3 units may be Readings (URP:6305). Remaining units for the 50 total hours are combinations of elective courses, Readings, and Thesis (URP:6325). In all cases, a maximum of 8 semester hours of Readings may be used toward the degree requirements and a maximum of 6 semester hours can be Thesis (URP:6325) units.

Under the above curriculum arrangement, a student may use up to 14 semester hours (8 in directed readings and 6 in thesis hours) for research and writing a thesis. However, a student is encouraged to use elective units to broaden their coursework experiences by completing at least one course in a somewhat different field than those of the thesis and area of concentration.

Topic and Committee Selection

Students who select the thesis option are responsible for choosing a thesis topic and finding a faculty member who will serve as their thesis advisor. These initial efforts should be accomplished during the second semester of their first year in Planning.

Research for the thesis (including background research or a literature review, and the preparation of a preliminary thesis prospectus) should be performed during the summer between the second and third semesters. A maximum of two units of Readings (URP:6305) can be applied toward this work. Benchmarks should be established with the thesis advisor at this stage, and at subsequent stages of the thesis preparation, in order to insure substantive progress in a timely fashion.

Students selecting the thesis option are required to form a thesis committee, which should be done early in the third semester but must be done before the end of that semester. The thesis committee is to include a minimum of three members of the University Graduate faculty, with no fewer than two being tenure or tenure-track from Urban and Regional Planning. Whenever a thesis topic is closely related to a discipline outside Planning, or is a thesis by a combined-degree student, it is required that at least one faculty person from that related discipline be included on the committee. After selection of the thesis committee, a schedule of thesis-review sessions between the student and advisor should be prepared.

Final Prospectus

The final thesis prospectus must be approved by the thesis committee. To ensure that this occurs in a timely fashion, a draft prospectus should be circulated to committee members early in the third semester (or sooner). Upon submission of the final prospectus to the committee, the committee shall give its approval or disapproval within two weeks.

Thesis Requirements

The general requirements for format and procedure are set out on the Graduate College [Thesis and Dissertations](#) webpage. Thesis and other graduation [deadlines](#) are also available on the Graduate College website.

Grading

There will be one final letter grade given for all Thesis (URP:6325) credit upon satisfactory completion of the thesis requirement. Semester hours of thesis work completed in advance of the final semester of registration will receive a temporary grade of "I". Thesis work cannot be taken on an "S-U" basis of grading. Readings work can be graded when it is taken or grades may be assigned at the end of the thesis process. Readings grades may be assigned on an "S-U" basis if agreed to in advance. Both the timing and the basis for grading are to be established jointly by the student and the advisor. In general, readings courses should be graded when taken unless it is certain that the thesis will be completed and the Incomplete removed before the end of the following semester. Similarly, a student should not register for thesis hours unless the thesis will be completed before the end of the following semester.

Thesis Examination

All students are required to have an oral defense of their thesis before the thesis committee. This oral defense must be scheduled prior to the Graduate College deadline for examination. This procedure provides an opportunity for the student to benefit by substantive comments from the full committee.

A student may complete the thesis and the oral examination after the Graduate College deadline for the particular semester, but will then receive the degree in the summer session or the first semester following full completion of the requirements.

Students are responsible for determining and following the Graduate College deadlines and procedures with respect to theses. The thesis oral defense will be open to all interested parties. Members of Planning, students and faculty, are encouraged to attend oral defense meetings.

The thesis examination satisfies the Graduate College requirements for a final examination.

Copies of Theses

All master's theses, excluding MFA theses, must be submitted to the Graduate College electronically via ProQuest. There is a one-deposit model whereby students defend their thesis and then submit only one copy to the Graduate College on or before the deadline for the semester in which they intend to graduate. It is strongly suggested by the Graduate College that you submit your thesis at least 10 working days before the first deposit deadline.

One hard copy must be submitted to each thesis committee member at least five working days before the defense. One electronic copy along with hard copies of the signed Certificate of Approval and the title page are required for the thesis deposit. Additionally, one hard copy should be submitted to the department as well.

MAJOR RESEARCH PROJECT

In some cases, students may want to pursue an independent research topic in more depth than a readings course would allow, but may be unwilling to devote the time required for a Master's thesis. In such cases, a major research project may be appropriate.

A major research project would typically be completed during the fall semester of the second year. Students interested in pursuing this option should take the following steps:

1. Identify a faculty committee, chaired by the student's advisor, by the end of Summer at the latest.
2. Prepare a research proposal, to be presented to the faculty committee within three weeks of the start of the Fall semester. Approval of a final proposal incorporating feedback and comments should occur by the fifth week of the Fall semester.
3. Complete a draft of the research project by Thanksgiving Break, with comments and criticism to be received from members of the advisory committee one week later.
4. Complete and present the final research project to the faculty committee by the end of the Fall semester.

The student is to register for up to six semester hours of URP:6315 Independent Study in Planning during the Fall semester.

Students may need to choose a new advisor with expertise in their proposed topic. A committee of three faculty members should be formed, chaired by the student's advisor, who must be in Urban and Regional Planning. The remaining two committee members could be from outside Planning. The committee serves as a resource during the research, and evaluates the final product.

The research schedule should be agreed upon at the beginning of the project. It is important that draft versions of the paper or product be completed according to this schedule, to ensure time for feedback. It is the student's responsibility, not the faculty advisor's, to ensure that all deadlines are met. However, the student's advisor will ensure that committee members meet reasonable deadlines for reviewing drafts or other input.

A major research paper should extend understanding of a specific planning or policy problem, or understanding of a specific trend in urban, regional or rural development. It should produce new knowledge, so it must include independent, original research (for example, through interviews, spatial analysis, or data collection and analysis). It should not consist mainly of a review of existing literature and research, although it should include such a review as a basis for framing questions and defining the methodology to be used. It is more ambitious in scope than a term paper written for a course, but is more restricted in scope than a thesis. Although page limits are inevitably arbitrary, between 10,000 and 12,000 words (40 to 50 pages) are appropriate. It need not be only a traditional "text," however. Videos, software or web pages may be valuable components (or in some cases the entire product). However, clear agreement should be reached with the student's committee on the scale of these products.

The exact format of a major research paper should be decided by the student and the committee. The preparation of a well-organized research proposal is critical to the major research project. The research proposal helps to determine whether the proposed project is feasible in terms of time and personal resources. The student must demonstrate an adequate grasp of the project objectives and methodology.

The following areas must be addressed in the research proposal: background of the problem being investigated; definition of a central question or hypothesis; a research plan, and; a preliminary list of bibliographic references or resource materials. If needed, sources of research support should also be identified in the proposal. The methodology and literature review will be more thoroughly developed early in the project, but students should have an idea of how they will approach the research and have read some key resources on the topic before developing a proposal. The following questions might be considered when developing a proposal:

- Does the title convey the meaning of the study? Is it concise?
- Does the introduction prepare the reader appropriately to read the proposal?
- Is the problem clearly defined? Is it clear that the problem is significant to planners and warrants investigation? Will this study contribute to the profession and the understanding of this problem?
- What specific issues will be addressed in this project?
- To what extent has this problem been investigated previously? How does this prior knowledge shape the study being proposed?
- How will the research questions be answered? What methods/methodologies will be employed? What are the limitations of the study?
- What resources will be needed to complete the research, and where will these come from?

ESSENTIAL QUALITIES FOR A PLANNER

As a graduate student, you will learn all about planning. However, there are additional skills that all employers look for in a potential employee. It is recommended you keep these in mind during your time as a student so that you will have the skills necessary to be hired after graduation. A recent survey of professional planners asked what top three qualities they look for when hiring a new planner. Here are their responses.

Communication

- The ability to write well.
- The ability to communicate clearly in conversation and presentation.
- Strong communication and presentation skills -- written, oral, "digital" (maps and images).
- Ability to communicate effectively and fairly with different groups of people.
- The individual must be able to communicate with the public effectively.
- Must be diverse and adaptable, able to communicate on a variety of levels with folks ranging from the citizen to the developer, attorneys, etc.
- Ability and willingness to effectively communicate with engineers, politicians, business leaders, and private citizens alike.
- Grammar
- Realize that your role (in council meetings etc.) is to present the facts and the benefits/disadvantages.
- Oral and written communication
- Communicate your ideas graphically (maps, aerials, diagrams).

Relating to others

- Ability to interact with/relate to public - I've seen way too many issues develop simply because of a staff member's poor communication/manner with a citizen.
- Customer service focused
- Willing to serve the public.
- Ability and willingness to work well with a wide variety of people -- listening, explaining, facilitating, etc.
- Social Awareness
- Team player (works well with others)
- Tact and Humility
- Even-tempered
- PATIENCE
- Ability to keep their personal social, political, environmental, and new-urbanist (pro/con) views separate from the workplace.
- Separate yourself from the politics to the extent possible.
- A collaborative spirit
- Confidence (especially when being the hard-case telling someone they are in violation and must comply - standing by what the ordinance states is within your authority to enforce).

Independent

- The individual must be a self-starter and progressively motivated to adapt to constant change.
- Able to lead
- The ability to work with minimal supervision in a variety of tasks.

Deal with change

- Flexibility - With changing administrations and regulations, a planner needs to be able to alter their approach from time to time. Without changing their ethics/morals/principles, a planner working for me will need to have some flexibility in the way they do their work.
- The individual must be open minded and not easily discouraged - pick the "opportunities" that have a more likelihood of success and not let those "challenges" that we all face daily keep us from focusing on the "BIG" picture thinking, people skills.
- FLEXIBILITY

Detail oriented

- Detail Oriented - Careless mistakes or small oversights paint a poor image for how the larger things are being handled. The devil is in the details for me.
- Attention to detail.
- Organization
- Multi-tasking
- MUST be ORGANIZED!!!!!

Humor

- The ability to not take yourself so seriously, because no matter what you think, you don't have all of the answers.
- You must possess a sense of humor and compassion. There are times that you will need to use both at the same time. Laughter is always a solid way to break the ice with anyone. Compassion will allow you to work through difficult situations with a citizens or small businessman.

Education

- Some amount of college level Economics training - at minimum one Microeconomics and one Macroeconomics course.
- A planner in a smaller community should understand the basics of both infrastructure and economic development as they relate to effective planning.
- A 4 year degree.....period.
- You must know the Constitution, the Zoning Ordinance and Unified Development Ordinance. A former planning director who I worked for stated that former Chief Supreme Court Justice Warren Burger stated "If Police Officers have to know the Constitution, planners should too!" Therefore, it is important that we learn to apply the rule of law in land use cases strictly based on what is in the Ordinance and what has changed in state law. If the case is taken to court, the only thing that the judge is going to look at is your staff report and the ordinance.
- Knowledge of and ability to interpret legal land use and development matters.

Other qualities

- Demonstrated ability to learn "technical" material across a spectrum of issues.
- You must be a visual thinker. As a planner, you must be able to visualize what an applicant is proposing. This including seeing obstacles that the applicant, Planning Board Members and Town Council might not see.
- Zoning is secondary to effective implementation.
- Comprehensive approach (i.e. possessing a "planning mind").
- An understanding of the city/town (history, demographics, neighborhoods, data).
- "works well under pressure"
- Bonus quality- common sense

INTERNSHIPS

Internships are designed to give students practical experience through on-the-job training. Internships provide students with two special opportunities:

- To obtain “real world” planning experience
- To reflect critically on the work setting, the planning activity, and Planning’s curricular links to those activities.

Students who complete an appropriate internship, write a satisfactory internship paper, and receive an evaluation from their supervisor of “good”, “very good”, or “excellent” are eligible to receive two units of credit toward the degree in Planning. The internship option can be satisfied through employment with a relevant agency, firm, or organization for the equivalent of **at least** eight weeks at a half-time fraction during the student’s period of affiliation with Planning (including summers). Students should seek internships in which their work efforts will be substantive and planning-related (i.e., photocopying, receptionist, or carrier services are typically **not** acceptable internship arrangements). An internship cannot be done prior to beginning the program, except in extenuating circumstances.

Students who obtain internships funded by the Planning Program are not permitted to use those internships for internship credit.

Students who choose the internship option must have the details approved by their advisors beforehand. The Internship Approval form (available on the URP website) should be completed by the student and sent to the advisor for their approval and signature before the advisor uploads it to MAUI.

At the end of the internship, a paper about the internship must be submitted to a student’s advisor, who may accept, reject, or require changes to the paper. In certain cases, subject to the consent of the advisor, the paper may be submitted to another faculty member for review (usually because of the faculty member’s interest in or experiences with the student or the internship provider). Although the precise form of an internship paper may vary with the nature of the internship, in general the paper should contain the following elements:

1. **A description of the internship:** the employer, the student’s position in the organization, and the tasks performed or the project on which the student worked;
2. **A critical discussion of the planning process and the organization:** In this section, the student should think critically about such matters as: the work s/he performed, the purpose of the work performed, where and how it fits in the organization’s planning mission; the structure of the agency/organization, the relation of the agency or the project to local politics and community involvement; and, the method of policy development. This section should be reflective, thoughtful, critical, yet constructive.
3. **The value of the experience as it relates to the student’s individual development** and the potential value of such an internship for other students in Planning.

Internship papers should be typed and double-spaced. They should be written clearly and concisely, avoiding unnecessary detail. An appropriate length is between 5 and 10 pages.

In addition, each student must have their supervisor complete an evaluation of the student’s performance. A copy of the Employer’s Report on Planning Intern is available on the URP website. The completed evaluation form, signed by the supervisor, needs to be submitted to the Planning administrative office for review by the student’s advisor at the same time the internship paper is submitted. Again, if the supervisor reports that the student’s internship was evaluated as fair or poor, then the student will not receive credit for the internship.

The work flow of the form is as follows:

1. At the beginning of the internship, student gives the form to their employment supervisor.
2. Upon completion of the internship, the employer mails the form back to the URP Administrative Coordinator.
3. The student and their advisor receive an email from the Administrative Coordinator notifying them the form has arrived and that they need to meet.
4. The evaluation form is uploaded to the student's electronic advising file.
5. Advisor accesses this form **and** the original Internship Approval Form from the electronic advising file when he/she meets with the student.
6. The Advisor and student sign the Employer Evaluation Form and the advisor uploads the form to the student's file before the deadline (see front cover for the deadline date).
7. The Advisor **also** signs the Internship Approval Form to finalize the process.

In some unusual circumstances, a student may discover that an internship that was expected to be “substantive” turned into something less meaningful. If this is the case, the student should contact their advisor immediately (or the Planning Director, if the advisor is unavailable) and discuss the issue. Efforts will be made by the student and the advisor with the employer to improve the quality of the internship work experience. It is still possible to write a satisfactory paper on a menial work experience, but the student will have to investigate and explain the role of a menial task in a broader planning analysis.

Course Credit and Due Dates

Students typically register for the course, URP:6335 Internship, during the semester just following their internship* (or, in the case of an internship done during the student's final semester in the Program, concurrent with the internship).

Internship papers are due on the date specified on the inside [cover of this Manual](#). For example, for a summer 2020 internship, a student would typically register for URP:6335 during the fall 2020 semester and submit the internship paper by October 1 (although earlier submission is desirable). Students must request their “Internship Form” from their student file and submit it along with their internship paper.

The student's faculty advisor will review the internship paper. If the paper needs revision, the student has two weeks to submit the revisions. If a satisfactory internship paper is not submitted, a grade of “Unsatisfactory” will be posted and the student will not receive credit for the internship experience. In addition, if the student's internship supervisor evaluates the student's overall performance as fair or poor, then the grade for the class will be “unsatisfactory.” Results of both the faculty and the client review should be indicated on the “Internship Form” and returned to the student's file.

Students may not register for URP:6335 more than once.

***International students** must register for the internship in the semester they are doing the work. Check with International Students and Scholars Services to learn about the registration requirements.

CAREER ASSISTANCE

The School is committed to providing outstanding career assistance efforts for both summer internship and post-graduation job seekers. Students are urged to use all the services we offer and to begin preparing early. The School offers job information access and personal advising support until the student secures their first job or for up to one year after a student's graduation date, whichever comes first.

Students will have educational information to put on their résumé, but will also need experience to be competitive. Internships are not required but the majority of our students take advantage of this opportunity. (See the section on [Internships](#) for the qualifications that need to be met.)

Résumé

All students are urged to write or update their résumé **and** have the Career Services Coordinator and a faculty member review it by the beginning of their second semester. Tips specific to Urban Planning students can be found in the online [URP Career Services Manual](#). The Pomerantz Career Center only serves undergraduates, but their [Career Guide](#) website offers general résumé and cover letter examples that should be reviewed. Students should begin to submit job and internship applications in January, if not earlier.

Every year the School compiles a Résumé Book which students may contribute to. First-year students are required to attend the fall career services presentation on résumés in order to be included in the book. Second-year students are only required to attend if they did not attend the previous year. The book is distributed by email to approximately 600 alums every spring. Each year one or more students obtain a position through one of the alums contacted in this way.

Job Postings

Beginning in January, 45-60 new job and internship are posted weekly on our [website](#) that is exclusively accessible to our students. This service brings outstanding job and internship opportunities to our students, and assists them in securing challenging, interesting positions nationwide. We also maintain (and continually expand) another exclusive area of our website with more than 1,900 links to the potential employers at planning organizations and consulting firms nationwide. This site is available to assist students and alumni and enhances individual searches.

Alumni

We maintain close contact with our alumni. We also receive employment notifications from alums and other planning professionals who would like to advertise internship and entry-level positions directly to our students. Graduates tend to move up the planning ladder quickly; and years later, they are still happy with the education they received at Iowa. Alums have the option of sharing their contact information, also on our website, and students are welcome to contact them for advice, informational interviews and networking opportunities.

Mock Interviews

In the spring semester the School arranges mock interviews in which selected planning employers "interview" students for hypothetical planning positions. At the end of the interview, the employer gives feedback on the student's résumé and interviewing strengths and weaknesses. Additional support for employment searches is provided by the Iowa Chapter of the American Planning Association in which planning practitioners conduct mock interviews for planning students and other young planners.

Networking

Creating a LinkedIn page is highly recommended to increase networking and to build a professional online presence. Students are also encouraged to begin networking with professional planners, including at local, regional and national APA conferences. To support this, the School is often able to provide some travel expense assistance. (See the section on “[Support for Student Travel](#).”)

Mentors

Students should contact the Career Services Coordinator for assistance in identifying alums to approach about becoming a mentor. A mentor match service is also offered by the Iowa Chapter of the American Planning Association before each annual conference.

Résumé Builders

Additional recommended methods to use in finding a position include joining the national planning organization, APA; creating your own website; creating a profile on LinkedIn.com; becoming involved with local or regional planning organizations; running for a [campus charter committee](#) or running for a position on the Executive Committee of the American Planning Association’s [Student Representatives Council](#). Additional suggestions are in the [URP Career Services Manual](#) under “Opportunities to Beef up Your Resume.”

PRACTICUM

Occasionally, an exceptional opportunity arises for a student to complete an extended planning internship while still a student in Planning, an internship that requires a student to be absent from Planning for all or part of a semester in addition to the normal summer internship period. Under certain circumstances, this experience can qualify as a Practicum. If the requirements below are met, the Practicum will constitute an internship and will also substitute for the required capstone courses Field Problems in Planning I and II. Students choosing the Practicum option must register for URP:6229, Practicum, for one to five semester hours during the Practicum experience. A total of five semester hours is required, but they may be spread across one or more semesters. At least 1 semester hour must be taken in the semester the student expects to graduate. The requirements for the Practicum are as follows:

1. The Practicum can be taken only after all core course requirements have been satisfied.
2. The student must obtain an internship with a planning or planning-related organization consisting of at least five continuous months of full-time employment.
3. The Practicum experience must consist of a specific, structured project that will result in a polished final report. Students cannot receive Practicum credit for an ordinary internship, where the student is functioning primarily as a staff member assigned a variety of duties from day-to-day or week-to-week. The Practicum must include a project similar in scope to a field problems project and this project must be a primary focus of the intern's job.
4. The project must include teamwork in the same way that a field problems project entails teamwork. In other words, there must be shared responsibility for conducting the required analyses and for the final product. Working independently under the supervision of an organization official does not constitute sufficient "teamwork."
5. The Practicum will be conducted under the supervision of a committee of three faculty members. The student must develop a work plan for the Practicum in consultation with his or her committee. The work plan constitutes a contract and should include a description of the project, the milestones to be attained, and the final report to be produced. The work plan should also identify the person or persons to whom the final project is to be presented, and should describe the nature of the teamwork involved. The plan is subject to the approval of the faculty as a whole, upon the recommendation of the committee. Retroactive approval will not be granted under any circumstances.
6. As the milestones identified in the work plan are attained, this should be reported to the committee. Minor revisions to the work plan may be made during the internship with the approval of the committee.
7. Upon returning to Planning, the student must make a formal presentation of the project's final report to the committee and other faculty. The final report produced during the Practicum must be submitted to the committee. The final report, the formal presentation, and the student's responses to questions asked by faculty at the formal presentation will constitute the final examination for students who select the practicum option.

Students undertaking a Practicum should understand that agencies may alter the job description after the internship has begun, and that the nature of the project and of the teamwork involved may change as a result. The student bears the responsibility of requesting faculty approval of a revised work plan, and the student should be aware that the faculty might not approve the revised plan. Thus there is no guarantee that Practicum credit will be awarded if the project is substantially changed.

It should also be noted that, to satisfy the internship requirement, the student must submit an internship paper as described in the internship section of the student manual and register for 2 hours of internship (URP:6335).

The committee will award a grade for the Practicum based on the quality of the final report, the oral presentation, and the attainment of the milestones specified in the work plan.

Practicum for Those in Combined Program with Social Work

For students in the Combined Program with Social Work **only**, these Practicum requirements have been adjusted to enable the Practicum required for the M.S.W. portion of the combined-degree to satisfy the requirements for a Practicum in the Planning Program. This will enable a student in the combined Social Work Program to substitute the Social Work Practicum (if it meets the following criteria) for the Field Problems I and II capstone course requirement. Note that this does not reduce the total 35 hours that must be completed in Planning— it merely allows the student to waive out of the required Field Problems sequence.

An acceptable Practicum for Combined Social Work candidates should meet the following requirements, in addition to the requirements established by the School of Social Work:

1. The Practicum may be taken before all first-year Planning core course requirements have been satisfied, but usually 9 semester hours of core course requirements would have been completed.
2. The Practicum should be in a field of Social Work that is closely related to planning. Community Development, Social Services or Housing agencies may all provide Practicum experiences that would involve planning activities. Each Practicum is obviously unique, and students should consult with their advisors in both Social Work and Planning to determine whether the projects identified by the agency would provide an appropriate range of experience.
3. The Practicum must entail at least 700 hours of employment.
4. The Practicum experience must consist of a specific, structured project that will result in a polished final report. Students cannot receive Practicum credit for an ordinary internship, where the student is primarily functioning as a staff member assigned a variety of duties from day-to-day or week-to-week. The Practicum must include a project similar in scope to a field problems project and this project must be the primary focus of the intern's job. Good examples of Practicum responsibilities that would be acceptable include analyzing the outcomes of a particular program, developing a new program (including applying for grants to support it), or developing a human services plan. Again, students should consult with their advisors in both Social Work and Planning to decide whether the Practicum experience would be appropriate.
5. The Practicum will be conducted under the supervision of a committee of three faculty members. The student must develop a work plan for the Practicum in consultation with his or her committee. The work plan constitutes a contract and should include a description of the project, the milestones to be attained, and the final report to be produced. The work plan should also identify the person or persons to whom the final project is to be presented, and should describe the nature of the teamwork involved. The plan is subject to the approval of the faculty as a whole, upon the recommendation of the committee. Retroactive approval will not be granted under any circumstances.
6. The project must include teamwork in the same way that a field problems project entails teamwork. In other words, there must be shared responsibility for conducting the required analyses and for the final product. Working independently under the supervision of an organization official does not constitute sufficient “teamwork.”
7. The acceptability of the Social Work Practicum as a substitute for Field Problems is subject to the approval of the Planning faculty as a whole, upon the recommendation of the student's committee.
8. The student must make a formal presentation of the project's final report to faculty and students in the Planning Program. The final report produced during the Practicum should be submitted to the student's committee in Planning. The final report, the formal presentation, and the student's responses to questions asked by faculty at the formal presentation will constitute the final examination for students in the Combined Program with Social Work who select the practicum option.

GRADING AND ACADEMIC PERFORMANCE

Grading

Planning utilizes a grading system that includes pluses and minuses. The School GPA is calculated using grades for all courses taken at the University of Iowa that **can** be applied to the student's plan of study for the planning degree, **regardless of whether they exceed what courses are needed to complete the degree**. The School GPA is used in making financial aid awards and in determining academic performance for meeting the 3.0 grade point requirement for graduation.

The plus/minus system is translated into grade points according to the policy in effect for the University, as follows:

<u>Grade</u>	<u>Grade Points</u>
A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.0

The School GPA may differ from the official GPA because the School GPA only includes courses on the university transcript that **can** be applied to the URP degree. In those cases when a student has re-taken a required or concentration course, the second course grade will replace the first grade and will be used in computing the School GPA.

In core classes, the maximum grade is an A. Also in core classes, A's and A minuses are limited to no more than 50 percent of the class; in non-core classes, A pluses are highly restricted and it is recommended to instructors that there be no more than 50 percent A's and A minuses.

Minimum Grades

In order to receive credit towards graduation, students must earn a minimum of a B- in core, capstone and concentration classes. In other classes, students must earn a minimum grade of a C-.

Incomplete Courses

Students should make every effort to complete their coursework during the semester of registration. Occasionally, however, students find it necessary to take an incomplete in a course. The

Office of the Registrar's policy is that an Incomplete will automatically be converted to an "F" at the end of the next full semester (winter session excluded), even if the student does not enroll after the session the "I" was posted. The exact date of the conversion each semester is determined by the Office of the Registrar; it normally is when transcripts are run at the end of the following semester.

To change a grade that has become an "F," approval by the instructor, the Planning Director, and the collegiate dean is required. It is Planning's policy that only in exceptional cases will grade changes be approved at this point. Therefore, a student should **not** anticipate that an incomplete removed after the Registrar's deadline will be assigned a grade other than "F." A need to refine work is not, in and of itself, a sufficient basis for the instructor to accept the work after the grade has converted to an "F."

One final point: it is unwise to submit work required to remove an incomplete just prior to the Registrar's deadline. If the instructor believes that revisions or additions to this work are necessary, a student could miss the deadline. Sufficient time for review and grading should be allowed, and extra burdens should not be placed on instructors at busy periods.

Committee on Progress

Student progress in Planning is monitored by the faculty. One indication of unsatisfactory progress toward completion is a failure to maintain a Planning GPA of 3.0. Note this is above the Graduate College's standard of 2.75, below which a student is considered to be on academic probation by the Graduate College. The School GPA is derived from all courses taken at the University of Iowa which **can** be applied to the student's Plan of Study, **regardless of whether they exceed what courses are needed to complete the degree.** (The student should be aware that incomplete grades, while not entering into the computation of the grade point average, do not indicate successful completion of the required 50 units.)

A student who does not show normal progress toward the degree, or whose GPA as defined above is less than 3.0, is automatically placed in a status of Official Concern and a Committee on Progress is convened. The Committee on Progress is composed of the student's academic advisor and one other faculty member appointed by the Director. Its task is to assist the student in overcoming academic problems. The student is allowed one semester in which to bring their GPA (as defined above) up to the 3.0 level, or to make substantial progress toward bringing their GPA up to 3.0, while making normal progress toward the degree. The Committee on Progress will establish the conditions that must be met for a student to be removed from Official Concern status and will determine whether or not these conditions have been met. Failure to meet the conditions set forth by the Committee on Progress shall result in dismissal from Planning.

Conditional Status

Students may be admitted to Planning on "conditional status." Students on conditional status must meet the obligations of regularly admitted students and may have additional conditions attached to their admission, e.g. the obligation to take remedial course work. Conditional students who do not satisfy admission conditions within two semesters are subject to dismissal.

ASSISTANTSHIPS*

Award Criteria

All assistantships are subject to availability of funds. Most graduate assistantships are awarded on the basis of merit. For entering students, merit is determined by GRE scores, undergraduate GPA, work experience, the statement of purpose, and letters of recommendation. For continuing students, a leading measure of merit is the Planning GPA. However, consideration is also made of faculty and school needs and student skills that can meet those needs. Calculation of the School GPA is explained in the [Grading section](#) of this handbook. Past performance as a graduate assistant is also taken into account in making awards to continuing students. Performance includes the promptness of task completion, the quality of work, adherence to scheduled hours, general initiative, availability, and regular contact with the faculty supervisor. Planning may also award some assistantships to ensure the attainment of a diverse student body.

Students requesting aid must take at least 9 semester hours of planning (URP prefix) courses during the first two semesters in which they receive aid. Thereafter students must take at least 9 semester hours of courses used toward the planning degree (at least 6 semester hours of these must be URP prefix courses) during the semesters in which they receive aid.

It is our policy not to award any student more than four semesters of aid in the form of assistantships or substantial tuition scholarships.

Full-Year Assistantships

Assistantships for incoming students are typically awarded for both the Fall and Spring semesters. Returning second-year students who have a relatively high School GPA also may be awarded assistantships for both semesters. It should be stressed that all students who are awarded full-year assistantships will be reviewed after the Fall semester; continuation of an assistantship for the Spring semester cannot be assured unless the student has performed their assistantship duties satisfactorily. In addition, the second semester of aid is generally contingent on achieving at least a 3.2 School GPA during preceding semesters.

In making awards to continuing students, funds are first allocated to meeting commitments to students awarded aid for a full year. Remaining funds are then divided into two portions, one for first-year students, and the other for students in their second year or later. Within each of these groups, assistantships are awarded according to the criteria described above.

* This section incorporates by reference the July 1, 2017 – June 30, 2019 agreement between the Iowa State Board of Regents and the United Electrical, Radio and Machine Workers of America, Local 896-COGS, and is amended in accord with any revisions to University of Iowa collective bargaining agreements that may be put into effect. The agreement is available here: <https://www.grad.uiowa.edu/graduate-assistant-employment>

Assistantship Awards and Incompletes

Decisions regarding assistantships for continuing students who have one or more incompletes remaining at the time assistantships are awarded will be deferred until the incomplete is removed, except in those cases where the grade could not change the decision. That is, aid will be awarded if substitution of an F for each incomplete results in a GPA high enough to warrant aid, and aid will be denied if substitution of an A for each incomplete results in a GPA too low to warrant aid. A student whose aid decision is deferred runs the risk of receiving no aid due to the unavailability of funds, or of receiving aid only for the portion of the semester remaining after removal of the incomplete (which could make a non-resident liable for the much higher non-resident tuition rates).

One-Semester Assistantships

Incoming students and returning students who have relatively lower measures of merit may be awarded assistantships for one semester. Whether such students will receive further assistantships will depend upon their performance in Planning (see award criteria above) and upon the demand for and availability of funds.

Requests for Assistantships

Students who wish to apply for assistantships are to apply in response to Appointment Postings which will be made by Planning no later than March 1 for the Summer and Fall semesters or by October 1 before the Spring semester. An Appointment Posting will request the student submit an "Assistantship Request" form, which can be obtained from the departmental office. The form requires information about your preferences for an assistantship assignment (such as research assistant, teaching assistant, monitor, student outreach, etc.). You may also be asked to fill out a form that asks more detail regarding your particular skills. Students who have been awarded full-year assistantships (contingent on high-level performance) must submit a similar form stating their assistantship preferences for the upcoming semester. Assistantship request forms and preference forms must be returned by the date indicated on the application. If the deadline is not met, the student may be ineligible for an assistantship the following semester. Students will be notified of their appointments in writing by April 15 for Fall and by November 1 for Spring.

Failure to Perform Duties Satisfactorily

If a student fails to perform their assistantship duties satisfactorily, the student will receive written notice from the Planning Director. In this letter, the student will be informed of any performance problem and told what conditions must be met to remedy the situation. If these conditions have not been met within the time period indicated in the written notice, the student's assistantship may be subject to reduction in pay or complete termination. If job performance is considered unsatisfactory at any subsequent time for the same student, he or she will again be notified of the problem and may be subject to termination immediately. Any financial hardship created by any assistantship reduction or termination are the responsibility of the student, not Planning.

AICP OUTSTANDING STUDENT AWARD

The American Institute of Certified Planners (AICP) sponsors an outstanding student award each year. This is not a national competition, but instead permits each planning school to select one student to receive the award. Under our procedures, nominations for the outstanding student may be made by faculty, staff, or students. Any student who will graduate during a given academic year and has a cumulative GPA of at least 3.50 is eligible to be nominated for the award for that year.

Nominations are to be submitted to the Planning Director by February 1st. Nominees will be asked to provide a resume and brief description of the criteria as listed below. A Student Award Committee, consisting of two faculty members, will make a recommendation to the faculty, which will then select the student to receive the award.

Planning's selection of an outstanding student is based on the faculty's assessment of the quality of the student's work in Planning and the student's promise of success as a professional planner. In making this assessment, the faculty will look for evidence of the student's intellectual ability, acquired skills, and commitment to planning. Definitions of these three categories are provided below.

Intellectual Ability as demonstrated by:

- The innovative nature of work accomplished while in Planning;
- The ability to analyze problems and methods critically;
- The ability to synthesize concepts and apply them to real situations, and;
- A minimum cumulative grade point average of 3.50.

Acquired Skills as demonstrated by:

- The ability to communicate clearly and succinctly in written and oral forms;
- The ability to design a research effort and monitor its implementation;
- The ability to apply analytic methods to their appropriate uses, and;
- The ability to work effectively in a team or group situation.

Commitment to Planning as demonstrated by:

- Contribution through service to the students, staff or faculty;
- A sense of professional direction;
- Individual initiative and desire for a successful career in planning;
- Leadership in student organizations, and;
- Contributions to the planning profession through participation in planning activities of state or local government, such as planning boards or commissions.

JIM HARRIS MEMORIAL SCHOLARSHIP AWARD

The Jim Harris Memorial Scholarship award was established in 2002 to honor the memory of our Program's first Chair, Jim Harris. The scholarship recognizes an Urban and Regional Planning student (or recent graduate) who best exemplifies Jim's commitment to community service.

The award is based on the faculty's evaluation of the person best demonstrating excellence in community service. Community service may include volunteer work with a non-profit organization, involvement in a professional planning-related organization, or in political advocacy on planning-related issues. Paid employment does not typically qualify as community service. The service may have taken place anywhere – in Iowa City, elsewhere in the state of Iowa, elsewhere in the nation, or internationally. Current students and those who have graduated during the past academic year are eligible. At least part of the service should have occurred during the student's time in the planning program.

Nominations are to be submitted to the Planning Director by February 1st. Nominees will be asked to provide a résumé and brief description of community service activities. The recipient of the award will be announced by March 31st.

CHEATING AND PLAGIARISM

Both the University of Iowa and the School of Urban and Regional Planning take issues of cheating and plagiarism very seriously. This section defines cheating and plagiarism, provides guidelines for how to avoid plagiarism, and explains the procedures that will be followed in the event a student in the School is accused of cheating or plagiarism. Further information about the University's expectations regarding student conduct, including academic conduct, can be found in the [Code of Student Life](#).

What is Cheating?

Cheating occurs when a student receives inappropriate help in completing an assignment, quiz or examination. It is quite proper to ask fellow students for help to understand concepts or other aspects of a homework assignment, and proper to give other students such help if they ask for it. However, it is never appropriate to ask someone else to do an assignment for you, or to copy their answers (or to provide answers or do work for someone else). Neither is it appropriate to ask fellow students for help *during* a quiz or in-class examination. Many students in Planning work in teams on assignments, or in preparing for examinations. Unless the instructor informs you otherwise, this is appropriate, *as long as each member of the team participates in team discussions and work, and as long as each member of the team completes their own work*. Merely listening to the solutions other students discuss and then copying them down to present as your own work does *not* constitute teamwork, and should not be tolerated by other members of the team. The following list of examples may clarify what cheating (or the appearance of cheating) includes:

1. Copying other students' assignments or answers to examination or quiz questions;
2. Allowing another person to copy your assignments or answers to examination or quiz questions;
3. Taking notes or books to an in-class examination or quiz (unless the instructor has given you explicit permission to do so) and using them to answer questions;
4. Misrepresenting your contribution to a group project, and;
5. Collaborating with other students on any piece of work if you have been explicitly instructed not to do so.

What is Plagiarism?

Plagiarism is the misappropriation of intellectual property, which can take many forms. It can range from purposeful cheating (pretending someone else's work is your own) or the purchase of term papers, to lack of appropriate citations or references or too heavy a reliance on other people's words and/or ideas. Ideas are presented in many formats, and just because something exists only on the internet or in some other electronic format does not mean it is not intellectual property. Given the seriousness with which the University and Planning treat plagiarism, it is important to avoid any appearance of inappropriate or unattributed use of other people's ideas and words. The Graduate College addresses plagiarism in the [Manual of Rules and Regulations of the Graduate College](#), Part I, section IV, part F and G. The following list of examples may clarify what plagiarism (or the appearance of plagiarism) includes:

1. Using someone else's phrases and/or sentences without citing the work from which they are drawn or identifying the words as a direct quote;

2. Presenting someone else's argument in your own words and as if it were your own, without referring to or citing the author. Obviously, you may have come up with the same thought independent of someone who published it. If you did, you should be able to show how you came to that conclusion;
3. Relying on other people's written words for a portion of your paper (cutting and pasting) even though you may cite them;
4. Paraphrasing someone else's paper sentence by sentence and paragraph by paragraph, although you do not copy their words precisely. This is still "stealing" someone else's intellectual property, especially if you do not cite them at every point;
5. Copying someone else's paper (or large portions of it) verbatim, whether you cite them or not; and
6. Including illustrations, tables, maps, etc. from a report, web page, article or any other piece of work without properly citing the source.

Examples of Plagiarism

Plagiarism is not tolerated by society. A person can lose their job for plagiarizing as well as suffer major public embarrassment. Two recent examples illustrate this. One is former US Senator John Walsh, who dropped out of a 2014 election because the *New York Times* revealed that he had plagiarized his final paper he had written for a master's degree at the Army War College. The paper included sentences that were the same or nearly the same as sentences published elsewhere. While he included the proper citations, there were no quotation marks to indicate that the words were not his own. For details, see "[How Senator John Walsh Plagiarized a Final Paper](#)"

More recently, Melania Trump's speech at the 2016 Republican National Convention included sentences that had been spoken by Michelle Obama at the 2008 Democratic National Convention. As with Walsh's paper, there was no indication that Ms. Trump was using someone else's words. The result was that instead of giving an impressive speech on behalf of her husband, Ms. Trump embarrassed herself in front of a national audience.

When and how should work be referenced or cited?

If you refer to an argument someone made, a finding they report, or anything else that is not "common knowledge" that someone else has provided, you should reference them, using either footnotes or the author's last name(s) and an accurate date of publication in parentheses at the end of the sentence or paragraph in which you finish explaining their point/argument in your own words.

FOR EXAMPLE:

Direct subsidies to private producers have been largely replaced by block grants and tax credits that provide only partial subsidies. Nevertheless, HUD retained responsibility for much of the housing produced under earlier programs, through mortgage insurance provided by the FHA and through Section 8 contracts that subsidize projects. [*Both of these points count as "common knowledge" and don't require a citation, although they were mentioned in this and several other reports referenced.*] By the mid-1990s, the appropriations necessary to renew contracts (and avoid mortgage foreclosures that would cripple the FHA) threatened to eclipse all other housing needs (CBO, 1994). [*This is a less well-known fact, and a specific finding of the report referenced.*]

If you want to use the author's precise words, because they are a particularly good, colorful or distinctive description, or because they are reported conversation, a direct quote is proper. Direct quotes may be as long as a paragraph; direct quotes longer than three lines should be set off in a block, but shorter quotes of phrases or sentences are indicated with quotation marks. All direct quotes should be followed by a citation - usually, the author's last name, date of the work, and page number of the direct quote. Specific citations should also be used for any illustrations (tables, pictures) that you cut and paste into your own work. It is quite acceptable to use footnotes instead of the citation method shown here. The point is the work should be acknowledged accurately.

FOR EXAMPLE:

As Feldman and Chowdhury (2002) note, compact housing forms achieved through space efficiencies and multistory design have a significant impact on both construction and life cycle costs.

Compact building forms minimize the building's "envelope," and thus decrease costly building components, such as the foundation, roof, and exterior walls. A one-story single-family dwelling is more expensive to build than a two-story structure with the same square footage, quality of construction and amenities. Compact building forms also reduce life-cycle costs because they are less expensive to heat, cool, and maintain. (Feldman and Chowdhury 2002)

All works referred to or cited should be listed (unless your instructor tells you otherwise). If you use the method shown above, a reference list should be attached to the paper. If you use footnotes, that is where the works should be listed.

There are several acceptable referencing styles: The American Psychological Association (APA) and the *Chicago Manual of Style* (CMS), 16th edition (University of Chicago Press 2010). Here are a few examples that use the APA style. Information on the APA style can be found at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

For books:

Peterson, Jon A. (2003). *The Birth of city planning in the United States, 1840-1917*. Baltimore, Md.: The Johns Hopkins University Press.

For reports:

U.S. Census Bureau. (2000). *Statistical abstract of the United States*. Washington, DC: U.S. Government Printing Office.

For journal articles:

Jun, Myung-Jin. (2008). Are Portland's smart growth policies related to reduced automobile dependence? *Journal of Planning Education and Research* 28: 100-107.

For web sites:

Cain, A., & Burris, M. (1999, April). *Investigation of the use of mobile phones while driving*. Retrieved from http://www.cutr.eng.usf.edu/its/mobile_phone_text.htm

If you are unsure whether a reference or citation is needed, err on the conservative side. Your instructor can also provide advice on this issue. A good UI guide to citation styles can be found at the library resources website created for Urban and Regional Planning students, under [Citation Help](#).

Penalties for cheating and plagiarism

Both cheating and plagiarism are serious academic offenses. In cases where either cheating or plagiarism is suspected, Planning's policy is that the faculty member involved submits the evidence to the Director. The Director then evaluates the evidence to determine if there is probable cause to suspect that cheating or plagiarism has occurred. If he or she so determines, the Director confronts the suspected student(s) with the evidence. If the student(s) acknowledges participating in cheating or plagiarism, the Director will take one of the following actions:

1. If the student(s) has not committed a prior offense of this nature, the penalty shall be that the grade of zero is assigned to the piece of work involved. Such a zero grade is conclusive and may not be changed by re-doing the item involved.
2. If the student(s) has committed a previous offense, such student(s) shall be dismissed from the School.

If the suspected student(s) denies that he or she has cheated or plagiarized, the Planning Director forms a committee composed of three faculty members (not to include the faculty member directly involved) and three non-voting students (not to include the student(s) involved). This committee will interview the student(s) involved, investigate the evidence, call witnesses if necessary, and take all measures to determine if cheating or plagiarism has occurred and to identify the responsible person(s).

Upon completion of its task, the committee will report the results of its investigations to the Planning Director. If the committee has determined that there is not sufficient evidence to substantiate an incident of cheating or plagiarism, or that there is insufficient evidence to identify the person(s) at fault, the Director will notify the faculty and any students who have been directly involved in the investigation and close the inquiry. If, however, it has been determined that plagiarism has occurred and the wrongdoer(s) have been identified, then the Director will apply the appropriate penalty as specified in items (1) and (2) above.

It should be noted that it is the policy of the School that those who knowingly assist a person in cheating or plagiarism are equally at fault and are subject to the same penalties.

STUDENT APPEALS PROCEDURE

Occasionally a student may feel that he or she was wronged by a decision made by a faculty member, a committee of the faculty, or the faculty as a whole. In such a case, a student may appeal the decision according to the following procedure:*

1. Appeal is made to the Planning Director, giving the facts of the case and the basis for the student's appeal. This appeal must be made in writing;
2. The Director may then either conduct an investigation personally or appoint a committee of the faculty (which must consist of at least two faculty and which may consist of the entire faculty) to conduct an investigation. When the appeal involves a decision or action of one particular faculty member, that person shall not be on the investigating committee. The student shall be permitted to present their case to the investigating committee;
3. If the Director conducts an investigation, he or she may then either grant or deny the appeal, or take other appropriate action. If he or she so chooses, the Director may refer the matter to the faculty as a whole for a decision;
4. If the investigation is conducted by a committee, that committee may grant or deny the appeal, or take other appropriate action;
5. Where the appeal involves a matter of Planning policy, it should be noted that any change in policy is normally approved by the faculty as a whole;
6. If the student is not satisfied with the decision of a committee of the faculty, he or she may ask that the faculty as a whole review the decision. Such a review will be conducted at the option of the Director;
7. It should be noted that further appeal can be made to the Graduate College, according to policies and procedures of the Graduate College. These are outlined in the [Graduate College's Academic Policies](#). The Graduate College should be contacted for further information.

The University ombudsperson may prove of assistance in instances of this sort, and should be contacted directly by the student.

Other student concerns: There are several opportunities for students to express concerns about the master's program. Student representatives are selected by students to represent student opinion at faculty meetings. Each semester a town hall meeting takes place at which students can express concerns. NOTE: when students have concerns about how specific classes are taught, they should meet directly with the Director. The Director will either take up the matter directly or take it to an executive meeting of the faculty.

*In the event of disputes involving the University Collective Bargaining Agreement, the grievance procedure specified in that [agreement](#) will apply.

LIBRARY

The Planning Library is a specialized facility, intended to support the educational and research missions of the School. The Planning Library has a growing collection of reports and journals. These publications relate to many substantive areas within the field. Additionally, computers in the library contain software specific to Planning and unavailable elsewhere on campus. Printing is directed to either the black and white or color printers in the ITC, with the charge being automatically deducted from your ITC printing account.

Hours

The URP library is typically open Monday-Friday, 8:30 a.m. to 4:30 p.m.

The library and the ITS computer cluster are monitored by the same person. If you need assistance regarding the library or computers, please see the monitor.

There is a very helpful link on our website under Student Resources that includes online **Library Resources** specifically for Urban and Regional Planning students:

<http://guides.lib.uiowa.edu/planning>. It contains information about research, citations, links to government information, maps, Iowa City historical planning documents, electronic access to planning-related journals and newsletters, and datasets and statistics links.

Card Catalog

[InfoHawk+](#), is the card catalog for holdings at the University of Iowa Main and Engineering Libraries.

Checkout Policy

Thirty minute checkout

- *Reserved Readings*
Located in the **drafting room** near the door. May be checked out from the monitor for 30 minutes for photocopying/scanning. Use the sign-out sheet in the three-ring notebook on the file cabinet to check these out. These materials may also be checked out overnight within one hour of the library closing time. All materials that are checked out overnight are due back in the readings file no later than 9:00 a.m. on the next business day.
- *Bound and Unbound Journals*
These are primarily for in-library use but can be checked out for 30 minutes to be photocopied/scanned. Journals are extremely difficult and expensive to replace. Therefore, they must be signed out. They cannot be checked out for more than 30 minutes. Use the sign-out sheet in the three-ring notebook.
- *Reference Material*
These are located on the east wall. These are not to be removed from the library. (Please note: there are a few writing manuals and career guides in this section that may be checked out overnight.)

Overnight checkout

- *Videos and CDs*
These may be checked out for overnight use only. Videos are located in the administrative office for safekeeping. You are welcome to come in to see what is available and to check them out. Use a checkout card. Fill out the title of the item, date due, and your name.
- *Select books from the Reference section of the library*
A few writing manuals and career guides from the Reference section are marked for overnight checkout. Use a checkout card located in the file card box on the library desk. Fill out the title of the item, date due, and your name.

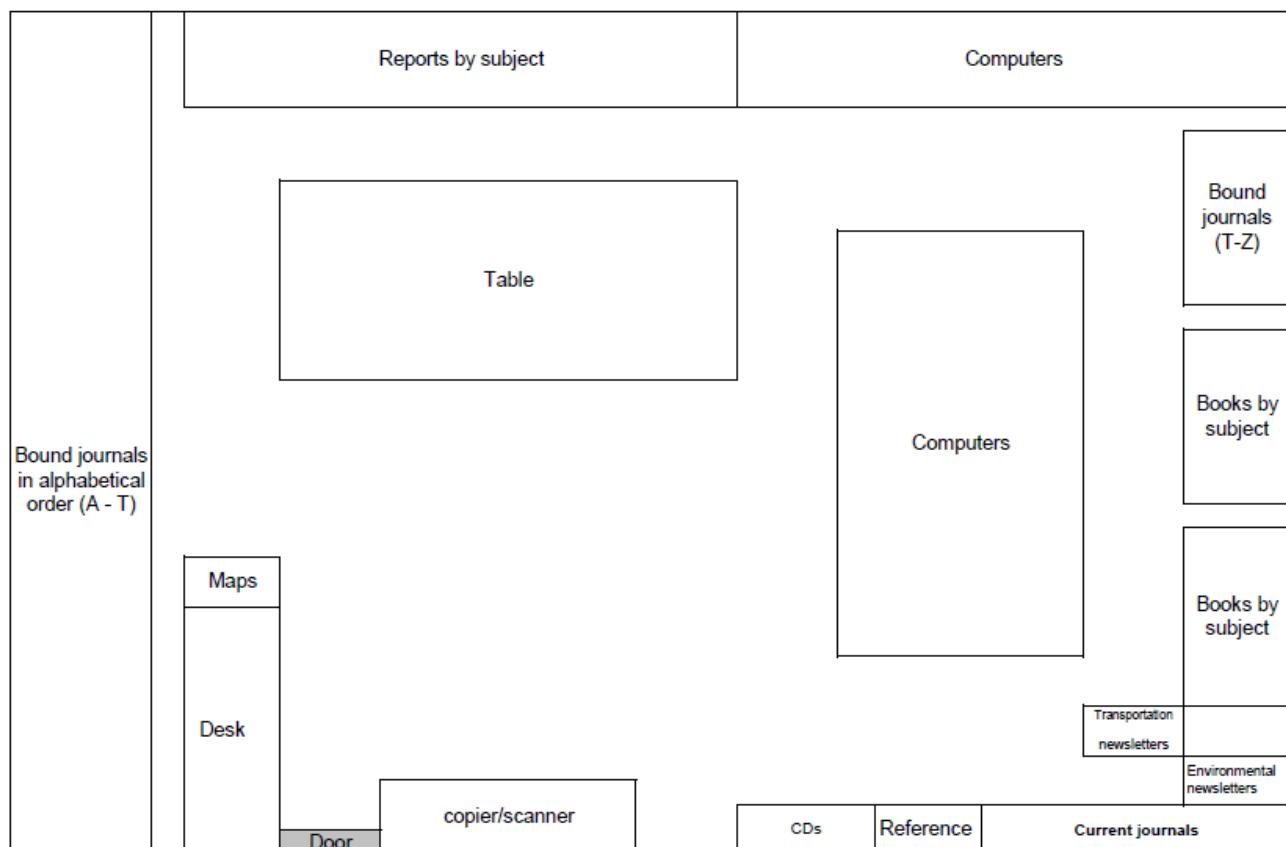
One week checkout

- *Reports*
Can be checked out for one week. Use a checkout card located in the file card box on the library desk. Fill out the title of the item, date due, and your name.
- *Books*
Books from the north wall can be checked out for one week. Use a checkout card located in the file card box on the library desk. Fill out the title of the item, date due, and your name.
- *Newsletters*
Can be checked out for one week. Use a checkout card located in the file card box on the library desk. Fill out the title of the item, date due, and your name.

Renewals and Fines

- Renewals are limited to one additional week for those items designated as a one-week checkout and are not granted on any other items. If another student has requested the item, a renewal will not be permitted.
- A fee will be charged for items that are returned late. This fine is \$1 per day for 30-minute and one-week materials. Students with a late fee should go to the administrative office to pay the fee.

Library Layout



COPING WITH GRADUATE STUDY

Being a graduate student can be stressful, from balancing school and work, plus family issues, to keeping up your GPA and passing final exams. There are a number of resources to use for help in dealing with these pressures.

Support from fellow students can be some of the most understanding. Although being a good listener can be very helpful, if you are concerned about another student's state of mind, please encourage them to talk to faculty or staff, or to look into one of the resources below.

[University Counseling Services](#), located at [3223 Westlawn South](#) is available to all currently registered students. All services are provided without charge, except for testing and evaluation. Their website has information on counseling services, emergency (same-day) appointments and [self-help resources](#) (such as how to manage speaking anxiety, sleep issues and stress management. Their number is 319-335-7294.

If you have a mental illness and are experiencing a medication issue, [Student Health](#) may be the best resource. It is located in [4189 Westlawn South](#) and appointments may be scheduled by calling 319-335-8394.

There is also a [24-hour National Graduate Student Crisis Line](#) (1-800-GRAD-HLP; 877-472-3457) "All counselors have completed training to understand the unique issues faced by graduate students."

[CommUnity Crisis Services and Food Bank](#) (formerly Johnson County Crisis Center) offers Crisis Chat, an anonymous online emotional support service for anyone in need. Crisis Chat is confidential and secure and you will be communicating with a specially trained volunteer. CommUnity also offers a 24-Hour Crisis Line at (319) 351-0140 to talk with a caring and compassionate trained crisis counselor.

A [Food Pantry](#) is also available on campus in room 212 IMU to provide nutritious food and basic necessities for University of Iowa students, faculty, and staff in need. Clients should enter through the Iowa House Hotel Lobby entrance and take the elevator to the 2nd floor.

COMPUTER FACILITIES

A computer cluster exists in Room 327 (the "drafting room"). This facility has been established using student fees to promote computer-based instruction of students in Planning and other academic units. The computers are available by HawkID login to all students on campus for 40 hours per week during the fall and spring semesters. [Printing](#) output is directed to the black and white printer and a color printer in the ITC.

Planning's computers are housed in room 351 (the library). GIS and other specialized software are available on both the library and ITC computers. Output is directed to the printers in the ITC.

Note: The hard drives on all of the computers (ITC and library) are automatically cleared after you log off, as they are not intended for personal data storage. Remember to save your work to the H: drive or your personal flash drive.

Computer Cluster Use by Non-URP Students

During the 40 hours per week when the computer cluster in room 327 is open to all students, Planning students will not be given priority use of computers, software or printers. After hours, on weekends, and in the summer, the Planning computer facility is available **only** to Planning students and faculty.

Planning students are asked to use good judgment when the hour arrives to close the facility for the day. Non-Planning students should be informed in a courteous manner that the cluster closes at 5:00. Good interpersonal relations are important in working with the somewhat different usage circumstances of Planning versus other students.

Software Copyrights

It is important to keep in mind that essentially all computer software is copyrighted. Under no conditions are users of Planning computers allowed to copy any software programs.

Reserving Facilities

There are a few occasions when an instructor wishes to use the computer lab for a course. On those occasions, there will be a sign posted stating the date, time and course number. Generally, however, the facility will be operated on a first-come, first-served basis.

Fishbowl Meeting Room and Teleconferencing Center

The School's space also includes a meeting room available to students, faculty, and staff--the Fishbowl. The Fishbowl includes two large HD screens, a computer, and teleconferencing equipment. The space is to be used for groups such as Field Problems weekly meetings, Field Problems web conferencing with project partners, and faculty meetings. The equipment can additionally be used by individuals to facilitate job and internship interviews. It may be reserved by checking the reservation calendar next to the door.

The University's preferred web conferencing software is [Zoom](#). A Zoom professional account is site licensed for all faculty, staff, and students and there is no limit on the length of meetings. For interviews, students may also use their personal Skype account or the university's Skype for Business (see <https://its.uiowa.edu/support/article/2783> and <https://its.uiowa.edu/skype#!how-to-and-support>). GoToMeeting is not recommended. Students should make sure they are familiar with the software and that all equipment is working several days before a scheduled meeting or interview.

The Fishbowl also has a Polycom system to be used for telephone conference calls. Those calling in should be given the phone number 319-335-0042.

For outgoing conference calls, you must first dial 9, then 1, then the area code and number. All outgoing long distance calls must be written in the phone log to enable reconciliation of the phone bill.

URP Server

We have two spaces divided on our server (U: drive, Urban folder), one for course materials and the other for shared student file storage.

The “Courses” folder is writable by faculty and readable by students. The “Students” folder is writable by all URP students and faculty. The “Students” folder will be emptied every year on August 1st. Please make sure any files you wish to keep are copied elsewhere by then, or they will be lost.

The file services are available on campus or [remotely](#) when connected to the campus VPN (vpn.uiowa.edu).

From a Windows machine, you can create a mapped drive to the following location: <\\iowa.uiowa.edu\\shared\\Urban\\Students> or <\\iowa.uiowa.edu\\shared\\Urban\\Courses>

The mapping does not transfer between computers. If you log in to a different computer, you will have to map to the drive again.

On a Mac you can connect to the server at: <smb://iowa.uiowa.edu/shared/urban>

At the end of the academic year, students in Field Problems will be directed to archive their files on a research drive under URP control. Otherwise, all student work will be swept over the summer.

Wireless Hot Spots

The [wireless network](#) is available in Jessup Hall in all classrooms and student common spaces.

STUDENT USE OF EQUIPMENT, SUPPLIES, FAX, AND DRAFTING ROOM

Use of Copier/Scanner

Students may use the School's copier/scanner for scanning only. Scanning may be done by emailing the document to yourself at no charge. Students have access to the copier/scanner from 8:30 to 4:30 P.M. on a non-priority basis.

The University [Copy Centers](#) provide copying services and accept UI identification cards and cash for payment.

Duplication of Materials at School's Expense

The student is to obtain permission from the instructor for work to be charged to Planning in instances where such reproduction is for the instructor's use.

Faculty will determine how to reproduce materials such as student papers which are to be distributed in a class.

Use of Fax Machine

A fax machine, located in the administrative office, is available for limited student use during office hours. Students are to submit their materials for faxing to the Administrative Coordinator who will send the fax as soon as possible, but at a convenient time. **Students are not allowed to use the fax machine directly.** Charges for student use of the fax machine are as follows: 50¢ per page for outgoing domestic faxes, and \$2.00 per page for outgoing international faxes and should be paid in exact change. These charges are due at the time of faxing and are subject to change without notice.

Use of Supplies

Students are expected to provide their own supplies for class work. The supply closet contains supplies for staff and faculty use. Research and teaching assistants may draw supplies directly related to their employment from their faculty supervisor.

Office supplies needed to complete Field Problems projects are to be provided by the Iowa Initiative for Sustainable Communities (IISC) on a limited basis. Please consult with the IISC's Assistant Director about whether IISC can purchase the item or not. Examples include copying, envelopes, postage, name tags, paper cups, plates, napkins, coffee, etc.

All professional printing must be completed by University of Iowa Printing and Mailing Services. Please allow at least one week to process printing requests.

Stationery, envelopes, stamps, and related items are exclusively for official Planning purposes, and are not for personal use.

Use of Letterhead

Students may use Planning's letterhead stationery only for correspondence related to official School business. A faculty member must read and approve the correspondence before it is sent out on letterhead; advance permission alone is not sufficient.

Keys

On the day of orientation, students will be issued two keys, one for the drafting room and one for their desk. Keys that are lost will result in a fee of \$5 per key.

Please note: Jessup Hall is locked after hours and on weekends. You may access JH at these times by using your Iowa One ID card which you should obtain at the beginning of your first semester.

Drafting Room

The Drafting Room is an important part of the School of Urban and Regional Planning. It provides each master's student a place where s/he can work and keep materials. It, along with the Library and the ITC, provides space where students can work and meet with fellow students. The sense of community that develops among students throughout the course of their study has much to do with the shared space they enjoy in the Drafting Room.

Because the Drafting Room is a shared space; please do not leave the room unlocked and unattended overnight or on weekends.

Students should also exercise caution in working late at night in the Drafting Room. Jessup Hall is locked in the evening, but students should take care when they leave the building. Students should look to assist each other so that no one has to leave the building alone. Information about [personal safety](#) and the options are available on the University's website.

General

Misuse of School supplies or resources may subject a student to disciplinary action.

EVALUATIONS OF COURSES BY STUDENTS

Purpose

Standardized forms for evaluation of Planning's courses will be distributed through ICON near the end of each semester in all courses. All students are requested to complete these forms for each course. The course evaluations serve several important purposes:

1. They inform the instructor about course elements where students feel he or she is doing well or poorly;
2. They provide insight into ways a course could be improved (e.g., select another text), and;
3. They aid the Planning Director in assessing the overall teaching performance of each faculty member.

It should be emphasized that these evaluations are one source of information about the quality of a faculty member's teaching. They are taken into account together with other indicators.

Students are asked to disassociate their ratings of an instructor with their performance in the course. Please try to be objective; do not use the evaluations to "help" an instructor you are fond of or to "get even" with one you may be less favorably disposed toward. The sole purpose of the course evaluation process ought to be to improve the quality and relevance of Planning instruction.

Procedure

All class evaluations are performed online during the final two weeks of classes—before final exams begin. Instructors should permit time for completion of the evaluations in class. In any event, students are encouraged to complete these evaluations. The instructor does not receive the evaluation results until final grades have been submitted for the semester. They are also reviewed by the director and utilized in annual performance reviews of faculty as well as at the time of consideration for promotion and tenure.

EXIT SURVEY

An exit survey will be conducted with **all** graduating students at the end of their final semester. Each student will have the opportunity to respond anonymously to an internet-based survey that includes both closed and open-ended questions that allow the student to express their opinions, ideas, and suggestions about Planning, its facilities, its curriculum, and its procedures. If students wish, they may follow up their responses to the survey with an oral interview with the Planning Director. The School of Planning uses the results from the survey to plan and implement improvements.

SUPPORT FOR STUDENT TRAVEL

Each year Planning may establish an allocation to be made available to provide partial support for student travel to present papers at conferences, and if funds permit, to support travel or registration for conferences that will enhance the students' education.

To be eligible for travel assistance, a student usually must have a paper or abstract formally accepted for presentation at an appropriate conference. The faculty will consider requests for support for travel to or registration for attendance at an appropriate conference. An appropriate conference is one directly related to some aspect of urban and regional planning. In certain circumstances, the travel may take place after the student has graduated.

Planning students who are enrolled in at least nine semester hours of coursework listed on their Plan of Study may submit requests for travel funds.

The American Planning Association's Iowa Chapter assists with funds to attend one APA meeting per year, whether it is the Iowa APA, Upper Midwest or national conference. The School receives an amount that is divided among students after travel has been completed to one of the conferences.

Other sources of support are available from:

- The [Graduate and Professional Student Government](#)
- The [Graduate Student Senate](#)
- Sally and Ken Mason Travel Award

Thanks to the generosity of Sally and Ken Mason, funds are again available this fiscal year for undergraduate, graduate and professional students to apply towards travel to academic and professional meetings and conferences, and travel associated with study abroad programs. Please note that per the donor intent, preference will be given to first-generation undergraduate students.

Applications must be completed [online](#) and are typically due by November 1st. Students can request up to \$500 per application, but no more than one \$500 award will be made to any individual student. Travel dates must take place after the date on which the awards are determined/distributed (usually by the first week in December), but no later than the last day of spring semester classes. Applications are submitted electronically to the Associate Provost's office and a committee makes the award decisions.

- PHILanthropy Student Success Grant
The University of Iowa Office of the President and the University of Iowa's Center for Advancement's Student Advancement Network have partnered to create the PHILanthropy Student Success Grant, which provides funding for a variety of activities for undergraduate and graduate students outside of the classroom, such as research, travel, and service projects. The President's Office has generously allocated \$5,000 per semester to help enhance the student experience at the University through these grants. For Winter/Spring travel, applications will be accepted [online](#) beginning in early September until the deadline near the end of the month. The application period for Summer/Fall semester travel has been during the month of February. More information about the grant can be accessed [here](#).

- The UI [Center for Global and Regional Environmental Research](#)

The student must be presenting at the meeting (oral or poster presentation) for which they are requesting travel assistance and the student's presentation must be on an environmentally related subject. A maximum of two students per research group will receive travel funds. Note: To qualify, you must have a CGRER member (Connerly or Spak) sign your application as your advisor. Academic year applications are typically due January 15 and so students should be

alert to this deadline. Typically, in the past, all Field Problems projects have qualified for this opportunity.

- APA offers reduced conference registration fees or payment to be used towards the fees for students who sign up to volunteer at the national APA conference.

URBAN AND REGIONAL PLANNING STUDENT ASSOCIATION

The Urban and Regional Planning Student Association (URPSA) is a university-recognized student association comprised of graduate students in the School of Urban and Regional Planning at the University of Iowa. URPSA's primary goal is to promote student interests by giving students a forum to discuss matters that affect the program as a whole, as well as individually.

Throughout the year URPSA is involved in many activities, including but not limited to garnering financial support for trips and conferences. In order to take advantage of the maximum number of funding opportunities and ensure continuity of the association over the summer months, students elect URPSA officers in the spring for the following academic year.

Other URPSA activities include planning social activities, organizing volunteer opportunities, and intramural athletics. All students are encouraged to participate, as the success of this organization is dependent upon student involvement.

STUDENT REPRESENTATIVES

Each class will select one representative and an alternate to attend regular faculty meetings. Student representatives are entitled to participate fully in discussions but may not vote. Occasionally it will be necessary for the faculty to go into executive session, in which case the student representatives will not be allowed to be present.

If Planning has a sufficient number of students to have a representative on the Graduate Student Senate (GSS), Planning students should select an appropriate number of GSS senators and alternatives. (For 2019-20, we expect the Senate to determine that Planning can name one student senator.)

Each class should elect a student representative to the American Planning Association. This may be the same person representing the class at faculty meetings, or person elected as an officer of URPSA.

POLICY ON SMOKING

As mandated by Iowa law, the University of Iowa campus, including all buildings and grounds, are designated as smoke-free. Information on the smoking policy, smoking cessation resources, boundary maps and other frequently asked questions is available on the Human Resources [website](#).

Beginning August 24, 2015, the University of Iowa became tobacco-free. For the purpose of this policy, tobacco products are defined as including but not limited to cigarettes, cigars, pipes, water pipes (hookahs), bidis, kreteks, smokeless tobacco, chewing tobacco, snus, snuff, electronic cigarettes, and any non-FDA-approved nicotine delivery device.

PERSONAL EFFECTS

Planning does not accept responsibility for lost or missing items left unattended in Jessup Hall. Because of the high cost of books and laptops, students are urged to exercise care in where they place them.

POLICY ON SEXUAL HARASSMENT

Sexual harassment subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate sexual harassment, nor will it tolerate unwelcomed behavior of a sexual nature toward members of the University community when that behavior creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

The University of Iowa strives to create a respectful, safe, and nonthreatening environment for its students, faculty, staff and lawful visitors. This policy sets forth resources available to students, describes prohibited student conduct, and establishes procedures for responding to sexual misconduct, dating/domestic violence, stalking, and other unwelcome sexual behavior. To review the complete Policy on Sexual Harassment, which primarily governs employee conduct, please see <http://opsmanual.uiowa.edu/community-policies/sexual-harassment>.

To review the Policy on Sexual Misconduct, Dating/Domestic Violence, or Stalking Involving Students, visit <http://opsmanual.uiowa.edu/students/sexual-misconduct-datingdomestic-violence-or-stalking-involving-students>.

Formal complaints about sexual misconduct by University students, faculty, or staff should be made to the [UI Office of Sexual Misconduct Response Coordinator](#). This person can help students initiate formal complaints, assist with academic accommodations and connect them with valuable resources. For assistance in making a report during business hours, contact the Office of Sexual Misconduct Response Coordinator at 319-335-6200.

The University and Planning have established procedures to respond to questions, complaints, or concerns. Research suggests that victims/survivors who work with a counselor or advocate heal more quickly and experience less postsecondary trauma. The [Resource and Referral Guide](#), with options for student victims, is available in English, Mandarin and Arabic. Students who would like to discuss their situations in a private environment, and share or seek information about a sexual misconduct issue *without* making a formal complaint should contact one of the [confidential](#) resources below.

- Rape Victim Advocacy Program, 24-hour line 335-6000, (for faculty, staff, or students)
- Monsoon Asian and Pacific Islanders in Solidarity, answered 24 hours 515-288-0881 (for faculty, staff, or students)
- Domestic Violence Intervention Program, 24-hour line 800-373-1043 (for faculty, staff, or students)
- Nisaa African Family Service, 338-7617 (for faculty, staff, or students)
- Transformative Healing 319-389-8430, for the LGBTQIA community
- Women's Resource and Action Center, 335-1486 (for faculty, staff, or students)
- University Counseling Service, 335-7294 (for students)
- Office of the Ombudsperson, 335-3608 (for faculty, staff, or students)
- Faculty and Staff Services, Employee Assistance Program, 335-2085 (for faculty or staff)