

Department of Urban and Regional Planning
Interim Curriculum Review
(April 30, 2004)

Master of Science in Urban and Regional Planning

The faculty of the Department of Urban and Regional Planning at the University of Wisconsin – Madison continually strive to maintain excellence in teaching, research, and outreach. With respect to instruction, the professional Master of Science Degree in Urban and Regional Planning represents our primary classroom teaching responsibility. Excellence in teaching has several determinants that involve faculty subject matter expertise, teaching ability, and a sound curricular structure. While annual performance reviews allow regular evaluation of faculty, our curriculum is evaluated on a five-year schedule driven by the requirements of accreditation through the Planning Accreditation Board (PAB). In an effort to (1) remain consistent with PAB requirements and (2) as a basis for developing recommendations for curricular change, it is important to continually reflect on curricular structure.

To evaluate our Master of Science curriculum in Urban and Regional Planning, the PAB accreditation process provides a two-fold procedure of introspection (self-study) and peer-review (PAB accreditation team). Our last PAB review (conducted during early 2002) was generally positive and provided several recommendations for curricular change.¹ Building on the intervening work of several URPL Curriculum Committees, this document provides an interim review of the curriculum and provides the basis for several recommended changes to maintain excellence in the curricular structure of our professional planning degree.

As a comprehensive interim review of the Master of Science Degree curriculum, it is important to maintain objectivity and inject relevant information from outside our own institution. This has been done through the synthesis of current literature and through analysis of data from our peer institutions that highlight comparisons with our program. What follows is a summary of our findings.

This review is organized into four subsequent sections. We first provide an overview of the curriculum leading to the professional M.S. Degree in Urban and Regional Planning as it stands today (Section A). This is followed by discussion of the national reputation of the program, a selection of peer-group institutions to which we

¹ For reference, two documents represent the outcome of the last PAB Accreditation process. These include the PAB Self-Study Report - 2001 and the follow-up PAB Final Site Visit Report – 2002 which are available in 110 Old Music Hall. Substantively, the PAB review process generated two primary recommendations for curricular revision: (1) expand the degree requirements to 48 credits and expand the required workshop credits to six and (2) add a required course to the curriculum in Planning Law.

can compare ourselves, and relevant comparisons that allow broader perspective on specific recommendations for change (Section B). Our identification of five current issues and specific recommendations for change to maintain excellence is then discussed (Section C). The final section includes a summary and general discussion of future opportunities (Section D).

A. THE CURRENT MASTER OF SCIENCE PLANNING DEGREE AT THE UW-MADISON

We begin the review with a description of the current curriculum leading to the Master of Science Degree in Urban and Regional Planning at the UW-Madison. It is important to note that as an accredited institution, the curriculum is highly dependent on PAB accreditation guidelines. The following curriculum objectives are consistent with these accreditation requirements.

A1. Objectives

The objectives (adopted by the faculty in October 2003) of the standard two-year Master of Science Degree in Urban and Regional Planning at the University of Wisconsin – Madison include the following three points:

1. Prepare students to engage in a planning process that recognizes a complex, pluralistic democratic society. To this end, students develop the capacity to work with a diverse public, across government agencies, and in the private and non-profit sectors. This capacity includes the explicit identification of objectives, design of possible courses of action, and systematic evaluation of alternatives.
2. Convey a set of planning literacies that will enable students to perform effectively as members of planning staffs in the public, private, or non-profit sectors. These literacies include an understanding of the following knowledge areas:
 - Structure and function of cities and regions
 - History and theory of planning processes and practice
 - Administrative, legal, and political aspects of plan-making
 - Public involvement and dispute resolution techniques
 - Research design and data analysis techniques
 - Written, oral, and graphic communication skills
 - Ethics of professional practice
 - Collaborative approaches to problem solving
3. Prepare students with the substantive knowledge foundation and tools, methods, and techniques of planning associated with one or more of the following specialized concentration areas:

- Community Development Planning
- Economic Planning
- International Development Planning
- Land Use Planning
- Natural Resource and Environmental Planning

To attain these objectives, students normally take two full years of study to complete the requirements of the degree. These include 45 semester credit hours with a maximum of 12 credit hours per semester. A summer internship in a planning organization, normally undertaken between the two years, is also required. The standard M.S. requires either an exit exam or a thesis.

Three segments, roughly equal in credit hours, make up a student's academic program. These include a core set of courses required of all students (18 credits), courses in a particular concentration area (15 to 21 credits), and elective courses covering areas of particular interest selected by the student (6 to 12 credits).

A2. Core courses

Students are required to take 12 credits specified by four core courses listed below.

URPL 721 Methods of Planning Analysis . This course covers research methods and statistics used in analyzing planning problems; conceptualization, design, and implementation of planning research; statistical methods for analyzing data including review of inferential statistics and multiple regression; use of demographic, economic, and linear programming models.

URPL 741 Introduction to Planning. This course introduces students to the profession and practice of urban and regional planning; reviews the history of U.S. planning and more recent ideas, movements, trends, and issues shaping contemporary planning practice; examines the political, institutional, and governmental (emphasis on local) contexts of planning; and introduces regulatory tools (e.g., zoning and subdivision regulations, site plan and design review) and other tools for complementing plans and shaping development. Additional topics include alternative planning models, and planner roles and styles.

URPL 781 Planning Thought and Practice. This course offers an intensive examination of contemporary urban and regional planning thought, including major conceptual dilemmas in professional practice.

URPL 912 Planning Workshop. A preliminary synthesizing experience that gives students the opportunity to apply newly acquired skills in socioeconomic analysis, physical planning, and implementation in real world settings. Topics selected emphasize the interdisciplinary nature of planning practice. The entire class works on a specific planning project.

In addition to these core courses, the existing curriculum defined a second-tier list of courses, known as the Expanded Core, from which students could choose six credits (two courses) to round out the 18 required credit hours.² In the Fall of 2003, the faculty voted to disband this Expanded Core with details and timing to be determined. This fundamental change in course requirements is the specific motivation for one aspect of this curriculum review, to be discussed below.

A3. Concentrations

Although the department stresses the development of general skills and mental attitudes that are common to all planning endeavors, pursuing a concentration allows students to focus about one-third of their academic work in one substantive sub-area and to interact closely with others in this particular area of planning. At present the department's five areas of concentration are:

1. **Community Development Planning.** Community Development Planning, a 15-credit concentration, acquaints students with theories of planned intervention in urban and rural communities. Attention is also given to analytical methods and techniques of intervention, as well as to institutional factors that must be considered in community development planning.

The concentration stresses knowledge of community organization including topics such as the economic base of communities, population dynamics, human capital formation, social class, inter-group conflicts and social capital. Students also explore approaches to economic and social development and to managing processes of planning and social change. They learn how to apply these methods as development planners and community organizers. The concentration focuses on U.S. applications, although there are opportunities for students to study international community development.

² The most recent list of courses included URPL 655 (Computerized Land Information Systems), URPL 751 (Introduction to Financial Planning), URPL 812 (Strategies for Planning Effectiveness), URPL 814 (Environmental and Alternative Dispute Resolution), URPL 943 (Ethics in Planning and the Public Policy Professions), and URPL 969 (International Development Planning Theory).

The concentration is offered jointly by faculty from URPL, Agricultural and Applied Economics, Rural Sociology, and the School of Human Ecology. Students can be assigned to participating advisors in any of these departments, and many of the courses in the concentration are offered and cross-listed by all of the academic units.

The concentration requires two courses:

URPL/AAE 520 – Community Economic Analysis

URPL/Rural Soc 617 – Community Development

In addition, students are required to choose one course from each of three lists of courses that cover (1) methods, (2) process, and (3) context. Note that expanded core courses 655, 751, 812, and 814 are already incorporated into the concentration offerings.

This relatively new, but evolving concentration was developed jointly with the departments mentioned above. Three new courses relevant to the concentration area are moving through the university approval process: (1) URPL 610 – Community Food Systems Theory and Planning, (2) URPL 841 – Ecology of the City, and (3) URPL 688 – Human Behavior and Environmental Problems.

2. **Economic Planning.** The Economic Planning concentration acquaints students with the problems, processes, methods of analysis, institutions and major strategies used or encountered by urban and regional governments in: (1) financing public services and achieving other social goals through taxation and intergovernmental fiscal policies and (2) achieving a satisfactory level of economic development in various types of areas. The 15-credit concentration stresses the acquisition and use of basic economic concepts and quantitative methods. Students may specialize in either of the areas identified above.

The Economic Planning concentration focuses on problems of maintaining high income levels, creating and retaining employment opportunities, and halting population out-migration in cities and regions. Major study elements include: (1) basic urban and regional economic analysis tools and techniques, such as community economic base studies, fiscal impact analysis, multiplier analysis, input-output analysis, econometric modeling and (2) examination of past, present, and emerging economic development policy tools and planning approaches.

Required Courses

URPL 734 – Regional Economic Problem Analysis

URPL 751 – Introduction to Financial Planning

(Students interested in developing countries may take Economics 567 – Public Finance in Developing Countries in lieu of 751.)

One advanced course in methods of planning or policy analysis

Optional Courses

- URPL 720 – Urban Economics
- URPL 738 – Regional Economic Development Policies and Planning
- URPL 752 – Capital Improvement Programming and Capital Budgeting
- URPL 943 – Seminar in Budget and Tax Administration
- URPL 950 – Seminar in Planning: Urban and Regional Development and Finance
- Econ 460 – Employment Problems of the Disadvantaged
- Geog 510 – Economic Geography
- Geog 560 – Advanced Quantitative Methods
- Ind Rel 702 – Seminar on Employment and Training

3. **International Development Planning.** The International Development Planning (IDP) Concentration prepares students to work as planning practitioners with developing countries. Students work with a faculty advisor to design a 21-credit program of study that will develop their expertise in (1) a substantive area of planning practice, (2) a geographic region, and (3) either social science methods or a foreign language.

The IDP area of concentration prepares students to work with developing countries by providing them with five key educational experiences:

- (1) URPL 744 – International Development Planning Theory
- (2) Expertise in a substantive area of planning practice (2 courses)
- (3) Exposure to social science methods or a foreign language (2 courses)
- (4) Knowledge of a geographic region (2 courses)
- (5) An internship related to international development planning.

This concentration area was created in the 2001-2002 academic year and has swiftly become a popular concentration. It is important that this concentration area be given some time to develop before considering changes. Note that expanded core course URPL 744 – International Development Planning Theory is already included in this concentration's requirements.

4. **Land Use Planning.** This concentration deals with the related sub-fields of land use planning, growth management, and housing; students will benefit greatly from a program that combines all three areas. Course work available throughout the University allows students to specialize in areas such as land policy, real estate, development finance, landscape analysis, geographic information systems, and housing. As it is taught here at University of Wisconsin-Madison, land use planning addresses the social, economic and political forces that give rise to land use change, and the policy options available for managing this change. The policy mechanisms used by the public sector to manage private land markets, and the tools of public-private

cooperation in growth management and housing provision are the focus of study and faculty research. The administrative focus is at the sub-national level (state, regional and local government). Although the current offerings have a domestic orientation, the faculty members have the experience and interest to provide an international component to instruction and training.

This concentration requires 15 credits of course work (generally, five courses); most students use some of their electives to support their coursework in the concentration. No specific courses are required for the concentration. Course work is selected in consultation with a faculty advisor, and reflects the student's prior education, experience, and professional goals.

5. **Natural Resources and Environmental Planning.** This 15-credit concentration focuses on the political and institutional context in which resources and environmental planning occurs, whether at the local, state, or federal level or in the non-governmental sector. There has been a sustained demand for professionals who are skilled in applying planning methodology to resource and environmental issues. Students trained in the planning process – and who possess knowledge and skills in government, political science, public administration, economics and natural resources – will strengthen a planning or resource agency that typically hires professionals with specialized natural resources training.

Within the concentration, students can either expand their knowledge or develop skills in a specific subject matter area, for example, waste management (including toxic and hazardous materials), water resource planning, environmental monitoring, remote sensing and data systems, and critical resources planning. The advanced methods core requirement should be carefully related to the student's specific natural resource and environmental planning interests. The concentration emphasizes taking maximum advantage of the nationally recognized strengths of the environmental programs and departments at UW-Madison.

The Natural Resources and Environmental Planning concentration requires five courses as outlined below:

1. URPL 731 - Introduction to Regional Planning
2. One course or seminar in economics (to be selected by the advisor & student)
3. One course or seminar in law (to be selected by the advisor & student)
4. Two policy courses or seminars including, but not limited to:
 - URPL 821 – Resource Policy Issues: Regional & National,
 - URPL 843 – Land Use Policy and Planning,
 - URPL 865 – Water Resources Institutions and Policies,

Other policy courses or seminars to be approved by the advisor, (e.g., Forestry 651; selected courses in Agricultural Economics, Rural Sociology, Institute for Environmental Studies.)

A4. Exit Examination

As part of its requirements for graduation, URPL requires master's students to pass an exit examination. Students choose a question to address from a list prepared by the faculty, and then present orally an answer to their chosen question to two faculty members. Alternatively, students can choose to prepare a thesis. The majority of Masters students choose to take the exit exam rather than complete a thesis.

B. OUR PEER GROUP

No standardized ranking exists for programs of study in the field of urban and regional planning and the Planning Accreditation Board neither endorses nor encourages ranking, although the issue is regularly debated among planning academics. Today, there are over 120 planning programs or planning departments that are members of the Associate of Collegiate Schools of Planning (ACSP) or are recognized by the Canadian Institute of Planners. The principal degree in the field is the post-baccalaureate, professional master's degree, generally a two-year, full-time equivalent course of study. Seventy U.S. programs and nine Canadian programs offer **accredited** Masters degrees.

Informal peer ranking of programs reflect a perception of the overall strength of the university in which the program is housed, the quality of the faculty (as reflected by their prominence as scholars), and finally any known details of the program and its graduates; these soft peer rankings do not tend to distinguish between the master's and doctoral programs.

Approximately 10 schools could be considered top ranked in the country. Previous internal evaluations have placed URPL among that group of ten, but in the bottom half of the group. This overall group of ten, listed alphabetically, includes: Cornell University, Massachusetts Institute of Technology, The Ohio State University, Rutgers University, University of California-Berkeley, University of California-Los Angeles, University of Illinois at Urbana-Champaign, University of Michigan, University of North Carolina at Chapel Hill, University of Wisconsin-Madison. To be conservative, a second tier of schools was added to the peer group for comparison. These include Columbia University, Georgia Institute of Technology, the University of Pennsylvania, the University of Southern California, the University of Washington, the University of British Columbia, University of Oregon, and Virginia Polytechnic Institute and University.

These seventeen institutions are used as a peer group from which to evaluate the URPL curriculum. With the exception of Cornell, MIT, Columbia, and Penn, all of these are public institutions. The major factors distinguishing programs are: (1) overall size and expertise of faculty, (2) a pool of “hard dollar” support from the institution that allows the program to attract and retain better applicants, and (3) the existence of and collaboration with closely aligned programs such as architecture, landscape architecture, public policy, and development studies.

The fact that the program at URPL is so well-regarded among peers has a great deal to do with the quality and relevancy of the scholarship of URPL faculty. URPL faculty have international reputations among planning scholars and departments for work in areas such as the ethics of planning practice, planning theory, and land use, environmental and natural resources planning. The work of many URPL faculty is required reading in planning department core courses.

B1. General Characteristics of the Peer Group

Several areas of comparison provide relevant context for the URPL curriculum review. Relative size comparisons and credit requirements can be made from the data found in Table 1. It is important to note that relative to our peer group, our department is smaller in both faculty numbers and numbers of students. At 18 credits (40 percent of total credits), URPL’s core credit requirements are slightly higher but consistent with the range of core credits required among our peer group.³ The range of emphasis on core course credits among our peers was from 20 percent to approximately 47 percent of total credits.

Additional data on the curricula of our peer group are summarized in Table 2. Upon closer examination of other programs, general comparisons with our curriculum requirements can be made. Workshop and/or studios make up a relatively larger proportion of total credits among our peer group. Although highly variable, the mean credit emphasis among our peers for workshop and/or studio courses was 28 percent of total credits. At 3 credits, our current workshop accounts for about 17 percent of total credits. Also, it is important to point out that our curriculum tends to be somewhat more restrictive when compared to other programs. Restrictive electives include required concentration/specialization courses. The curricular emphasis on restrictive electives among our peers averaged only about 18 percent compared to our 33 percent.

³ This reflects the traditional core and expanded core ... to maintain 18 credits, the faculty will need to deal with core course offerings as noted in Section C.

Table 1. Characteristics of Peer Group M.S. Curriculum in Planning (in 2000)

University	Number of Departmental Planning Faculty	Number of Adjunct Faculty	Number of Students	Total Number of Credits Required	Number of Credits in Core	Percentage of Total in Core
MIT	24	8	100	42	18	42.9%
UC Berkeley	15	3	Na	48	19	39.6%
Cornell	21	10	72	60	25	41.7%
Ohio State	10	8	64	90	42	46.7%
UCLA	16	10	115	72	24	33.3%
U Southern California	17	13	56	48	16	33.3%
Georgia Inst. of Tech.	11	11	85	56	21	37.5%
U. North Carolina	15	3	83	48	18	37.5%
U. Oregon	9	8	60	72	28	38.9%
Virginia Tech	10	7	47	48	21	43.8%
UIUC	15	6	54	48	18	37.5%
U Washington	10	15	56	72	30	41.7%
Michigan	12	4	81	48	21.5	44.8%
U British Columbia	8	12	24	60	12	20.0%
Columbia University	6	8	45	60	27	45.0%
Univ. of Pennsylvania	14	22	74	60	21	35.0%
Peer group minimum	6	3	24	42		20.0%
Peer group maximum	24	22	115	90		46.7%
Peer group mean	13.3	9.3	67.7			38.7%
UW - Madison	12	9	36	45	18	40.0%

Note: Data as referenced in the Guide to Graduate and Undergraduate Education in Urban and Regional Planning, 2000.

Table 2. Characteristics of Peer Group

University	Percentage Total Credits for Workshop/Studio	Percentage Total Credits for Unrestricted Electives	Percentage Total Credits for Restricted Electives (Concentrations)	Percentage Total Credits for Final Product (Thesis/Project)
MIT	0.0%	57.1%	0.0%	0.0%
UC Berkeley	21.1%	24.0%	36.5%	7.3%
Cornell	0.0%	50.0%	0.0%	9.2%
Ohio State	11.9%	22.2%	25.6%	0.0%
UCLA	33.3%	33.3%	11.1%	11.1%
U Southern California	50.0%	41.7%	8.3%	0.0%
Georgia Inst. of Tech.	19.0%	26.8%	21.4%	7.1%
U. North Carolina	16.7%	31.3%	25.0%	0.0%
U. Oregon	35.7%	0.0%	35.4%	11.8%
Virginia Tech	28.6%	35.4%	0.0%	8.3%
UIUC	50.0%	25.0%	18.8%	0.0%
U Washington	33.3%	26.4%	19.4%	12.5%
Michigan	34.9%	51.0%	9.4%	12.5%
U British Columbia	50.0%	10.0%	40.0%	1.7%
Columbia University	33.3%	25.0%	15.0%	0.0%
Univ. of Pennsylvania	42.9%	25.0%	25.0%	0.0%
Peer group minimum	0.0%	0.0%	0.0%	0.0%
Peer group maximum	50.0%	57.1%	40.0%	12.5%
Peer group mean	28.8%	30.3%	18.2%	5.1%
UW - Madison	16.7%	26.7%	33.3%	0.0% (optional)

Note: Data as referenced in the Guide to Graduate and Undergraduate Education in Urban and Regional Planning, 2000.

B2. Characteristics of the Core Among our Peer Group

A key element of this curriculum review deals with an assessment of core courses. For perspective, a summary of core courses required among our peer group is found in Table 3. It is important to note that this summary attempts to group courses into primary category of subject matter using the obvious topical focus reflected in the course title. When we were unsure of categories, further clarification was sought from published course catalog descriptions and/or course syllabi. We acknowledge that courses can serve multiple purposes but for this exercise, we attempted to categorize by primary theme. A full listing of core course titles by peer institution is found in Appendix A.

Several aspects of importance from Table 3 can provide context for assessment of our core curriculum. Note from the Table that most programs have incorporated courses in the core that address key Knowledge Components as identified by the Planning Accreditation Board (captured in the first three rows of the Table). These include (1) Structure and Function of Urban Settlements, (2) History and Theory of Planning Practices and Processes and (3) Administrative, Legal, and Political Aspects of Plan-making and Policy Implementation.⁴ Indeed, several programs include requirements for more than one core course in each Knowledge Component.

Table 3. Content of Core Curriculum (by apparent grouping)

Primary Category of Subject Matter	# of Programs with at Least One Core Course	# of Programs with Two Core Courses	# of Programs with Three Core Courses
Structure & Function	15	4	3
History & Theory	17	5	1
Administrative, Legal, Political	14	2	0
Planning Methods	17	8	3
Workshop and/or Studio	13	5	1
Thesis and/or Project	4	Na	Na

In addition, Table 3 includes core courses found in the broad categories of (1) Planning Methods, (2) Workshop and/or Studios, and (3) Thesis and/or Project components from among our peer group. It is interesting to note that while all programs have a methods course, several have requirements for additional, often more specialized or advanced planning methods courses in their core requirements.

B3. Characteristics of Concentrations and/or Specializations Among our Peer Group

The number and type of concentrations offered varies widely among peer institutions, reflecting both faculty expertise and placement of planning programs within contributing disciplines (e.g., architecture and engineering). Among our peers, the number of planning concentrations varies from three to nine with an average of just over five (5.1). For a complete listing of concentration names by institution, refer to Appendix B. For purposes of display, the types of concentrations can be grouped according to major function as summarized in Figure 1. For purposes of clarification, it is important to note that there may be significant overlap within categories.

⁴ Actual PAB descriptions of each Component are found in the PAB Guidelines. Later in this document, we recite actual PAB descriptions when we address two of these three Knowledge Components: (1) Structure and Function of Urban Settlements and (2) Administrative, Legal, and Political Aspects of Plan-making and Policy Implementation.

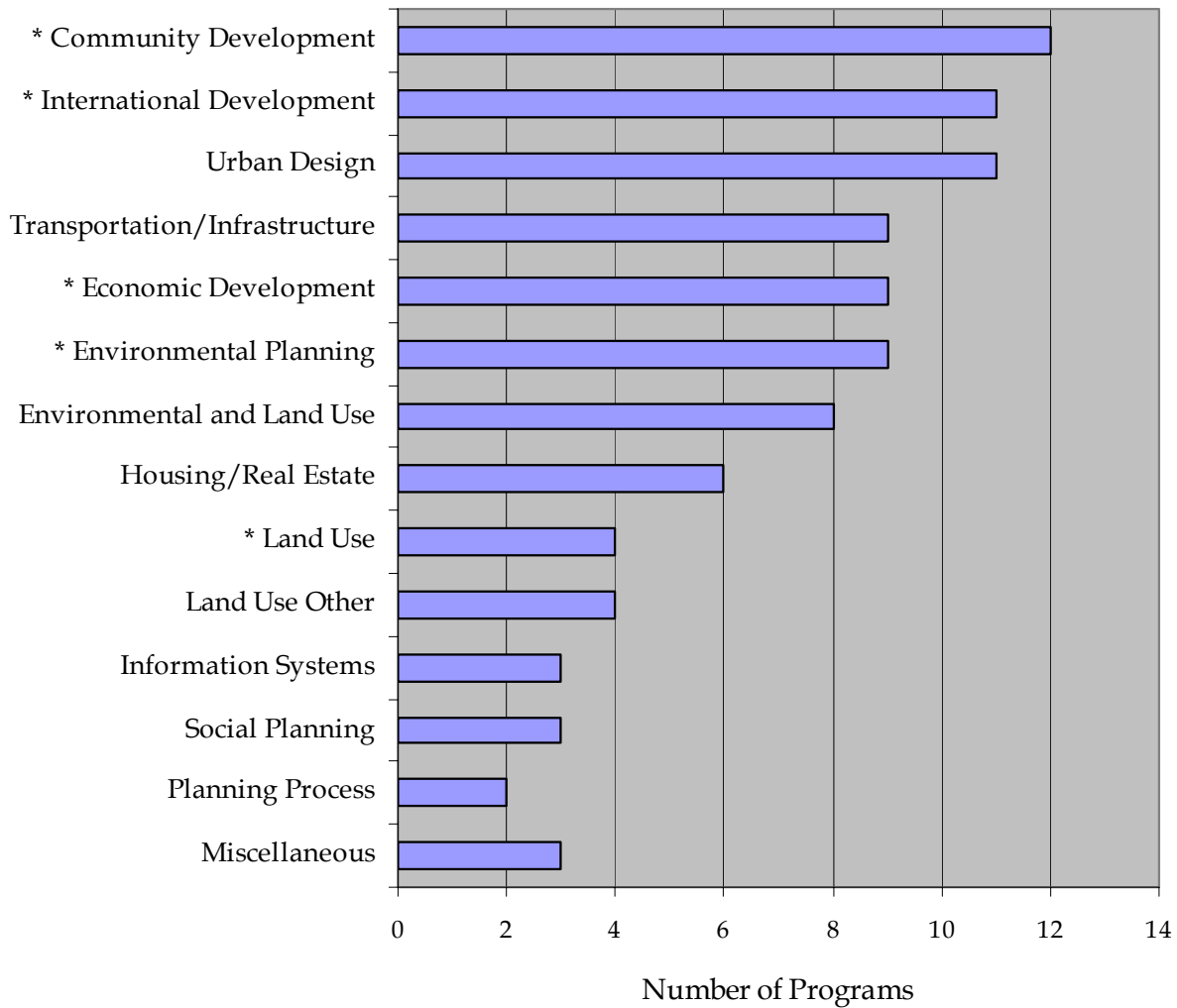


Figure 1. Types of concentrations offered by peer-group (grouped by broad category) as identified by program websites in 2004. UW-Madison concentrations signified by an asterisk (*). Refer to Appendix A for list of specific concentrations by institution.

B4. Characteristics of Exit Examinations and/or Final Projects

Our program requires an exit examination or thesis as a requirement for graduation. This is generally consistent with the requirements of our peer institutions which are summarized in Table 4. The majority of schools require (1) a thesis or project or (2) a thesis, project, or exam. Eleven schools require a thesis or project. Two schools have a requirement similar to ours. One school requires a thesis or an internship. USC is the only school that requires an examination without the option of a thesis or project.

(Additional graduation requirements for the University of Pennsylvania were not found on the program’s website.)

Table 4. Requirements for exit exam, thesis, or creative project.

Peer Institution	Graduation Requirement
MIT	Thesis
UC Berkeley	Client report, professional report, or thesis
Cornell	Professional report, research paper, or thesis
Ohio State	Thesis or written comprehensive exam: The exam is 4 hours long and divided into three sections. (If a student fails the written exam, they must take an oral exam.)
UCLA	Thesis, project, or two-week examination: The examination “typically takes the form of a simulated client-oriented project under tight time constraints” (www.sppsr.ucla.edu)
U Southern California	Examination: The exam is comprehensive written and oral project-oriented that focuses on a real-world planning problem.
Georgia Inst. Of Tech.	Thesis or applied research project
U. North Carolina	Master’s project
U. Oregon	Thesis or terminal project
Virginia Tech	Thesis, major paper, or practicum
UIUC	Capstone project, can be either internship or thesis
U Washington	Thesis or project
Michigan	Thesis or project
U British Columbia	Thesis or professional project
Columbia University	Thesis
University of Pennsylvania	No requirements beyond coursework found on website.

URPL at the UW-Madison differs from other schools in requiring a thesis rather than allowing a professional report, research paper or series of research papers, or other type of applied written work to count toward the graduation requirements. Of the peer institutions reviewed, only MIT and Columbia require a thesis without other options. Many schools also give credit for the thesis or project. URPL’s oral exam requirement also differs from that of USC or Ohio State, the other programs where exams are required or offered as an option. All three programs use written exams, although USC’s exam also has an oral component. Ohio State requires an oral exam if a student fails the written exam. Finally, URPL requires an internship for graduation, which may serve a similar function as the professional report requirements.

C. ISSUES AND PROPOSED ACTIONS TO PROMOTE EXCELLENCE IN OUR CURRICULUM

Substantively, we deal with two categories of suggested curriculum revision: (1) the core and (2) concentrations. Significant discussion about reorganizing concentrations has occurred during the last three academic years, which, like issues pertaining to the core, provides the impetus for discussion below.

C1. Core Curriculum.

The Curriculum Committee has identified several aspects of our current core curriculum that should be discussed for revision. For priority, two specific issues involve the need to address specified Knowledge Components as outlined in section B above. We also address issues pertaining to the Workshop.

Structure and Functions of Urban Settlements

At the URPL Curriculum Committee retreat in May 2003, the faculty identified a potential omission from the URPL curriculum: an offering on the structure and functions of cities and regions, as specified in Section 4.3.1 of the PAB accreditation review document. The PAB guideline reads:

4.3.1 Structure and Functions of Urban Settlements

Guideline: This subject area should include knowledge of the city and its regional context – its geography, changing forms, and political, economic, and social structure, including multicultural and gender dimensions – as well as an understanding of urban finance, infrastructure, land use, and social and economic conditions.

Possible options for addressing this issue are as follows (recognizing that there may be others not yet identified):

1. Retain current structure (the no action alternative).
2. Add a freestanding course to the core curriculum that covers the topic.

Unresolved issues with this option include:

- The range of topics to be covered (i.e., the bodies of literature–spatial, physical, social, etc.)
- Which faculty member(s) would add this course to their teaching roster
- The effect of adding another requirement of 3 credits to the core (e.g., on concentrations, on electives, on flexibility of the student’s program)

- Whether double-counting of this added course should be allowed between the core and the student's concentration.
3. Add an additional 3 credit hours to the core, specifying a list of courses from the existing URPL curriculum that would fulfill the structure and functions requirement. Possible candidates for this include, but are not limited to:
- 601 – Site Planning
 734 – Regional Economic Problem Analysis
 839 – Transportation and Infrastructure Systems Planning
 844 – Housing and Public Policy
 XXX – Environmental Management and Planning (to be developed)
4. In the interest of exposing students to more than a single theoretical approach to understanding the structure and function of cities, a fourth option would require students to take courses emphasizing two of three primary knowledge areas identified by the PAB: economic, socio-political (including issues of gender and multiculturalism), and spatial dimensions of cities. This option would add an additional 3 credit hours to the core, specifying a list of courses from the existing URPL curriculum that would fill the structure and functions requirement. In addition, students would be required to take a second 3-credit course emphasizing an alternative theoretical perspective on the structure and function of cities. This second course would be drawn from a list of courses already required in one of the five concentration areas.

Unresolved issues with this option:

- What other courses should be included in this list?
- Could this requirement be satisfied with courses from outside URPL?
- Could this requirement be satisfied with courses from outside URPL, but taught by URPL affiliate faculty?
- Does taking one course from the list provide sufficient breadth and depth in structure and functions, or should students be asked to take one from this list to satisfy the core requirement and still another course from (a) within URPL or (b) outside URPL as part of their concentration?

Recommendation

The Curriculum Committee recommends (no formal vote) that master's students be required to take courses in two of three knowledge areas pertaining to the structure and function of cities (i.e., option #4) until it is feasible/possible to offer a standalone class.

Administrative, Legal, and Political Aspects of Plan-making and Policy Implementation

The PAB Review of URPL in early 2002 noted the lack of a core course offering dedicated to planning law. PAB requirements specify the following Knowledge Component:

4.3.3 Administrative, Legal, and Political Aspects of Plan-Making and Policy Implementation

Guideline: This subject area should include the contexts in which planning takes place, focusing particularly on enabling legislation, agencies conducting planning or employing planners, and the processes by which plans are made and implemented. It includes zoning, general plans, planning law, political and organizational behavior, and public finance principles.

The 2001 URPL Self-study document prepared for the PAB Accreditation Review established that the department met the requirement in this way:

“Many of the courses offered by the department examine planning process and the context within which planning takes place. URPL 731: Introduction to Regional Planning, URPL 738: Regional Economic Development Policies and Planning, URPL 741: Introduction to Planning, URPL 812: Strategies for Planning Effectiveness, URPL 843: Land Use Policy and Planning, URPL 844: Housing and Public Policy, and URPL 950: Seminar in Planning – Urban and Regional Development and Finance all deal in one way or another with the administrative and political aspects of planning as well as with plan implementation.

Courses such as URPL 812: Strategies for Planning Effectiveness covers some organizational behavior theory applicable to the general planning agency. Public finance is covered extensively in URPL 751: Introduction to Financial Planning, but is also addressed in the context of the department's courses focusing on planning at different geographical levels – URPL 731: Introduction to Regional Planning, URPL 761: Central City Planning, and URPL 945: Seminar in Land Use and Community Development Issues – Rural Planning.

Students who are required to have exposure to legal principles in a particular area typically take courses in the Law School. The most common courses taken are Law 830: Land Use Controls and Law 848: Environmental Law and Institutions.”

Recent and upcoming faculty retirements mean that URPL 731, 761, and 812 will not be offered for the foreseeable future. URPL 945 and 950 are infrequent offerings, and URPL 844 is offered every other year. In years when Law School faculty are on sabbatical, students are unable to gain a thorough exposure to legal principles of planning, which are foundational to the profession.

We recognize the need for future faculty hires who can return 731, 761, and 812 to URPL's course offerings and help share the teaching load for 741 so that 844 can be offered on a more regular basis.

Options for responding to the PAB critique regarding a law course include, but are not limited to, the following:

1. Retain current structure (the no action alternative) on the grounds that the URPL curriculum as constituted adequately meets this knowledge component.
2. Require URPL students to take either Law 830: Land Use Controls or Law 848: Environmental Law and Institutions within their concentrations to fulfill this knowledge component.
3. Add a requirement to the core that students must take either Law 830: Land Use Controls OR Law 848: Environmental Law and Institutions to meet the legal knowledge component of PAB guideline 4.3.3.
4. Develop and add to the core a course in planning law to meet the legal knowledge component of PAB guideline 4.3.3.

Recommendation

The Curriculum Committee recommends (April 21, 2004) that the department develop and add a course in planning law to the core (Option 4 above).

Workshop

The purpose of our student workshop is to provide students with an opportunity to fully engage in an ongoing planning issue within the University's local and regional community. Through the development of a plan to address an applied community issue, students develop and sharpen marketable planning skills while assisting a local community group, government agency, or non-governmental organization in advancing an identified planning goal. More than a class project, the product of a workshop has the potential to directly shape public policy and, as such, workshop projects are selected and carried out with both an educational and civic purpose in mind.

In recent years, student evaluations have suggested that the required workload is in excess of what is required in other 3 credit hour courses. In addition, students have expressed an interest in structuring the workshop as a “capstone” course to be taken in the fourth semester of study. Echoing this sentiment, recent workshop clients have questioned the wisdom of scheduling workshop to fall after only a single semester of graduate study, prior to the development of skills needed to effectively carry out a professional planning project. Possible actions for addressing these issues are as follows:

1. Retain current structure (the no action alternative).
2. Expand the workshop credit hour requirements to 6 by adding a second 3-credit hour section, URPL 913. Under this scenario, students would register for both URPL 912 and URPL 913 to receive the full 6 credit hours. An expansion of the Master’s degree requirements from 45 to 48 credits would enable students to fulfill the workshop requirement without dropping an elective course.
3. Expand the workshop credit hour requirements to 4 by adding a 1-credit hour reading module in the preceding semester. The reading module would be designed to introduce students to a set of professional skills such as plan making, technical writing, public speaking, and public participation, among other areas pertaining to the specific project topic.
4. In addition to option 2 or 3, above, schedule workshop to fall in the third or fourth semester of study.

Recommendation:

The Curriculum Committee recommends (no formal vote) that the number of credit hours required for workshop be expanded from 3 to 4 and that the course fall in the fourth semester of study (options 3 and 4, above).

Unresolved issues with this option:

- Should 781 be scheduled to fall in the first year of study?
- Should students play a role in the solicitation / selection of a workshop topic?
- How does this change affect other reliant programs such as the collaborative US Peace Corps/UW-Madison Masters International Program?

C2. Concentrations:

To assess the current state of our concentration areas, faculty members affiliated with each of the concentrations were convened in the Fall of 2002. Feedback from students was also provided through the Curriculum Committee's two student representatives. The results of these meetings highlighted the following general conclusions:

- The faculty and students are largely satisfied with the Community Development Planning, Economic Planning, and International Development Planning concentration areas. As a result, no recommendations for significant changes to these concentrations will be made at this point in time.
- Some students find it difficult to differentiate between the Land Use and Environmental Planning concentration areas and, as a result, often wait to finalize a course of study until their last semester in the program. Due to the lack of required courses in the Land Use Planning concentration, some students adopt this concentration as a secondary option if an intended course of study proves to be more difficult or time consuming than initially anticipated. Others enter the program with a core interest in the intersection of land use and environmental planning issues and are uncertain as to the most suitable course of study for acquiring the knowledge and skills needed to address the environmental implications of land use activities.
- A number of faculty members have expressed concern regarding the lack of required courses in the Land Use Planning concentration. As each of the other concentration areas require a set of courses or specify course topics, the lack of structure within the Land Use Planning concentration is perceived to be an inconsistency in the program. Furthermore, there is concern regarding the faculty's ability to certify proficiency in an area of specialization absent formal consensus on what constitutes a core body of knowledge for the concentration. On the other side of this issue, many students appreciate the flexible structure of the current Land Use Planning concentration.
- Prospective students with an interest in environmental management have noted a difficulty in differentiating the Natural Resources/Environmental Planning concentration offered through URPL from the Land Resources program offered through the Nelson Institute of Environmental Studies. In response to the faculty's desire to more effectively compete with the Land Resources program for prospective students, and in light of the general observation that many Land Resources students enroll in URPL classes, some have expressed an interest in restructuring the Natural Resources/Environmental Planning concentration to better emphasize the unique focus of a planning orientation to environmental management.

- The recent development of interdisciplinary certificate programs in Transportation Management and Policy (TMP) and Air Resources Management (ARM) presents an opportunity to broaden the range of specializations offered through URPL by incorporating these programs into our concentration areas.

In response to these observations, the Curriculum Committee recommended last year that the structure of the Land Use and Environmental Planning concentration areas be revised. Over the past several months, the Curriculum Committee has performed a survey of our peer institutions to identify alternative approaches to structuring land use and environmental planning concentrations. The results of this survey, presented in the preceding section, reveal a range of approaches to structuring land use and environmental planning concentration areas. As illustrated in Figure 1, of the seventeen institutions surveyed, three currently have a stand-alone land use concentration, while nine offer a specialization in environmental planning or policy. Six of these peer institutions have developed concentration areas integrating environmental or “sustainability” planning with some aspect of land use or physical planning. Three of our peer institutions have combined land use with a concentration area unrelated to environmental planning, such as transportation planning.

Among all accredited planning programs in North America, 35 percent have integrated land use with environmental planning or another concentration area, while only 10 percent retain stand alone land use concentrations. A number of our peer institutions have developed integrated land use and environmental planning concentrations within the last five years.

A movement toward integrative approaches to environmental management in planning education is mirrored by a greater emphasis on the spatial drivers of environmental problems in planning research. Two recently published texts on environmental management, Randolph’s, *Environmental Land Use Planning* (2004) and Honachefsky’s *Ecologically Based Municipal Land Use Planning* (2000), provide evidence of this trend. More compelling in this respect is the number of federal funding programs soliciting proposals for research focused on the role of land use change in regional and global environmental phenomena. The U.S. Environmental Protection Agency, National Science Foundation, and U.S. Department of Transportation, for example, have each developed funding programs focused on the air and water quality implications of urban land use change in the last two years.

Recommendation:

In response to these trends in planning education and research, as well as to the relevant issues highlighted by students and faculty, the Curriculum Committee recommends (April 21, 2004) that the Land Use Planning and Natural

Resources/Environmental Planning concentration areas be revised to more closely reflect these trends and to better correspond to the expertise of our current cadre of faculty.

What follows is a description of two new concentration areas proposed to replace the current Land Use Planning and Natural Resources/Environmental Planning concentration areas.

Growth Management

The Growth Management concentration focuses on the economic, political, and social forces that shape cities and regions and equips students with the regulatory and market-based tools required to manage land development in a metropolitan context. This concentration prepares students to work in a wide range of governmental, non-profit, and private sector institutions concerned with the process of land development and adopts as its focus three principal areas of emphasis: (1) land use policy and law, (2) the real estate process, and (3) infrastructure planning and site design.

Required Courses (15 credits)

URPL 843 – Land Use Policy and Planning
URPL 752 – Land Use Controls
URPL 706 – Real Estate Process

One of the following two courses:

URPL 839 – Land Use, Transportation, and the Environment
URPL 601 – Site Planning

Students with an interest in the Growth Management concentration may also be interested in pursuing the Transportation Management and Policy (TMP) certificate offered through IES. As a number of the same course are required for the Growth Management and TMP curricula, students may apply credit hours from the TMP program toward either the Growth Management or Environmental Land Use Planning concentration areas. Please see Appendix C for a recommended course of study for Growth Management students interested in the TMP certificate.

Environmental Land Use Planning

The Environmental Land Use Planning concentration focuses on integrative approaches to environmental problems arising from the development and management of land. Fundamental to the concentration area is an emphasis on a set of core literacies

required to assess the regional and global implications of local land use decisions. These literacies include principles of ecology, environmental law, land use policy, and methods of spatial and environmental analysis. In addition to these core emphases, students are required to develop an area of specialization, such as air resources management, water resources management, landscape ecology, or public health planning. The Environmental Land Use Planning concentration is designed to prepare students for professional careers in metropolitan planning organizations, state and federal environmental protection agencies, non-governmental organizations, and planning and development consulting firms.

Required Courses (18 Credits)

URPL XXX – Environmental Management and Planning (to be developed)
URPL 780 – Land Use Policy and Planning
LAW 848 – Intro to Environmental Law

One of the two following courses in spatial analysis:
UPRL XXX – GIS and Planning (to be developed)
URPL 841 – Ecology of the City

Two courses in an environmental specialization addressing the intersection of environment and planning issues to be approved by the advisor. Examples include:

URPL 865 – Water Resources (3 credits)
IES 361 – Wetlands Ecology (3 credits)
IES 400 – Air Resources Policy and Science (3 credits)
CEE 423 – Air Pollution Effects (3 credits)
IES 502 – Air Pollution and Human Health (3 credits)
IES 507 – People, Chemicals, Environment (3 credits)

Students with an interest in the Environmental Land Use and Growth Management concentrations may also be interested in pursuing the Air Resources Management certificate offered through IES. As a number of the same course are required for the concentrations and certificate programs, students may apply credit hours from the TMP program toward either the Growth Management or Environmental Land Use Planning concentration areas. Please see Appendix C for a recommended course of study for URPL students interested in the TMP certificate.

C3. Exit Exam

Proposed Action: The Curriculum Committee feels that this is an important area for future examination. No recommendation is forthcoming

C4. **Modules.**

Proposed Action: The Curriculum Committee feels that this is an important area for future examination. No recommendation is forthcoming.

D. SUMMARY

The masters program is premised on a design that students will receive an interdisciplinary education, taking courses from a wide variety of departments throughout the University. The nature of this design reflects the interdisciplinary character of the urban and regional planning field.

In summary, the Curriculum Committee recommends revisions to the curriculum pertaining to the structure and functions of urban settlements, planning law, and planning workshop as specified above in Sections C1 above, and the restructuring of the Land Use Planning and Natural Resources/Environmental Planning concentrations as outlined in Section C2 above.

Respectfully submitted by the 2003-2004 Curriculum Committee, April 30, 2004.

Faculty:

Marcia Caton Campbell

Dave Marcouiller (Chair)

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Students:

Jessica Bullen

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Appendix A. Structure of Core Curriculum by Knowledge Components

Knowledge Component and Peer Institution	Core Course Title
Structure and Function of Urban Settlements	
MIT	Gateway: Planning Economics
UC Berkeley	1 of 2 (Land and Housing Market Economics or Housing and Urban Economics)
Cornell	Public & Spatial Economics for Planners
Cornell	Urban Theory & Spatial Development
Ohio State	Urban Planning & Urban Form: Social Functions (4)
Ohio State	Physical Elements of Urban Development (5)
Ohio State	Spatial Models in Urban Planning (4)
Rutgers	Urban Economy & Spatial Patterns (3)
UCLA	One on urbanization (Political Economy of Urbanization, Introduction to the History of the Built Environment in the U.S., or Transportation, Land Use, and Urban Form (may double)
U Southern California	The Urban Economy
U Southern California	Historical Analysis of Urban Form and Planning Practice
U Southern California	The Social Context of Planning
Georgia Tech	Economic Analysis for Planning (3)
U. North Carolina	Urban Spatial Structure (3)
U. Oregon	Human Settlements (4)
Virginia Tech	Urban Economy & Public Policy (3)
UIUC	Urban Structure and Functions (.75)
Washington	Urban Development Economics
Columbia University	Foundations of urban economic analysis (3)
Columbia University	History of urbanization and physical structure of cities (3)
Univ. of Pennsylvania	Urban economic analysis OR Regional economic development
Univ. of Pennsylvania	Imagining Cities and Regions
Administrative, Legal, and Political Aspects of Plan-Making and Policy Implementation	
Cornell	1 course in Law
Ohio State	Land Use Controls (4)
Rutgers	Survey of Planning Law Principles (3)
UCLA	Law and the Quality of Urban Life
U Southern California	The Legal Environment of Planning
Georgia Tech	Growth Mgt. Law & Implementation (3)
U. Oregon	Legal Issues in Planning (4)
Virginia Tech	Land Use & Planning Law (3)
UIUC	Law and Planning Implementation (.75)
Washington	Legal and Administrative Framework (3)
Washington	Land Use Planning and Regulation (3)
Michigan	Legal Aspects of the Planning Process (2 credits required of a 3-cr.course)
UBC	Planning Law (3)
Columbia University	Planning law (3)
Columbia University	Planning policy implementation (3)
Univ. of Pennsylvania	Law of Planning and Urban Development

Appendix B. Complete Title of Concentration by Major Group

Type of Concentration by University	Concentration Title
Community Development:	
MIT	Housing, Community, & Economic Development
UC Berkeley	Community Development & Housing
Rutgers	Urban & Community Development
UCLA	Community Development and the Built Environment
U Southern California	Social and Community Development
UIUC	Community & Economic Development Planning
Michigan	Community Development and Housing
UBC	Urban Policy and Community Development
Univ. of Pennsylvania	Community and economic development
U. North Carolina	Community Development
U. Oregon	Community and Regional Development Planning
Urban design	
MIT	City Design & Development
UC Berkeley	Urban Design
Ohio State	Physical Planning & Design*
Georgia Inst. Tech	Urban Design
Washington	Urban Design
Michigan	Urban Design
UBC	Urban Design
Univ. of Pennsylvania	Physical planning and design
U Southern California	Preservation and Design of the Built Environment
Washington	Preservation Planning and Design
International Development Planning:	
MIT	International Development & Regional Planning
Cornell	International Studies in Planning
Ohio State	International Development Planning*
Virginia Tech	International Development
UIUC	International Planning Stream
Michigan	International Planning and Development
UBC	International Development
Columbia University	International Compariative Plannig
Univ. of Pennsylvania	International metropolitan planning and development
UCLA	Regional and International Development
Rutgers	Regional Development & Developing Nations

* indicates specialization chosen by non-generalists

Appendix B (continued). Complete Title of Concentration by Major Group

Type of Concentration by University	Concentration Title
Transportation/Infrastructure:	
UC Berkeley	Transportation Policy & Planning
Ohio State	Transportation Planning*
Rutgers	Transportation Policy & Planning
Michigan	Transportation Planning
Univ. of Pennsylvania	Transportation and infrastructure systems planning
Columbia University	Physical Planning and Infrastructure Development
Georgia Inst. Tech	Transportation
U. North Carolina	Transportation
Virginia Tech	Physical Development
Environmental Planning:	
UC Berkeley	Environmental Planning & Policy
MIT	Environmental Policy Group
UCLA	Environmental Analysis and Policy
Georgia Inst. Tech	Environmental Planning & Mgt.
U. North Carolina	Environmental Policy and Planning
U. Oregon	Environmental Planning
Virginia Tech	Environmental Policy
Michigan	Environmental Planning
UBC	Environmental and Natural Resources
Land Use Planning:	
UC Berkeley	Land Use Planning
Georgia Inst. Tech	Land Use Planning
U. North Carolina	Land Use Planning
Washington	Land Use Planning
Environmental and Land Use Planning:	
Cornell	Land Use and Environmental Planning
Ohio State	Environmental and Land Use Planning*
Rutgers	Environmental & Physical Planning
UIUC	Environmental Science and Sustainable Development
Univ. of Pennsylvania	Environmental planning and growth management
U Southern California	Land Use and Sustainable Regional Growth
Univ. of NC	Environment and Land Use Planning
U. North Carolina	Land Use and Sustainable Development

* indicates specialization of non-generalist

Appendix B (continued). Complete Title of Concentration by Major Group

Type of Concentration by University	Concentration Title
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Land Use and Other:

Michigan	Physical Planning and Land Use
U Southern California	Transportation and Land Use
UIUC	Land Use and Infrastructure
U. of North Carolina	Land Use Transportation

Economic Development:

UC Berkeley	Urban and Regional Economic Development Planning
Cornell	Economic Development Planning
Ohio State	Urban & Regional Economic Planning*
U Southern California	Local Economic Development
Georgia Inst. Tech	Economic Development
Virginia Tech	Economic Development
Michigan	Economic Development Planning
Columbia University	Urban Economic Development
U. North Carolina	Urban and Regional Economic Development

Housing/Real Estate:

Ohio State	Housing, Real Estate & Neighborhood Planning*
Rutgers	Housing & Real Estate
Georgia Inst. Tech	Land Development
Columbia University	Housing
Washington	Real Estate and Urban Redevelopment
U. North Carolina	Real Estate Development

Information Systems

Ohio State	Geographic Information Systems*
Georgia Inst. Tech	GIS
UIUC	Planning Analysis and Information Systems

Social Planning:

UCLA	Social Planning and Analysis
U. Oregon	Social Planning
Virginia Tech	Social Planning

Planning Process:

Ohio State	Planning Policy & Process*
UBC	Planning Process and Methods

* indicates specialization of non-generalist

Appendix B (continued). Complete Title of Concentration by Major Group

Type of Concentration by University	Concentration Title
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Miscellaneous:

Virginia Tech	Public & Non-Profit Mgt.
Ohio State	Generalists (take basic courses in specializations)
Ohio State	Create their own specialization

* indicates specialization of non-generalist

Appendix C. IES Certificate Programs in Transportation and Air Resources

Transportation Management and Policy (TMP)

Students with an interest in transportation planning are permitted to apply credit hours from URPL 839 and URPL 780 toward both the Growth Management concentration and the Transportation Management and Policy (TMP) certificate offered through the Nelson Institute of Environmental Studies. Additional course required to complete the certificate are as follows (11 credits):

Core courses:

IES 970 --- Colloquium in Transportation Management and Policy (1 credit/2 semesters)
IES 772 --- Practicum in Transportation Management and Policy (3 credits)

One course in transportation engineering:

CEE 370 --- Transportation Engineering (3 credits)
CEE 570 --- Environmental Impacts of Transportation Systems (3 credits)
CEE 571 --- Urban Transportation Planning (3 credits)

One course in transportation economics:

ECON 502 --- Economics of Transportation (3 credits)
ECON 478 --- Urban Transport Economics (3 credits)

The TMP program requires a transportation related internship that may be counted toward your URPL degree requirements.

Air Resources Management (ARM)

Students with an interest in air quality issues may apply 6 credits from the new Air Resources Management certificate offered through the Nelson Institute of Environmental Studies toward the credit requirements for this concentration area.

Required courses for the ARM certificate include the following:

Core Policy

IES 400: Air Resources Policy and Science (3 credits)

IES 502: Air Pollution and Human Health (3 credits)

Core Technical

AOS 30X: Intro to Atmospheric Science (3 credits)

CEE 423: Air Pollution Effects (3 credits)

Colloquium

IES 761: Colloquium in Air Pollution (1 credit)

In addition to these courses, a “skills” elective and an “advanced” elective are required to complete the certificate. The environmental law and GIS courses required for the Environmental Land Use concentration may be used to satisfy the ARM electives requirement.