SELECTED DEADLINES

2013-14 Academic Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Late registration fee of $30 applied today.</td>
</tr>
<tr>
<td>August 30</td>
<td>First semester course waiver requests due.</td>
</tr>
<tr>
<td>September 2</td>
<td>Last day to drop or add courses without a $12 charge.</td>
</tr>
<tr>
<td>September 9</td>
<td>Last day for graduate students to register late or add courses.</td>
</tr>
<tr>
<td>October 1</td>
<td>Summer internship papers due to advisor.</td>
</tr>
<tr>
<td>October 1</td>
<td>Summer internship evaluation forms with employer’s signature due to Pam.</td>
</tr>
<tr>
<td>October 15</td>
<td>Deadline for degree applications for December graduation.</td>
</tr>
<tr>
<td>October 28</td>
<td>Plans of study and final exam requests for December graduates due in Graduate College.</td>
</tr>
<tr>
<td>November 1</td>
<td>Program of Study must have been approved by advisor (first year students)</td>
</tr>
<tr>
<td>November 7</td>
<td>First deposit of thesis due in Graduate College.</td>
</tr>
<tr>
<td>November 12</td>
<td>Last day for graduate students to withdraw or drop courses.</td>
</tr>
<tr>
<td>November 13</td>
<td>Last day to submit work to faculty for removal of incompletes.</td>
</tr>
<tr>
<td>November 18</td>
<td>Early registration begins.</td>
</tr>
<tr>
<td>December 4</td>
<td>Final exam reports due in Graduate College.</td>
</tr>
<tr>
<td>December 6</td>
<td>Deadline for advisors to put signed summer internship evaluations into the student files.</td>
</tr>
<tr>
<td>December 11</td>
<td>Final deposit of thesis due in Graduate College.</td>
</tr>
<tr>
<td>December 13</td>
<td>Deadline for advisors to put signed summer internship evaluations into the student files.</td>
</tr>
<tr>
<td>January 21</td>
<td>Late registration fee of $30 applied today.</td>
</tr>
<tr>
<td>January 27</td>
<td>Last day to add or drop courses without a $12 charge.</td>
</tr>
<tr>
<td>February 3</td>
<td>Last day for graduate students to register late or add courses.</td>
</tr>
<tr>
<td>February 7</td>
<td>Fall semester internship papers due to advisor.</td>
</tr>
<tr>
<td>February 7</td>
<td>Fall internship evaluation forms with employer’s signature due to Pam.</td>
</tr>
<tr>
<td>February 28</td>
<td>Deadline for degree applications for May graduation.</td>
</tr>
<tr>
<td>March 14</td>
<td>Plans of study and final exam requests for May graduates due in Graduate College.</td>
</tr>
<tr>
<td>March 27</td>
<td>First deposit of thesis due in Graduate College.</td>
</tr>
<tr>
<td>March 24</td>
<td>Two-page student paper for oral exam due to examining panel.</td>
</tr>
<tr>
<td>March 31</td>
<td>Final oral examinations begin for May graduates.</td>
</tr>
<tr>
<td>April 1</td>
<td>Program of Study must have been approved by advisor (for students who began in Spring semester).</td>
</tr>
<tr>
<td>April 7</td>
<td>Academic year internship papers due (for May graduation).</td>
</tr>
<tr>
<td>April 7</td>
<td>Deadline for advisors to put signed Fall internship evaluations into the student’s file</td>
</tr>
<tr>
<td>April 15</td>
<td>Last day for graduate students to withdraw or drop courses. Last day to submit work to faculty for removal of incompletes.</td>
</tr>
<tr>
<td>April 18</td>
<td>Last day to submit work to faculty for removal of incompletes.</td>
</tr>
<tr>
<td>April 21</td>
<td>Early registration begins.</td>
</tr>
<tr>
<td>April 30</td>
<td>Final exam reports due in Graduate College.</td>
</tr>
<tr>
<td>May 7</td>
<td>Final deposit of thesis due in Graduate College.</td>
</tr>
<tr>
<td>May 9</td>
<td>Deadline for advisors to put signed academic year internship evaluations into the student files.</td>
</tr>
<tr>
<td>May 16</td>
<td>Graduate College Commencement - 7:00 p.m. at Carver Hawkeye Arena.</td>
</tr>
</tbody>
</table>
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 2013-14 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. Therefore, students should retain the copy of the manual which is provided to them upon entry into the Program for reference during their entire period of enrollment.

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 his or her advisor or to the Planning Director.

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, national origin, age, sex, disability, sexual orientation, gender identity, 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. Among the classifications that deprive the person of consideration as an individual are those based on associational preference. 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. The University shall work cooperatively with the community in furthering these principles. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Equal Opportunity and Diversity, The University of Iowa, 202 Jessup Hall, the University of Iowa, Iowa City, Iowa, 52242-1316; telephone (319) 335-0705, text telephone (319) 335-0697.
Table of Contents

SELECTED DEADLINES ................................................................................................................................. 1
PREFACE .......................................................................................................................................................... 1
EFFECTIVE DATE OF POLICIES ................................................................................................................... 1
UNIVERSITY OF IOWA POLICY ON HUMAN RIGHTS .............................................................................. 1
MISSION OF THE PLANNING PROGRAM ................................................................................................. 1
THE PROGRAM ............................................................................................................................................... 2
DEGREE OBJECTIVE, GRADUATION REQUIREMENTS, AND CURRICULUM ............................................ 3
ASSISTANCE FOR STUDENTS WITH DISABILITIES .............................................................................. 4
ORIENTATION AND ADVISING ................................................................................................................... 5
PROGRAM OF STUDY ................................................................................................................................. 6
BEST PRACTICES FOR GRADUATE STUDENTS AND THEIR ADVISORS ............................................ 9
CREDIT FOR COURSES TAKEN PRIOR TO ENROLLMENT ..................................................................... 11
REQUIRED COURSES ............................................................................................................................... 14
  REQUIRED COURSES .............................................................................................................................. 14
  SEQUENCE OF REQUIRED COURSES ................................................................................................... 14
  BALANCE BETWEEN THEORY, PRACTICE, AND METHODS IN THE REQUIRED CURRICULUM ........... 15
  WAIVER OF CORE COURSE REQUIREMENTS ..................................................................................... 15
  GRADES IN REQUIRED COURSES ....................................................................................................... 16
AREAS OF CONCENTRATION ..................................................................................................................... 17
  ECONOMIC DEVELOPMENT .................................................................................................................... 18
  GEOGRAPHIC INFORMATION SYSTEMS ............................................................................................... 19
  HOUSING AND COMMUNITY DEVELOPMENT .................................................................................... 20
  LAND USE AND ENVIRONMENTAL PLANNING .................................................................................. 21
  TRANSPORTATION .................................................................................................................................. 23
JOINT-DEGREE PROGRAMS ....................................................................................................................... 25
  LAW ........................................................................................................................................................... 26
  SOCIAL WORK ......................................................................................................................................... 27
  CIVIL AND ENVIRONMENTAL ENGINEERING ...................................................................................... 28
  OCCUPATIONAL AND ENVIRONMENTAL HEALTH ............................................................................. 30
  HEALTH MANAGEMENT AND POLICY ............................................................................................... 30
FIELD PROBLEMS ................................................................................................................................. 31
FINAL EXAMINATION .............................................................................................................................. 33
THESIS ........................................................................................................................................................ 34
MAJOR RESEARCH PROJECT ........................................................................................................... 36
INTERNSHIPS ............................................................................................................................................ 38
CAREER ASSISTANCE .............................................................................................................................. 44
Note: This manual is based on the most accurate information available at the time of publication.
MISSION OF THE PLANNING PROGRAM

Planning at Iowa is a two-year master's degree program oriented toward educating professional planners. Planning schools generally approach urban and regional planning in one of two ways: from the perspective of physical design, or from that of policy planning, employing social science tools and techniques. The first perspective emphasizes how planners can shape the built environment; the second focuses on how planners can influence decisions, policies, and actions that affect the quality of life in cities and regions. Prior to 1974 Iowa's Program offered a physical-design-based curriculum. In 1974-75, the Program shifted primarily to a policy perspective based on the social sciences, although urban design is an interest of several of our faculty.

The field of planning serves a variety of constituencies concerned with improving transportation systems, housing, employment opportunities, air and water quality, and other aspects of life in our nation's cities and regions. By its curriculum design and faculty activities, the Planning Program falls squarely within the Sustainability institutional focus of the University of Iowa.

The Planning Program's mission has five elements:

- Maximizing the long-run career potential of graduates who will seek professional positions primarily in the U.S., providing them with entry-level skills as well as the depth and flexibility needed to progress in planning over a lifelong career;

- Providing graduates with basic competence in an area of emphasis within the field of planning so that they are prepared for specialized planning jobs;

- Challenging students to think about the roles they will play as planners, their ethical and moral responsibilities, and their commitment to improving the quality of life in our nation's cities and regions;

- Disseminating knowledge in the planning field through both graduate and undergraduate teaching, as well as through the professional and public service activities of the faculty. The latter includes active participation in applied research supporting the development and improvement of public policies at the local, state, and national levels;

- Advancing the state of knowledge through research on the nature of urban and regional economic, political, social, and environmental systems and on the effects of alternative public policies.
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, pollution control analysis, 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 usually earn the M.S. degree in planning. Your faculty advisor can help you choose whether the M.S. or M.A. degree option is best for you. Joint graduate degrees are available in law, health management and policy, civil and environmental engineering, occupational and environmental health, and social work.

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. Every accredited planning school is expected to have a curriculum that effectively graduates students with the following attributes:

1. An understanding of human settlement as it relates to planning based on knowledge of the relevant concepts and theories from the social sciences, the environmental sciences, the design arts, and legal studies [emphasis added]
2. An understanding of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories [emphasis added]
3. Possession of the skills needed to practice planning in a variety of venues in ways consistent with the ethical norms for planning
4. An understanding of the different values and ethical standards affecting the practice of planning

The program typically enrolls 60-75 full-time and 1-3 part-time students, divided about equally among women and men. 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 2012-2013, there were 32 different undergraduate majors among our students.
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 courses listed in the student’s Program of Study (see section on “Orientation and Advising”).

Credits: Complete 50 hours of course credit, at least 35 hours of which must be in planning courses. Planning courses include those listed under the Planning Program at Iowa (102 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 credit 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 or a Master of Arts 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
- Mobility Access
- Services for Deaf and Hard of Hearing

If you believe you require an accommodation, you should register with SDS and notify your instructors during the first week of classes. At the beginning of each term, SDS advisors meet individually with students to review course syllabi and identify what, if any, accommodations are required. Each of the student’s instructors is informed of classroom accommodations and/or exam accommodations through the Student Academic Accommodation Request (SAAR) form.

The SDS office is located in the lower level of Burge Hall. More information about their services can be found on their website: [http://www.uiowa.edu/~sds/](http://www.uiowa.edu/~sds/).
**ORIENTATION AND ADVISING**

**Orientation**

Just before the beginning of classes, the Program holds an orientation session with new students in the School. 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.

**Advising**

- **Advising**
  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.

- **Program of Study**
  Each student is expected to develop and submit a two-year program of study by November 1st in the first semester of the Program or by April 1st for students who begin in the spring semester. This Program of Study is subject to the approval of the student's advisor. The student and the advisor should meet to check the program of study for compliance with core course requirements and to ensure the adequate development of an area of concentration (see section on “Areas of Concentration”). The advisor must sign the program of study to indicate approval of the area of concentration chosen by the student. A copy of the approved program of study will be placed in School files for future reference. Any change to this Program of Study must be approved by the advisor. An approved Program of Study form must be on file before a student is allowed to register for the second semester. Occasionally students make revised copies of their Program of Study. If so, all previous versions must remain in the student file as a record.

Prior to every semester the student must update his/her Program of Study and have it reviewed by his/her advisor before they will be permitted to register for classes. Note the special requirements below for advisor approval prior to the semester proceeding graduation (see “Second-Year Advising” below).

- **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 to the Planning Director for approval. These forms are available from the departmental office. Students should not hesitate to request a change if they feel that doing so will enhance their educational experience.

- **Second-Year Advising**
  The student is required to meet with the advisor immediately prior to registration for the fourth semester of study. (This is usually done late in the third semester.) Progress towards passing the final examination should be discussed at this time. In addition, the advisor will check to make sure that the student's registration is consistent with the Program of Study, and will initial this form under Part VI.
Graduate Program in Urban and Regional Planning

PROGRAM OF STUDY

Student’s Name: __________________________ I.D. No.: __________________________
Advisor: __________________________ Date Prepared: __________________________
Thesis _______ Non-thesis _______ Joint Degree Program: __________________________

I. CORE COURSES TAKEN OR TO BE TAKEN

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

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Semester</th>
<th>Year</th>
<th>Hours of Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:200</td>
<td>Analytic Methods in Planning I</td>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102:201</td>
<td>Analytic Methods in Planning II</td>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102:202</td>
<td>Land Use Planning: Law and Practice</td>
<td>Fall</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>102:203</td>
<td>History and Theories of Planning</td>
<td>Fall</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>102:205</td>
<td>Economics for Policy Analysis I</td>
<td>Fall</td>
<td></td>
<td></td>
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<tr>
<td>102:208</td>
<td>Program Seminar in Planning Practice</td>
<td>Fall</td>
<td></td>
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<tr>
<td>102:209</td>
<td>Field Problems in Planning I</td>
<td>Fall</td>
<td></td>
<td></td>
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<tr>
<td>102:210</td>
<td>Field Problems in Planning II</td>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102:248</td>
<td>Modeling Dynamic Systems</td>
<td>Fall</td>
<td></td>
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</tr>
</tbody>
</table>

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.

**Either**

102:223 Financing Local Government

**OR**

102:290 Economic Impact Assessment

**TOTAL CORE HOURS**

II. CORE COURSES WAIVED*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>If Partial Waiver, note here:</th>
<th>Date Waiver Approved by Faculty</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

* See Student Manual, “Core Course Requirements,” for the waiver procedure and limitations.
III. CREDIT FOR COURSES TAKEN PRIOR TO ENROLLMENT

Name of University where courses were taken

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Semester</th>
<th>Year</th>
<th>Credit</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Date transfer of credits approved at faculty meeting

IV. AREA OF CONCENTRATION

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

Choose a standard area title from list below or develop an alternative area with your advisor. See Areas of Concentration section of Student Manual for requirements.

Also a maximum of six hours of non-URP (102) 100 level courses may be applied towards the Planning Degree. The URP (102) 100 level courses listed in the Student Manual are pre-approved and do not count towards the six hour maximum.

Standard Area Title: Economic Development

Land Use and Environmental Planning

(Circle Concentration(s)) Housing and Community Development

Geographic Information Systems (GIS)

Transportation**

**Do you plan on pursuing the transportation certificate? Yes No

**Have you applied for the transportation certificate? Yes No

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Semester</th>
<th>Year</th>
<th>Credit</th>
<th>Hours</th>
<th>Grade</th>
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</table>

Area of Concentration Plan Approved by Advisor

Signature ___________________________ Date ___________________________

Advisor: Initial and date changes to area of concentration (courses deleted or added) to the left of the changed line.
V. OTHER ELECTIVE COURSES

* A maximum of six hours of non-URP (102) 100 level courses may be applied towards the Planning Degree. The URP (102) 100 level courses listed in the Student Manual are preapproved and do not count towards the six hour maximum.

Include 102:335 Internship here

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Semester</th>
<th>Year</th>
<th>Credit Hours</th>
<th>Grade</th>
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</thead>
<tbody>
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VI. TOTAL CREDIT HOURS FOR DEGREE

* Must total at least 50 hours, and must include at least 35 hours of planning courses. Planning courses are those with a 102 prefix, plus courses taken prior to enrollment for which the Planning Program has granted credit.

- Total core course hours taken (excluding waived courses):
- Total transfer credit hours (courses taken prior to enrollment):
- Total *non* URP (102) 100 level credit hours (6 maximum)
- Total area of concentration credit hours:
- Total other elective credit hours:
- TOTAL HOURS FOR DEGREE
- Total credit hours of planning courses included in above:

To be signed by the advisor 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.

_________________________  _______________________
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 his or her degree. A graduate student should be committed to his or her 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 his/her 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 his/her 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 his/her academic and professional development.**

7. The advisor **should provide career advice and assist in finding a position** for the graduate student following his/her 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 Planning Program 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 the 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 joint-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 credit 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 Graduate College 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 Program 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 Required Courses”), are allowed only upon approval; under no circumstances should a student alter his or her Program 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 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 credit 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 credit 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 credit 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 joint-degree program involving that other college and Planning, those credit 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 joint-degree programs, it is rare that this limitation will constitute a problem.
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 100-level courses.) However, for Planning students to receive graduate credit for 100-level Planning courses in their program of study, those courses must satisfy both of the following criteria:

1. A substantial portion of the material covered in the 100-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 100-level course to permit the enrollment of upper-division undergraduates.

Planning students should consult with their advisors and receive approval in advance for any 100-level course to be used for graduate credit in their Program of Study. *

A maximum of six hours of non-URP (102) 100-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 (102) 100 level courses listed in the student handbook have already been pre-approved so for those classes you don’t have to receive approval from your advisor.

**Also note:** The following URP (102) 100 level courses may not count as graduate credit:

- 102:101 Planning Livable Cities
- 102:133 Transportation Economics
- 102:134 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.

Students who take 12 hours per semester are encouraged to not accept 50% time graduate assistantship appointments.

<table>
<thead>
<tr>
<th>First-Year Required Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:200 (Fall)</td>
<td>Analytic Methods in Planning I (Laurian)</td>
<td>core</td>
</tr>
<tr>
<td>102:201 (Spring)</td>
<td>Analytic Methods in Planning II (Matsuo)</td>
<td>core</td>
</tr>
<tr>
<td>102:202 (Fall)</td>
<td>Land Use Planning: Law and Practice (Anthony)</td>
<td>core</td>
</tr>
<tr>
<td>102:203 (Fall)</td>
<td>History and Theories of Planning (Connerly)</td>
<td>core</td>
</tr>
<tr>
<td>102:205 (Fall)</td>
<td>Economics for Urban Planners (Strong)</td>
<td>core</td>
</tr>
<tr>
<td>102:208 (Fall)</td>
<td>Program Seminar in Planning Practice (Fuller)</td>
<td>core</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second-Year Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>102:209 (Fall)</td>
<td>Field Problems in Planning I (Connerly)</td>
</tr>
<tr>
<td>102:210 (Spring)</td>
<td>Field Problems in Planning II (Connerly)</td>
</tr>
<tr>
<td>102:248 (Fall)</td>
<td>Modeling Dynamic Systems (Spak)</td>
</tr>
</tbody>
</table>
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.

102:223* (Spring) Financing Local Government (Nguyen) core 3
Or
102:290 (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; Financing Local Government 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 Policy Analysis, the student should arrange to take a test 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 must be signed by the instructor of the core course and by the student's advisor, who will enter their recommendations. 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 section Joint Degree Programs.
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.

Students who take 102:215 Applied GIS may not take the GIS module in the Analytic Methods II course. Students who make this choice must take Analytic Methods II for 2 rather than 3 credits. They are required to take 102:215 concurrently or previously to Analytic Methods II. Should they either drop 102:215 or earn less than a B- in 102:215, they will be required to complete the GIS module of Analytic Methods II before they can graduate (that is, in their second year).

**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 program 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. Any of the areas of concentration generally supported could be combined, such as environmental combined with economic development planning, or transportation combined with housing and community development. 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.

Some of the elective courses in the program have an international component. Moreover, Planning on occasion offers a seminar covering international planning issues and a course in comparative aspects of planning. It is possible to register for summer courses in Rome, Italy through Iowa State University’s College of Design. Other study abroad options are also available. Three semester-hour credits from a non-introductory level foreign language course may be taken as an elective.

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 credit 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 Program 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 should take at least 6 credit 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.

<table>
<thead>
<tr>
<th>Group 1 Planning Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:223* (Spring)</td>
<td>Financing Local Government (Nguyen) (if not taken as a core course)</td>
<td>3</td>
</tr>
<tr>
<td>102:290 (Fall)</td>
<td>Economic Impact Assessment (Swenson) (if not taken as a core course)</td>
<td>3</td>
</tr>
<tr>
<td>102:295 (Spring)</td>
<td>Economic Development Policy (Funderburg)</td>
<td>3</td>
</tr>
<tr>
<td>102:297 (Fall)</td>
<td>Community Development Finance (Nguyen)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2 Planning Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:235 (Spring)</td>
<td>Growth Management (Anthony)</td>
<td>3</td>
</tr>
<tr>
<td>102:237* (Spring)</td>
<td>Poverty, Planning &amp; Public Policy (Nguyen)</td>
<td>3</td>
</tr>
<tr>
<td>102:265 (Fall)</td>
<td>Planning Sustainable Transportation (Fuller)</td>
<td>3</td>
</tr>
<tr>
<td>102:268* (Fall)</td>
<td>Freight Transportation Planning (Fuller)</td>
<td>3</td>
</tr>
<tr>
<td>102:273 (Spring)</td>
<td>Community Development (Connerly)</td>
<td>3</td>
</tr>
<tr>
<td>102:277 (Spring; even yrs.)</td>
<td>Affordable Housing Finance (Anthony)</td>
<td>3</td>
</tr>
</tbody>
</table>

Group 2 Courses offered by other departments

**Business Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6F:126</td>
<td>Real Estate Process</td>
<td>Gallo</td>
<td>3</td>
</tr>
</tbody>
</table>

**Economics Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6E:141</td>
<td>Industry Analysis</td>
<td>Brook</td>
<td>3</td>
</tr>
<tr>
<td>6E:177</td>
<td>Industrial Organization</td>
<td>Cojoc</td>
<td>3</td>
</tr>
</tbody>
</table>

**Entrepreneurship**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6T:150</td>
<td>Managing the Growth Business</td>
<td>3</td>
</tr>
<tr>
<td>6T:192</td>
<td>Entrepreneurship: Business Consulting</td>
<td>3</td>
</tr>
</tbody>
</table>

*Not offered 2013-2014*
**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 Geography 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.

<table>
<thead>
<tr>
<th>Group 1 Planning Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:215 (Spring)</td>
<td>Applied GIS for Planners (staff)</td>
<td>3</td>
</tr>
<tr>
<td>102:215:EXW (Summer)</td>
<td>Applied GIS for Planners (Havel)</td>
<td>3</td>
</tr>
<tr>
<td>102:217 (Spring)</td>
<td>Spatial Analysis in Planning (Funderburg)</td>
<td>3</td>
</tr>
<tr>
<td>102:218 (Spring)</td>
<td>GIS for Local Government (Havel/Swartzendruber)</td>
<td>1</td>
</tr>
<tr>
<td>102:220* (Spring)</td>
<td>Virtual Reality and Urban Development (Copeland)</td>
<td>3</td>
</tr>
<tr>
<td>102:225 (Fall)</td>
<td>Geodatabases and GIS (Havel/Swartzendruber)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Group 2 Planning Courses**

<table>
<thead>
<tr>
<th>Group 2 Planning Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:162* (Spring)</td>
<td>Transportation Demand Analysis (staff)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group 2 Courses offered by other departments**

**Geography Courses**

<table>
<thead>
<tr>
<th>Geography Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:128 (Spring)</td>
<td>GIS for Environmental Studies: Application (Sugumaran)</td>
<td>3</td>
</tr>
<tr>
<td>044:137* (Spring)</td>
<td>Health and Environment: GIS Applications (Kumar)</td>
<td>3</td>
</tr>
<tr>
<td>044:145* (Spring)</td>
<td>Applications in Environmental Remote Sensing (prerequisites 4 required) (Linderman)</td>
<td></td>
</tr>
</tbody>
</table>

*Not offered 2013-2014

**Interdisciplinary Graduate Certificate in Geoinformatics**

A Geoinformatics certificate is available to graduate students through the Department of Geography. The 21 semester hours of courses required to complete the certificate include offerings from the departments of Urban and Regional Planning, Geography, Geoscience, and Statistics. For more information, please see [http://www.uiowa.edu/~geog/geoinformatics.shtml](http://www.uiowa.edu/~geog/geoinformatics.shtml).
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 should take at least 6 credit hours from courses in Group 1, and a further 3 hours from courses in either Group 1 or Group 2.

<table>
<thead>
<tr>
<th>Group 1 Planning Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:271* (Spring; odd yrs.)</td>
<td>Housing Policy (Anthony)</td>
<td>3</td>
</tr>
<tr>
<td>102:273 (Spring)</td>
<td>Community Development (Connerly)</td>
<td>3</td>
</tr>
<tr>
<td>102:277 (Spring; even yrs.)</td>
<td>Affordable Housing Finance (Anthony)</td>
<td>3</td>
</tr>
<tr>
<td>102:297 (Fall)</td>
<td>Community Development Finance (Nguyen)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2 Planning Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:216 (Spring)</td>
<td>Conflict, Negotiation and Planning (Ralston)</td>
<td>3</td>
</tr>
<tr>
<td>102:222 (Spring)</td>
<td>Urban Design for Non-Designers (Laurian)</td>
<td>3</td>
</tr>
<tr>
<td>102:223* (Spring)</td>
<td>Financing Local Government (Nguyen) (if not taken as a core course)</td>
<td>3</td>
</tr>
<tr>
<td>102:235 (Spring)</td>
<td>Growth Management (Anthony)</td>
<td>3</td>
</tr>
<tr>
<td>102:237* (Spring)</td>
<td>Poverty, Planning &amp; Public Policy (Nguyen)</td>
<td>3</td>
</tr>
<tr>
<td>102:278 (Fall)</td>
<td>Nonprofit Organizational Effectiveness I (Bathke/Boyd/Koontz)</td>
<td>3</td>
</tr>
<tr>
<td>102:290 (Fall)</td>
<td>Economic Impact Assessment (Swenson) (if not taken as a core course)</td>
<td>3</td>
</tr>
<tr>
<td>102:295 (Spring)</td>
<td>Economic Development Policy (Funderburg)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2 Courses offered by other departments</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Art History Courses</td>
<td>Principles of Historic Preservation (Mooney)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6F:126 (Fall &amp; Spring)</td>
<td>Real Estate Process (Gallo)</td>
<td>3</td>
</tr>
<tr>
<td>6F:214 (Fall)</td>
<td>Real Estate Finance and Investments (Sa-Aadu)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Work Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>042:143:002 (Fall)</td>
<td>Social Welfare Policy and Practice (Butler)</td>
<td>3</td>
</tr>
<tr>
<td>042:145 (Spring)</td>
<td>Organization and Community Practice (Gilster and French)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Not offered 2013-2014
**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, 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 Geography and Civil and Environmental Engineering complement the policy and planning emphasis offered in 102 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:

- 53:050:00A (Spring) Natural Environmental Systems (Cwiertny)
- 53:055 (Spring) Principles of Environmental Engineering (Mattes)

Note that these are not 100-level courses, and thus cannot be taken for graduate credit (that is, they will not count towards the total 50 hours for the graduate degree).

By working closely with his or her 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. Courses often included in environmental and land use planning concentrations are listed below for the 2013-14 academic year together with course instructors. In general, students with an Environmental Planning concentration should take at least 6 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.

<table>
<thead>
<tr>
<th>Group 1 Planning Courses</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:135 (Spring)</td>
<td>Environmental and Natural Resource Economics (Strong)</td>
<td>3</td>
</tr>
<tr>
<td>102:233 (Spring)</td>
<td>The Land Development Process (Beck)</td>
<td>3</td>
</tr>
<tr>
<td>102:235 (Spring)</td>
<td>Growth Management (Anthony)</td>
<td>3</td>
</tr>
<tr>
<td>102:243* (Spring)</td>
<td>Healthy Cities and the Environment (Laurian)</td>
<td>3</td>
</tr>
<tr>
<td>102:246 (Spring)</td>
<td>Environmental Policy (Spak)</td>
<td>3</td>
</tr>
<tr>
<td>102:247 (Spring)</td>
<td>Environmental Management (Laurian)</td>
<td>3</td>
</tr>
<tr>
<td>102:280 (Fall)</td>
<td>Planning for Disaster Mitigation and Recovery (Schwab)</td>
<td>2-3</td>
</tr>
</tbody>
</table>

*Not offered 2013-2014
### Group 2 Planning Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Session</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:170</td>
<td>Spring; odd yrs.</td>
<td>Megacities Seminar (Spak)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>102:215</td>
<td>Spring</td>
<td>Applied GIS for Planners (staff)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>102:216</td>
<td>Spring</td>
<td>Conflict, Negotiation and Planning (Ralston)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>102:217</td>
<td>Spring</td>
<td>Spatial Analysis in Planning (Funderburg)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>102:218</td>
<td>Spring</td>
<td>GIS for Local Government (Swartzendruber and Havel)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>102:220</td>
<td>Spring</td>
<td>Virtual Reality and Urban Development (Copeland)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>102:222</td>
<td>Spring</td>
<td>Urban Design for Non-Designers (Laurian)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>102:249</td>
<td>Spring</td>
<td>Sustainability Seminar (Fuller)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>102:265</td>
<td>Fall</td>
<td>Planning Sustainable Transportation (Fuller)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>102:266</td>
<td>Fall</td>
<td>Transportation and Land Use Planning (Matsuo)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>102:284</td>
<td>Spring</td>
<td>Green Building and LEED (Busard)</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### Group 2 Courses offered by other departments

#### Geography Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Session</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>044:105</td>
<td>Fall</td>
<td>Intro. to Environmental Remote Sensing (Lindeman)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>044:116</td>
<td>Spring</td>
<td>Urban Ecology (Sander)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>044:123*</td>
<td>Spring</td>
<td>Landscape Ecology (Sander)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>044:125</td>
<td>Spring</td>
<td>Environmental Impact Analysis (Rajagopal)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>044:126</td>
<td>Fall</td>
<td>Wetlands: Function, Geography and Management (Malanson)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>044:128</td>
<td>Spring</td>
<td>GIS for Environmental Studies: Application (Sugumaran)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>044:137*</td>
<td>Spring</td>
<td>Health and Environment: GIS Applications (Kumar)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>044:145*</td>
<td>Spring</td>
<td>Advanced Geographic Remote Sensing (Linderman)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>044:179</td>
<td>Spring</td>
<td>Ecosystem Services: Human Dependence (Sander)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>044:297*</td>
<td>Fall</td>
<td>Special Topics: Sustainability Indicators (Tate)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>044:316*</td>
<td>Fall</td>
<td>Seminar in Rural Land Use (Malanson/ Rajagopal /Linderman)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Civil and Environmental Engineering Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Session</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>53:158</td>
<td>Spring</td>
<td>Solid and Hazardous Wastes (Scherer)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>53:159</td>
<td>Spring</td>
<td>Air Pollution Control Technology (O’Shaughnessy)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

#### Other Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Session</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>012:139</td>
<td>Fall; odd yrs.</td>
<td>Integrated Watershed Analysis (Weirich)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>019:279*</td>
<td>Fall</td>
<td>Mass Communication Seminar: Risk Communication (Dalrympl)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>175:252</td>
<td>Fall; odd yrs.</td>
<td>US and Global Environmental Health Policy (Osterberg)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

*Not offered 2013-2014*
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, and cities, metropolitan planning organizations (MPOs), and transportation districts.

By working closely with his or her 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 should take at least 6 credit hours from courses in Group 1, and a further 3 hours from courses in either Group 1 or Group 2.

Group 1 Planning Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:162</td>
<td>Transportation Demand Analysis (staff)</td>
<td>3</td>
</tr>
<tr>
<td>102:195:002</td>
<td>Contemporary Topics in Civil and Envir. Engineering: Public Transit Operations and Planning (staff)</td>
<td>3</td>
</tr>
<tr>
<td>102:260</td>
<td>Transportation Policy and Planning (Fuller)</td>
<td>3</td>
</tr>
<tr>
<td>102:264</td>
<td>Transportation Planning Process (Fuller)</td>
<td>3</td>
</tr>
<tr>
<td>102:265</td>
<td>Planning Sustainable Transportation (Fuller)</td>
<td>3</td>
</tr>
<tr>
<td>102:266</td>
<td>Transportation and Land Use Planning (Matsuo)</td>
<td>3</td>
</tr>
<tr>
<td>102:268*</td>
<td>Freight Transportation Planning (Fuller)</td>
<td>3</td>
</tr>
<tr>
<td>102:269*</td>
<td>Transportation Program Seminar (Fuller) (can be taken multiple times)</td>
<td>1</td>
</tr>
</tbody>
</table>

Group 2 Planning Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>102:223*</td>
<td>Financing Local Government (Nguyen) (if not taken as a core course)</td>
<td>3</td>
</tr>
<tr>
<td>102:263*</td>
<td>Applications of Simulation to Transportation (Hanley) (same as 53:263)</td>
<td>3</td>
</tr>
<tr>
<td>102:290</td>
<td>Economic Impact Assessment (Swenson) (if not taken as a core course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Group 2 Courses offered by other departments

Civil Engineering Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title and Instructor for 2013-14</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>53:163</td>
<td>Traffic Engineering (staff)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Not offered 2013-2014

Students specializing in transportation may be eligible to be awarded a Transportation Certificate. The Transportation Certificate Program, coordinated by the Public Policy Center, 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 this form before the established deadline for the Application for Degree set by the Graduate College (approximately 10 weeks before graduation).
To obtain a certificate, Planning students must complete 18 credit hours of transportation-related courses offered in Urban and Regional Planning and Civil and Environmental Engineering. Specific requirements are listed in the University General Catalog under the heading of Transportation Studies. Substitutions are possible if the courses listed are not offered during the student's residency at the University of Iowa.
JOINT-DEGREE PROGRAMS

Various joint-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 joint-degree options have been established in law (J.D.), social work (M.S.W.), health management and policy (M.H.A.), occupational and environmental health (M.S.), and civil and environmental engineering (B.S.). Information about all the above programs is available from our Admissions Coordinator. A transportation certification program is also offered (see previous page).

While the requirements of each joint-degree option vary somewhat, all have several key features in common. In each case a student must complete an approved area of concentration in Planning, satisfy Planning’s final examination requirement, and take at least a minimum of 35 hours of planning (102-prefix) courses. While courses in other programs can sometimes be substituted for planning core courses, this does not reduce the 35-hour requirement. Separate applications for admissions to Planning and to the other academic unit are required. When applying to each unit, please indicate on the form that you are applying for a joint degree program with Planning and the other unit. It should be pointed out that 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).

It is possible to receive a master's degree in planning in conjunction with a graduate degree in another discipline, even when an official joint-degree program does not exist. One example would be a joint 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. Each unit's degree requirements must be met in any case. See the Graduate College Manual, section X. G.: [http://www.grad.uiowa.edu/graduate-college-manual](http://www.grad.uiowa.edu/graduate-college-manual).

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 his or her 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 Program and in the other academic unit simultaneously, no Change of Status form should be filed.

As a member of a joint degree program, students will pay only one program's tuition; the greater of the two programs' tuition costs. This sometimes means that the student will pay higher tuition for urban and regional planning courses than they would if they were pursuing that degree only. However, this is compensated for by the fact that students will complete two degrees in one less year and therefore pay one less year of tuition.

Specific features of the formalized joint-degree programs follow; however, the student should verify the most recent joint-degree requirements with the department of interest, because courses and requirements in other departments are subject to change with little prior notification.
One of the more popular combined-degree programs at Iowa is Law (J.D.) combined with Urban and Regional Planning (M.A. or M.S.). Joint 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.

The J.D. degree requires 84 credit hours, typically completed in three years; the M.A. or M.S. requires 50 credit 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.A. or 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, joint-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 joint degree, including a minimum of 35 hours in planning and 72 hours of law.

**Sample Four-Year Plan of Study for Joint Law-Planning Students**

(Beginning Law first)

**Semester 1: 15 semester hours**

- 91:102 Intro. to Law & Legal Reasoning (1 s.h.)
- 91:120 Contracts (4 s.h.)
- 91:130 Legal Analysis, Writing and Research I (2 s.h.)
- 91:132 Property (4 s.h.)
- 91:364 Torts (4 s.h.)

**Semester 2: 15 semester hours**

- 91:104 Civil Procedure (4 s.h.)
- 91:116 Constitutional Law I (3 s.h.)
- 91:124 Criminal Law (3 s.h.)
- 91:131 Legal Analysis, Writing and Research II (2 s.h.)

One three-hour Law elective (3 s.h.)

**Summer 1**

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

**Semester 3: 14 semester hours**

- 102:200 Analytic Methods in Planning I (3 s.h.) core course
- 102:202 Land Use Planning: Law and Practice (4 s.h.) core course
- 102:203 History and Theories of Planning (3 s.h.) core course
- 102:205 Economics for Urban Planners (3 s.h.) core course
- 102:208 Program Seminar in Planning Practice (1 s.h.) core course

**Semester 4: 13 semester hours**

- 102:201 Analytic Methods in Planning II (3 s.h.) core course

Three hours of Planning electives (3-4 s.h.)

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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 credits taken before matriculating in Planning may be applied toward the master’s degree in Planning.
Six hours of Law electives (6 s.h.)

**Summer 2: 2 semester hours**
102:335 Planning Internship (2 s.h.)

**Semester 5: 15 semester hours**
102:209 Field Problems in Planning I (3 s.h.) capstone course
102:290 Economic Impact Assessment (3 s.h.)
102:248 Modeling Dynamic Systems (3 s.h.)
Six hours of Law electives\(^3\) (6 s.h.)

**Semester 6: 10 or 15 semester hours**
102:210 Field Problems in Planning II (3 s.h.) capstone course
Four or six hours of Planning electives (depending on whether planning internship was done)
Three or six hours of Law electives (depending on whether planning internship was done)

**Summer 3**
Internship/employment (typically no credit)

**Semester 7: 12 or 14 semester hours**
12 or 14 hours of Law electives (depending on Law electives taken in Semester 6)

**Semester 8: 12 or 14 semester hours**
12 or 14 hours of Law electives (depending on Law electives taken in Semester 6)

**Totals:**
- 72 credit hours (Law)
- 35 credit hours (Planning) (see footnote 2)

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**Social Work**

Students in the joint-degree program in social work obtain the M.S.W. (master of social work) and the M.A. in planning. These students generally pursue a human-services-planning concentration. Graduates of this joint program find careers as human-services planners for local planning agencies, non-profit 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.

The M.S.W. degree requires 60 hours. The joint-degree option in planning and social work reduces the total semester-hour requirement for both degrees from 110 to 83-85. Students can complete the course work 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, three hours of Social Work courses can be used to meet the requirements of the concentration. Students in the joint M.S.W. program may take the Social Work Practicum in place of the Field Problems capstone requirement – refer to the section Practicum for details.

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\(^3\) Beyond satisfying the credit-hour requirement, second and third year law students have the following requirements for graduation: students must (1) take Constitutional Law II and one legal ethics course and (2) earn four upper-class writing units. Also, the planning program strongly recommends joint degree students take the Property II (91:136) law course.
Civil and Environmental Engineering

Students pursuing a B.S. degree in Civil and Environmental Engineering may apply for admission to the joint program with Planning during the second semester of their junior year. A formal application for admission to the Graduate College would be submitted at this time. Students should take the GRE (GMAT and LSAT exams are also acceptable) in the second semester of their junior year or during the summer (or winter break) before their senior year, so the scores may be recorded by the beginning of the student’s senior year. Provided students meet all requirements for a B.S. 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 combined, undergraduate/graduate 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.

Graduates of the joint 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.

The joint program enables a student to save one academic year while completing two degrees. Joint degree 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.). During the fifth year (after receiving a B.S. in Engineering), the student will complete a curriculum similar to that of Planning’s second-year students. A minimum of 30 credit hours must be taken after a student has received his/her undergraduate degree. In most cases, students in the joint program will complete an approved planning internship during the summer between their fourth and fifth years. Joint program students will take the standard comprehensive examination administered to all M.A. or 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 joint program. One Planning core course (102:200, 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 joint program follows.

Model Plan of Study

Year 3 Fall

102:208 Planning Program Seminar (1)

[Select one of the following]

102:202 Land Use Planning: Law and Practice (4) EFA required course
102:203 History and Theories of Planning (3) EFA required course
102:205 Economics for Urban Planners (3) EFA required course

Year 3 Spring

3 s.h.

102:201 Analytic Methods in Planning II (3) EFA required course

OR

3 credits of electives (3)

Year 4 Fall

6 – 9 s.h.

[Select a minimum of 6 credits]

102:202 Land Use Planning: Law and Practice (4) EFA required course
102:203 History and Theories of Planning (3) EFA required course
102:205 Economics for Urban Planners (3) EFA required course

102:223 Financing Local Government (prerequisite 102:205) (3) EFA Elective Course
OR
102:290 Economic Impact Assessment (prerequisite 102:205) (2)

**Year 4 Spring**

[Select one]
102:201 Analytic Methods in Planning II (3) EFA Required Course, and
6 credits of electives
OR
9 credits of electives

**Planning credits (applied to CEE BS)**

**Year 5 Summer**

102:335 Internship (2)

**Year 5 Fall**

102:209 Field Problems in Planning I (3)
102:248 Modeling Dynamic Systems (3)

[Select one if not taken earlier]
102:202 Land Use Planning: Law and Practice (4)
102:203 History and Theories of Planning (3)

[Select one if neither taken earlier]
102:290 Economic Impact Assessment (prerequisite 102:205) (3)
OR
102:223 Financing Local Government (prerequisite 102:205) (3) (Spring)

And 2-3 credits of electives

**Year 5 Spring**

102:210 Field Problems in Planning II (3)
11 credits of electives

**Total credits in fifth year**

30 s.h.

**Total Planning credits:**

52 (35 credit hours must have a 102 prefix)
**Occupational and Environmental Health**

Students in this joint program pursue an M.S. degree within the College of Public Health, with an emphasis on occupational and environmental health. Graduates typically find employment with state health and human services departments or in health or environmental planning. An M.S. in Environmental Health requires 38 hours. The joint-degree in planning and environmental health requires 65 semester hours, which includes 35 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 advisor and the joint department.

**Health Management and Policy**

Combined study in urban and regional planning and health management and policy (HMP), through the College of Public Health, is a three-year program leading to an M.A. in urban and regional planning and an M.H.A. in health administration. Graduates of the joint-degree program typically find employment in hospitals, state departments of health, and private, nonprofit, or public-health agencies.

The health management and policy program normally requires 60 hours of graduate course credit. With the joint-degree program, the combined requirement of 110 hours is reduced to a total of 75 hours for the two degrees. This includes 40 hours of HMP courses, 23 hours of planning required courses, and 12 hours of planning electives. Students are expected to attend a full orientation week in health management and policy during their first year of graduate study. With approval of the student’s Planning advisor, three hours of Social Work courses can be used to meet the requirements of the concentration.
FIELD PROBLEMS

All master’s students are required to complete the capstone courses in Field Problems (102:209 and 102:210). 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.

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 102:209 in the fall semester. Under faculty supervision, students in 102:209 identify a project, 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 five to eight students, will be supervised by two 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 102:210 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 2013, students will be expected to participate in a Field Camp during the week prior to the beginning of fall classes in either Muscatine or Cedar Rapids, Iowa. In Fall 2014, students will be expected to participate in similar 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?
The Planning Program requires that a final examination be administered to each graduate student prior to receiving a degree. For non-thesis students in Planning, an oral examination constitutes the final examination.

The oral 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). In the oral examination, students will be asked specific questions requiring demonstration of how knowledge obtained in the core courses was applied to the individual student’s work performed in Field Problems. The purpose of the examination, therefore, is to 1) ascertain the ability of students to effectively and intelligently apply knowledge, skills, and abilities developed in the core courses to an actual planning problem and 2) to measure and evaluate a student’s individual contribution to his or her Field Problems group project. **Overall, therefore, the purpose of the oral 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.**

The oral examination will be administered to each non-thesis student in the second or third week of April, prior to the Graduate College’s deadline for receiving final exam reports, which is typically the fourth 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. At the beginning of the semester in which students are being examined, the Planning program will issue to graduating students a set of questions from which the Final Examination questions will be drawn. The purpose of this is to help students better prepare for the Final Examination.

Each student will be examined by an examining panel of three faculty members named by the Planning Program Director. All of the members must be tenure or tenure-track faculty in Planning.

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

A student may retake the final examination only once; a student who has failed the final examination twice will be dismissed from the School of Urban and Regional Planning. If the student requests, she or he may retake the examination in a written form in lieu of the oral form. Depending upon the student’s performance on the exam, the student may be asked to retake Field Problems prior to taking the exam a second time, in which case the exam will be retaken in April of the following year. For the retake, the new committee will consist of the chair of the first committee plus two faculty members who did not serve on the first committee.

If a retake is necessary, the student should arrange the new exam time with his or her examining panel being mindful of the Graduate College’s deadlines for the next graduation dates. Graduate college guidelines state the student must wait until at least the next semester to retake the final examination. Students must be registered in the semester in which they graduate, so extra tuition/fees would apply to delayed graduations. The retake exam must be taken no later than 12 months after the first exam.
Some students may wish to undertake a major piece of policy-related research while in the Program. 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 credit hours), development of an area of concentration (9 credit hours), completion of a capstone, and completion of 50 credit hours total. Of the 9 units necessary for a concentration, up to 3 units may be Readings (102:305). Remaining units for the 50 total hours are combinations of elective courses, Readings, and Thesis (102:325). In all cases, a maximum of 8 credit hours of Readings may be used toward the degree requirements and a maximum of 6 credit hours can be Thesis (102:325) units.

Under the above curriculum arrangement, a student may use up to 14 credit 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 his or her coursework experiences by completing at least 1 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 (102:305) 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 joint-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

Grading

There will be one final letter grade given for all Thesis (102:325) credit upon satisfactory completion of the thesis requirement. Credit 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 in electronic format. Students must submit one copy of their thesis (an Electronic Thesis or Dissertation, or ETD) to the Graduate College on or before the deadline for first deposit for the semester in which they intend to graduate. One hard copy must be submitted to each thesis committee member at least five working days before the defense.

After approval by the Graduate College and by the thesis committee, the final deposit (the second deposit with the Graduate College) of the thesis (an ETD) must be deposited with the Graduate College by the final deposit deadline date in the student's graduation session. One electronic copy along with hard copies of the signed Certificate of Approval and the title page are required for the final deposit. One hard copy should also be submitted to the department at that time.
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 credits of 102:315 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?
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. An Internship Approval Form is available from the administrative office. This form should be completed by the student and signed by the advisor to approve an internship. The student should return the form to the departmental office for filing in the student’s file.

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 his or her supervisor complete an evaluation of the student’s performance. A copy of the Employer Evaluation Form is found in this document and can be obtained from the Urban and Regional Planning office staff. The completed evaluation form, signed by the supervisor, needs to be submitted to the Planning main 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 internship evaluation 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 office/Pam.
3. The student and their advisor receive an email from Pam notifying them the form has arrived and that they need to meet.
4. The evaluation form is put in the student’s file.
5. Advisor pulls this form and the original internship approval form from the file when he/she meets with the student.
6. The Advisor and student sign the form and the advisor returns the form to the student’s file before the deadline (see front cover for the deadline date).

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 his or her 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, 102:335 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 2013 internship, a student would typically register for 102:335 during the fall 2013 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 the 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 102:335 more than once.
EMPLOYER’S REPORT ON PLANNING INTERN*

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<th>Name of Intern</th>
<th>Dates of Internship</th>
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<tr>
<th>Name of Evaluator</th>
<th>Signature of Evaluator/Supervisor</th>
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<tr>
<th>Name of Agency</th>
<th>Evaluator’s Position</th>
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*As part of the internship education process, the University of Iowa Graduate Program in Urban and Regional Planning, expects that each student and supervisor will informally discuss a student’s progress on an ongoing basis during the internship period. The attached form merely provides a final formal opportunity for evaluating the student’s overall work performance. Please note that the student will not receive recognition for having completed the internship until the completed report is returned to the URP office and the student’s advisor reviews it and discusses it with the student. Please send completed evaluation form to:

Attn:  Pam Butler  
Urban and Regional Planning  
University of Iowa  
347 Jessup Hall  
Iowa City, IA  52242-1316

When received, the report will be reviewed by the following individuals and will then become part of the student’s official academic record within the Planning Program.

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<th>Intern’s Signature</th>
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<th>Faculty Advisor’s Signature</th>
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I. Briefly describe the nature of the intern’s work assignments and your opinion of the level of performance. (Note: This question is designed to reflect your opinion on the intern’s task specific performance.)

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<tr>
<th>Work Assignments</th>
<th>Duration</th>
<th>General Performance</th>
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<tr>
<td>(brief description of each major task)</td>
<td>(weeks or months)</td>
<td>(exceptional, satisfactory, unsatisfactory)</td>
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II. Performance Areas: Please check level of performance for each of the listed items. 
Note: This question is designed to reflect your opinion on the intern’s **overall performance**.

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<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<td>accuracy, precision, completeness, neatness</td>
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<td>QUANTITY OF WORK</td>
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<td>WORK HABITS</td>
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<td>organization of work; industry; promptness in meeting deadlines on work schedules</td>
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<td>ability to get along with others; effectiveness in dealing with the public and other employees</td>
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<td>resourcefulness; adaptability; versatility; originality</td>
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<td>DEPENDABILITY</td>
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<td>degree to which intern can be relied upon to work steadily and effectively without undue supervision</td>
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<td>constructive criticism</td>
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<td>RESEARCH DESIGN SKILLS</td>
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<td>ability to identify problem; do literature review, construct hypotheses, design study methodology; etc.</td>
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<td>statistical and/or computer ability</td>
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<tr>
<td>COMMUNICATION SKILLS - WRITTEN</td>
<td></td>
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</tbody>
</table>
ADMINISTRATIVE ABILITY
(or potential for such) prompt action; sound decisions, employs good management principles; conducts oral and written presentations

SUPervisory ABILITY
(or potential for such) proficiency in training/supervising other employees; planning and organizing work programs

Other Remarks:

Overall Performance Rating: Excellent ___ Very Good ___ Good ___ Fair ___ Poor ___

III. As an employer, what is your overall estimate of this Intern as a potential staff member?

_____ Would hire without reservation

_____ Would hire with some reservation; please specify the nature of the reservation (e.g., writing skills must be improved):

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_____ Would not hire; if not, why?

_________________________________________________________________________________

_________________________________________________________________________________

IV. Overall Comments on the Planning Internship Program
Please discuss how the internship program could be improved to better meet your agency’s and/or the intern’s needs.
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 for up to one year after a student’s graduation date.

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.)

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. Faculty and current planners are able to make suggestions on résumé content related to planning. The Pomerantz Career Center only serves undergraduates, but their Career Guide website offers résumé and cover letter tips and examples that should be reviewed. Students should begin to submit job and internship applications in January, if not earlier.

Each year the School compiles a Résumé Book which students may contribute to. 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.

Beginning in January, 45-65 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.

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.

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. The School of Urban and Regional Planning provides support to this effort, for example, by running sessions in which former students who have recently obtained employment talk about their job search strategies.

Alternatively, Interview Stream is an interactive website offered through the Pomerantz Career Center that gives students another opportunity to practice interviewing skills. A mock interview may be done with your own webcam and microphone, or in the Pomerantz Career Center: www.careers.uiowa.edu/interviewstream.
Students are 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.”)

Additional recommended methods to use in finding a position include joining the national planning organization, APA; creating your own website; joining LinkedIn.com; becoming involved with local or regional planning organizations; running for a campus charter committee or running for a Student Representative Council Executive Committee position with the American Planning Association.
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 102:219, Practicum, for five credit hours during, or in the semester immediately following, the Practicum experience. The requirements for the Practicum are as follows:

1. The Practicum can be taken only after all first-year 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. The student must return to Planning for at least one semester in residence, registering for a minimum of nine credit hours, after completing the Practicum.
8. 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 (102:335).

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 Joint Program with Social Work

For students in the Joint Program with Social Work only, these Practicum requirements have been adjusted to enable the Practicum required for the M.S.W. portion of the joint-degree to satisfy the requirements for a Practicum in the Planning Program. This will enable a student in the joint 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 joint 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 credit 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. Examples of local agencies include: Johnson County COG Human Services Planning; Metro Area Housing Partnership (a Cedar Rapids-based community development corporation); Greater Iowa City Housing Fellowship; or United Way. 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 800 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 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.”
6. 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 advisor.
7. 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 advisor 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 Joint 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 are applied to the student's program of studies for the planning 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The School GPA may differ from the official GPA that appears on a student's transcript in two ways. First, graduate courses on the transcript that are not to be applied towards the planning degree are excluded in calculating the School GPA. The student's Plan of Study should include all courses to be applied to the planning degree, and exclude others. Students should notify their advisors at the time of signing Programs of Study or giving permission to register if a course is not to be applied to the degree. Second, 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.

**Academic Probation: 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.) The School GPA is derived from all courses taken at the University of Iowa which are applicable to the student's Program of Study. (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 on probation 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 of probation 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 probation, and will determine whether or not these conditions have been met. Failure to meet the conditions of probation 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

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 (102 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 102-prefix courses) during the semesters in which they receive aid. Internship credits do not count towards any of these requirements.

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 his or her 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, 2013 – June 30, 2015 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 full agreement is available here: http://www.uiowa.edu/hr/relation/bargaining/cogs/cogs15.html
**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.

**Minimum Course Load**

A student receiving a teaching or research assistantship must be registered for a minimum of nine credit hours of courses in accord with the student’s Program of Study. Assistantships are automatically terminated if a student's enrollment falls below nine credit hours of courses used toward the Planning degree (100-level courses of higher). During the first year in Planning, the nine-hour minimum can be satisfied only with Planning (102-prefix) courses. Registration for the internship (102:335) cannot be counted as part of this nine-hour requirement.

**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 his or her 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 (September – August) 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 1. 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 will recognize 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 Graduate Program in 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 Program 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 at http://dos.uiowa.edu/policy-list/current/student-responsibilities-6/code-of-student-life-2012-2013-academic-year/.

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, section IV, part F (http://www.grad.uiowa.edu/graduate-college-manual). 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.

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*, 15th edition (University of Chicago Press 2003). Here are a few examples that use the APA style. Information on this style can be found at the Diana Hacker.com site:  [http://www.dianahacker.com/resdoc/p04_c09_o.html](http://www.dianahacker.com/resdoc/p04_c09_o.html)

For books:


For reports:


For journal articles:


For web sites:


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 Department of Communication Studies Citation Style Guides, found at [http://clas.uiowa.edu/commstudies/citation-style-guides](http://clas.uiowa.edu/commstudies/citation-style-guides)
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 Program.

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 Program 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 his or her 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 (http://www.grad.uiowa.edu/academic-policies/academic-grievance-procedure). 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.  

*In the event of disputes involving the University Collective Bargaining Agreement, the grievance procedure specified in that agreement will apply.
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](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**
An inventory of the items available in the URP library is on the School website also under Student Resources: [http://www.urban.uiowa.edu/student-resources/library](http://www.urban.uiowa.edu/student-resources/library). The “searchable inventory” will open in an Excel window which allows options such as "find" or "sort.” For the physical location of materials in our library, please see the attached layout sheet.

InfoHawk, is the card catalog for the University of Iowa Libraries: [http://infohawk.uiowa.edu/F?func=file&file_name=find-b&local_base=uiowa](http://infohawk.uiowa.edu/F?func=file&file_name=find-b&local_base=uiowa)

**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 Materials*
  These are located directly behind the desk. These are not to be removed from the library. They may be checked out to be photocopied/scanned in the departmental office but may not be taken from the building to be photocopied elsewhere. (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.
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, self-help resources (such as how to manage speaking anxiety, sleep issues and stress management) and external links. Their number is 335-7294. A [support group](#) specifically for graduate students is offered every semester.

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) which is staffed by “highly trained phone counselors who understand the unique issues faced by grad students.”

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. The Crisis Center also offers a [24-Hour Crisis Line](319) at (319) 351-0140 to talk with a caring, compassionate volunteer.
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 facility is 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 two black and white printers and one 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. The software on our library computers includes ArcGIS, ArcExplorer, Quantum GIS/GRASS open-source GIS, Google Sketch Up, and Google Earth. 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-Program 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.

Obligations of the Cluster Users

The computer cluster was established to serve all students. To accomplish this end, consideration of others' needs by those using the facility is essential. Using personal computers or terminals for very long periods during high-demand hours should be avoided, to the greatest extent possible.

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 facility 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.

URP Server

We have two spaces divided on our server (U: drive), one for course materials and the other for 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`

On a Mac you can connect to the server at: `smb://files.iowa.uiowa.edu/urban`

**Wireless Hot Spots**

The wireless network is available in Jessup Hall in all classrooms and student common spaces. A list of campus hot spots is available at [http://helpdesk.its.uiowa.edu/wireless/hotspots/](http://helpdesk.its.uiowa.edu/wireless/hotspots/).
STUDENT USE OF EQUIPMENT, SUPPLIES, FAX, AND DRAFTING ROOM

Use of Copier/Scanner

Students may use the Program'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 11:30 A.M. and 1:30 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 Program 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. Occasionally, students may be asked to pay for copied materials used in class.

Use of Telephone

The telephone in the drafting room is available for local calls. (Long-distance calls cannot be made from this telephone.) All incoming calls to students should be made through the telephone in the drafting room (number 335-0044). Students should not give the office telephone number as a number where they can be reached. The drafting room telephone is for the benefit of all Planning students; please be considerate of others and limit personal calls to five minutes.

Students may not use Planning’s long-distance lines for personal calls. Students shall complete the long-distance log sheet for all calls made in conjunction with a research grant. For any use associated with Planning activities, clearance shall be obtained from the faculty member supervising the task involved.

Use of Fax Machine

A fax machine, located in the departmental office, is available for limited student use during office hours. Students are to submit their materials for faxing to one of the administrative staff 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. 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 School on a limited basis, not the department. Please consult with the Field Problems instructor about whether the School can purchase the item or not. Examples include copying, envelopes, postage, name tags, paper cups, plates, napkins, coffee, etc.

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. A $5.00 fee will be collected which covers keys and a kitchen usage fee.

Please note: Jessup Hall is locked after hours and on weekends. You may access JH at these times by using a proxy card/Iowa One ID card which will be given to you at the beginning of the 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 Nite Ride option is available at [http://www.uiowa.edu/homepage/safety/](http://www.uiowa.edu/homepage/safety/).

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 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

The evaluation form will be distributed by the course instructor, normally during the last week of classes in the semester or at the time of the final examination. The instructor must leave the classroom during the time the students complete the evaluations. Once complete, the forms are returned to the Planning office and tabulated. The instructor does not receive the evaluations until final grades have been turned in for the semester.

Please note that anonymity is assured only until after grades are turned in. If a student's handwriting is distinctive, and if he or she adds comments, that person's identity may be obvious to the instructor. A student who is particularly concerned about remaining anonymous should probably refrain from adding written comments (typed comments may be submitted to the Planning office staff instead) and merely check the applicable multiple-response options.

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 his or her 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 Planning Program 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 program 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 Executive Council of Graduate and Professional Students (http://ecgps.uiowa.edu/grants/);
- The Graduate Student Senate (http://gss.grad.uiowa.edu/funding)

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 2013-14, we expect the Senate to determine that Planning can name two student senators.)

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.
**STUDENT ACCESS TO FILES**

Students do not have direct access to the personnel, student, course, and other files in Room 347; one's own personnel file may be reviewed by request to the advisor or the Director.

**POLICY ON SMOKING**

As mandated by Iowa law, the University of Iowa campus, including all buildings and grounds, was designated smoke-free effective July 1, 2008. Information on the smoking policy, smoking cessation resources, boundary maps and other frequently asked questions is available on the Smoking Policy website: [http://www.uiowa.edu/homepage/smoking/](http://www.uiowa.edu/homepage/smoking/).

**PERSONAL EFFECTS**

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

Sexual harassment and other unwelcome sexual behavior are reprehensible and will not be tolerated by the University. It subverts the mission of the University, and threatens the careers, educational experience, and well-being of students, faculty, and staff. In both obvious and subtle ways, sexual harassment is destructive to individual students, faculty, staff, and the academic community as a whole. When, through fear of reprisal, a student, staff member, or faculty member submits, or is pressured to submit, to unwanted sexual attention, the University's ability to carry out its mission is undermined.

The University of Iowa strives to create a respectful, safe, and non-threatening environment for its students, faculty and staff. This sexual misconduct policy sets forth resources available to students, describes prohibited conduct, and establishes procedures for responding to sexual misconduct incidents (including sexual assault, sexual harassment, and other unwelcome sexual behavior).

To review the complete Policy on Sexual Harassment, which primarily governs employee conduct, please see http://www.uiowa.edu/~our/opmanual/ii/04.htm.

To review the Policy on Sexual Misconduct Involving Students, Including Sexual Assault and Sexual Harassment, visit http://www.uiowa.edu/~our/opmanual/iv/02.htm.

Formal complaints about sexual misconduct by University students, faculty, or staff should be made to the UI 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 Sexual Misconduct Response Coordinator at (319-335-6200).

The University and Planning have established procedures to respond to questions, complaints, or concerns. A chart outlining resource and referral options for student victims is available. Students (victims or others) 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:

(a) Rape Victim Advocacy Program, 24-hour line 335-6000 (for faculty, staff, or students)
(b) Emergency Treatment Center, University of Iowa Hospitals and Clinics, 356-2233
   (confidential medical services for faculty, staff, or students)
(c) Office of the Ombudsperson, 335-3608 (for faculty, staff, or students)
(d) Women's Resource and Action Center, 335-1486 (for faculty, staff, or students)
(e) University Counseling Service, 335-7294 (for students)
(f) Faculty and Staff Services, 335-2085 (for faculty or staff)

Copies of the Policy on Sexual Harassment and Consensual Relationships or the Sexual Harassment Complaint Procedures are available from the Office of Equal Opportunity and Diversity and online at http://www.sexualharassment.uiowa.edu/index.php.