



# DEPARTMENT OF URBAN & REGIONAL PLANNING

## □ MASTERS PROGRAM POLICIES AND PROCEDURES □

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**I. Administration of the Department**

**D. Standing Committees of the Department**

**1. Masters Program Committee (MPC)**

a. Membership

The MPC will consist of at least three faculty members appointed by the Department Chair (plus the Graduate Admissions Coordinator) who participate actively on matters of admission, the granting of fellowships and scholarships, and other program administration concerns. University policies prohibit students from having access to admissions or student files and therefore cannot serve on the MPC

b. Function

The Master’s Program Committee (MPC) has responsibility for the overall function of the Master’s Program, including:

- i. Admissions
- ii. Fellowships
- iii. Issues related to transfer of credits, determination of credit equivalency, double degree credit requirements
- iv. Student retention and new student recruitment
- v. Other program administration concerns as necessary

Areas not under jurisdiction of the MPC include:

- i. Course waivers (substitution) for required courses. Course waivers may only be granted by instructors of required courses.
- ii. Course decisions related to a student’s area of specialization. These courses are approved by the student’s advisor.
- iii. Issues under the jurisdiction of the Curriculum Committee
- iv. Policies related to the Ph.D. Program. The PhD Program is administered by the Ph.D. Program Committee.

## **II. Degree Programs of the Department**

- A. Masters Program** [Adopted May 28, 1980. Amended September 13, 1982; May 6, 1983; March 29, 1985; March 17, 1989; November 13, 1992; December 6, 2007; April 24, 2008; May 8, 2009.]

### **1. Objectives**

The objectives of the standard two-year Master of Science Degree in Urban and Regional Planning at the University of Wisconsin – Madison include the following three points:

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

### **2. Admissions**

The Department seeks students with high academic qualifications and the potential to become qualified professional planners. The Department is especially interested in women and minority applicants.

Since there are relatively few undergraduate planning programs in the country, students come into the field from a wide range of disciplines. In recent years, planning students have generally come from the social sciences, with geography, economics, political science, and sociology the most common undergraduate backgrounds. The range, however, runs from the arts to the sciences. All students are required to have an introductory level course in statistics for admission. This requirement may be met by taking an introductory course, for no graduate credit, during the student's first semester of study.

a. Application Forms & Process

Application for admission to the Department consists of the following material:

1. Application form which covers basic personal information;
2. Official transcripts of all undergraduate and graduate work;
3. The Graduate Record Exam is not required (except for those applying for financial aid) but is highly recommended.
4. Statement of Purpose. This should be a thoughtful, reflective one- or two-page statement discussing why the student wishes to go into planning;
5. Three letters of reference from people who know the candidate's academic or professional work; and
6. Application fee. See Graduate School website for current fee.

In reviewing applications, the Department gives extra weight to planning-related work, such as Peace Corps or professional planning experience. The Department also considers graduate work (not taken as an undergraduate), even if it is in another field.

Students may apply for admission to the program beginning with either the Fall semester or the Spring semester. As a general policy, however, most students will be admitted for the Fall semester so that they can follow the typical course of study.

**Fall Semester Admission**

There are two application deadlines for those individuals wishing to begin their studies in the Fall semester: February 1, and April 1. All applicants who wish to be considered for an Advanced Opportunity Fellowship (AOF) or for Department scholarships/fellowships must apply by February 1. For applicants who do not apply by February 1, the application deadline is April 1. Admission is as space allows. Applicants whose complete applications are received after this deadline will be notified that they did not meet the application deadline, but they should consider application for the following Spring semester. Exceptions to the April 1 deadline can be made only for other extenuating circumstances.

**Spring Admission**

For admission in the Spring semester, applications must be submitted by October 15. Students will be admitted for Spring semester only as space allows.

b. Special Students

Special Students are those not admitted to the Department or to the Graduate School. Sometimes students who wish to enter the program begin as Special Students. Generally, they take a minimum of 9 hours of graduate-level courses before their case is reviewed (independent study and research credits are not acceptable to fulfill this requirement.) Students may begin as Special Students, but this will not guarantee acceptance as regular degree candidates; they could be

passed over for more qualified students. Courses taken as a Special Student can be taken in a single semester or cumulatively. They do not count toward graduate residence credit, but may be counted toward degree course credit. The MPC will not accept as transfer credit more than 12 credits of work taken as a Special Student. The MPC does not necessarily guarantee that all credits (up to 12) taken as a Special Student will be accepted as transfer credit. All courses accepted for transfer credit must have a B or better. The decision as to what will be transferred will be made by the MPC on the recommendation of the student's advisor, and must be based on information indicating that the courses for which transfer credit is given fit logically into the student's overall program.

c. Probation

Applicants to the Masters program with an undergraduate GPA of less than 3.0 can only be admitted on probation. In such cases, justification for admission on probation must be made to the Graduate School, which has final authority for admission decisions.

Students admitted on probation can achieve full standing in the department (i.e. be removed from probation) by receiving a GPA of 3.0 or above for the first semester of courses taken as a student in the department, with nine (9) credits constituting the minimum number of credits needed to remove probationary status in reference to part-time students.

To the extent possible, students admitted on probation are encouraged to take core courses as a part of their first semester schedule. In all other matters, students admitted on probation are subject to the same standards and requirements as students admitted in full standing (e.g. residency requirements, satisfactory student performance, minimum grades in core courses [BC], and so forth.

3. **Financial Aid**

Planning students may apply for financial aid from the University of Wisconsin Office of Student Financial Aid (primarily work study and loans); the Graduate School (primarily University Fellowships and Advanced Opportunity Fellowships), URPL (scholarships and fellowships), and national organizations (such as the American Planning Association). Students should consult the websites for URPL, the Graduate School, the Office of Student Financial Aid, and national organizations such as the American Planning Association for current information about applying for financial aid. Unless otherwise indicated, students applying for fellowships and assistantships administered by the Graduate School or the Department should indicate this on the admission application form. Check with the URPL graduate admissions coordinators for deadlines for Graduate School and URPL administered scholarships and fellowships. The Department's Master's Program Committee shall determine eligibility for various scholarships and fellowships.

Project and Research Assistantships. Faculty with research projects hire students to assist them for an academic year or on a semester or Summer basis. Assistants receive a salary based on the time they devote to the project. Students whose work on a faculty research project meets the requirements for a Master's or Doctoral thesis will be appointed as a

research assistant. The qualifications for the selection of both research and project assistants are determined by the faculty in charge of the research. Students are not restricted to projects within the Planning Department and are encouraged to apply for assistantships offered by other academic departments and the UW-Extension.

#### 4. **Degree Credit**

##### a. Basic Credit

Normally, the Master's Program takes two full years of study: 45 semester credit hours with a maximum of 12 credit hours per semester. An internship with a planning-related organization is also required (with the exception of students in the Peace Corps Master's International Program). Three segments make up a student's academic program: (1.) core courses required of all students; (2.) courses in a student's Area of Specialization; and (3.) elective courses. All courses 300-level and above may be counted for graduate credit.

##### ii. **Core Courses**

Students enrolled in the Master's Program are required to successfully complete the following courses (19 credits of core coursework):

- (a) **URPL 721 Methods of Planning Analysis** (3 cr.).
- (b) **URPL 741 Introduction to Planning** (3 cr.).
- (c) **URPL 781 Planning Thought and Practice** (3 cr.).
- (d) **URPL 590 Professional Practice (pre-workshop module)**(1 cr.)
- (e) **URPL 912 Planning Workshop.** (3 cr.).
- (f) **URPL 969 Planning and the Legal System.** (3 cr.)
- (g) **Structure and functions of cities and regions** (3 cr.) Students, in consultation with their advisor, can select one 3 credit course from the following list of relevant courses:

- URPL 601 - Site Planning
- URPL 731 - Introduction to Regional Planning
- URPL 734 - Regional Economic Problem Analysis
- URPL 751 - Introduction to Financial Planning
- URPL 761 - Central City Planning: Issues and Approaches
- URPL 839 - Transportation and Infrastructure Systems Planning
- URPL 841 - Planning the Ecological City
- URPL 844 - Housing and Public Policy

##### ii. **Area of Specialization**

Each student, in consultation with their advisor, must identify an area of planning where they develop in-depth skills and knowledge. The area of specialization is commonly used by graduates of the UW-Madison program to communicate areas of special expertise to potential employers and allows the student to concentrate on planning issues of most importance to them. The area of specialization often draws on

courses taught by the Department, but often also draws on courses taught in other leading departments available to students at the UW-Madison.

Areas of specialization, while developed individually by each student and their advisor, tend to follow predictable patterns. Each student consults with their advisor in identification of their chosen area of specialization and in selecting the courses that will be used to fulfill the Area of Specialization requirement. This process normally starts during the first semester of study and must be completed by the last semester of study. A minimum of 12 credits is required for the area of specialization.

**iii. Electives**

Students complete the 45 total credits needed for the Master’s degree by taking elective courses on topics of interest to the student. For example, students completing the 19 core credits and completing the minimum 12 credits for their Area of Specialization will need to complete 14 credits as elective courses.

**b. Transfer Credit [adopted December 12, 2002; amended March 14, 2003.]**

The Master’s Program Committee has authority to approve the transfer of credits taken outside the scope of the normal Master’s degree program in accordance with the following criteria:

<u>Non-URPL Degree Program</u>	<u>Maximum Credits Allowed</u>	<u>Courses Allowed</u>
Planning (PAB accredited)	21	Related to Planning
All other fields	25% of credits completed up to a maximum of 11 transfer credits	Related to Planning

**i. The following special conditions apply to the transfer of credits identified above:**

- (1.) All transferred credits must be earned as a graduate student (including University Special students or their equivalent). Any course taken as part of an undergraduate degree (whether required or optional) cannot be transferred.
- (2.) Credits can only be transferred for courses in which a grade of B or better was received.
- (3.) The number of credits transferred will be adjusted into “semester” equivalents for courses taken on a quarter (or non-semester) basis.
- (4.) Credits may be transferred for courses taken as part of an awarded graduate degree, subject to the appropriate maximum

credit limitations listed in the section on Double Degrees (e.g., 25% rule or other special arrangement). Courses taken as part of degree programs in UW Professional Colleges (e.g. Law School) are subject to the limitations listed above for “All other fields.”

- (5.) The awarding of a credit transfer request does not affect otherwise existing curriculum requirements. Determination of whether transferred credits can be used to waive required courses must be made by current or past instructors of the respective course (i.e., determination is *not* made by the MPC).
  - (6.) The Master’s Program Committee will determine the appropriate number of credits for transfer based on transcripts, supporting course information, advisor recommendation, or other requested information as needed.
- ii. The process for requesting transfer of previously earned credits is as follows.
- (1.) Student meets with advisor to discuss transfer options and requirements.
  - (2.) Student prepares a detailed request for MPC consideration. This request should include specific course-related information (such as school, degree program, date taken, grade) and should include appropriate supporting documentation (such as transcript, course description, or syllabus). All requests should be sent to the current Chair of the MPC.
  - (3.) Student’s advisor sends an independent assessment of the request to the MPC. This assessment should address the appropriateness of the request vis-a-vis relevance to the URPL Master’s program.
  - (4.) The MPC will notify both the student and the advisor on the number of credits (if any) that may be transferred. At its discretion, the MPC may request additional information concerning the requested transfer as necessary.

c. Course Waivers

Upon entering the program, a student must seek waivers for core courses during the first week of the first semester in which the course is given. Waivers will be granted if the subject matter of the core course duplicates the student’s previous coursework or experience. The instructor of the course at the time that the waiver request is made will have sole responsibility for determining if the request will be granted, and the instructor’s decision will be final. After acting on the waiver request, the instructor will send written notification of the decision to the student, the advisor, and the student’s file.

d. Short Course Credits

The MPC will only accept transfer credit for short courses if their academic merit has been carefully documented by the student” (i.e., one-credit short course taken in the Summer either here or at another university).

## 5. Internships

The objectives of internships are:

- (1.) To give the student a sense of the operation of planning-related organizations,, including:
  - a. The organization’s relationship with the community and other organizations;
  - b. Alternative styles of management;
  - c. Planning approaches and methods used; and
  - d. Effective strategies for influencing public debate and policy.
- (2.) To give students one (or more) experience(s) in analyzing and preparing recommendations on planning problems and issues within the constraints imposed by working for a government, private, or nonprofit planning or planning-related agency.

The first objective suggests that students should be given the broadest possible access to the agency staff, to meetings, to internal communications, and so on. The second suggests that projects assigned be at a professional level, and that they represent as much of a total planning process as is practicable. It is also important that supervision be adequate to clarify the agency policies within which the student is to work, and to aid him/her in making the transition from classroom learning to learning in practice.

The internship is typically taken by Master’s degree students between the first and second years of academic residence. It is normally for 10 weeks of full-time work (400 hours). No formal course credit is given, and students’ work is not graded. The experience of many agencies in the past has indicated that the students’ work is well worth the salary. The Department strongly endorses full-time Summer internships as the best way for students to fulfill the internship requirement for the Master’s degree in Urban and Regional Planning.

The major responsibility for obtaining an internship rests with the student. Students are encouraged to write and/or visit possible employing agencies. Students should also seek counsel from their advisors or other faculty regarding internship possibilities. It should be noted that many agencies are unable to predict the availability of funds for interns until quite late in the Spring semester.

As noted above, the preferred means for meeting the internship requirement is service as an intern with a planning agency or organization during the Summer period between the two academic years of the Master’s degree program. In certain circumstances, however, where the student has tried and failed to obtain an internship, alternatives may be considered, as detailed below.

This requirement may be met in one of the following ways, subject to Master’s Program Committee approval:

- a. By participating in faculty-directed research as a full-time project or research assistant on a planning-related subject during the Summer;
- b. By participating in faculty-directed research as a project or research assistant on a half-time basis for a full academic year (approximately 780 hours);
- c. By substituting half-time work experience with a planning organization (public, private, community-based, or neighborhood) during a full academic year while enrolled in the URPL program;
- d. By completing three months of work in a planning organization after two years of study;
- e. By substituting comparable experience in a planning organization prior to joining the Department;
- f. By taking 5 or 6 credit hours of course or seminar work in lieu of the internship;
- g. Any other appropriate alternative, as approved by the Master's Program Committee.

Requests to the Master's Program Committee for action on these or similar special exceptions must be made by the student and his/her advisor as early as possible in the student's Master's program.

a. Procedural Steps for Internship

- i. Student must review the acceptability of the proposed internship with his/her advisor before accepting position.
- ii. Upon completion of internship, the student should obtain a letter from his/her employer reviewing the student's performance for inclusion in student's file.
- iii. A copy of any reports prepared by the student as a part of internship experience should be placed in the student's file.
- iv. Student must prepare a brief written critique of the internship experience for the advisor, and subsequently the student's file.
- v. Student must arrange for a summary discussion of the internship experience with his/her advisor.
- vi. Upon completion of the above, the advisor is to prepare and file a memo indicating that the student has successfully completed the internship requirement.

6. **Criteria for Satisfactory Progress in the Master's Program**

a. Grades

The Graduate School requires that students maintain at least a 3.0 GPA. An overall grade point average of 3.0 (not including research credits) is required to graduate. In core courses and all courses in a student's Area of Specialization, a minimum grade of BC is considered satisfactory, i.e., a grade of C or below in a core or area of specialization course is unsatisfactory and thus would not count toward the credits required by the Department for the degree. Grades of C or below are, however, counted in the cumulative GPA. In order to be eligible to receive the Master's degree, a student must compensate for an unsatisfactory grade in a core course or a course in a student's Area of Specialization, by enrolling in URPL 999 and by performing satisfactory extra work in the subject

for which the unsatisfactory grade was received. In elective courses, although credits earned with a grade of BC or C are considered below Graduate School standards, a grade of BC or C can be accepted if offset by an equivalent number of credits of A or AB work in regular courses or seminars (not arranged course, research, or special projects). All core courses and all courses in a student's Area of Specialization (other than thesis research credits) must be taken on a graded basis (versus "pass/fail" or other basis).

b. Incompletes

An incomplete will be granted only if a student:

- i. Was unable to complete all the work on time for reasons beyond the student's control (e.g., illness).
- ii. Had performed at least satisfactorily on the completed work; and
- iii. Can remove the incomplete by doing only a limited amount of work (e.g., taking a final exam).

Unless unusual circumstances exist, an incomplete should not be reported for a student who could have and should have completed the work on time; or who had performed unsatisfactorily and/or had been excessively absent; or who cannot remove the incomplete without doing a large amount of make-up work; or who had not requested an incomplete or explained the need for one.

An incomplete must be removed by the end of the semester following the semester in which the incomplete was reported. If a student does not complete the incomplete work and time runs out, the faculty member must give a grade of F. In cases when a student semester-end record shows three or more incomplete grades, the case will be reviewed by the Student Performance Evaluation Committee regardless of how long the incompletes have been on the student's record.

c. Grading Appeals

If a student wants to appeal a grade given in a course, the Department of Urban and Regional Planning will use the following procedure:

If the course is not complete, the student should discuss the grading issue with the instructor. If the issue cannot be resolved at this level, the appeal procedure below may be used.

If the course is completed and final grades have been filed with the Registrar, normally the grades cannot be changed even by the instructor except in the case of a clerical error. The only exception to this is if a recommendation for a grade change submitted to the Dean of the College of Letters and Science (L&S) or the Dean of the College of Agricultural and Life Sciences (CAL S) results from a Departmental appeal procedure.

In URPL, the appeal procedure is as follows:

Initially, the student with the complaint should write a statement detailing the nature of his or her complaint about the grade. This should be given to and discussed with the instructor of the course. If, after this initial meeting, the student wishes to pursue the appeal further, the written complaint should be submitted to the Departmental Curriculum Committee. This Committee will request information on grading criteria and any other relevant information from the instructor of the course. The members of the Curriculum Committee will make the final determination on the appeal.

Once the decision has been made, the Curriculum Committee will write a report on the decision which will be given to the student, the instructor of the course, and the Department Chair. If the Curriculum Committee recommends that no change be made in that grade, this report will notify the student and the instructor of that recommendation. If the Curriculum Committee recommends that the grade be changed, a copy of their report will be placed in the student's file and another copy will be sent to the L&S Dean or the CALS Dean. The Curriculum Committee will also make a written request to the instructor of the course to change the grade.

d. Work Progress

All requirements for the M.S. degree must be satisfied within five years of the student's last semester of resident work in order that credits previously earned in residence need not be revoked.

Continuing students who are not displaying satisfactory performance for Department guidelines in effect at the time of their admission will be reviewed by the Committee on Student Performance Evaluation for appropriate disposition, including reduction in allowable semester course load and other measures, as necessary to improve student performance.

7. **Master's Degree Competency Requirement [Adopted December 6, 2007]**

To obtain a Master's of Science Degree in Urban and Regional Planning from the University of Wisconsin-Madison, a student must be able to demonstrate a high-level of competency in the theories, methods, applications and ethics of planning. Students need to demonstrate competency over the broad field of planning in general, as well as within an Area of Specialization as defined by the student, in consultation with a faculty advisor.

Competency Requirement Options: Students may exercise two options in fulfillment of the competency requirement: (a) preparation and defense of a Master's thesis; or (b) preparation and presentation of a major Professional Planning Project.

a. Master's Thesis

A Master's thesis is a significant applied or scholarly research effort, resulting in development and defense of a thesis document. General guidelines for a Master's of Science thesis in the Department of Urban and Regional Planning include:

\* identify and address an important planning-related question;

- \* develop a reasonable conceptual or theoretical framework for examination of the research question based on a comprehensive review of existing literature;
- \* apply appropriate research methods and collect information or data appropriate for the research question;
- \* identify defensible conclusions for the research question and awareness of research limitations; and
- \* present and defend thesis.

A thesis is presented and defended before a committee of three faculty members and is governed by rules established by the Graduate School. Students may take up to 6 credits of URPL 990 Research and Thesis for purposes of developing a thesis. The thesis option may be of special interest to students wanting to pursue a Ph.D. or wanting to further develop their research skills.

b. Professional Project

The Master's of Science Degree in Urban and Regional Planning is primarily intended to be a *professional* degree. Most students ultimately pursue careers as practicing planners in a variety of situations. Students not selecting the Master's Thesis Option must undertake a Professional Project and develop a Professional Project Report under the supervision of their advisor. This Report is presented and defended before a faculty examination committee composed of the student's advisor and one additional faculty member. The additional faculty member will be determined by the Department Chair. The purpose of the Professional Project Option is to both establish competency of each student and to provide the student with materials that may be useful in interacting with future employers.

i. **Professional Project Options**

Professional Projects need to address a planning-related question or issue. The Professional Project Option consists of both preparation of a Professional Project Report and defense of the Report before an examining committee. To satisfy the Professional Project Option, reports must do more than simply record events. They must prepare specific plans, or analyze or evaluate processes or outcomes and draw conclusions that are relevant to the practice of planning.

Two tracks may be chosen by students in satisfying the Professional Project Option.

**Track One: Area of Specialization Project**

Students identify issues that reflect their chosen Area of Specialization. Issues could, for example, include:

- \* major questions faced or assumptions made by practitioners;
- \* analysis of major strategies or programs that have been utilized in the past;

- \* comparison across programs, regions, different income groups, etc.;
- \* emerging trends and issues;
- \* comparison of different theories of planning;
- \* identification of important emerging social or economic trends; or
- \* evaluation of planning tools and methods.

### **Track Two: Case-Oriented Project**

Students prepare a report directed toward a specific case or specific place. In this track, students may for example:

- \* analyze processes or results;
- \* analyze and develop site plans for specific areas;
- \* propose appropriate planning practices, policies or actual plans for a specific case; or
- \* analyze impacts associated with major changes, plans or policies.

In preparing the Case-Oriented Project, students may want to work for actual clients such as municipal planning departments, neighborhood groups or non-profit organizations and analyze the process or results of this effort. Students may also prepare Case-Oriented Projects without direct sponsorship of actual clients. Case-Oriented Projects may result because of a student's internship, but require more than simply recording the internship experience.

**Special Exceptions.** In special (rare) circumstances, students may define a project that does not fall within the "standard" tracks identified above, but serves to demonstrate the student's competency in planning. A Special Exception to the standard Professional Project tracks can be granted and must have prior approval of the faculty advisor. A letter from the advisor must be attached to the Professional Planning Project Option Intent Form at the time the form is submitted to the Master's Program Coordinator (see Appendices A and B).

### **ii. Overview of Professional Project Process**

Students work with their advisor to identify and complete Professional Project requirements. The general process that is involved is as follows.

**Identify Topic.** Each student identifies topics that are of interest to the student and discusses potential topics with their advisor. This should occur as early in the course of study as possible.

**Analysis.** With consent of the faculty advisor, the student undertakes research, analysis, etc. on the topic selected.

**Report Preparation.** The student prepares a Professional Project Report that defines the project and presents results. *The maximum length of the report is 10 double-spaced pages (excluding bibliography, tables, graphs, maps, etc.) or equivalent as determined by the student's advisor.* Two copies of the completed report must be submitted to the student's advisor at least 1 week prior to the scheduled presentation.

**Report Presentation.** The student presents and defends the report to a two-member faculty committee. The student's advisor will serve as the lead member of the examining committee. The student will be expected to demonstrate a coherent and logical presentation, utilization of appropriate presentation methods, and the ability to respond to critical questioning. Similar to a Master's thesis or Doctoral dissertation defense, presentation of the Professional Project Report will be open, public presentations (except committee deliberations).

**Evaluation.** Both the Report and the presentation of the report will be evaluated individually by each member of the committee using numerical scores for different levels of demonstrated competency. The assessment categories and range of scores to be used by each committee member is shown below and reflect a relative weighting of 60% for the Report and 40% for the presentation.

<b>REPORT SCORES</b>	<b>Fail 1 – 13</b>	<b>Pass 14 – 26</b>	<b>High Pass 27 - 30</b>
<b>PRESENTATION SCORES</b>	<b>Fail 1 – 8</b>	<b>Pass 9 – 17</b>	<b>High Pass 18 - 20</b>

Each member of the examining committee uses the above scale to evaluate the competency demonstrated by both the Report and the presentation. Both independent assessments are then combined to produce an overall evaluation score. A combined score of 27 or above is required to receive a passing evaluation on the Report. A combined score of 17 or above is required to receive a passing evaluation on the presentation. *A STUDENT CAN ONLY SATISFY THE PROFESSIONAL PRACTICE OPTION COMPETENCY REQUIREMENT BY RECEIVING A PASSING EVALUATION FOR BOTH THE REPORT AND THE PRESENTATION.*

The overall assessment for a Professional Project Report and presentation will be made using three categories:

- (1) **Pass.** Student exceeded minimum requirements for *both* the Professional Project Report and the presentation. The student has demonstrated at least an adequate level of competency for a Master's of Science Degree in Urban and Regional Planning.
- (2) **Pass with Distinction.** Student received a combined score of 90 or above. The student has demonstrated a level of competency

far beyond the normal level expected of a person with a Master's of Science Degree in Urban and Regional Planning.

- (3) **Fail.** Student received an inadequate to poor score on either the Professional Project Report or presentation or both. The student needs to address deficiencies to be able to demonstrate competency in urban and regional planning.

**Opportunity for Retake.** A student not receiving a passing evaluation on either the Professional Project Report or the presentation has 1 additional opportunity before the end of the semester in which the evaluation is made to remedy deficiencies. Students may be required to do additional work on either their Report, their presentation, or both. The table below shows possible remedies under different evaluation outcomes.

		PRESENTATION	
		ADEQUATE combined score 17 or above	INADEQUATE combined score less than 17
REPORT	ADEQUATE combined score 27 or above		* No changes to Report needed * Revise oral presentation
	INADEQUATE combined score less than 27	* Revise Report * Revise oral presentation	* Revise Report * Revise oral presentation

For students receiving an adequate or better evaluation of their Professional Project Report, but a failing evaluation on their presentation, the student may provide an additional oral presentation of the existing Report (without further refinement to the Report).

Students receiving an inadequate evaluation on the Report must provide a revised Report as well as an additional oral presentation to the examining committee.

The examining committee will provide feedback to the student on items found deficient. A student may exercise the Opportunity for Retake up to 3 times (in total) before being removed from the Master's program.

**Appeals.** A student may appeal examination committee decisions to the Master's Program Committee. The student may be asked to provide supporting information to the Master's Program Committee as necessary. The Master's Program Committee is limited to 2 decisions: (1) require an additional retake [with or without the existing examining committee or a newly constituted examining committee]; or (2) confirm the decision of the original examining committee.

**iii.. Credits**

Students may take up to 2 credits of URPL 999 Independent Work in support of the development and presentation of their Professional Project. URPL 999 must be taken as a “graded course,” with the grade determined by the advisor. These credits will be counted as “electives.”

**8. Special Masters Programs**

a. Double Degrees [Adopted December 12, 2002.]

At the UW-Madison, it is possible to pursue simultaneously two graduate degree programs. Graduate School policy allows some “double counting” of course work. Normally not more than one-fourth of the credits for the Master’s degree with the smaller number of credits can be used for the requirements of any other Master’s level degree (often referred to as the “25% rule”). Special arrangements have been made between URPL and four other programs on campus. The arrangements with these programs are shown below.

	Non-URPL Degree Credit Requirements	Credits Double- Counted	Double Degree Credit Requirements
Landscape Architecture	34	15 (1/3)	64
Public Policy	42	21 (2/5)	66
Water Resources Management	45	15 (1/3)	75
Geography	22	15 (1/3)	52

Students pursuing a Double Master’s degree in planning and a related field are not exempt from otherwise existing curriculum requirements.

b. Peace Corps Masters International Program

**Course requirements.** The Master’s International Program (MIP) in Urban and Regional Planning requires 45 credits of course work and Peace Corps experience. The two-year Peace Corps experience counts for 4 credits, meaning MIP students can complete their degree by completing 41 credits as structured courses. The Peace Corps assignment provides the MIP student experience in professional planning practice involving tangible planning knowledge, skills, and values. For this reason, the two-year Peace Corps assignment allows the MIP student to be waived from the URPL 912 Workshop and associated URPL 590 Professional Practice module course. The MIP is a thesis-option degree. Students receiving this degree must either: (A) complete a Master’s Thesis using 6 credits of URPL 990; or (B) develop a creative writing project pertaining to the student’s Peace Corps experience using 6 credits of URPL 999. Thus, a student’s credit requirements include the following:

The Planning Core required of all students with the exception of Professional Practice (URPL 590 – 1 credit) and Planning Workshop (URPL 912 – 3 credits); a total of fifteen (15) credits; Planning Specialization (12 credits) determined in consultation with major advisor; and Elective courses covering areas of particular interest selected by the student (12 credits), including the 4 credits for completed Peace Corps service. Thesis or creative writing project (6 credits).

Coursework and Peace Corps service could be sequenced in various ways. One standard sequence would place Peace Corps service between years one and two of the required coursework. This would have the benefit of allowing the student to become familiar with planning methods, context, and practice prior to Peace Corps service. Upon completion of service, the student would then spend two semesters finishing coursework and reflective integration with a focus on development planning thought and practice.

**Thesis or creative writing requirement.** In addition to coursework, students enrolled in the MIP in Urban and Regional Planning are expected to write either a formal thesis or a detailed reflective statement that integrates academic content of the M.S. coursework with their Peace Corps service. The specific characteristics of this paper remain flexible and are intended to enhance the students understanding of international planning, the U.S. role in global development issues, and the Peace Corps mission. Students working on a formal thesis should be enrolled in 6 credits of URPL 990 while those choosing the creative project option should be enrolled in 6 credits of URPL 999 (Independent Study) under a faculty advisor chosen by the student..

**Peace Corps Experience.** Peace Corps service provides an integral part of the MIP student curriculum by providing field experience in international planning and grass-roots development. As part of the degree program, Peace Corps service satisfies the internship requirement and the planning workshop (URPL 590 – 1 credit, Professional Practice Module and URPL 912 - 3 credits, Planning Workshop). It also provides the basis for the 6 credits of thesis or independent study.

**i. Timing**

Peace Corps service and coursework scheduling remain flexible. Again, one ideal sequence involves two semesters of coursework, followed by two years of Peace Corps service, followed by a final two semesters of coursework

**ii. Financial Aid**

Students in the Masters International Program are eligible to compete for financial aid including research/project assistantships, fellowships, and scholarships.

**c. Interdisciplinary Certificate Programs**

**i. Energy Analysis and Policy**

The department has joined with other departments and colleges in a curriculum titled "Energy Analysis and Policy"; a program administered by the Nelson Institute for Environmental Studies. Although the degree can be taken in Urban and Regional Planning, the curriculum is tailored to educate students for energy-related professional work with governments, utilities, consulting firms, and other organizations. A certificate is issued to those students who complete the Energy Analysis and Policy curriculum. Students interested in this option should have at least one college level course in biology or chemistry, calculus, computer programming (a short course is sufficient), economics, physics, and politics and government or American history. A core of 19 credits of basic planning courses is normally required in the Professional Master's program. Three "core" planning courses are specifically required:

**URPL 741** -Introduction to Planning

**URPL 781** -Planning Thought and Practice

**URPL 912** - Planning Workshop

Six credits in energy modeling and analytical methods will be substituted for URPL 721. The department's internship will meet the three credit thesis or internship required in the "Energy Analysis and Policy" curriculum.

Details on this program may be obtained by writing to the department or the Nelson Institute for Environmental Studies, 64 Science Hall.

## **ii. Transportation Management and Policy Program**

The Transportation Management and Policy Program (TMP) combines studies of environmentally sensitive transportation planning and development with studies of the economic, political, and social dimensions of transportation development. Graduate students who complete the program receive a certificate in TMP to supplement their graduate degree. The Transportation Management and Policy Program offers a broad perspective on the environmental, economic, political, and societal impacts of the demand for, and development and management of, transportation infrastructure.

## **9. Student Graduation Awards [Adopted March 13, 2009.]**

- a. It shall be the responsibility of the Committee on Student Performance Evaluation (hereafter the "Committee") to communicate to the URPL faculty and to WSPA, each year and in a timely fashion, the standards and nomination process for the 2 URPL May graduation awards.
- b. The Committee shall present recommendations of award winners to the URPL faculty at a faculty meeting. Final determination of award winners shall be based on a vote of the faculty. For purposes of making recommendations to the faculty, the Committee may consult with all faculty members and may, at its discretion, convene a working group of faculty to review nominations and make recommendations.

- c. The AICP Outstanding Student Award shall be awarded with emphasis placed on student GPA. The Committee may also consider, in addition to GPA, the difficulty level of courses taken by students, and/or student participation in research projects or theses and/or student participation in joint or dual degrees or certificate programs. The following process shall be used to make recommendations for winners of the AICP Outstanding Student Award:
1. The Committee shall, with the assistance of URPL staff, compile a list of all graduating students' GPAs and other indicators of academic achievement.
  2. The Committee shall provide a recommendation to the URPL faculty including a summary of student academic achievement.
  3. There is no need to solicit nominations. All graduating students' academic records will be evaluated by the committee.
- d. The following process shall be used to make recommendations for winners of the Jessica Bullen Community Service award:
1. The Committee shall notify the URPL faculty, students and WSPA of the time period and process available for making nominations for the award. Any URPL faculty, student or staff member may nominate any graduating student for the award. Self-nominations are accepted. Nominations shall consist of a brief letter to the Committee indicating the nature and extent of the student's service.
  2. After nominations are received, the Committee shall meet to recommend award recipients to the faculty, and shall provide to the faculty summaries of nominations received.
  3. The word "community" in the Jessica Bullen Community Service award be defined in the broadest possible terms to include service to URPL and in the sense of the Wisconsin Idea.
- e. Award eligibility. For awards given at the May graduation of any year, students are eligible who have graduated or will have graduated anytime from September 1<sup>st</sup> of the previous calendar year until August 31 of the present calendar year.