MISSION

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

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PREFACE

The University at Albany’s 48-credit, two-year Master of Regional Planning (MRP) program in Urban and Regional Planning was established in 1982. It began as a small program with a few students, but since the early 1990s, it has grown considerably and greatly strengthened its core faculty. It currently has 499 graduates (May 2019), most of whom work in professional planning jobs in the Northeastern United States. The MRP alumni also include practicing planners in other regions of the United States, PhD students, university faculty, professionals in computer consultancy and software firms, U.S. and foreign citizens working in international development, and international alumni practicing planning in their home countries.

Currently, the program has about 46 active matriculated students. It is strongly oriented toward professional practice and provides a thorough foundation in land-use planning, a range of technical skills and internship opportunities, and the opportunity to specialize in one of three alternative fields:

- Environmental and Land-Use Planning
- Community Planning
- Transportation Planning

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

The program is part of the Department of Geography and Planning, which offers separate undergraduate and graduate and programs in each discipline, as well as an undergraduate program in Globalization Studies and a new graduate program in Biodiversity, Conservation, and Policy. The department also offers Graduate Certificates in Urban Policy and in Geographic Information Systems and Spatial Analysis. The department is part of the College of Arts and Sciences and is located in the Arts and Sciences Building on the University at Albany’s Main Campus (Uptown), with easy access to a wide range of university resources.

The university’s location in the capital city of New York State facilitates professional relationships and internship opportunities with a great variety of local, regional, state, and federal agencies. The MRP program benefits considerably from proximity to the State Library; the State Legislature; Albany Law School; Rensselaer Polytechnic Institute, which offers engineering, architecture, and environmental programs; and the wide range of think tanks and advocacy organizations headquartered in Albany. Albany is at the heart of the Northeast, with easy access to New York City, Boston, and Montreal, and to the scenic and wilderness areas of the Catskills, the Adirondacks, the Berkshires, and Vermont. The region provides a rich and diversified context for planning education and practice, with easy access to many unique sites, projects, and institutions.
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APPENDIX A: CHECKLIST OF DEGREE REQUIREMENTS ............................................... 40
The State University of New York at Albany (University at Albany) is the center of higher education in northeastern New York, enrolling approximately 17,700 students, including 4,200 graduate students. Nationally and internationally renowned scholars are among some 1,200-plus full-time faculty members who are committed to maintaining the high academic standards that have characterized the University at Albany since its founding in 1844. The University at Albany is one of four university centers in the State University of New York (SUNY) system, offering graduate and undergraduate education in a broad range of academic fields at the bachelor’s, master’s, and doctoral degree levels.

The university enrolls students in nine degree-granting schools and colleges. The College of Arts and Sciences, the Rockefeller College of Public Affairs and Policy, and the Schools of Business, Criminal Justice, Education, Information Science and Policy, and Social Welfare offer undergraduate and graduate programs.

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

The university is within minutes of the State Capitol and Legislature, the State Office Campus, and the monumental Nelson A. Rockefeller Empire State Plaza, which includes the New York State Museum and Library. The City of Albany has about 97,000 inhabitants. It is the largest city in the New York Capital Region, an urban agglomeration that includes the cities of Albany, Schenectady, Saratoga Springs, and Troy, and has a total population of about 850,000.

Accreditation

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

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

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

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

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

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

THE COLLEGE OF ARTS AND SCIENCES

Jeanette Altarriba, Dean

The College of Arts and Sciences (CAS) at the University of Albany has 22 departments, including the Department of Geography and Planning, and over 400 faculty members. It offers graduate programs leading to the following degrees and certificates: Master of Arts, Master of Science, Master of Regional Planning (MRP), Master of Fine Arts, Doctor of Philosophy, Doctor of Arts, Certificate of Advanced Standing, and Certificate (selected fields).

Its location within the CAS enables the MRP program in Urban and Regional Planning to interact with a broad range of academic specializations and expertise. The program, located on the Uptown Campus, is within easy walking distance of most library and computing resources, close to all the academic support
services, and close to the Schools of Business and Education. Related courses and research are available in a broad range of departments within the CAS. The Department of Sociology has great expertise and resources in demography and urban sociology, while the Departments of Anthropology, Economics, and History contribute substantially to Urban Studies activities in the university. The Department of Atmospheric and Environmental Sciences has major research projects on air pollution, thunderstorms, and global change, while the Department of Biological Sciences has considerable expertise on ecology and biodiversity.

THE DEPARTMENT OF GEOGRAPHY AND PLANNING

Catherine T. Lawson, MRP Program Director, AS 214
Marcia Catrambone, Administrative Manager, AS 219
Andrea Bartow, Office Assistant, AS 218

The Department of Geography and Planning offers four master’s degree programs: the 30-36-credit MA in Geography, the 48-credit Master of Regional Planning (MRP) in Urban and Regional Planning, the 36-credit MS in Geographic Information Science, and the 30-credit MS in Biodiversity, Conservation, and Policy. The MS in Geographic Information Science program prepares students for careers in a wide range of social and environmental application areas that make use of the methodologies and technologies of spatial analysis and mapping. Students gain facility with image processing, automated mapping, augmented reality, advanced spatial statistical analysis, and the technologies of global navigation satellite systems. The MS in Biodiversity, Conservation, and Policy program is a multidisciplinary master’s program that combines classes from several departments in the College of Arts and Sciences and the Rockefeller College of Public Affairs and Policy to prepare students for careers that require knowledge of both natural science and public policy. The department also offers the 15-credit Graduate Certificate in Geographic Information Systems and Spatial Analysis, and it coordinates the 16-19-credit Graduate Certificate in Urban Policy. Students may work toward a single graduate degree, or with faculty approval, toward two degrees simultaneously. The department accepts both full- and part-time students, and degree programs may be started in the fall or spring.

Academic geography and the urban and regional planning profession have close ties, sharing a focus on the environment, land use, landscape, location, and distribution. Both disciplines have benefited enormously in recent years from the rapid growth of career opportunities in geographic information systems (GIS). The department has a well-equipped GIS laboratory, a specially designed planning studio room and computer lab, a graduate computer lab, and three research labs, one each for planning, applied remote sensing, and image analysis. It is a participant in the University Transportation Research Center’s Advanced Institute for Transportation Education Transportation Planning Scholarship Program. The Capital Region offers many opportunities for paid internships and professional GIS and planning careers in government, business, and nonprofit organizations.

The department has approximately 89 matriculated graduate students. Its graduate courses are generally scheduled in the late afternoon and evening to help students combining graduate study with a full- or part-time day job.

At the undergraduate level, the department offers a BA major and minor in Geography and a BA major in Globalization Studies, and it coordinates and advises the BA interdisciplinary major and minor in Urban Studies and Planning.
THE LEWIS MUMFORD CENTER

Catherine T. Lawson, Director, UAB 330

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

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

The center was quite active between 1988 and the early 1990s, when modest support was available from the university administration, and Dr. Ray Bromley and Dr. Todd Swanstrom served as directors. In 1999, the center was revitalized and greatly expanded under the directorships of Professors John R. Logan and Richard D. Alba, providing a major forum for interdisciplinary discussions and research. It coordinated the Urban China Research Network, funded by The Andrew W. Mellon Foundation, and it has a broad research program in the United States and overseas. The center is currently directed by Professor Catherine T. Lawson of the Department of Geography and Planning.

Within the Lewis Mumford Center, Dr. Lawson also directs the Albany Visualization and Informatics Lab (AVAIL), an applied data science laboratory that conducts research on web-based, open-source tool suites for planners. Dr. Lawson’s team has previously developed web-based tools for the Federal Highway Administration, the New York State Department of Transportation, and the New Jersey Transit via the New Jersey Department of Transportation. Dr. Lawson’s other funded research projects include the New York State Hazard Mitigation Plan (https://mitigateny.availabs.org) for the NYS Department of Homeland Security and Emergency Services, and the NSF CREATE PIRE (https://www.pirecreate.com), where Dr. Lawson is as a team member. In addition, Dr. Lawson conducts freight research in the Center’s Regional Economic Freight Informatics Lab (REFIL).
MRP PROGRAM GOALS AND OBJECTIVES

The Master of Regional Planning (MRP) program at the State University of New York at Albany (University at Albany) has six clearly defined goals to accomplish its mission. Each goal is achieved following a set of objectives, with both short- and long-range considerations, as follows.

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

Objectives
1. Offer all core courses at least once a year in the fall or spring semester, with sufficient seats to accommodate all students who have been admitted to the program.
2. Offer at least one elective planning course in each field of specialization every fall semester, offer a different planning course in each field of specialization every spring semester, and offer at least three different planning courses in each field of specialization every two years.
3. Schedule planning courses to be convenient to full- and part-time students and to minimize course scheduling conflicts so that students can fulfill their academic program requirements.
4. Offer requirements that each person listed on the MRP program as associated and adjunct faculty teaches a graduate planning course at least once every three years.
5. Include adjunct faculty in the program evaluation and governance activities. Conduct Council of Adjunct Faculty meetings and establish outreach tools for adjunct teachers to keep them directly and regularly involved in program activities.
6. Use regional and local employers that offer internships or hire program graduates, in program evaluation activities.
7. Develop additional laboratory, computer, and studio facilities to maintain the hardware and software infrastructure necessary to support state-of-the-practice planning education, studios that address community needs, competitive research, and publishing activities.

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

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

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

Objectives

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

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

Objectives

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

Objectives
1. Seek and obtain outside grant and contract funding to support research and generate funding for graduate assistants.
2. Publish works that will build the reputation of the University at Albany as a productive and creative planning school.
3. Conduct collaborative research with faculty in other disciplines, departments, schools, and colleges at the University at Albany.
4. Build advisory and editorial relationships with publishers and journals in planning and related fields.
5. Strengthen links with planning schools in other states and countries and with visiting planning faculty and researchers from other countries.
6. Raise the profile of research and publication on planning-related issues in the Capital Region and other areas of the Northeast, and build collaborative links with local and regional organizations.

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

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

Core Planning Faculty

- **David Banks**, PhD (Rensselaer Polytechnic Institute), Visiting Assistant Professor: Urban geography, human geography, political economy, smart cities, experience tourism, social media, company towns, authenticity, the Rust Belt, alternative economies, and cultural studies
- **Ray Bromley**, PhD (Cambridge University), American Institute of Certified Planners, Professor: History of ideas in planning and international development, microenterprise development, community development, housing policy, and international urban studies
- **Catherine T. Lawson**, PhD (Portland State University), Associate Professor, Master of Regional Planning Program Director: Travel behavior, freight, transportation planning, growth management, data management, quantitative methods, geographic information system (GIS) applications, and data science
- **David A. Lewis**, PhD (Rutgers University), Associate Professor: Regional planning theory and techniques; brownfields redevelopment; innovation, globalization, and economic restructuring; and local and regional economic development

Other Departmental Faculty Teaching Graduate Planning Courses

- **Alexander Buyantuev**, PhD (Arizona State University), Assistant Professor: Remote sensing, landscape ecology, urban ecology, land use and cover change, phenology, and sustainability
- **Kate Coddington**, PhD (Syracuse University), Assistant Professor: Borders and mobilities; migration, asylum, and detention; and settler colonialism
- **Youqin Huang**, PhD (University of California Los Angeles), Professor: Demography, statistical analysis, urban geography, East Asian cities, and gender studies
- **Shiguo Jiang**, PhD (The Ohio State University), Assistant Professor: Geographical information science and systems, remote sensing methods and applications, spatial and environmental statistics, land use and land cover change, and ecological modeling
- **Andrei Lapenas**, PhD (State Hydrological Institute, St. Petersburg, Russia), Professor: Climate change and forest ecophysiology and biogeochemistry of soil and environmental systems
- **Rui Li**, PhD (The Pennsylvania State University), Assistant Professor: Geographic information science, spatial cognition, wayfinding and navigation, and spatial learning
- **James E. Mower**, PhD (University at Buffalo, State University of New York), Associate Professor: GIS, automated cartography, and parallel processing

Emeritus/Emerita Planning Faculty

- **Gene Bunnell**, PhD (London School of Economics and Political Science), AICP, Associate Professor: Land-use planning and growth management, planning practice, infrastructure finance and privatization, planning effectiveness case studies, and storytelling in planning
- **Christopher J. Smith**, PhD (University of Michigan), Professor: Urban geography, social policy, migration and urbanization, East Asian cities, and ethnic diversity in U.S. cities
- **John S. Pipkin**, PhD (Northwestern University), Distinguished Service Professor and Collins Fellow: Quantitative methods, urban design, built environment, and urban geography
Adjunct Planning Faculty

- **Rocco Ferraro**, MCRP (The Ohio State University), AICP: Capital District Regional Planning Commission (Land-Use Planning and Growth Management), demographic analysis, and data management
- **Marcia O. Kees**, BA (Cum Laude, SUNY at Oswego): New York State Office of Parks Recreation and Historic Preservation; Coordinator of the New York State Heritage Area Program (retired); and former President, New York Upstate Chapter of the American Planning Association
- **Sean Maguire**, MA (University at Albany, SUNY): MRP in Housing, Community, and Economic Development with a Graduate Certificate in Urban Policy; and MPA in Local Government Management and Urban Planning and Policy with a Graduate Certificate in Public Sector Management
- **Robert Murphy**, MA (University at Albany, SUNY): Food systems planning and policy, healthy communities, sustainability and green planning, and globalization
- **Christopher J. O’Connor**, MA (University at Albany, SUNY): Institute for the Application of Geospatial Technology, GIS, water resources, and flood hazards
- **Ted Orosz**, MS (Rensselaer Polytechnic Institute): Transportation, trucking, and railroads
- **Shahzia S. Shazi**, MA (The University of Arizona): 3D visualization, urban design, master planning, urban sustainability, urban infill, and landscape architecture
MRP PROGRAM CURRICULUM

The Master of Regional Planning (MRP) in Urban and Regional Planning is a 48-credit program designed to prepare students for professional planning careers with government agencies, consultancy firms, developers, and nonprofits. Students may opt to take the degree full or part time, and they may begin graduate study in the fall, spring, or summer. Full-time students can complete the degree in two years.

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

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

- Environmental and Land-Use Planning
- Community Planning
- Transportation Planning

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

PROGRAM OF STUDY

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

1. Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PLN 501/GOG 521</td>
<td>Planning History and Philosophy (4)</td>
</tr>
<tr>
<td>PLN 502/GOG 526</td>
<td>Urban and Metropolitan Structure and Functions (3)</td>
</tr>
<tr>
<td>PLN 503/GOG 555</td>
<td>Computer Applications in Planning (3)</td>
</tr>
<tr>
<td>PLN 504/GOG 502</td>
<td>Statistical Methods (3)</td>
</tr>
<tr>
<td>PLN 505</td>
<td>Planning Processes, Plans, and the Design of Communities (4)</td>
</tr>
<tr>
<td>PLN 506</td>
<td>Planning Law (3)</td>
</tr>
<tr>
<td>PLN 681</td>
<td>Planning Studio (4)</td>
</tr>
<tr>
<td>PLN 683</td>
<td>Master’s Research Paper in Planning (4)</td>
</tr>
<tr>
<td>PLN 684</td>
<td>Planning Internship (3)*</td>
</tr>
</tbody>
</table>

*Satisfactory/Unsatisfactory grading
2. **Specialization Courses:** At least three (3) courses and nine (9) credits in one field of specialization.

### Environmental and Land-Use Planning

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLN/PAD 562</td>
<td><em>Plan Implementation and Development Management</em></td>
<td>3-4</td>
</tr>
<tr>
<td>PLN 530/GOG 532</td>
<td><em>Environmental Planning</em> (required)</td>
<td>(3)</td>
</tr>
<tr>
<td>PLN 531/GOG 535</td>
<td>Environmental Impact Assessment</td>
<td>(2)</td>
</tr>
<tr>
<td>PLN 532</td>
<td><em>Parks, Preservation, and Heritage Planning</em></td>
<td>(3)</td>
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<tr>
<td>PLN/GOG 534</td>
<td>Water Resources Planning</td>
<td>(3)</td>
</tr>
<tr>
<td>PLN 535/PAD 534</td>
<td>Environmental Restoration and Brownfields Redevelopment (3-4)</td>
<td></td>
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<tr>
<td>PLN 574</td>
<td>Site Planning</td>
<td>(3)</td>
</tr>
<tr>
<td>PLN 575</td>
<td><em>Urban Design and Public Space</em></td>
<td>(3)</td>
</tr>
<tr>
<td>PLN 585</td>
<td>Topics in Environmental and Land-Use Planning (1-4)</td>
<td></td>
</tr>
<tr>
<td>PLN 697</td>
<td>Independent Study in Environmental and Land-Use Planning (1-4)</td>
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</tbody>
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### Community Planning

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLN/POS 523/PAD 561</td>
<td><em>Urban Community Development</em> (3-4) (required)</td>
<td></td>
</tr>
<tr>
<td>PLN/POS/SOC 540/PAD 566</td>
<td><em>Urban Policy in the United States</em> (3-4) (required)</td>
<td></td>
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<tr>
<td>PLN/PAD/POS 528</td>
<td>United States Housing Policy</td>
<td>(3-4)</td>
</tr>
<tr>
<td>PLN 560/PAD 567</td>
<td>Local Economic Development Strategies and Techniques (3-4)</td>
<td></td>
</tr>
<tr>
<td>PLN/LCS 529/PAD 563</td>
<td>Planning for Jobs, Housing, and Community Services in Third-World Cities (3-4)</td>
<td></td>
</tr>
<tr>
<td>PLN 532</td>
<td><em>Parks, Preservation, and Heritage Planning</em></td>
<td>(3)</td>
</tr>
<tr>
<td>PLN 535/PAD 534</td>
<td>Environmental Restoration and Brownfields Redevelopment (3-4)</td>
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<tr>
<td>PLN/PAD 562</td>
<td><em>Plan Implementation and Development Management</em> (3-4)</td>
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<tr>
<td>PLN 585</td>
<td>Topics in Housing, Local Economic Development, and Community Planning (1-4)</td>
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<tr>
<td>PLN/GOG 602</td>
<td>Regional Theories and Techniques (3-4)</td>
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<tr>
<td>PLN 697</td>
<td>Independent Study in Housing, Local Economic Development, and Community Planning (1-4)</td>
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### Transportation Planning

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PLN 543</td>
<td><em>Transportation History and Policy</em> (required)</td>
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<tr>
<td>PLN 544</td>
<td><em>Urban and Metropolitan Transportation Planning</em> (required)</td>
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<tr>
<td>PLN 545</td>
<td>Transportation Technology Practicum (3)</td>
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<td>PLN 547</td>
<td>The Role of Transportation in Emergency Preparedness (3)</td>
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<td>PLN 548</td>
<td>Public Transportation Planning (3)</td>
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<td>PLN 549</td>
<td>Bicycle and Pedestrian Transportation Planning (3)</td>
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<tr>
<td>PLN 585</td>
<td>Topics in Transportation Planning (1-4)</td>
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<tr>
<td>PLN 697</td>
<td>Independent Study in Transportation Planning (1-4)</td>
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3. Elective Courses

- PLN 520  
  Planning Ethics (1)
- PLN 533  
  Urban Ecology (3)
- PLN 538/GOG 504  
  Energy, Environment, and Climate Change (3)
- PLN 551/GOG 584  
  Remote Sensing I (3)
- PLN 552  
  CAD in Planning (2)
- PLN 553/GOG 585  
  Remote Sensing II (3)
- PLN 555/GOG 595  
  Introductory MapInfo (1)
- PLN 556/GOG 596  
  Geographic Information Systems (3)
- PLN 557/GOG 597  
  Advanced GIS (3)
- PLN 559/GOG 599  
  Geographic Information Systems Applications (3)
- PLN 573  
  Metropolitan Governance and Planning (3-4)
- PLN/BIO 621  
  Principles and Practices of Coastal Zone Management (3)
- PLN 656/GOG 692  
  Seminar in Geographic Information Systems (3)
- PLN 585  
  Topics in Planning (1-4)
- PLN 656/GOG 692  
  Seminar in Geographic Information Systems (3)
- PLN 682  
  Studio Report and Implementation (1-4)
- PLN 697  
  Independent Study in Planning (1- 4)
- PLN 699  
  Master’s Thesis in Planning* (4-6)

* Satisfactory/Unsatisfactory grading

Comprehensive Examinations

To receive the MRP degree, students must pass a written and an oral comprehensive exam (discussed further below).

Typical Two-Year Schedule

Full-time graduate student status is equivalent to 9 credits per semester (12 credits per semester is recommended to complete the program in two years). Some financial aid resources may require full-time status. The program can also be spread out over a longer timeframe for part-time students, with multiple evening course offerings allowing for full-time employment during the program, when necessary. Students can track their progress using the checklist in Appendix A.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Courses</td>
<td>PLN 501</td>
<td>PLN 502</td>
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<td>PLN 503</td>
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<td>PLN 505</td>
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<td></td>
<td>Specialization/elective</td>
<td>Specialization/elective</td>
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<tr>
<td>Credits (48 minimum)</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Comprehensive exams</td>
<td>Written exam</td>
<td>Oral exam</td>
</tr>
</tbody>
</table>
Students are strongly encouraged to take the Year 1 core courses together as listed. They have more flexibility with the Year 2 core courses, with some students opting to register for their internship during the summer semester, and a studio class is generally offered in both the fall and spring semesters. All core courses are offered every year, and so are most required electives for specializations. Students can check with faculty about the frequency of their elective courses of interest.

**Course Descriptions and Frequencies (Projected)**

The course descriptions below come from the university’s graduate bulletin. Course frequencies are projected based upon past course offerings. Please note that these are subject to change based on a variety of factors. Students can check the schedule of classes each semester to confirm actual course offerings.

**PLN 501 (GOG 521) Planning History and Philosophy (4)**
This course examines the basic concepts and theories of urban and regional planning in the United States through a historical survey of the origins of the subject, the development of planning thought, the ideas and careers of the principal thinkers, and the relationships between business, government, and residential communities.

**PLN 502 (GOG 526) Urban and Metropolitan Structure and Functions (3)**
This course examines the economic, political, social, and physical attributes of American cities, suburbs, and metropolitan regions. It identifies past and future roles of public policy and planning in creating and solving urban and metropolitan-wide problems. Topics include urban decline and development, urban design, suburbanization and sprawl, infrastructure and environmental quality, class and income polarization, and regional planning programs.

**PLN 503 (GOG 555) Computer Applications in Planning (3)**
This course is an introduction to the use of personal computers in planning practice. It is intended to help students develop skills in spreadsheets, database and communications applications, and elementary geographic information systems (GIS) and graphics packages.

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

**PLN 505 Planning Processes, Plans, and the Design of Communities (4)**
This course examines the theory and practice of urban planning at the state and local levels in the United States, with an emphasis on how planning shapes the physical form and design of cities and regions. Alternative planning process models, as well as the varied roles of planners in different contexts, are examined and compared. Methods and tools for controlling land use and development are also identified. Case studies are utilized to underscore the place-based, context-driven nature of urban planning, the need to adjust planning processes and roles to the demands of particular situations, and the importance of engaging citizens in goal setting and plan development. Finally, factors that can increase or undermine planning effectiveness are identified and discussed.
PLN 506 Planning Law (3)
This course discusses the legal foundation of planning, examining constitutional issues, the evolution of judicial decisions, enabling legislation, and local ordinances. It also discusses zoning issues, housing, takings, transfer of development rights, growth controls, environmental law, and other emerging legal topics. **Prerequisite: PLN 505 or permission of instructor.**

PLN 520 Planning Ethics (1)
This course provides students with a good working knowledge of the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct, the American Planning Association (APA)/AICP Ethical Principles in Planning, and the International City/County Management Association (ICMA) Code of Ethics, so that once in practice, they will be able to immediately identify potential ethical dilemmas they may be facing and develop appropriate strategies for addressing these challenges. This course also introduces codes and standards for related professions.

PLN 523 (PAD 561, POS 523) Urban Community Development (3-4)
This course examines policies and programs designed to reduce social and economic distress in U.S. communities. It focuses on local and neighborhood-based efforts to address problems of inadequate housing, unemployment, lack of community services and facilities, crime, and others. It considers the role of the government, private sector, and nonprofit organizations in community revitalization.

PLN 528 (POS 528, PAD 528) United States Housing Policy (3-4)
This course discusses U.S. housing policies since the New Deal, especially their distributional impact and their ability to expand housing production. It emphasizes policy options available to state and local governments and community organizations to expand affordable housing and revitalize inner-city neighborhoods. (Previously PLN 525.)

PLN 529 (LCS 529, PAD 563) International Development Planning for Jobs, Housing, and Community Service (3-4)
This course reviews the potential for community development and the improvement of physical, social, and economic conditions in the poor urban neighborhoods of countries characterized by mass poverty. It focuses on shanty-town upgrading, sites and services, job-creation programs, and microenterprise promotion. It discusses the roles of local and national governments, community participation, business, nonprofits, and international aid.

PLN 530 (GOG 532) Environmental Planning (3)
This course discusses the interaction between humans and the natural environment and the inability of natural systems to absorb concentrations of air, water, and land pollutants; the policy and programmatic response of federal, state, and local governments; environmental program planning; the use of controls and incentives to mitigate environmental degradation; and the assessment of the effectiveness of environmental programs.

PLN 531 Environmental Assessment and Permitting (3)
This course enables students to become familiar with federal, state, and local models for environmental impact assessment, to understand the various assessment methods that are used to measure environmental impacts, and to comprehend the environmental decision-making process in its many forms. It provides practical opportunities for students to participate in reviewing, criticizing, and responding to actual environmental impact statements, as well as to use various assessment methods.
PLN 532 Parks, Preservation, and Heritage Planning (3)
This course provides an overview of the concepts, laws, political influences, programs, planning methodologies, organizations, and individuals behind the parks, historic preservation, and heritage movements in the United States. It examines how the preservation and conservation of natural, historic, and cultural resources are interrelated and may be used as a means to augment the distinctive character of communities and regions, to foster local pride, and to promote tourism and economic development. Examples of traditional state, local, and national parks and historic sites, as well as nontraditional and “inhabited” parks, such as greenways, heritage areas, land trusts, and scenic byways, are studied.

PLN 533 (GOG 533) Urban Ecology (3)
A major landmark has been crossed in the 21st century when humans became an “urban” species — *Homo sapiens “urbanus.”* Indeed, more than 50% of the world population and 80% of the U.S. population now reside in cities. This course addresses the problems of understanding urban areas from the ecological viewpoint. Central to this understanding is the recognition that humans are organisms, but ones with unique capabilities of modifying the environment on multiple scales. A crucial concept that is introduced is the distinction between ecology in cities and ecology of cities. The former addresses how organisms (including humans) respond to and influence the physical and biological characteristics of cities. The latter studies the role of cities within broader geophysical and ecological processes such as global biogeochemical cycles, local and regional climates, patterns of biodiversity and organism movements, and ecological and social responses to disturbances. This course looks at both of these aspects through the theoretical lens of modern urban ecology. Urban areas are socioecological systems, a mosaic of landscapes, in which humans and their activities are a component of, rather than a disturbance imposed on, (urban) ecological systems. This course’s approach is to facilitate students’ learning through a combination of lectures, discussions, and practical homework exercises. Prerequisite: A general ecology-focused course at the college level or permission of instructor.

PLN 534 (GOG 534) Water Resources Planning (3)
This course enables students to understand water as an increasingly scarce and important world resource. Students learn how water is harnessed and moved, how competing water uses are prioritized, how to prevent source water depletion, how to plan for safe drinking water supplies, and how to protect water quality through watershed planning and stormwater management, using examples for New York and the United States. Prerequisite: PLN 505 or permission of instructor.

PLN 535 (PAD 534) Environmental Restoration and Brownfields Redevelopment (3-4)
This course introduces students to the fundamental issues that confront stakeholders engaged in redeveloping brownfields. Risk analysis and communication, economic aspects, political and social constraints, and the role of public participation are central themes. Linked to brownfields are also smart growth, sustainable development, urban revitalization, and quality-of-life concerns. The nexus of these fundamental planning concepts and environmental quality is also explored.

PLN 536 Landscape Planning (3)
This course explores the theory and practice of large-scale landscape planning and examines issues of human use, exploitation, and protection of the landscape. It draws from the practice of landscape architecture and community planning and outlines the principles of environmentally based land-use planning. A research paper is required. Prerequisite: PLN 505 or permission of instructor.
**PLN 538 (GOG 504) Energy, Environment, and Climate Change (3)**
This course studies connections between energy use and global climate change. It starts with a review of basic scientific concepts, as well as specific contemporary applications in energy production and their environmental consequences. It is structured based on the premise that climate change is the dominant energy-related environmental issue of the 21st century. Traditional concerns like pollution and conservation of energy resources are covered with clear scientific explanations.

**PLN 539 (BIO 530B, PAD 665) Biodiversity and Conservation: Policy Issues (4)**
This course surveys approaches to environmental planning and public policy analyses that directly pertain to biological conservation. Students review economic, political, and legal approaches to policy analysis. In discussions, they explore strategies for introducing ecological information and conservation needs into the public policy forum. This is a companion course for BIO 530A. It involves two lectures and one discussion per week. *Prerequisite: Graduate standing or permission of instructor.* Students may choose one course from BIO 530B, PAD 665, and PLN 539 for credit.

**PLN 540 (POS 540, PAD 566, SOC 540) Urban Policy in the United States (3-4)**
This course is a research seminar on federal, state, and local policies toward the contemporary city. It is an evaluation of alternative conceptions of federalism, government intervention vs. market processes, and the political economy of growth. It includes case studies of current policy issues.

**PLN 543 Transportation History and Policy (3)**
This course examines the history of transportation systems and policy in the United States. The primary focus is to develop a better understanding of the political and social forces that influence decision making at the federal, state, and local levels. The role of citizen/stakeholder-group interests and participation are examined.

**PLN 544 Urban and Metropolitan Transportation Planning (3)**
This course examines transportation planning in the context of travel demand models, transportation policy, and community outcomes. It explores the data and theories used by transportation planners and researchers.

**PLN 545 Transportation Technologies Practicum (3)**
This course reviews current and emerging technologies used for transportation planning, including global positioning systems (GPS), archived intelligent transportation systems (ITS) data, geographic information technologies (GIT), and simulation software applications and other visualization tools (e.g., VisSim). Students apply one or more of these technologies to real-world transportation planning problems. *Prerequisite: PLN 543, PLN 544, or permission of instructor.*

**PLN 547 The Role of Transportation in Emergency Preparedness (3)**
Our transportation systems play a vital role in everyday activities — but they become even more critical during and after an emergency. This course highlights lessons learned and new techniques for preventing, monitoring, and preparing for future emergency events that impact our transportation networks. Topics include the new emphasis on the U.S. Department of Transportation’s Office of Transportation Emergency Preparedness, Response, and Recovery Information and its Emergency Coordination programs.
PLN 548 Public Transportation Planning (3)
This course provides an introduction to the terms and concepts used in transit planning and focuses on current transit operations and practices in the United States. Topics include characteristics of different modes, scheduling, propulsion, budgeting, federal grants, modeling, route design considerations, transit-oriented development, and project development. This course also includes supplemental and optional field trips.

PLN 549 Bicycle and Pedestrian Transportation Planning (3)
This course covers planning, design, implementation, and management of systems of non-motorized transportation, particularly the “human-powered” modes of bicycling and walking. It involves students in the design of bikeways, walkways, intersections, and parking facilities and in the evaluation of alternative transportation technologies.

PLN 551 (GOG 584) Remote Sensing I (3)
This course is designed to prepare students without a background in remote sensing with an understanding of fundamentals in the field. A research project is required.

PLN 552 CAD in Planning (2)
This course applies the concepts and theories underlying computer-aided design and drafting (CAD) to site planning, urban design, and land-use planning, including 2D concept diagrams and site plan detail, and an introduction to 3D perspectives. Prerequisite: PLN 503 or equivalent experience.

PLN 553 (GOG 585) Remote Sensing II (3)
This course examines current concepts and research in digital image analysis, with emphasis on multispectral and radar data sets. Students utilize a variety of data sources, including optical and digital imagery, maps, census data, ground surveys, and other geographic information system (GIS) data layers, in completing an interpretation and analysis of selected geoscience aspects of environmental concern. Methods and importance of accuracy assessment are introduced. Prerequisite: PLN 551 or equivalent, or permission of instructor.

PLN 555 (GOG 595) Introductory MapInfo (1)
This course provides students who have, or are developing, a knowledge of geographic information system (GIS) fundamentals, and who have, or are developing, a knowledge of the ArcView software, with a comparable knowledge of the MapInfo software. It enables students to apply MapInfo to the solution of a wide range of data management, cartographic, and public policy problems. Prerequisite: GOG 496/596 or PLN 456/556, either completed or being taken simultaneously; or equivalent GIS knowledge and experience approved by instructor.

PLN 556 (GOG 596) Geographic Information Systems (3)
This course explores the structure, design, and application of geographic information systems (GIS). Students learn how to store efficiently, retrieve, manipulate, analyze, and display large volumes of spatial data derived from various sources. Students learn information management techniques for a variety of purposes, including planning and simulation modeling. Prerequisites: GOG 101 or GOG 290, or permission of instructor, and familiarity with maps and coordinate systems.
PLN 557 (GOG 597) Advanced GIS (3)
This course introduces students to ARC/INFO, a geographic information system (GIS) with extensive analytical and cartographic components. Students use ARC/INFO to compile and analyze data for selected research projects in geography and planning. Major topics include data conversion procedures, registration and rectification of digital data, spatial statistical analysis, and cartographic display. Prerequisite: GOG 496/596, PLN 456/556, or equivalent.

PLN 558 (GOG 598) Geographic Information Systems Management (3)
This course provides students with the fundamentals of the geographic information system (GIS) diffusion theory, organizational theory and management, GIS implementation, spatial data sharing, and trends in national data structures. Lectures are complemented by case studies chosen by the student to test ideas discussed in class. Prerequisite: GOG 496/596, PLN 556, or equivalent.

PLN 559 (GOG 599) Geographic Information Systems Applications (3)
This examines discusses real-world applications of geographic information systems (GIS) in planning and applied geography, working on projects with clients. It discusses issues in GIS usage, including data acquisition, implementation and management, public information dissemination, and use of GIS in public participation and policy making. Prerequisites: GOG 596, PLN 556, or equivalent, and user experience with ArcInfo, ArcView, or MapInfo.

PLN 560 (PAD 567) Local Economic Development Strategies and Techniques (3-4)
This course discusses the theory and practice of economic development in urban, small-town, and regional settings. It analyzes and evaluates federal, state, and local programs. It examines how the community planning process can influence local economic development.

PLN 562 (PAD 562) Plan Implementation and Development Management (3-4)
This course examines a wide range of tools for managing development and implementing plans. Methods of public infrastructure finance and capital budgeting are examined in terms of their effects on land use and the pace, direction, nature, and density of development. Alternative ways of paying for infrastructure, including methods for privatizing and shifting costs to private developers, are also scrutinized and compared to more traditional financing methods. In addition, regulatory, financial, legal, and programmatic tools, as well as tax policies, that influence development and can help put plans into action are examined. Finally, mechanisms for managing publicly owned real estate and for acquiring, managing, packaging, and disposing of tax-forfeit, abandoned properties are evaluated. Prerequisite: PLN 505 or permission of instructor.

PLN 573 (PAD 573) Metropolitan Governance and Planning (3-4)
Physical, social, and economic conditions in selected metropolitan areas in the United States are examined, and the role of institutions of governance and planning in producing and reinforcing current conditions is explored. Pros and cons of competing models of metropolitan governance are examined, and evidence that highly fragmented units of government intensify economic and fiscal disparities and undermine regional competitiveness and efficiency is scrutinized. Strategies capable of moving toward greater regional cooperation in planning and governance are considered.
PLN 574 Site Planning (3)
This course is designed as a workshop to introduce students to the practical aspects of site planning — a specific site in the region is studied and plans developed for future new use or renewal of the site. Experience is gained in recording site conditions and use, influence of microclimate and landform, and conditions of existing buildings on the site and those adjacent to it. The site is analyzed for future potential within the context of existing community policies and regulations. Alternative proposals for future use are drawn up and evaluated for appropriateness, context, and design quality. During the course, students record, photograph, annotate site information, draw up plans to scale, and develop a concise planning report incorporating the date, analysis, and plan. Teamwork is encouraged, with small teams organized to develop projects.

PLN 575 Urban Design and Public Space (3)
Urban design focuses on “the space between the buildings.” Effective treatment of this space in projects and their environs is important for a host of aesthetic, social, and functional reasons, but above all, because it is linked to something more abstract and more important: the public realm of civil, political, and social interaction. This course provides a broad theoretical introduction to urban design integrating three perspectives: historical patterns and practices in architecture and planning, findings in the social and behavioral sciences relevant to small urban spaces, and contemporary design criteria and practice. Analytical writing, design proposals, a field trip, and a class presentation are required.

PLN 585 Topics in Planning (1-4)
This course includes special planning courses that do not fit the lengths, formats, and themes specified elsewhere in the graduate curriculum. It may be repeated for credit, providing the topic covered is not the same. A topics course may be assigned to one of the fields of specialization if it clearly fits within that field.

- PLN 585 Topics in Environmental and Land-Use Planning
- PLN 585 Topics in Community Planning
- PLN 585 Topics in Transportation Planning

PLN 602 (GOG 602) Regional Theories and Techniques (3-4)
This course introduces students to the theories of regional development and the tools used by geographers, planners, and other social scientists to measure regional change, forecast future trends, and analyze the regional economy. The class begins with a review of some classical and contemporary literature on regional development. With a firm theoretical foundation, the course shifts to developing student competency with a variety of tools, including economic base multipliers, shift-share, input-output, and cost-benefit analysis. Prerequisite: PLN 502/GOG 526 or PLN 560/PAD 560.

PLN 621 (BIO 621) Principles and Practices of Coastal Zone Management (3)
This course provides a comprehensive overview of the basic physical, biological, and cultural aspects of coastal zone management. It assesses current management policies and practices in New York, the United States, and internationally. Through a review of case studies, students develop an understanding of current problems and potential solutions. Prerequisites: Course in environmental studies or general ecology, and graduate status.
PLN 656 (GOG 692) Seminar in Geographic Information Systems (3)
This course studies in-depth specialized topics of importance to geographic information systems (GIS). In-depth examination of the scientific literature and a substantial research project involving algorithm development and/or modification and/or testing are required. It may be repeated once for credit. Prerequisites: GOG 496/596 or PLN 556 or equivalent, and a working knowledge of a programming language.

PLN 681 Planning Studio (4)
**15 student cap**
This course is a team planning exercise using students with varied academic and planning specializations to design, evaluate, plan, and manage projects and programs. Written, graphic, and oral presentations before juries of officials, practicing planners, and faculty complete the course. Prerequisite: PLN 505/GOG 525 or permission of instructor. **Check with your advisor to determine the most appropriate Studio.**

PLN 682 Studio Report and Implementation (1-4)
This course is a follow-up to a Planning Studio Project, enabling students to participate in the completion of the final published report, in presentations of the main conclusions and recommendations, and in ongoing activities designed to build coalitions and facilitate plan implementation.

PLN 683 Master’s Research Paper in Planning (4)
This course reviews information sources and search strategies for planners, writing skills, and the content of the comprehensive exam. It requires each student to prepare and present a substantial paper on a planning-related topic of his/her own choice. Prerequisite: At least 24 graduate credits completed in Planning or related subjects.

- PLN 683 Master’s Research Paper in Environmental and Land-Use Planning
- PLN 683 Master’s Research Paper in Community Planning
- PLN 683 Master’s Research Paper in Transportation Planning

PLN 684 Internship in Planning (3)
This course provides experience in the practice of planning through work in government agencies, corporations, or nonprofit or voluntary organizations specializing in fields closely associated with planning. The requirement for this course may be waived for students who already have at least three months of professional planning experience. Satisfactory/Unsatisfactory grading. Prerequisite: At least 12 graduate credits in Planning.

- PLN 684 Internship in Environmental and Land-Use Planning
- PLN 684 Internship in Community Planning
- PLN 684 Internship in Transportation Planning

PLN 697 Independent Study in Planning (1-4)
This course involves an independent investigation on a planning-related topic of special interest to the student, with faculty oversight and advice. It may be repeated, but not for more than a total of six (6) credit hours.

- PLN 697 Independent Study in Environmental and Land-Use Planning
- PLN 697 Independent Study in Community Planning
- PLN 697 Independent Study in Transportation Planning
PLN 699 Master’s Thesis in Planning (4-6)
This course involves independent research leading to an acceptable thesis for the master’s degree. Satisfactory/Unsatisfactory grading.

GRADUATE ADMISSIONS PROCEDURES

The Master of Regional Planning (MRP) program in Urban and Regional Planning is designed for individuals with strong academic credentials, a growing interest in urban and regional development issues, and relevant academic, professional, or voluntary experience in fields cognate with planning. Applicants should have or be currently completing bachelor’s degrees, preferably with grade point averages (GPAs) of 3.0 or over (a B average). At the discretion of the Admissions Committee, an outstanding application, closely related undergraduate work, relevant professional experience, and/or prior graduate work may be allowed to compensate for a less satisfactory undergraduate performance.

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

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

Non-degree admissions:

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

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

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

Academic Advisement

Each student is assigned to an advisor, drawn from the core faculty. You should correspond with your advisor as needed to discuss academic progress, career options, and your projected program of study through to graduation.

Curricular Requirements

Unless replaced by approved transfer credit, or waived because they already have the skills and knowledge required, students must complete the core courses for the Master of Regional Planning (MRP) degree, and at least three courses totaling nine (9) or more credits in one specialization. To graduate, students must complete a master’s research paper and pass the written and oral comprehensive exams.

To be cleared for the MRP degree, candidates must have at least 48 graduate credits granted after the completion of the requirements for their bachelor’s degree. Twenty-four (24) or more of those credits must have been granted by the State University of New York at Albany (University at Albany). All courses counted toward the MRP degree must fit the requirements of the MRP curriculum or be authorized by written memorandum to the Graduate Office, sent by the student’s advisor or by the MRP Program Director. Variations from the University at Albany MRP curriculum will only be approved if they fit within a clear program of professional development in the discipline of urban and regional planning. Transfer credit must be formally recognized and recommended by the MRP Program Director and either incorporated into the student’s admission letter or subsequently recommended to the Graduate Office by written memorandum. Transfer credits are assigned to equivalent courses on the University at Albany curriculum.

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

Course Waivers

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

At least 24 of the 48 credits required for the MRP degree must be completed at the University at Albany. Students may request transfer of up to 24 graduate credits completed at another institution. Students must have received a course grade of B or better, and must provide an official transcript. Requests should be made to the MRP Program Director using the form available on the Graduate Forms page (https://www.albany.edu/graduate/graduate-forms-publications.php) and be accompanied by a course description. Regulations can be found in the graduate bulletin under Graduate Regulations and Degree Requirements: http://www.albany.edu/graduatebulletin/requirements_degree.htm#regulations_transfer.

Elective Courses

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

Statute of Limitations

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

Graduate Grade Point Average

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

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

Grade Changes

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

Under exceptional circumstances that are appropriately documented, as long as a student has completed a majority of his/her coursework, an instructor may grant him/her an incomplete. Arrangements must be made with the instructor to complete coursework as soon as possible.

It is MRP program policy to show greater leniency in granting Incompletes for internships and master’s research papers. If students do not hand in the final versions of their internship reports or master’s research papers at the end of the semesters for which they have registered for PLN 683 or 684, they can expect to receive Incompletes for those assignments.

Instructors are under no obligation to assign or extend Incompletes beyond agreed upon deadlines with students. Students who do not communicate regularly with instructors regarding Incompletes risk seeing their grade automatically converted to a failing E grade due to non-renewal of the Incomplete.

Registration by Permission of Instructor

Certain courses require the permission of the instructor to register, including those with limited class sizes, planning studios, and independent projects. Independent-study projects, internships, and master’s research papers and theses are all “by permission of instructor.” They are intended for students who have a clear idea of what type of specialized work they would like to do and who have already completed relevant courses and readings. Under most circumstances, students should have completed at least 24 graduate credits before they embark on such specialized, individual assignments.

Academic Integrity

Students are required to adhere to the academic integrity policy of the university, currently voted by the University Senate in 2006 and found online at http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity.

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

Illustrative quotations from the Standards of Academic Integrity are as follows.

Standards of Academic Integrity

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

...
Examples of Academic Dishonesty

The following is a list of types of behaviors considered to be academically dishonest and therefore unacceptable. Even the attempt to commit such acts is a breach of integrity and is subject to penalty. No such list can, of course, describe all possible types or degrees of academic dishonesty, so these should be understood as examples rather than as a comprehensive list. ...

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

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

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

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

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¹ University at Albany, Graduate Bulletin, Graduate Regulations, and Degree Requirements, Standards of Academic Integrity, [http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity); University Senate Bill No. 0506-25, May 2006.
OBTAINING AND REPORTING AN INTERNSHIP

The formal requirement for an internship (PLN 684) consists of at least nine weeks of full-time-equivalent work (approximately 315 hours) with an off-campus government agency, firm, or nonprofit engaged in planning work or in activities that are closely related to planning. Normally, this is completed with a single agency, firm, or nonprofit, but multiple positions can be used to fulfill the requirement if necessary. The internship requirement can be waived for students who have at least six months of full-time-equivalent paid planning experience prior to commencing full-time Master of Regional Planning (MRP) study or who are currently in paid planning positions.

Faculty may provide advice on possible places to intern, but students are responsible for securing the necessary internship. Internships should provide useful professional experience. The internship may be paid or unpaid and be full time or part time. Most students find internships during the summer or complete them part-time during the academic year. Students are encouraged to take advantage of ideal internships at any time after completion of at least 12 graduate planning credits and may even register for the course credits after the work has been completed, if necessary. Students should register for the course associated with the professor who will collect and grade the completed work. Incompletes are normally given when the internship or the reports cannot be completed by the end of the semester.

In the internship assignment, students should do everything possible to present a good, professional image of yourself and of our graduate program. Supervisors may be consulted by potential future employers as job references, and future MRP students’ chances of working at that agency, firm, or nonprofit may well depend on good impressions of current interns. If any problems or disputes arise in their internship, students should discuss them with their instructor of record and/or faculty advisor.

Two deliverables are required to complete the internship requirement and receive a passing (“S” for Satisfactory) grade: a letter from the supervisor and a student report. One copy of each should be forwarded to the instructor of record and will be kept in the student’s permanent file.

- **Supervisor’s report:** This report is a brief, confidential letter emailed and/or sent directly to your faculty instructor: Dr. XXX, Dept. of Geography and Planning, The University at Albany, SUNY, Arts and Sciences 218, Albany, NY 12222 (Fax: 518-442-4742). The letter should detail hours completed, student duties performed, and an assessment of the work performance.

- **Student report:** This report should contain (1) a cover page with basic employer and supervisor contact information, and hours worked; (2) a brief (one-to-two-page) description of the employer and their planning functions and responsibilities; and (3) a brief (one-to-two-page) summary of the work completed and student reflections on the experience. Samples of work should also be attached, where applicable.

MASTER’S RESEARCH PAPER

**General Guidance and Instructions**

Researching and writing the master’s research paper can enable students to develop an area of specialized knowledge and expertise that helps advance their career in planning and can provide an entry to areas of planning in which they hope to work.
Students can research and write their master’s research paper at any point during the Master of Regional Planning (MRP) program, but it is best to have a solid idea of the topic of study before registering for the course credits. Some students struggle with completing the paper if they leave it until their last semester without a clear idea of their topic.

Before beginning work, students should submit a one-to-two-page research proposal to their paper advisor describing the topic and research question they propose to explore, identifying relevant resource materials and readings, and laying out an acceptable work plan.

Content

The basic outline and content of the paper can be found in Appendix B. In general, your master’s research paper should be between 35 and 50 pages in length (not including figures, illustrations, maps, tables and graphs, photographs, and list of figures and references), although exceptional papers with high statistical or graphic content might be shorter. The paper should also include a 200-300-word abstract summarizing the research topic and major findings, followed by a table of contents, list of tables (when applicable), and list of figures (when applicable). The main text should follow highlighting the problem explored, the existing research on the problem, one or more cases exemplifying the problem and alternative solutions explored, and an analysis and conclusion suggesting the implications of the paper for planners and policymakers. Students should acknowledge and discuss conflicting views and interpretations, and incorporate them into the analysis. The paper should finish with a list of references used in writing the paper, using the reference style guide in Appendix C, which also outlines the format for in-text parenthetical references to be used throughout the paper.

The university’s academic integrity policy must be strictly followed, with proper attributions for direct quotations or summaries of other people’s work. Lengthy quotations should be avoided. The paper submitted must be an original work and not the product or compilation of work done for some other course or courses. It is also not acceptable for a student to submit a master’s research paper that is largely the product of work they have performed as part of paid employment. Students who wish to draw on work they have performed as part of paid employment for their master’s research paper need to gain explicit faculty approval before going forward, to assure that the product they are submitting as their master’s research paper is a unique product and has advanced the subject matter and/or examined it more critically than had been the case.

Dossier

The master’s research paper needs to be accompanied by a dossier. This consists of selected readings (no more than 50 pages in total) that are highly relevant to and supportive of the paper. These excerpts should be introduced by a one-page statement explaining the significance of the selected readings and why you chose to include them in the dossier, as well as a table of contents listing each item contained in the dossier.

THESIS OPTION

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

COMPREHENSIVE EXAMS

The comprehensive exams are scheduled at the end of each semester — fall, spring, and summer — and generally occur the week before final exams begin.

THE WRITTEN COMPREHENSIVE EXAM

The written comprehensive exam is a two-hour, 100-question, multiple-choice test examining the student’s knowledge of urban and regional planning as developed and practiced in the United States. The exam is based on the content of PLN 501 (Planning History and Philosophy), PLN 502 (Urban and Metropolitan Structure and Functions), PLN 505 (Planning Processes, Plans, and Community Design), and PLN 506 (Planning Law). **The exam should be taken as soon as students have completed the requisite courses.** The pass mark is a score of 70 percent or higher. Students may take the exam a second time if they do not pass the first time. **Appendix D** lists suggested review materials students may find helpful.

THE ORAL COMPREHENSIVE EXAM

The oral comprehensive exam is on the same topic as your master’s research paper and should be completed during the semester in which the paper is completed. The oral exam is a 45-minute discussion with two faculty members, one of whom is the student’s advisor on the master’s research paper and another who serves as a reader. Students should sign up for the oral exam with the professors no later than three weeks before the exam. Students must provide the professors with a complete draft of their research paper and their dossier no later than one week before the exam.

The assumption is that you have expert knowledge of the research paper and that you are providing the briefing materials necessary to enable the examiners to “get up to speed,” understand different viewpoints, and discuss the topic with you.

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

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

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

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

The MRP program encourages students to develop expertise in one of the program’s three fields of specialization (Environmental and Land-Use Planning, Community Planning, and Transportation Planning) and to incorporate U.S. and international cases and examples into both core and specialization courses. U.S. students who wish to practice planning outside the United States are also encouraged to travel internationally and to develop their skills in languages other than English. MRP alumni have worked for the Peace Corps, built international consulting businesses, and become international advocates for planning issues. In all cases, expertise in a field of specialization, motivation, and relevant language skills have been the keys to an international career.

The Department of Geography and Planning faculty is widely traveled; has considerable consulting experience with international organizations, nonprofits, governments, and universities; and includes fluent speakers of several languages other than English. The State University of New York at Albany has a broad range of faculty, instructional, and library resources for international studies and language learning. The MRP curriculum includes ample opportunities for directed reading, independent study, internship, research paper, and thesis, all of which can potentially be used to fulfill international planning interests. A few MRP alumni have completed their internships with planning organizations in foreign countries, including Brazil, Canada, Colombia, the United Kingdom, and Turkey, and at the headquarters of international organizations located in the United States (e.g., the United Nations Children’s Fund [UNICEF] and the Ford Foundation).
GRADUATE CERTIFICATE IN URBAN POLICY

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

Requirements

The Graduate Certificate in Urban Policy is a self-standing program of 15-19 credit hours. However, it may also be taken in conjunction with master’s or doctoral programs. The requirements for the certificate are as follows.

I. Two core courses (6-8 credits)

   Urban Policy in the United States (3-4) (PLN 540/POS 540/PAD 566/SOC 540)

   Urban and Community Development (3-4) (PLN 523/POS 523/PAD 561)

II. Three electives courses (9-12 credits)

   AAS 510 Seminar in Urban Affairs and Human Development (3)
   ANT 664 Seminar in Urban Anthropology (4)
   ECO 541 Theory and Problems of Economic Development (3)
   ECO 581 Environmental Economics (3)
   ECO 781 Regional Analysis and Policy (3)
   GOG 580 Advanced Urban Geography (3)
   GOG 620 Seminar in Urban Geography (3)
   PAD 643 Governmental Finances (4)
   PAD 648 State and Local Fiscal Systems (4)
   PAD 674 Program Seminar in Urban Renewal and Housing (3)
   PAD 684 Seminar in Urban Policy Analysis (4)
   PLN 501/GOG 521 Planning History and Philosophy (3)
   PLN 502/GOG 526 Urban and Metropolitan Structure and Functions (3)
   PLN 505 Planning Processes, Plans, and the Design of Communities (4)
   PLN 506 Planning Law (3)
   PLN 528/POS 528/PAD 528 United States Housing Policy (3-4)
   PLN 529/LCS 529/PAD 563 International Development Planning for Jobs, Housing, and Community Service (3-4)
   PLN 532 Parks, Preservation, and Heritage Planning (3)
   PLN 543 Transportation History and Policy (3)
   PLN 545 Transportation Technologies Practicum (3)
   PLN 549 Bicycle and Pedestrian Transportation Planning (3)
   PLN 560/PAD 567 Local Economic Development Strategies and Techniques (3-4)
   PLN 573/PAD 573 Metropolitan Governance and Planning (3-4)
PLN 575  
Urban Design and Public Space (3)

PLN 675  
Urban Design and Site Planning Practicum (3)

POS 624  
African Politics (4)

SOC 550  
The American Community (3)

SOC 627  
Urbanization (3)

SOC 673  
Human Ecology (3)

... or other graduate urban policy courses that are deemed appropriate.

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

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

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

Required Courses (15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOG 502/PLN 504</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>GOG 596/PLN 556</td>
<td>Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GOG 585/PLN 553</td>
<td>Remote Sensing II</td>
<td>3</td>
</tr>
<tr>
<td>GOG 590</td>
<td>Advanced Cartography</td>
<td>3</td>
</tr>
<tr>
<td>GOG 692/PLN 656</td>
<td>Seminar in Geographic Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

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

JOINT DEGREE PROGRAM WITH ALBANY LAW SCHOOL

Master’s in Urban and Regional Planning and Doctor of Law (MRP/JD)

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

Given the significance of legal issues in planning, and the importance of land-use, housing, transportation, environmental and other planning issues in law, in 2000, the University at Albany and ALS have approved a jointly registered MRP/JD Program, constructed from the two institutions’ existing MRP and JD programs. The joint program requires independent admission to each program.

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

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

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

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

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

**OBTAINING TWO MASTER’S DEGREES**

Occasionally, a candidate for the 48-credit Master of Regional Planning (MRP) degree already holds a cognate master’s degree. In such a case, up to 30 percent of the credits completed for the first master’s degree may be allowed for advanced standing in the MRP program.

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

The regulations for obtaining two master’s degrees are quite complex, and students are referred to the university’s graduate requirements: https://www.albany.edu/graduatebulletin/requirements_dual_masters.htm and specifically to the section titled Policy of Advanced Standing and Resident Study for a Second Master’s Degree.

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

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

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

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

APPLYING FOR GRADUATE DEGREE AND CERTIFICATE CLEARANCE

MRP Degree
To receive the Master of Regional Planning (MRP) degree, students must formally apply for the degree by submitting a graduate degree clearance application to the Registrar. There is no charge to apply for degree
clearance, and repeat applications can be made in subsequent Semesters if clearance is not granted on the initial application. One application should be submitted for each degree requested, and applications are due in February for May graduation, in June for August graduation, and in October for December graduation. Applications can be found on the Graduate School website: https://www.albany.edu/graduate/degree-award.php.

GRADUATE CERTIFICATES

When you are within three months of completing the requirements for a graduate certificate, you should submit a degree clearance application to the Registrar’s Office, requesting clearance for the certificate. If you hope to receive the MRP degree at the same time, you must submit two applications, one for the relevant certificate and the other for the MRP. Go to the graduation tab in your MyUAlbany account to apply for a supplemental degree. There is a $20* fee and a form that you will need to fill out for each certificate. If you fail to do this before the completion of the MRP, you will need to submit an actual application, which is a $75* fee.
* Fees at time of last handbook revision.

FUNDING GRADUATE STUDIES

There are many different ways students can fund their graduate studies. Each year, the Master of Regional Planning (MRP) program receives approximately two-and-a-half teaching assistantship (GA) lines from the University, and these are used to employ a small proportion of the full-time graduate students as teaching and administrative assistants (GAs). Students are also encouraged to apply for the Carson Carr Graduate Diversity Fellowship program targeting, but not limited to, “students who are of a race or ethnicity that is underrepresented in our graduate and professional programs.” Female students near the end of their degree program can also apply for the Fellowship on Women and Public Policy program run by the Center for Women in Government and Civil Society at the State University of New York at Albany’s Rockefeller College of Public Affairs and Policy.

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

MRP GA LINES

The criteria for assigning the Master of Regional Planning (MRP) program GA lines are as follows.

1. GA positions can only be assigned to full-time students matriculated as candidates for the MRP degree. Full-time student status is defined as being registered each fall and spring semester for a
minimum of nine (9) credits for a GA with a full assistantship or being registered for a minimum of nine (9) credits for a GA with a half assistantship.

2. No MRP student is allowed to hold a full or half GA line for more than three academic years, and students cannot continue with MRP GA funding after completion of the MRP degree.

3. All GA awards are for one academic year or one semester and are made by a formal offer letter. An offer letter may indicate that, subject to satisfactory academic performance (at least a B average and no course grades below B-) and satisfactory work performance in the assistantship duties, the assistantship will continue through the next academic year or for the first semester of that year. Renewal is not automatic. Students who wish to continue their GA assignments the following academic year must submit an official request to the Program Director by March 15 for the following academic year.

4. Decisions on the assignment of MRP GA lines are made by the MRP core faculty. In making those decisions, they consider all current MRP students who have formally applied for assistantship funding (the form for which is in the Graduate Application pack) and who still need to complete at least 10 credits to finish the MRP degree. They also consider all applicants to the MRP program who have been admitted and have formally applied for assistantship funding.

5. The prime GA selection decisions for the next academic year are made in April. Applicants who seek assistantships should ensure that their complete MRP applications are received by the university’s Graduate Office no later than March 15. Applicants who do not make this deadline are much less likely to obtain an assistantship.

6. The selection of GA recipients is based on four major criteria, weighted equally, as follows.

   i. Academic performance as an undergraduate, and in any subsequent graduate study, as reflected by grade point average (GPA), grades in key planning-related courses, and awards.
   ii. The extent to which academic background is cognate with planning.
   iii. Evidence of relevant work experience, volunteer experience, writing, and verbal and technical skills appropriate to a graduate planning program.
   iv. Possession of skills and experience of particular value to the Department of Geography and Planning.

In addition, in assigning GA lines, the MRP core faculty consider the following.

- Evidence of commitment to graduate study in planning at the State University of New York at Albany
- Diversity issues: concern to form a pool of graduate assistants who can bring a wide variety of different talents, experiences, and concerns to the department, and who are truly representative of the university’s student body as a whole

7. The MRP program core faculty seeks to divide its GA lines roughly equally between first- and second-year full-time students.

8. Some GA awards are “full lines” — at least $15,918 in stipend and a tuition scholarship of nine (9) credits each semester, in return for 20 hours per week of work during the 14-week teaching semester. Other awards
are “half lines” — at least $7,959 in stipend and a tuition scholarship of six (6) credits each semester, in return for 10 hours per week of work during the 14-week teaching semester.

9. For some full GA positions lasting a complete academic year, the MRP Program Director may propose an alternative work schedule requiring 15 hours of work per week over 37 weeks, instead of 20 hours per week during two 14-week semesters.

10. To receive an assigned tuition scholarship, all GAs must either apply for the Tuition Assistance Program (TAP) and have their application denied, or demonstrate that they are not eligible for the TAP.

11. Decisions on the duties of the MRP program GAs are made by the Chair of the Department of Geography and Planning in consultation with the MRP Program Director. The primary concern in making assignments is to ensure that GAs have the skills and academic background necessary to undertake the work they are assigned to. GAs for a specific undergraduate course, for example, should have a sound academic background in the field and high competence in the skills required of the students taking the course.

12. GAs are assigned to work with a faculty supervisor. Provisional assignments are available shortly before the beginning of each fall and spring semester. Occasionally, on request of a GA, the Department Chair may reassign individual GAs to different duties or supervisors.

13. The appointment, duties, and remunerations of research assistants are necessarily more varied than those of teaching assistants. Research grants may come at any time of the year and may require very specific computer, language, analytical, or interpersonal skills, or such factors as possession of a valid driver license and a car. They may include both a stipend and a tuition scholarship, or simply pay a stipend with no eligibility for a tuition scholarship. As a result, research assistantships are usually offered to current MRP students, rather than to admitted students who have not yet begun the program.

MRP PROGRAM GOVERNANCE

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

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

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

**GRADUATE PLANNING STUDENTS ASSOCIATION (GPSA)**

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

The major function of the GPSA includes serving as a formal liaison between graduate students and faculty, the APA, and other planning organizations. At any time, the GPSA Board Representative may meet with the Program Director, and/or any other faculty to discuss issues of program organization, new initiatives and opportunities, and particularly, student concerns.

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

**COMMUNITY ADVISORY BOARD (CAB)**

The **CAB** consists of at least 6 and not more than 10 invited local professionals in planning and related fields who advise the Program Director and core faculty on issues of program content and publicity, student recruitment, professional outreach, community outreach, and internship and job placement. These professionals are also responsible for assessing how well the Program is doing in achieving its goals and objectives. They normally serve three-year terms of office and are selected to represent the broad range of governmental, corporate, and nonprofit organizations involved in planning, and the diversity of people, backgrounds, and specializations in the MRP program. The CAB meets with the Program Director and core faculty at least twice each year, and current CAB members take the lead in proposing who might be invited to become a member of the CAB when a vacancy arises.
COUNCIL OF ADJUNCT FACULTY (CAF)

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

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

STUDENT GRIEVANCE POLICY

If the need arises, student grievance procedures are available through the College of Arts and Sciences (CAS): https://www.albany.edu/cas/assets/studentgrievanceprocedures.pdf. Using the web to disseminate information on the grievance process provides easy access for potential students and current students, alumni, faculty, and staff.

A graduate student in the Master of Regional Planning (MRP) program seeking adjudication of an academic grievance claim against a faculty member or instructor in the CAS will need to follow the procedure described below. Such grievances may concern grades assigned or penalties imposed for alleged academic infractions.

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

The procedure has three steps, as listed below.

**Step 1:**
A student who seeks to dispute a grade or evaluation or seeks to appeal a penalty that has been imposed by a faculty member for academic dishonesty or alleged academic infractions must initially pursue the matter directly with the faculty member involved. If not satisfactorily resolved directly with the faculty member, a written grievance may be filed with the Program Director/Department Chairperson. The Program
Director/Department Chairperson should consult with the faculty member in question and request a written response to the grievance from the faculty member. The Program Director/Department Chairperson should then provide a copy of the faculty member’s response along with his or her own recommendations to the student. In the event that the grievance directly involves the Program Director or Department Chairperson, the Dean of the College of Arts and Sciences will appoint a designee from the department in question to serve in his or her place.

**Step 2:**
If the student is not satisfied with the efforts made in Step 1 to achieve a resolution of the grievance, she or he may then submit a brief request to the College of Arts and Sciences’ Academic Programs Committee, via the Deans’ Office, to consider the grievance. This request must be filed within one year from the end of the semester during which the incident occurred. The Academic Programs Committee will convene an Ad Hoc Grievance Committee according to its bylaws to review the grievance. All of the documents gathered from Step 1 should be attached to this request in their original form (i.e., student’s statement of grievance, faculty member’s response, Department Chairperson’s response, course syllabus, and any additional supporting documents). The Ad Hoc Grievance Committee will not review the case until all documents are present. Students should realize that the function of the Ad Hoc Grievance Committee is advisory. The Committee can find in favor of or against the student’s grievance, and it can recommend remedies to the appropriate person(s). It does not have the power to enforce any of its findings.

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

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

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

The dissemination of these materials to potential, current, and retired faculty is through a web page: https://www.albany.edu/universitysenate/assets/Senate_Handbook_05-10-2017.pdf. This ensures access to all parties.
# APPENDIX A: CHECKLIST OF DEGREE REQUIREMENTS

## CORE COURSES (Required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Completed/scheduled</th>
<th>Waive</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLN 501/GOG 521</td>
<td>Planning History and Philosophy (4)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
<tr>
<td>PLN 502/GOG 526</td>
<td>Urban and Metropolitan Structure and Functions (3)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
<tr>
<td>PLN 503/GOG 555</td>
<td>Computer Applications in Planning (3)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
<tr>
<td>PLN 504/GOG 502</td>
<td>Statistical Methods for Planning (3)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
<tr>
<td>PLN 505</td>
<td>Planning Processes, Plans, and the Design of Communities (4)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
<tr>
<td>PLN 506</td>
<td>Planning Law (3)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
<tr>
<td>PLN 681</td>
<td>Planning Studio (4)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
<tr>
<td>PLN 683</td>
<td>Master’s Research Paper (4)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
<tr>
<td>PLN 684</td>
<td>Master’s Internship (3)</td>
<td></td>
<td>□ ........</td>
<td>○</td>
<td>□........</td>
</tr>
</tbody>
</table>

UAlbany PLN credits ____ Transfer credits ____

## SPECIALIZATION COURSES: Area(s) of specialization

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
   (Note: Only one specialization is required [3 courses]. A second specialization is optional.)
4. ______________________________________________________________________
5. ______________________________________________________________________
6. ______________________________________________________________________

UAlbany PLN credits ____ UAlbany non-PLN credits ____ Transfer credits ____

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

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________

UAlbany PLN credits ____ UAlbany non-PLN credits ____ Transfer credits ____

## ORAL AND WRITTEN COMPREHENSIVE EXAMS

- Oral □
- Written □

File degree clearance form □

TOTAL UAlbany PLN credits _____ UAlbany non-PLN credits _____ Transfer credits _____

TOTAL CREDITS ________ (48 credits required)
APPENDIX B: SUGGESTED MASTER’S RESEARCH PAPER CONTENT/FORMAT

Abstract
- About one page; write it last! Should summarize each section of paper. In order: problem, question, case study, analysis, and recommendations/conclusions.

Table of Contents
- Show at least major section titles; subsection titles if appropriate. Include page numbers.

List of Tables
- If applicable; tables in paper must be numbered and titled, with data sources listed underneath.

List of Figures
- If applicable; figures (charts, pictures, maps, etc.) must be numbered and titled, with data sources listed underneath.

Introduction
- Brief overview of the problem you are exploring.
- Burning question you want to answer through your research (should lead to analysis, e.g., pros and cons, not just description). How you phrase this is critical! Ask for help!

Review of Literature
- What do we already know about the problem and potential answers to it through research that has already been done by others?

Case Study (or Studies)
- Exemplifies the problem you are interested in, as well as offering an interesting answer to your question. You need to justify each case you select: why is it more appropriate to look at it than other potential cases, given your problem and research question?

Analysis
- How does the literature you reviewed combine with your case study (or studies) to answer your question?

Recommendations & Conclusions
- What is the answer to your question, and how should planners and policymakers respond to what you have found out?

References
- This list should be as exhaustive as possible as regard to the scholarly literature (books, journal articles, government reports, etc.), and everything you list here should be cited somewhere within the text of your paper. Ask for help!
- See Appendix D for formatting.

Appendices (if applicable)
APPENDIX C: REFERENCE STYLE GUIDE

All ideas that are borrowed from or supported by someone else must be accompanied by appropriate in-text citations, for which a full reference must be provided at the end of your paper.

In-Text Citations

Single author: (Stoecker 2008)
Two authors: (Glickman and Servon 2008)
Three or more authors: (Rohe et al. 2008)
Website links should NOT be listed within parentheses but rather included in a footnote.

Note: ALL DIRECT QUOTES MUST INCLUDE THE PAGE NUMBER, for example, (Stoecker 2008, 305).

Reference List

Book or Report

Edited Volume

Chapter in Edited Volume

Journal
Single author

Two authors

Three or more authors

*Note: Do not include a webpage for journal articles, even if accessed through an online academic database. This is unnecessary.

Website
APPENDIX D: REVIEW MATERIALS FOR THE WRITTEN COMPREHENSIVE EXAM

The written comprehensive exam is modeled after the American Institute of Certified Planners (AICP) exam offered to planners with certain levels of education and experience who want national AICP certification. While the AICP exam is comprehensive, the Master of Regional Planning (MRP) written comprehensive exam specifically covers ONLY content covered in PLN 501, 502, 505, and 506. Please keep this in mind when using the following AICP exam resources to study for the more narrowly-focused MRP written comprehensive exam.

AICP Certification Exam Preparation
https://www.planning.org/certification/examprep/subjectmatter/

• Free materials: Outline of subject matter, National Planning Conference Exam Prep Session presentation slides, and selected reading list
• For purchase: AICP Exam Prep package

AICP Exam Prep, Pennsylvania Chapter of the APA:
http://planningpa.org/for-planners/professional-planners/aicp-exam-prep/

• Many review materials, including presentations, webinars, scenarios, review slides, and links to other review sites

Planning Prep
http://www.planningprep.com

• Free access to 12 practice exams and 1,668 practice questions

AICP Study Stacks
http://www.studystack.com/flashcards-1079175

• Stack of electronic flashcards on AICP test topics
APPENDIX E: PREPARATORY READING FOR INCOMING STUDENTS

You are strongly advised to become a Student Member of the American Planning Association (APA). A year’s introductory membership is free for all new full-time graduate planning students. After that, the Master of Regional Planning (MRP) Program Director’s signature is needed so that you can continue your membership at the student rate. APA has created the Early Career Program, a unique five-year program to offer beginning planners low-cost membership, enhanced benefits, and minimum hassle. Find out more about the Early Career Program online here: https://www.planning.org/join/students/.

If you have not already done so, you should consider reading:


These are well-known books. Local libraries and bookstores should have them, but you can also buy from on-line bookstores. Amazon.com is also a very good “free home library” to check references, browse what people have written, and others.
APPENDIX F: USEFUL INFORMATION SOURCES

Planning Journals:

Cities
Economic Development Quarterly
Environment and Planning, Series A and B
Habitat International
Housing Policy Debate
Housing Studies
International Development Planning Review
International Journal of Urban and Regional Research
Journal of the American Planning Association
Journal of Planning Education and Research
Journal of Planning Literature
Journal of Urban Affairs
Places
Planning
Planning Perspectives
Town Planning Review
Urban Affairs Review
Urban Studies

Planning Organizations

American Institute of Certified Planners (AICP) https://www.planning.org/aicp/
American Planning Association (APA) https://www.planning.org
Association of Collegiate Schools of Planning (ACSP) https://www.acsp.org
Congress for the New Urbanism (CNU) https://www.cnu.org
International City and County Management Association (ICMA) https://www.icma.org
Lincoln Institute of Land Policy (LILP) https://www.lincolninst.edu
National Urban League https://www.nul.org
New York Upstate Chapter of the APA: https://www.nyupstateplanning.org
Regional Plan Association (RPA) http://www.rpa.org
Royal Town Planning Institute (RTPI; United Kingdom and Ireland) https://www.rtpi.org.uk
Transportation Research Board (TRB) http://www.trb.org
Urban and Regional Information Systems Association (URISA) https://www.urisa.org
Urban Affairs Association (UAA) https://urbanaffairsassociation.org
Urban Institute (UI) https://www.urban.org
Urban Land Institute (ULI) https://www.uli.org
U.S. Conference of Mayors https://www.usmayors.org
Notes
Notes