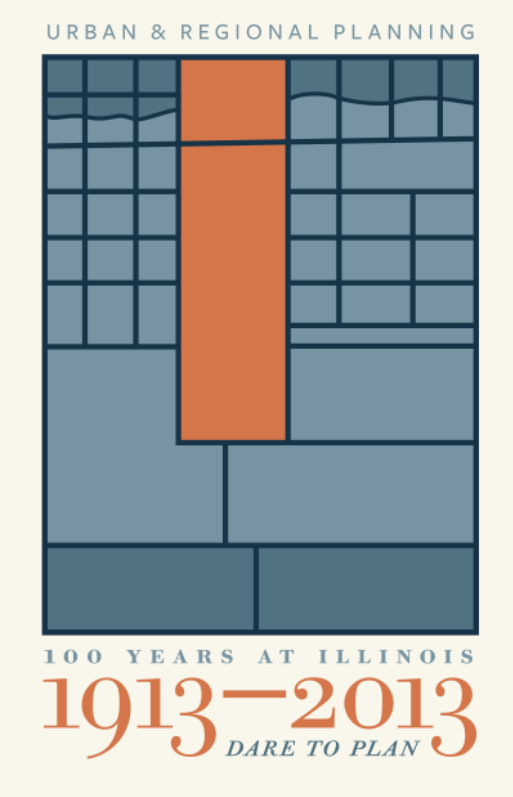
MUP Handbook

Academic Year 2023-24



Master of Urban Planning

Department of Urban and Regional Planning
College of Fine and Applied Arts
University of Illinois at Urbana-Champaign

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1. MUP Program Overview and Requirements

The Master of Urban Planning (MUP) program prepares students to become practitioners and leaders in the planning profession by providing students with a deep intellectual grounding and advanced planning skills and techniques. The program can also form the basis for the Ph.D. in planning or advanced research positions.

The University of Illinois has a long and rich history of training urban and regional planners, dating back to 1913 when Charles Mulford Robinson was appointed Professor of Civic Design in the University's Landscape Architecture Division. The Department of Urban Planning became its own academic unit in 1965 – it is one of the very few programs that offer accredited Bachelors and Masters Degrees in Urban Planning in addition to a Doctoral Degree in Regional Planning.

In 1945, the University authorized a Master's degree in Urban Planning. The Master of Urban Planning (MUP) degree you are pursuing today reflects the more than 100 years of planning education at University of Illinois at Urbana-Champaign, as well as major evolutions in the skills, techniques, and practices of planning over time. The current MUP curriculum provides you with a framework to develop a foundational body of knowledge in urban planning complimented by a flexible area of concentration that reflects your interests and professional goals.

MUP Curriculum

- **Core Courses**: 6 required classes that review fundamental knowledge, skills, and values for urban planning
- **Concentrations**: (required) specialized courses in one or more selected concentrations
- **Electives**: from the department and across the university
- **Internship**: (recommended) applied professional planning experience
- **Capstone Project or Thesis**: (required) in which students demonstrate professional aptitude through practical problem solving or research

MUP Requirements

To qualify for the MUP degree, each student must complete:

- 6 required **core courses**;
- 2 **concentration courses**;
- A **capstone project or thesis**;
- **64 earned credit hours**, if no internship course is completed. At least 40 of the 64 hours must be in UP courses. Only **400-** and **500-level** courses will be counted toward the MUP degree. **60 earned hours**, if a zero credit internship course (UP 590) is successfully completed.

- 32 earned hours, if the student was admitted to the 4+1 program while an undergraduate at Illinois. At least 20 of the 32 hours must be in UP courses.
- 32 earned hours of UP courses, if the student is in the law or architecture joint degree program.
- 40 earned hours of UP courses, if the student is in a joint degree program in a field other than law or architecture.

Up to 16 hours may be waived if a student has an undergraduate professional degree in urban planning. More about waivers & credits in 6. MUP Waivers and Credits.

For all MUP students, at least 16 of their earned hours must be at the 500 level, and 12 of those 16 hours must be in UP courses. In all cases, 32 hours is the absolute minimum required by the Graduate College.

Advising

Each student is assigned an **academic adviser** upon entry into the program. The student and adviser work closely to develop a customized **plan of study** and concentration area. Students should regularly seek out their academic adviser for guidance on course selection, internships, capstone options and proposals, and preparation for the job market.

It is common for students to choose a **capstone adviser** that is different from their academic adviser based upon their interests and capacity to advise specific capstone research. It is strongly recommended that students identify their capstone adviser by the end of the second semester. Some students may prefer to have their capstone adviser also serve as their academic adviser. To change academic advisers, students should discuss the switch with their current academic adviser, obtain the permission of the new adviser, and inform the Director of Graduate Studies of the change.

Plan of Study

Each MUP student is expected to work with their adviser to prepare a Plan of Study by the end of the first semester. The Plan of Study guides the student's coursework and clarifies shared expectations between the student and academic adviser. Students should submit an initial Plan of Study to and have a meeting with their adviser by the end of the first semester. Students will also submit Plan of Study signed by their adviser to the Director of Graduate Study by the end of the first semester. In the second semester, students will revise their Plan of Study in consultation with their adviser as their interests and learning needs change. Advisers may also request additional updates to the Plan of Study in the second year of study.

Your initial Plan of Study should address the following elements:

1. Career goals after the MUP degree
2. Student's concentration
3. Foundation, method, and application courses in the chosen concentration
4. Coursework plan for the four semesters

A Plan of Study Form (pdf) is provided in the appendix.

2. MUP Core (24 Credit Hours)

The MUP core conveys the common base of knowledge required for creative and effective professional practice in the field of planning. Students take these core courses (all in 4 credit hours) as a cohort over the first three semesters of study:

	Fall	Spring
Year 1	**UP 501:** Planning History and Theory **UP 503:** Physical Planning	**UP 511:** Law and Planning **UP 504:** Urban History and Theory **UP 505:** Regional Analysis* OR **UP 570:** Neighborhood Analysis*^
Year 2	**UP 510:** Plan Making Workshop	

* MUP students are required to take either UP 505 or UP 570 to satisfy their core methods requirement.
^ UP 570 has a prerequisite, UP 517: Data Science for Planners.

Sample Coursework

Below is a sample sequence of MUP courses including core, concentration, and elective courses.

	Fall	Spring
Year 1	**UP 501:** Planning History and Theory **UP 503:** Physical Planning Concentration or Elective Concentration or Elective	**UP 504:** Urban History and Theory **UP 511:** Law and Planning **UP 505:** Regional Analysis* OR **UP 570:** Neighborhood Analysis*^ Concentration or Elective
Summer Internship UP 590 (recommended)		
Year 2	**UP 510:** Plan Making Workshop Concentration or Elective Elective UP 591 Capstone Seminar (4 credits)	Concentration or Elective Elective Elective (skip if UP 590 is completed) UP 598/599 Capstone Project/Thesis UP 591 Capstone Seminar (0 credits)

3. Capstone Project/Thesis

The MUP capstone provides MUP students with the opportunity to apply what they have learned through their courses and internships to a specific planning problem or issue, and therefore to demonstrate their professional competence to both the faculty and potential employers. Students work closely with their faculty Capstone Adviser in deciding on a capstone topic and approach.

Capstone Options

Students have two options for completing the capstone:

Master's Project: A professional project or analysis focusing on a topic relevant to the student's selected concentration and career goals. The audience for a master's project is typically planning and

policy practitioners and decisionmakers. The capstone deliverable may be a report, a plan, or other professional quality work. In most cases, the project is conducted for or with an external client. Students pursuing a Master's Project will sign up for UP 598.

A Master's Project may be completed individually, or two or more students may work together to pursue a Master's Project jointly. In such instances, the project must be of sufficient scope to warrant a team approach and the independent contribution of each student must be clear. A single faculty member will normally serve as the Capstone Adviser for the group and a capstone proposal may be submitted jointly.

Master's Thesis: A scholarly applied or basic research work conducted under the formal Thesis Guidelines of the Department (Appendix 1) and Graduate College. The audience for a master's thesis is typically academic and applied researchers. The thesis option is most appropriate for MUP students with a strong interest in pursuing the PhD degree or a research-oriented career. Students completing a Master's Thesis will sign up for UP 599.

Capstone Development and Advising

It is ultimately the responsibility of the student, under the guidance of their Capstone Adviser, to identify a topic and establish contact with an external client (if appropriate). In the fall of the second year, UP 591 will help you develop and implement your capstone proposal. In the spring of the second year, you will work with your chosen Capstone Adviser to complete the project. Throughout your capstone, your Capstone Adviser is the principal source for substantive faculty guidance on the project. The Director of Graduate Studies is responsible for ensuring that all capstone requirements are met; collecting the Capstone Proposal and Capstone Exit forms, the capstone report, and poster; and organizing the spring poster session.

Getting Started during the First Year

First year MUP students are expected to prepare for the capstone in the following ways:

- Look at previous MUP capstones;
- Ask second year students about their capstone;
- Meet with potential Capstone Advisers to discuss potential projects;
- Attend the Capstone Poster session in May of the first year;
- Use the summer between the first and second MUP years to meet with potential clients;
- Explore the possibility of expanding a summer internship project into a capstone.

The Department encourages first year students to select a Capstone Adviser and turn in a draft capstone proposal to that Adviser by the end of the spring semester of the first year.

Requirements

To complete the capstone, students must:

1. **Identify a faculty Capstone Adviser**. The student's faculty Academic Adviser often continues to serve as the Capstone Adviser. But students can change their adviser to better

correspond to their capstone topic. The Capstone Adviser must be a member of the DURP faculty.

2. **Complete a Capstone Adoption Form (PDF)** with the Capstone Adviser's signature indicating approval of the project concept, and submit to the Director of Graduate Studies by the tenth day of class in the fall semester of the second year. The proposal includes a description of the project or thesis and discusses how the capstone relates to the student's area of professional interest. Groups only need to submit one proposal.
3. **Complete two Capstone Seminars (UP 591)**, in the fall and spring semesters of the second MUP year. In the fall semester, you will take four credit hours of UP 591. In the spring semester, you will take 0 credit hours of UP 591. UP 591 provides students with general advising regarding capstone requirements and an opportunity for peer discussion of work in progress. The seminar will meet weekly during the fall semester, and on a monthly basis during the spring semester.
4. **Complete a Capstone Proposal Form (PDF)** and submit an accompanying detailed capstone proposal to receive authorization to register for UP 598 (Master's Project) or UP 599 (Master's Thesis) credit hours.
5. In both two options (Project or Thesis), students **register for 4 hours** of additional capstone credit, typically earned in the spring semester of the second year.
    A. Students selecting the Project option complete **UP 598 (Master's Project)** for 4 hours under the name (CRN) of the Capstone Adviser.
    B. Students selecting the Thesis option complete **UP 599 (Master's Thesis)** for 4 hours under the name (CRN) of the Capstone Adviser.
6. **Participate in a Capstone Poster Session**, held near the end of the spring semester in the second year. Note: Students completing their degree in December must submit a poster for the subsequent spring's poster session but they need not be physically present at the session if they have already graduated.
7. **Submit the capstone final products,** including electronic copies of the capstone and poster (PDF) to the Capstone Adviser and the Director of Graduate Studies.
8. **Submit a completed Capstone Exit Form (PDF)** (signed by the Capstone Adviser) to the Director of Graduate Studies.

4. MUP Internship

MUP students are encouraged to complete a professional planning internship. The basic objective of the internship is to provide practical experience under competent and committed professional guidance. The internship must be preceded and succeeded by at least one semester of course work in planning while in residence at the University of Illinois at Urbana-Champaign.

UP 590 Professional Internship

- An MUP internship must consist of at least 160 hours of appropriate planning-related work (minimum of 50%-time employment for 8 weeks) at an off-campus agency.
- The work must be planning, or clearly related to planning; that is, it must involve action directed toward the physical, economic, environmental, or social betterment of a community.

The agency must be involved in such action, and the internship must be performed under the supervision of a professional in the field.

- Internship credit will not be given for work that is primarily clerical in nature (typing, coloring maps, answering the telephone, data entry), for manual labor (e.g., landscaping), or for most university research. Typically, an internship consists of tasks similar to those of an entry-level professional position. These might include but are not limited to: field data collection, map preparation, data analysis, preparation of case memos, participation in public meetings, and preparation of reports to support planning activities.
- Internship credit will normally not be given for work in real estate, law, banking, engineering, architecture, or landscape architecture offices, unless the work of the office has a clear planning component. Internship credit will normally be given for work for relevant public agencies, consultants in planning or economic development, community nonprofits, and private developers.
- UP 590 internship credit is given only to students enrolled in the MUP degree program or one of our approved joint programs. Prior approval of internships by the Director of Graduate Studies is required, and completion of the Agency Offer of Internship, Student Internship Evaluation, and Agency Internship Evaluation must precede the award of credit.

Students must register during the term in which the internship is performed, in order for the course UP 590 to appear on the official transcript. Most internships are during the summer session, however, some students obtain or continue existing internships during their second academic year. Internships may be on a paid or volunteer basis, depending on your arrangements with the agency.

Requirements

Students must submit three forms in order to receive internship credit:

1. Agency Offer of Internship (PDF). This form is filled out by the professional who will act as the internship supervisor. The purpose of the form is to assure the necessary commitment of time by the supervisor, and to confirm that the tasks will be appropriate for an internship. Once students have accepted an offer, they should request their internship supervisor to fill out the form and submit it to the Director of Graduate Studies for approval. This will allow students to enroll in UP 590.
2. Student Internship Evaluation. This form must be completed at the end of the internship in order to receive a grade of satisfactory for UP 590.
3. Agency Internship Evaluation. The internship supervisor must return this form to the Department at the end of the internship. *It is the student's responsibility to ensure that the supervisor submits the form in a timely manner*. The form provides the supervisor with the chance to evaluate students' skills and to reflect upon their contribution to the agency. Students will not receive a grade for UP 590 until the form is submitted.

Submit the Agency Offer of Internship form prior to beginning your internship. The Student Internship Evaluation and Agency Internship Evaluation should be submitted to the Director of Graduate Studies upon completion of your internship, in order to receive UP 590 credit.

Internship Credit for Prior Experience

Occasionally, MUP students enter the program with substantial prior professional planning experience. In such cases, an additional internship would provide little added benefit to the student's education. The Department may provide internship credit for prior experience, but the burden is on the student to present the case and submit appropriate supporting materials. The application should include the following:

1. Evidence of work for a minimum of one year, full-time.
2. Description of agency and job responsibilities, sufficient to address Internship criteria 2, 3, and 4 outlined above.
3. Identification of supervisor(s) and description of supervision and guidance provided by a professional in the field.
4. Supporting letter from supervisor, attesting to professional planning nature of work, quality of performance, and improvement achieved during course of employment.
5. Samples of work products.

All applications for prior internship credit should be submitted to the Director of Graduate Studies.

Internships for International Students

Before seeking off-campus employment, international students must see an Adviser at International Student and Scholar Services (ISSS) to confirm work eligibility and to process work authorization (Curricular Practical Training). International students cannot work off campus until they have completed two semesters of coursework. Accepting off-campus employment without proper authorization can result in the revocation of visas and deportation.

5. MUP Assistantships

The Department provides a limited number of MUP candidates with merit-based financial support in the form of scholarships, teaching assistantships, or research assistantships, often with tuition and fee waivers. Scholarships are awarded upon entry into the program as a part of the admissions process. Assistantship appointments are assigned one of two ways: first, as part of a financial award package offered at the time of admission; second, as research projects, engagement projects, or other activities of the Department and its faculty arise. It is very common for students who do not receive assistantship appointments upon admission to find a research or teaching assistantship after they arrive on campus and demonstrate their skillset. All departmental assistantship appointments are made on a competitive basis by the Department Head.

Typical Appointments

Most MUP assistantships are for a 25 percent appointment, which requires 10 hours of work per week. Each semester's work period covers 18 weeks (August 16 to January 5, and January 6 to May 16), for a total of 180 hours of work. Such appointments provide a stipend plus tuition and partial fee waiver. Enrollment in a minimum of 12 hours of graduate credit per semester, a minimum of 3.0 GPA, continuing satisfactory progress toward the MUP degree, and satisfactory performance in the assignment are required to hold a Departmental assistantship.

The MUP program is designed as a full-time, residential program with the assumption that students take a full course load and may be working up to 10 hours per week. Combined course and work commitments higher than this may compromise a student's academic performance or assistantship obligations. For these reasons, 50 percent appointments (i.e. 20 hours per week) at the MUP level are rare.

Teaching Assistantships & TA Orientation

All teaching assistants must complete the Center for Innovation in Teaching and Learning (CITL) Graduate Academy for College Teaching. The orientation consists of a two-day session the week before classes begin in the Fall semester. Before international students can be admitted to the TA orientation, however, they must successfully complete the Oral English Assessment, also administered by CITL.

Students with teaching assistantships must take TA training in the fall because it enhances student employability and the department's flexibility in making assistantship assignments over the course of the year. CITL also holds TA training in January, prior to the start of the spring semester, for TAs who are appointed later in the fall.

6. MUP Waivers & Credits

In exceptional circumstances, students may receive waivers for core requirements or credit for courses taken prior to beginning the MUP program.

Waivers for Core Courses

Students may seek a waiver for one or more core courses when they believe they have taken an equivalent course elsewhere. A waiver excuses students from a particular core course, but this does not reduce the total number of credit hours required for the MUP degree - 64 credit hours (or 60 plus an internship).

An application for a core course waiver should be submitted directly to the instructor of the core course. The application should include a petition (pdf form in the appendix), a syllabus and sample assignments from the prior course(s), and transcripts to provide evidence of course completion. The course must be at a graduate level offered by a comparably accredited institution, and the student must have received a grade of B or better. In some cases, the instructor might require you to pass an exam in order to obtain the waiver.

In cases where an instructor agrees to a waiver, the student must then obtain approval from the Director of Graduate Studies, who may also ask to review the syllabus, materials and grade from the completed course prior to approval of the petition.

Prior Course Credit for Students without a BAUSP or BAUP Degree

The Department does not grant credit for courses completed for a prior earned degree. Occasionally, the Department does grant credit for relevant courses that were *in excess* of prior degree requirements (e.g., if a student took 130 hours for a given degree, but only needed 120 hours to graduate), and for courses taken in graduate programs for which no degree was received. To qualify, the courses must be at a graduate level, or equivalent to at least DURP's 400-level courses, and their content must be highly relevant to the MUP degree. While it is technically possible for the Department to approve transfer credit for up to 32 hours from another PAB-accredited graduate planning program, as a general rule, transfer credit for more than 16 hours taken at another institution is rarely granted.

Applications (pdf form in the appendix) for transfer course credit should be submitted to your academic adviser, and then approved by the Director of Graduate Studies. It is the responsibility of the applicant to present a complete and persuasive application. At a minimum the application should include a syllabus and sample assignments from the course(s), as well as transcripts providing evidence of completion and grades. All courses must have been offered by a comparably accredited institution, and a grade of B or better must have been achieved.

Once the faculty adviser and Director of Graduate Studies approves the credit, a Graduate College petition for transfer credit must be completed and approval from the Graduate College obtained.

Course Credit for Students with a BAUSP or BAUP Degree

Students with a bachelor's degree from DURP or an accredited planning program of another university may petition to waive up to a maximum of 16 hours of the MUP requirements, thereby reducing their credit hour requirements for the MUP to 48 hours (or 44 hours plus an internship). The courses representing the 16 hours must be graduate-level, i.e. 400-level UP electives or equivalents, and a grade of B or better must have been earned. Additionally, the student must take at least 30 hours of UP courses at Illinois.

Students should submit an application (pdf form in the appendix) for course credit to their academic adviser, and subsequently to the Director of Graduate Studies. It is the responsibility of the applicant to present a complete and persuasive application. Graduates of DURP's BAUSP/BAUP program only need to provide evidence of completion of the relevant courses. Graduates of programs from other universities should submit a syllabus, sample assignments, and transcripts. If the Department approves the credit, a petition to the Graduate College must be completed for Graduate College approval.

7. Flexible Concentrations and Streams

Students are required to develop a depth of specialized expertise in one or more subfields of planning, MUP concentrations. In consultation with their adviser, students will claim their concentration by the end of the first semester by submitting a Plan of Study (pdf form in the Appendix) to their adviser and the Director of Graduate Study. As a concentration requirement,

students should take two concentration courses (defined below)—one foundation course and one concentration methods or application course—before graduation.

There are **four recommended concentrations** that are aligned with faculty expertise. However, those students whose interests are at intersections (e.g. transportation & community development) may work with their adviser to develop an interdisciplinary concentration. In this case, the concentration requirement is fulfilled by taking at least one course from two concentrations. Students can change their concentration by resubmitting a Plan of Study when their academic and professional interests shift during their course of study.

Community Development for Social Justice

Community development practice emerged from grassroots movements to improve quality of life in low-income neighborhoods, communities and countries, through empowerment, capacity building, and community-based generation of wealth and asset control. Community development practice embraces initiatives such as local neighborhood development planning groups, grassroots self-reliance strategies, social movements, participatory planning processes, and advocacy and equity planning. At the core of community development are grassroots neighborhood and community-based groups, along with advocacy and trade organizations, unions, local social service providers, financial institutions, for-profit businesses, government and public sector agencies, foundations, philanthropies, consultants, and academic institutions.

Community development professionals design and implement strategies to improve quality of life. While many planning programs treat community development and economic development as a separate set of practices, there is considerable overlap between the two fields. The two fields are often distinguished by their geographical focus (economic development at the metropolitan or regional scale and community development at the neighborhood level) or by their most common units of analysis or policy intervention (jobs versus households and neighborhoods). Individuals interested in pursuing a career in these areas should acquire knowledge that allows them to engage with both jobs and households, and at both the neighborhood and regional level. Successful professional practice in this area also requires perspective from other areas of planning practice, including transportation, land use, economic development, and real estate.

The CDSJ concentration teaches practice focused on addressing communities that have historically been denied equal access to economic benefits, adequate infrastructure, and political capital in both domestic and international contexts. Across contexts, the CDSJ concentration focuses on advocacy and grassroots self-reliance strategies, sustaining holistic and diverse partnerships focused on community problem-solving, and addressing issues of institutional bias and racism.

CDSJ Career Paths

The Community Development for Social Justice concentration is designed to prepare professionals for a range of practice contexts. The concentration links the local, regional, and the global, as well as theory and practice. CDSJ courses prepare practitioners to understand the key economic, social and political forces that matter for effective intervention. This expertise opens a diverse set of career paths for MUP students:

Professional Focus	Types of Hiring Agencies
Neighborhood Planning, Engagement, and Advocacy	Nonprofit organizations, local government, county government, consulting firms, regional planning agencies.
Community Economic Development	Advocacy organizations, community development financial institutions, local government, county government.
Housing Policy and Development	Local government, state housing finance agencies, community development corporations and financial institutions, federal government, legal assistance and advocacy organizations.
International Community Development Policy	Nongovernmental organizations, international organizations (UN, World Bank, USAID), federal government.

CDSJ Faculty

Lindsay Braun (Disparities in active transportation and health), Colleen Chiu-Shee (city design and development; sustainable, equitable, and resilient cities; green and smart urban futures; housing policy, community governance, and social justice; Asian urbanisms; comparative global urban studies), Marc Doussard (Low-wage work and urban employment policy; inequality in mid-size cities; technological innovation and inequality; manufacturing policy and labor markets), Andrew Greenlee (Housing policy, neighborhood change, residential mobility and displacement), Faranak Miraftab (Critical analysis of neoliberal urban policies and privatization of public services, global justice movements, grassroots and community-based mobilizations for housing and basic neighborhood services, gender, globalization, immigration and transnational urbanism), Magdalena Novoa (Community development in the Global South, art-based community development), Rolf Pendall (Metropolitan growth trends; land-use planning and regulation; federal, state, and local affordable housing and community development policy and programs; and racial residential segregation and the concentration of poverty), Omar Perez-Figueroa (community-based participatory research in the global south, critical disaster, studies, and environmental policy), Ken Salo (Law and social movements of the urban poor; local and trans-local insurgent practices of squatter movements in Cape Town and Chicago), Lou Turner (Red Line Extension of Chicago's CTA, Illinois Legislative Black Caucus, Hal Baron History, and Land Trusts), and Rebecca Walker (disparities in urban environmental quality, environmental justice, green infrastructure planning, urban ecology, green gentrification).

CDSJ students can also benefit from the teaching and research of faculty across campus, including: Lynne Dearborn, Rebecca Ginsburg, Brian Jefferson, Ruby Mendenhall, and David Wilson.

CDSJ Course Recommendations

Students interested in working in the field of community development, either domestically or internationally, need to develop many of the same skills as in the other areas of specialization within the planning profession — e.g., problem solving, critical thinking, communication, analytical and process skills. Here are courses to choose from:

Community Development for Social Justice
Foundations: UP 473 Housing and Urban Policy
Methods: UP 509 Economics for Planners UP 474 Neighborhood Planning UP 479 Community Engagement in Planning UP 494-FM Digital Storytelling UP 570 Neighborhood Analysis UP 587 Qualitative Research Methods
Applications: UP 423 Community Development in the Global South UP 470 Shrinking Cities UP 475 Real Estate Development Fundamentals UP 478 Community Development Workshop

CDSJ students may also pursue graduate certificates and/or minors with, for example, African American Studies, Latina/Latino Studies, American Indian Studies, Asian American Studies, Gender and Women's Studies, Women & Gender in Global Perspectives, and Global Studies.

Transportation Planning

Transportation is at the heart of many of the most pressing societal issues we face today, including air quality, global climate change, energy, public health, regional mobility, and equitable access to opportunity. Transportation planners address these challenges by creating plans and policies to move people and goods in efficient, equitable, and sustainable ways. This process involves preparing regional plans, evaluating and prioritizing transportation projects, and assessing the economic, social, and environmental impacts of plans and projects. To be a successful transportation planner requires not only technical expertise in such areas as transportation data collection and analysis, travel demand modeling, cost-benefit analysis, GIS and spatial analysis, but also communication skills to facilitate public processes.

Beyond teaching these skills, this concentration emphasizes the importance of integrated transportation and land use planning and multi-modal transportation systems to create more sustainable, livable, and healthy urban communities. We also underscore the importance of equity in access to opportunities in historically disadvantaged communities. Students in this concentration are encouraged to expand their knowledge base and skill sets by taking courses in closely related concentrations and fields including land use planning and economic development.

Transportation Career Paths

MUP graduates who specialize in Transportation Planning may pursue professional transportation planner positions in:

- Metropolitan Planning Organizations (MPOs) and other regional agencies
- Local and regional public transit agencies
- Planning departments in local governments
- U.S. and state Departments of Transportation (DOTs)
- Consulting and engineering firms
- Neighborhood organizations and advocacy groups

Transportation Faculty

The primary DURP faculty teaching and conducting research in Transportation Planning include Lindsay Braun (built environment, active transportation, public health, social equity), and Bumsoo Lee (urban spatial structure, sustainable transportation, economic analysis).

Transportation Course Recommendations

Topics covered in foundation courses include transportation and land use connections, regional transportation planning, the legal and institutional context of transportation planning, transportation finance, travel demand analysis and modeling, traffic impact analysis, and transit-oriented development (TOD). Elective courses offered in DURP and other departments such as Civil and Environmental Engineering and Geography provide further depth in various sub-fields of transportation planning, including transportation equity, public transportation planning, and pedestrian and bicycle planning.

Transportation Planning
Foundations: UP 430 Urban Transportation Planning UP 460 Urban Transportation & Land Use Policy
Methods: UP 431 Urban Transportation Modeling
Applications: UP 432 Transportation Equity UP 433 Public Transportation Planning UP 434 Pedestrian & Bicycle Planning UP 494 Transportation Planning Workshop

Land Use & Environmental Planning

The Land Use and Environmental Planning Concentration offers students a variety of paths to specialize including, in land use planning, in environmental planning, or at the intersection of land use and environmental planning.

By specializing in land use planning, students will develop an understanding of the theories, ideas, and analytical skills important to understanding and managing land use and physical development.

Land is the basic resource upon which our communities are built, and it is unique in that it is both limited and fixed in location. Land use planning affects our environment, infrastructure, demographic composition of neighborhoods, and the way in which our communities function. Student will learn about the real estate development and building permit processes, local government regulations such as zoning and form-based codes, movements such as smart growth, and analytical techniques such as GIS and site analysis.

By specializing in environmental planning, students will develop an understanding of the interdependencies between the natural and the physical environment, and how management of one affects the other. Environmental planning students may further focus with coursework in natural resource management, planning for natural disasters and climate change, or reducing energy consumptions or harmful emissions through better organization of across scales from individual behavior, to building performance, to neighborhoods and regions.

LUEP Career Paths

MUP graduates who specialize in Land Use and Environmental Planning may pursue professional positions in:

- Planning departments in local governments
- Private sector consulting, design, and engineering firms
- Metropolitan Planning Organizations (MPOs) and other regional agencies
- U.S. and state Environmental Protection Agencies (EPAs)
- Neighborhood organizations and advocacy groups

LUEP Faculty:

The primary DURP faculty teaching and conducting research in Land Use and Environmental Planning include Dustin Allred (urban governance, sustainable development, urban restructuring), Colleen Chiu-Shee (city design and development; sustainable, equitable, and resilient cities; green and smart urban futures; housing policy, community governance, and social justice; Asian urbanisms; comparative global urban studies), Bumsoo Lee (urban spatial structure, sustainable transportation, economic analysis)., Fang Fang (urban greening, urban climate equity, spatial analysis), Rolf Pendall (Metropolitan growth trends; land-use planning and regulation; federal, state, and local affordable housing and community development policy and programs; and racial residential segregation and the concentration of poverty), Omar Perez-Figueroa (community-based participatory research in the global south, critical disaster, studies, and environmental policy), and Rebecca Walker (disparities in urban environmental quality, environmental justice, green infrastructure planning, urban ecology, green gentrification).

LUEP Course Recommendations

Land Use & Environmental Planning
Foundations: UP 406 Urban Ecology UP 486 Planning with Climate Change UP 546 Land Use Policy & Planning

Methods: UP 418 GIS for Planners UP 475 Real Estate Development Fundamentals UP 509 Economics for Planners UP 519 Advanced Applications of GIS
Applications: UP 405 Watershed Ecology & Planning UP 438 Disaster Planning UP 447 Land Use Workshop UP 456 Sustainable Planning Workshop UP 466 Energy, Planning & Built Environment

Local & Regional Economic Development

Professionals in economic development attempt to strengthen local economies, in terms of both growth and equity. They frequently work to redress problems of local and regional economic distress, unemployment, and poverty, as well as to secure the resources vital to providing essential public services, including affordable housing, parks, schools and transportation infrastructure.

The field of economic development currently stands at a crossroads. Old approaches to development, which emphasized tax reductions for businesses and competition between places, are being displaced by policies that favor investment in people. A contemporary approach to local economies pairs the necessary work of market a city and luring investors with investments in job-training, housing, public services and human development.

Today, best practice in economic development begins by understanding the factors that drive economic growth and change in a particular region. Where economists once viewed natural resources and investments in manufacturing capacity as the key to regional economic health, scholars and practitioners alike increasingly favor investments in people. Today, measures as diverse as the $15 minimum wage, public health efforts to mitigate the catastrophe of opioid addiction and programs mandating free higher education are spreading rapidly. They find favor with both the public and elected officials, who understand that the economy thrives when all society's members can contribute to their fullest capacity.

This leaves a diverse and often experimental agenda in economic development today. Current areas of focus include innovation policy, makers and entrepreneurship, universal public goods, criminal justice reform and legalization (of gambling, sports better, marijuana, etc.). Professionals approach these new areas with older tools that remain useful, such as the analysis of industries, occupations and jobs; workforce development programs that bring together employers and job-seekers; and entrepreneurship programs that attempt to increase the supply of new and creative businesses.

LRED Career Paths

Career paths of LRED graduates may overlap with related fields such as community development, housing, and transportation.

Professional Track or Focus	Types of Hiring Agencies & Organizations
Economic analyst, strategic planner	Regional planning organizations, state development agencies, regional Federal Reserve banks, consultancies, supra-regional organizations (e.g., Appalachian Regional Commission, Tennessee Valley Authority), federal agencies (e.g., U.S. Department of Commerce, Office of Management and Budget, Congressional Budget Office), industry associations, university extension programs, and non-profit advocacy organizations.
Community economic developer	Community organizations, labor unions, county and municipal government
Local economic developer	County and municipal government, chambers of commerce, state development agencies, and regional development agencies and organizations.
Policy analyst	Think tanks, universities, advocacy organizations, state, local and county government
Development finance specialist	County and municipal governments, state development agencies, community development corporations (CDCs), venture capital firms, and consultancies.
International development specialist	Federal agencies, consultancies, international organizations (e.g., World Bank, USAID, International Monetary Fund). *Note: These positions often require substantial advanced training in economics or finance, or joint degree training in planning/business, planning/law, or planning/economics.*
Workforce development specialist	State employment security agencies, local workforce development boards, federal agencies, consultancies, and community colleges.

LRED Faculty

Faculty contributing courses especially relevant to local and regional economic development include:

Mary Edwards (state and local finance, healthy cities) and Marc Doussard (work, innovation policy, social movements, entrepreneurship).

LRED Course Recommendations

The following are a set of recommended course tracks or suggested substantive specializations for MUP students with slightly varying professional interests within the economic development field. Two courses form the core of the economic development planning offerings at Illinois: UP 407 (State and Local Public Finance) and UP 545 (Economic Development Policy and Practice). A specialized curriculum can be built by adding additional courses in various theoretical, methodological, and substantive areas.

Local & Regional Economic Development

Foundations: UP 407 State & Local Public Finance UP 545 Economic Development Policy & Practice
Methods: UP 418 GIS for Planners UP 475 Real Estate Development Fundamentals UP 570 Neighborhood Analysis UP 509 Economics for Planners
Applications: UP 473 Housing & Urban Policy FIN 445 Real Estate Investment

Transnational Planning Stream

Many planning programs in the U.S. maintain a subfield labeled "international planning" that is intended to serve a distinct professional career path. In contrast, the Department of Urban and Regional Planning recognizes that even students preparing to practice solely within the United States benefit from an understanding of the implications of growing international linkages among cities and regions. Moreover, those students that are seeking careers specifically in international development planning and related fields are best served by developing expertise within one or more substantive planning concentrations in addition to knowledge of international planning.

DURP's Transnational Planning Stream is a set of courses and learning opportunities supplementing the Department's concentrations. This is a unique aspect of the curriculum at Illinois: transnational planning education is designed to work with, rather than in lieu of, other planning subfields.

The Transnational Planning Stream promotes critical thinking and analytical skills related to the history of international development planning, globalization as an influence on the growth and development of foreign and domestic cities and regions, the ethics and politics of contemporary development, and international planning theory and practice. The stream stresses combining classroom learning with field-based experiences, study and research abroad, and internships with local and international organizations.

Career Paths and Preparation

- In an increasingly globalized and interconnected world, exposure to transnational issues provides students with an increased range of professional and research opportunities. DURP students can combine their understanding of transnational processes with any of the concentration areas to develop the right skills for the career of their choice. The stream also provides opportunities for students who want to work domestically but are interested in opportunities abroad. In short, whether they wish to work abroad or within the U.S. upon graduation, students who combine their area of concentration with the TNP stream only widen their future career opportunities.
- Students in the Transnational Planning stream are strongly encouraged to pursue practical experience in organizations that focus on transnational and international development work. An internship with an organization located in the U.S. or abroad addressing development

planning issues is invaluable both to the students' education and to their career development and employment opportunities. Students can get internship Travel Grants to receive partial support for internship and research experience abroad.

Transnational Planning Faculty

- Colleen Chiu-Shee: city design and development; sustainable, equitable, and resilient cities; green and smart urban futures; housing policy, community governance, and social justice; Asian urbanisms; comparative global urban studies;
- Marc Doussard: Low-wage work, community organizing, economic development policy, inclusive innovation, impacts of the military build-up in Guam;
- Faranak Miraftab: Grassroots urban movements for housing and basic services in South Africa; immigration and transnational community development in Rustbelt US, Latin America, West and South Africa;
- Magdalena Novoa: Community development and the politics of cultural heritage in the Global South;
- Omar Perez-Figueroa: community-based participatory research in the global south, critical disaster, studies, and environmental policy;
- Ken Salo: Environmental justice and environmental racism in South Africa and Illinois;

The Department's collective efforts to expand and improve its international and transnational curricula, programs, and offerings are led by the department's International Programs and Activities Coordinator, Professor Faranak Miraftab. For general questions about international and transnational offerings in the Department or on campus, contact Professor Miraftab at faranak@illinois.edu.

Recommended Courses

Transnational Planning
Foundations: UP 423 Community Development in the Global South
Recommended: UP 428 International Planning Workshop* UP 521 Transnational Planning Seminar**

* The field-based component of the workshop takes place over summer or winter break.
** Offered every other semester.

Other TNP-Related Courses in the University

Students may also consider electives from among the vast range of offerings on campus. For example, in addition to the course offerings through the area studies centers and programs listed here, the Department of Sociology, Agricultural and Consumer Economics, Geography, and Economics regularly offer courses relevant to transnational planning.

Courses with specific language or regional focus		**Courses with international and global focus**			
Number	**Course**	**Number**	**Course**	**Number**	**Course**
AAS 297	Asian Families in America	ACE 411	Environment and Development	LAW 657	International Human Rights Law

AFRO 460	Slavery in the United States	ACE 451	Agriculture in International Development	PS 380	International Cooperation
EALC 421	Soc-Econ Historic Modern China	ACE 455	Intl. Trade in Food & Agriculture	PS 386	International Law
GEOG 455	Geog of Sub-Saharn Africa	ANTH 504	Colonialism & Post Colonialism	PS 389	International Communications
GER 401	Global Issues in German	ECON 420	International Economics	PS 396	International Conflict
HIST 472	Immigrant America	ECON 450	Development Economics	PS 398	Strategic International Relations
LLS 379	Latina/os and the City	EPS 530	Education and Globalization	PS 587	Research Seminar in International Relations
PS 418	Language & Minorities in Europe	GWS 575	Transnational Feminism	SOC 562	Seminar in Transnational Studies
SOC 321	Gender and Latina/o Migration	HIST 519	Colonialism & Postcolonialism		
UKR 113	Ukrainian Culture				

* This list is only illustrative; DURP can't guarantee that any will be offered while you are studying at the University of Illinois.

8. 4 + 1 Program Overview

8.1 BAUSP/MUP 4 + 1 Program

The 4+1 program allows BAUSP students with Junior standing to complete the MUP on an accelerated timeline—BAUSP and MUP degrees in five years. The 4+1 program is highly selective - the majority of successful applicants to the program have a 3.5 GPA or higher, and demonstrate extraordinary evidence of preparedness for the MUP program. Juniors admitted to the 4+1 program complete elements of the first-year MUP sequence during their Senior year, and then formally apply for admission to the MUP program in the fall of their Senior Year. 4+1 Seniors accepted to the MUP program then complete second year MUP requirements including the MUP capstone and graduate with their MUP degree a year after receiving their BAUSP degree.

Admissions Process

- Eligible BAUSP students should submit their application packet as a single PDF document to Jennifer Kowalski (jakowal@illinois.edu) by December 15 of their junior year.
- Applicants will prepare an application packet containing the following items:

- Cover Letter: Please prepare a cover letter that includes your name, UIN, and University of Illinois email address, and that clearly states that you are applying to the 4+1 program.
- Statement of Purpose: Please compose a statement of purpose of no more than 1,000 words that describes your background, motivation, and qualifications for pursuing a MUP degree at University of Illinois at Urbana-Champaign. Please use this statement to address the following four questions:
    - How has your academic background including any professional training, prepared you for graduate study?
    - How will pursuing the MUP degree help you achieve your intellectual and professional goals?
    - What are your academic interests, and why do you wish to pursue the MUP degree?
- Personal Statement: Please describe in 250 words or less any experiences and/or challenges that may have shaped your intellectual and personal development. Provide insight into your potential to contribute to a community of inclusion, belonging, and respect in which scholars with diverse perspectives, abilities, and experiences can learn and collaborate productively and positively.
- Resume: Please attach a current resume of no more than 2 pages in length.
- Work Examples: Please attach with your application up to two examples of professional work products. These products may have been produced by you as part of a class assignment, internship, or other professional engagement. The selected work examples should be reflective of your preparedness to undertake graduate-level study in the senior year of your BAUSP degree.

- Students will be notified by the Director of Graduate Studies by February 15th of their junior year if they have been accepted into the 4+1 program. Admission to the 4+1 program does not guarantee admission to the MUP program, although applicants are accepted into the 4+1 program based on the high likelihood that they would be admitted to the MUP program.

4+1 Plan of Study

The 4+1 program is split into two components – the senior year of the BAUSP program, and the MUP program year.

BAUSP Senior year

A BAUSP student admitted to the 4+1 program is expected to enroll in the first-year MUP core courses in their senior year, although they are not yet admitted to the MUP program. 4+1 seniors are also assigned a faculty adviser to offer guidance on navigating the graduate portions of their coursework and plan of study development. The BAUSP Adviser remains responsible for guidance related to that program.

Typically, a 4+1 student will take a senior workshop (4 hours), as required by the BAUSP program, plus the five first-year MUP core courses:

UP 501: Planning History and Theory (Fall)
UP 503: Physical Planning (Fall)
UP 504: Urban History and Theory (Spring)

UP 505: Urban and Regional Analysis (Spring)/UP 570: Neighborhood Analysis (Spring –UP 517 (Fall) is a prerequisite)
UP 511: Law and Planning (Spring)

The MUP core courses meet the BAUSP requirements for UP electives and planning-related electives.

4+1 students will submit a MUP Plan of Study to their academic adviser for review during their senior year. In the fall and spring semesters of the senior year, the BAUSP Program Director will collect feedback on 4+1 student performance from their course instructors and MUP faculty adviser and will then consult with the Director of Graduate Studies to make a determination regarding adequate progress in the program.

4+1 students wishing to complete the MUP degree will formally apply to the MUP program, submitting a full application package including recommendations and transcripts. At the end of the senior year, the 4+1 student is qualified to graduate with the BAUSP degree, having met all the requirements of that program.

MUP program year

Once admitted to the MUP program, a 4+1 student must take 32 hours of graduate courses, 20 of which must be UP courses. These courses include the capstone requirement (8 credit hours). Up to two MUP core courses may be included among the 32 hours. If more core courses are needed, then correspondingly more than 32 hours will be required for the MUP degree. The 32 hours of graduate courses is a minimum requirement for the MUP degree; it cannot be reduced by UP 590 internship or course waivers.

8.2. BSSD/MUP 4+1 Program

The BSSD/MUP 4+1 program allows students completing the Bachelor of Science in Sustainable Design (BSSD) degree to complete the Master of Urban Planning (MUP) on an accelerated timeline. The 4+1 program is highly selective - the majority of successful applicants to the program have a 3.5 GPA or higher, and demonstrate extraordinary evidence of preparedness for the MUP program. BSSD students must plan early to complete prerequisites. Junior BSSD students may apply to participate in the program.

UP Course Requirements Prior to Senior Year

To apply for the BSSD/MUP 4+1 program, BSSD students should take following UP courses prior to their senior year:

Code	Title	Hours
UP 101	Introduction to City Planning	3
UP 116	Urban Informatics I (Gen Ed: Quant Reasoning I)	3
or STAT 100	Statistics	
UP 210	Environmental Economics (Gen Ed: Social/Behavioral Sci)	3
or ECON 102	Microeconomic Principles	

or ACE 100	Introduction to Applied Microeconomics	
UP 203	Cities: Planning & Urban Life	3
or UP 204	Chicago: Planning & Urban Life	
UP 312	Communication for Planners (Gen Ed: Advanced Composition)	4
UP 316	Urban Informatics II (Gen Ed: Quant Reasoning II)	3
Pick one:		3-4
UP 405	Watershed Ecology and Planning	
UP 406	Urban Ecology	
UP 418	GIS for Planners	
UP 420	Planning for Historic Preservation	
UP 430	Urban Transportation Planning	
UP 433	Public Transportation Planning	
UP 434	Pedestrian and Bicycle Planning	
UP 456	Sustainable Planning Workshop	
UP 479	Community Engagement in Planning	
UP 486	Planning with Climate Change	
UP 494	Special Topics in Planning (section SK, Food Systems Planning)	
One additional course at the 400 level in the Department of Urban & Regional Planning (may also pick an additional course from pick one list above)		3

Admissions Process

- Applications for the 4+1 Program are due from BSSD students by December 15th of their Junior year.
- Applicants will prepare a packet containing the following items:

- Cover Letter: Please prepare a cover letter that includes your name, UIN, and University of Illinois email address, and that clearly states that you are applying to the 4+1 program.
- Statement of Purpose: Please compose a statement of purpose of no more than 1,000 words that describes your background, motivation, and qualifications for pursuing a MUP degree at University of Illinois at Urbana-Champaign. Please use this statement to address the following four questions:
    - How has your academic background including any professional training, prepared you for graduate study?
    - How will pursuing the MUP degree help you achieve your intellectual and professional goals?
    - What are your academic interests, and why do you wish to pursue the MUP degree?
- Personal Statement: Please describe in 250 words or less any experiences and/or challenges that may have shaped your intellectual and personal development. Provide insight into your potential to contribute to a community of inclusion, belonging, and respect in which scholars with diverse perspectives, abilities, and experiences can learn and collaborate productively and positively.
- Resume: Please attach a current resume of no more than 2 pages in length.
- Work Examples: The BSSD program strongly encourages applicants to attach up to two examples of professional work products. These products may have been produced by you as part of a class assignment, internship, or other professional engagement. The selected work examples should be reflective of your preparedness to undertake graduate-level study in the senior year of your BSSD degree.

- Students will be notified by the Director of Graduate Studies by February 15th of their junior year if they have been accepted into the 4+1 program. Admission to the 4+1 program does not guarantee admission to the MUP program, although applicants are accepted into the 4+1 program based on the high likelihood that they would be admitted to the MUP program.

4+1 Plan of Study

The 4+1 program is split into two components – the senior year of the BSSD program, and the MUP program year.

BSSD Senior year

A BSSD student admitted to the 4+1 program is expected to enroll in the first-year MUP core courses in their senior year, although they are not yet admitted to the MUP program. Typically, a 4+1 student will take FAA 430 BSSD Capstone Seminar (3 hours) and FAA 431 BSSD Capstone Studio (5 hours), as required by the BSSD program, plus the five first-year MUP core courses:

- UP 501: Planning History and Theory (Fall)
- UP 503: Physical Planning (Fall)
- UP 504: Urban History and Theory (Spring)
- UP 505: Urban and Regional Analysis (Spring)/UP 570: Neighborhood Analysis (Spring –UP 517 (Fall) is a prerequisite)
- UP 511: Law and Planning (Spring)

The MUP core courses meet the BSSD requirements for UP electives and planning-related electives. In the fall and spring semesters of the senior year, the BSSD Program Coordinator will collect feedback on 4+1 student performance from their course instructors and will make a determination regarding adequate progress in the program.

At the end of the senior year, the 4+1 student is qualified to graduate with the BSSD degree, having met all the requirements of that program. In the senior year, 4+1 students wishing to complete the MUP degree will formally apply to the MUP program, by submitting a full application package including recommendations, and transcripts. Students who follow this program will be eligible for a minor in Urban Studies and Planning regardless of their admission to the MUP program as a 4+1 student.

MUP program year

Once admitted to the MUP program, a 4+1 student must take 32 hours of graduate courses, 20 of which must be UP courses. These courses include the MUP capstone requirement (8 credit hours). Up to two MUP core courses may be included among the 32 hours. If more core courses are needed, then correspondingly more than 32 hours will be required for the MUP degree. The 32 hours of graduate courses is a minimum requirement for the MUP degree; it cannot be reduced by UP 590 internship or course waivers.

9. Master of Urban Planning Joint Degrees

Joint degree programs allow students to pursue two graduate degrees simultaneously, where the total time for the two degrees is decreased. A student who wishes to enter a joint degree program must be admitted separately to each program as a joint degree candidate. Both degrees are awarded simultaneously upon completion of all requirements.

DURP offers Master of Urban Planning (MUP) joint degree with the following degree programs:

- Master of Architecture, M.Arch.
- Master of Landscape Architecture, M.L.A.
- Master of Public Health, M.P.H.
- Master of Science, Recreation, Sport and Tourism, M.S.
- Master of Science in Civil Engineering (M.S.C.E.)
- Law, J.D.
- and other related majors provided that both departments agree to the joint degree.

Joint Degree Admissions Process

A student who wishes to enroll in the MUP joint degree program must be admitted separately to each program as a joint degree candidate. Please follow joint program instructions in the online application system. Applicants must meet the admission requirements for both programs.

Students currently enrolled in another department at the University of Illinois can apply to the joint degree program by submitting the following to the Director of Graduate Studies:

- a copy of the admission file from their current department,
- at least two new letters of recommendation from UIUC faculty,
- a statement of purpose detailing interest in the joint degree program, and
- an updated resume.
- No application fee is necessary.

In cases where a formal joint-degree program is not established, the participating program must be willing to work with the MUP program to coordinate the joint degree process.

Joint Degree Requirements

Joint degree students are required to develop a plan of study based on the joint degree requirements (Appendix 2). Both departments must sign off on the plan.

The minimum UP and total credit hours specified in the table of Appendix 2 cannot be reduced by UP 590 internship or any other course waivers.

Appendix 1. MUP Thesis Guidelines

The MUP Thesis is scholarly applied or basic research conducted under the formal thesis guidelines of the Department and Graduate College. Successful completion of an MUP Thesis satisfies the MUP Capstone requirement.

The thesis should address an aspect of urban and regional planning, demonstrate an ability to conduct independent research, exhibit original and critical thinking, and apply knowledge acquired in courses to a specific set of research questions. The topic may be an outgrowth of coursework, may involve an issue of personal interest to the student not extensively covered in coursework, or emerge from consultation with a faculty member.

The thesis may be directed toward the discovery of new facts or development of theory, concepts, or frameworks, may be explanatory or exploratory, and qualitative or quantitative in design. The thesis document usually includes an abstract, a literature review to delineate a problem or gap in existing knowledge, a statement of research objectives, an explanation of the research design and methods, a report of results, and a discussion of findings and implications for planning. The thesis option is most appropriate for MUP students with strong interest in pursuing the PhD degree or a research-oriented career.

Graduate College thesis guidelines are outlined in the Thesis Guidelines. Students must pay particular attention to formatting requirements by the Graduate College. MUP students who write a thesis must satisfy the MUP Capstone requirements as well as the following departmental guidelines for an MUP Thesis:

1. Students pursuing a Master's Thesis must complete 8 hours of UP 599 credit with a Thesis Adviser.
2. The student is responsible for selecting a Thesis Adviser and establishing a Thesis Committee, knowing and meeting all deadlines, submitting the applicable petition, and meeting the requirements for an acceptable thesis.
3. The student's Thesis Adviser must be a member of the DURP faculty. In consultation with the Thesis Adviser, the student will select at least one additional faculty member to serve on the Thesis Committee. The committee is charged with helping the student focus on a topic that meets his or her academic goals and is practicable, with advising the student in the design and conduct of the research, and with approving the final result. Both the student and the committee should clearly articulate their mutual expectations with respect to the amount of work to be done and such expectations should be discussed prior to, and included in, as part of the Capstone Proposal Form.
4. According to the guidelines of the Institutional Review Board for the protection of human subjects, "any human subjects research activity that will ultimately contribute to part or all of a thesis, dissertation, or other type of publication or presentation MUST go through the IRB review process prior to enrolling subjects and collecting data." This means that IRB review must occur before a study involving human subjects is undertaken.
5. Researching and writing the thesis generally takes six months to one year. The Thesis Committee reviews the thesis and determines whether it meets appropriate standards of scope and quality.
6. The written thesis is defended in an Oral Examination before the Thesis Committee and any other interested faculty, students, and members of the public (at least one committee member must be physically present at the oral defense). The date, time and location of the Oral Examination is encouraged to be announced publicly. An email announcement to DURP

faculty and students together with a posting of the event on the departmental online calendar suffices as the public announcement. The student is expected to answer questions about the thesis research questions, design, and results at the Oral Examination.

7. At the conclusion of the Oral Examination the committee will decide whether:
    a. The thesis is acceptable as drafted and defended.
    b. The thesis is acceptable, provided specific minor revisions identified by the committee are made. Under this outcome, the committee will decide whether the entire committee or only the Thesis Adviser will approve the final document.
    c. The thesis is unacceptable without major revisions, therefore requiring a new defense within a specified deadline.

Once a thesis is found acceptable by the committee, the student must deposit the thesis with the Graduate College by the appropriate deadline.

Appendix 2. MUP Joint Degree Requirements

Joint Degree Requirements

Summary of Joint Degree Requirements	MUP + JD	MUP+ MARCH	MUP+ MLA	MUP+ MPH	MUP+MS (RST)	MUP+ MSCE
Minimum # UP hours	32	32	40	40	40	40
Minimum # Hours for other Major	74	54	48	48	36	36
Minimum # of Total Hours	106	86	88	88	80	80
Minimum # of Semesters Enrolled in UP	2	2	2	2	2	2
Minimum # of Semesters Enrolled in other Major	5	2	2	3	2	2

Note) The minimum UP and total credit hours specified in the table of Appendix 2 cannot be reduced by UP 590 internship or any other course waivers.

MUP + Law, J.D.

Reciprocity of credit hours allows students to complete the two degrees in a total of three and half to four years instead of five. M.U.P. + J.D. students take one year focused on Law core courses, one year focused on the Urban Planning core courses, then another year of Law, followed by the UP capstone requirement. Joint degree students take electives from either program as appropriate.

Degree Requirements
To receive both degrees, M.U.P. + J.D. students must complete a total of 106 hours of graduate-level coursework, including a minimum of 32 hours of urban planning courses and minimum of 74 hours of law.

Joint degree students must complete all M.U.P. core courses and the capstone requirement. The required hours of urban planning credit is a minimum, and cannot be reduced by UP 590 internship credit or other waivers.

Joint degree students should consult with the College of Law about specific JD course requirements.

To satisfy requirements of the Graduate College, M.U.P. + J.D. students must be enrolled for at least two semesters in urban planning and five semesters in law. In any semester, students must be officially enrolled in one degree program or the other. Switching enrollment from one program to the other requires a petition to the Graduate College.

MUP + Architecture, M.Arch.

Reciprocity of credit hours allows students to complete the two degrees, normally requiring two years each, in a total of three years. M.U.P. + M.Arch. joint degree students take one year focused on their Architecture core courses and one year focused on the Urban Planning core courses. Then in

the third year, the students complete the UP capstone requirements. Joint degree students take electives from either program as appropriate in all three years. This joint degree will take longer if a student does not have an undergraduate degree in Architecture.

Degree Requirements
To receive both degrees, M.U.P. + M.Arch. students must complete a total of 86 hours of graduate-level coursework, including a minimum of 32 hours of urban planning courses and minimum of 54 hours of architecture.

Joint degree students must complete all M.U.P. core courses and the capstone requirement. The required hours of urban planning credit is a minimum, and cannot be reduced by UP 590 internship credit or other waivers.

Joint degree students should consult with the School of Architecture about specific MARCH course requirements. During the first year of the joint degree, students must meet with the Architecture Academic Director to determine which design studio will serve as the basis for the UP Capstone.

To satisfy requirements of the Graduate College, M.U.P. + M.Arch. students must be enrolled for at least two semesters in each of the two programs. In any semester, students must be officially enrolled in one degree program or the other. Switching enrollment from one program to the other requires a petition to the Graduate College.

MUP + Master of Landscape Architecture, M.L.A.

Reciprocity of credit hours allows students to complete the two degrees, normally requiring two years for the M.U.P. and two-three years for the M.L.A., in a total of three to four years. M.U.P. + M.L.A. students take one to two years focused on their Landscape Architecture core courses and one year focused on the Urban Planning core. In the final year, the students complete the UP capstone/LA thesis requirements. Joint degree students take electives from either program as appropriate in all three years.

Degree Requirements
To receive both degrees, M.U.P. + M.L.A. students must complete a total of 88 hours of graduate-level coursework, including a minimum of 40 hours of urban planning courses and 48 hours of landscape architecture coursework.

Joint degree students must complete all M.U.P. core courses and the capstone requirement. The required hours of urban planning credit is a minimum, and cannot be reduced by UP 590 internship credit or other waivers.

Joint degree students should consult with the Department of Landscape Architecture about specific M.L.A course requirements. *Up to 8 hours of UP coursework may be applied to the LA degree at the LA Department's discretion. This would lower the total required hours of the joint degree from 88 to 80.

The UP capstone requirement may be met separately or jointly with the LA thesis. If met jointly by means of a single project or thesis, the student must assemble a committee with representatives of each program. The committee must agree that the proposed project meets the requirements of each program. Registration for such a joint capstone is completed under the course rubric of one of the programs, and the other program agrees to waive the requirement.

To satisfy requirements of the Graduate College, M.U.P. + M.L.A. students must be enrolled for at least two semesters in each of the two programs. In any semester, students must be officially enrolled in one degree program or the other. Switching enrollment from one program to the other requires a petition to the Graduate College

MUP + Public Health, M.P.H.

Reciprocity of credit hours allows students to complete the two degrees, normally requiring two years each, in a total of three years. M.U.P. + M.P.H. students take one year focused on their Public Health core courses and one year focused on the Urban Planning core. Then in the third year, the students complete the UP and MPH capstone requirements. Joint degree students take electives from either program as appropriate in all three years.

Degree Requirements
To receive both degrees, M.U.P. + M.P.H. students must complete a total of 88 hours of graduate-level coursework, including a minimum of 40 hours of urban planning courses and 48 hours of public health.

Joint degree students must complete all M.U.P. core courses and the capstone requirement. The required hours of urban planning credit is a minimum, and cannot be reduced by UP 590 internship credit or other waivers.

Joint degree students should consult with the Department of Kinesiology and Community Health about specific M.P.H. course requirements. Most 400 and 500-level Urban Planning courses will meet the requirement for an MPH elective course. The requirement for the M.P.H. practicum is not waived for students in a joint program; an internship related to the M.U.P. degree does not count as an M.P.H. practicum.

The Capstone course for the M.U.P. program meets the requirement for the M.P.H. Capstone course, provided that the student assembles a committee with representatives of each program. The committee must agree that the proposed project meets the requirements of each program. In addition to the M.U.P. Capstone requirements, the joint degree student MUST present the Capstone project at the regularly scheduled M.P.H. event at the end of each term for MPH Capstone presentations. The student does NOT need to take the M.P.H. Capstone course.

To satisfy requirements of the Graduate College, M.U.P. + M.P.H. students must be enrolled for at least two semesters in urban planning and 3 semesters in public health (during those 3 semester, student must complete at least 36 hours in public health courses). In any semester, students must be officially enrolled in one degree program or the other. Switching enrollment from one program to the other requires a petition to the Graduate College.

MUP + M.S. in Recreation, Sport and Tourism (RST)

Reciprocity of credit hours allows students to complete the two degrees, in a total of five semesters. M.U.P. + M.S. students take one year focused on their R.S.T. core courses and one year focused on the Urban Planning core. Then in the final semester, the students complete any remaining course work along with the M.U.P. capstone and M.S. thesis or non-thesis requirements. Joint degree students take electives from either program as appropriate in all five semesters.

Degree Requirements
To receive both degrees, M.U.P. + M.S. students must complete a total of 80 hours of graduate-level coursework, including a minimum of 40 hours of urban planning courses and 36 hours of R.S.T.

Joint degree students must complete all M.U.P. core courses and the capstone requirement. The required hours of urban planning credit is a minimum, and cannot be reduced by UP 590 internship credit or other waivers. If a student chooses a thesis option, the thesis can meet the requirements of both programs, as long as the student assembles a committee with representatives from both programs. Under the thesis option, students will register for 4 thesis hours with R.S.S. and 4 thesis hours with U.P.

Joint degree students should consult with the Department of Recreation, Sport and Tourism about specific M.S. course requirements. Most 400 and 500-level Urban Planning courses will meet the requirement for a M.S. elective course.

To satisfy requirements of the Graduate College, M.U.P. + M.S. students must be enrolled for at least two semesters in urban planning and 2 semesters in R.S.T. In any semester, students must be officially enrolled in one degree program or the other. Switching enrollment from one program to the other requires a petition to the Graduate College.

MUP + Master of Science in Civil Engineering (M.S.C.E.)

Reciprocity of credit hours allows students to complete the two degrees, in a total of five semesters. M.U.P. + M.S.C.E. students take one year focused on their M.S.C.E. core courses and one year focused on the Urban Planning core. Then in the final semester, the students complete any remaining course work along with the M.U.P. capstone. Joint degree students take electives from either program as appropriate in all five semesters.

Degree Requirements
To receive both degrees, M.U.P. + M.S.C.E. students must complete a total of 80 hours of graduate-level coursework, including a minimum of 40 hours of urban planning courses and 36 hours of civil engineering courses.

Joint degree students must complete all M.U.P. core courses and the capstone requirement. The required hours of urban planning credit is a minimum, and cannot be reduced by UP 590 internship credit or other waivers. If a student chooses a thesis option, the thesis can meet the requirements of both programs, as long as the student assembles a committee with representatives from both programs. Under the thesis option, students will register for 4 thesis hours with M.S.C.E. and 4 thesis hours with U.P.

Joint degree students should consult with the Department of Civil and Environmental Engineering about specific M.S.C.E. course requirements. Students are required to choose a major field and at least 16 hours of credit must be in the major field. Also, 12 hours of credit must be obtained for courses numbered in the 500 series and eight of the twelve must be taken for grades in the major field.

To satisfy requirements of the Graduate College, M.U.P. + M.S.C.E. students must be enrolled for at least two semesters in urban planning and 2 semesters in M.S.C.E. In any semester, students must be officially enrolled in one degree program or the other. Switching enrollment from one program to the other requires a petition to the Graduate College.

MUP + Related Master-level Major

Students may propose joint programs combining the MUP with other Illinois master's degrees such as:

- African Studies, M.A.
- Agricultural and Applied Economics
- Human and Community Development, M.S.
- Library and Information Science, M.S.
- Natural Resources and Environmental Sciences, M.S.
- Social Work, M.S.W.

Degree Requirements

ALL joint degrees with other programs require at least 80 hours of graduate-level coursework, 40 hours of urban planning plus the requirements for the other program.

If the other program requires more than 40 hours, then the joint degree requirements could exceed 80 hours. The other program may count up to 8 hours of Urban Planning courses as electives in this case only. For example, a joint degree with the 40 hours of urban planning courses and another program requiring 64 hours would total of 104 hours. Under these circumstances, the other program may count 8 hours of Urban Planning courses as electives, which reduces the total hours to 96 hours (6 semesters).

Joint degree students must complete all M.U.P core courses and the capstone requirement. The required hours of urban planning credit is a minimum, and cannot be reduced by UP 590 internship credit or other waivers.

The capstone requirement may be met separately for each program or jointly. If met jointly by means of a single project or thesis, the student must assemble a committee with representatives of each program. The committee must agree that the proposed project meets the requirements of each program. Registration for such a joint capstone is completed under the course rubric of one of the programs, and the other program agrees to waive the capstone requirement.

To satisfy requirements of the Graduate College, joint degree students must be enrolled for at least two semesters in each of the two programs. In any semester, students must be officially enrolled in one degree program or the other. Switching enrollment from one program to the other requires a petition to the Graduate College.

Appendix 3. Academic Integrity

All urban planning (UP) courses follow the guidelines set forth by the University student code. See Academic Integrity Policy and Procedure (http://studentcode.illinois.edu/article1/part4/1-401/) for specific guidelines, examples, and punishment associated with academic integrity infractions.

Appendix 4. Commitment to Inclusion

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code.

Rights and Responsibilities in DURP Learning Environments

The DURP learning environment includes dialogue, collaborative work, and service-learning. By enrolling in a course in the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in their academic and professional training. The expectations outlined in this code apply to all people participating in DURP activities, including classes, projects, and extracurricular programs.

Rights in the DURP learning environment

All participants in DURP activities have the right to feel comfortable sharing in the conversation, to be free of intimidation or ridicule, and to face no discrimination on the basis of their views. Through classroom discussions, opinions are questioned and challenged and may be strengthened or revised. In group project work, students have the right to be included, to contribute, and to have their voices heard by team members. Group projects prepare students for working with a wide variety of colleagues and allow for the opportunity to learn from classmates.

Responsibilities in the DURP learning environment

Students, faculty, and staff are responsible for maintaining an inclusive, respectful environment and all are expected to respect the opinions and backgrounds of others. In order to have successful dialogue, basic rules of courtesy should be followed. Students and faculty are also responsible for dialogue that meets the standards of academic and professional planning settings, where opinions are valid when they are supported with appropriate evidence and logical arguments. Students and faculty may speak from personal experience, but should not make arguments based on uninformed stereotypes, misrepresented information, or unsupported assertions. In group work, participants are responsible for providing the opportunity for each group member to contribute. Ideas and contributions should be valued and considered equally as long as they meet the basis of accepted academic and professional standards for planning work.

Maintaining an Inclusive and Professional Environment

Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. Because professionalism and ethical behavior are critical learning objectives in DURP, students should expect that grading and evaluation may be based on their adherence to behavior that upholds the rights and responsibilities outlined here.

Students, faculty and staff should assume an active role in ensuring that we maintain a positive and open department climate by working to understand and avoid invalidations, insults, or offenses (verbal, nonverbal, and/or visual) directed toward people based on their identity. Since these acts may be unintentional, the aim of addressing them is learning and understanding, rather than sanction.

Students, faculty, and staff may work to maintain an inclusive, professional climate in multiple ways, depending on the circumstances and comfort level. These approaches could include:

- Speaking out in the classroom, explaining problematic issues with the aim of teaching, learning, and understanding;
- Speaking with the instructor, requesting reinforcement of standards for respectful and appropriate communication or assistance with resolving interpersonal issues;
- Talking to the Department Head about a problem with an instructor or assistantship supervisor;
- Anyone experiencing problems may speak with individual faculty, members of the departmental diversity committee, or the Department Head to discuss concerns and obtain information about how to resolve a conflict.

More serious incidents or persistent offensive behavior may result in the following:

- Consequences in class grading on participation and group projects;
- Referral to the Office of Student Conflict Resolution for mediation.

If behavior escalates or rises to the level of violation of university policies on harassment, options are to:

- Report the behavior to the Office of the Dean of Students as an Act of Intolerance;
- Report the behavior to the Office of the Provost as harassment that creates a persistent negative climate;
- Pursue formal charges as violations of the Student Code, following established University procedures;
- Pursue a formal complaint to the Office of Equal Opportunity and Access for employment-related sexual harassment or discrimination.

Appendix 5. Resources for students with disabilities

UP courses will accommodate students with documented disabilities. Please refer to the Division of Disability Resources and Educational Services (DRES, http://disability.illinois.edu/disability-resource-guide) for more information. DRES is the designated office of the University of Illinois at Urbana-Champaign that maintains disability-related documents, certifies eligibility for disability services, determines reasonable accommodations, and develops and coordinates plans for the provision of such accommodations for students with disabilities.

Academic services for students with disabilities are coordinated by DRES personnel who serve as access specialists. Each student who registers with DRES for the purpose of requesting disability-related academic adjustments and accommodations will be assigned an access specialist based upon the student's primary disability. Additionally, there are services offered by DRES that are commonly used by students with various types of disabilities. Students who wish to learn more about our services should call (217) 333-4603 where they will be routed to the appropriate access specialist or they can visit the DRES (www.disability.illinois.edu) website to complete and submit an application and review the disability documentation requirements.

Appendix 6. Resources for students with mental distress

There are many support resources on campus for students who are struggling or in distress for various reasons. These include:

Student Assistance Center (217-333-0050)

Serves as the first point of contact for students who call or walk in to the Office of the Dean of Students. Our assistant deans help students understand university policies and procedures, educate them about and connect them to campus resources, and support students in crisis. Students visit us regarding a broad range of issues which may be impacting their academic performance including those related to physical/mental health, course attendance issues, questions about where to go on campus to seek different cervices, options for withdrawing from the university, or because they need help and just aren't sure where to go. We help students find their way!

Emergency Dean

The Emergency Dean supports students who are experiencing health or safety emergency situations in which an immediate University response is needed and cannot wait until the next business day. The Emergency Dean is not a substitute for trained emergency personnel such as 911, police, or fire professionals. Individuals wishing to contact the Emergency Dean because of a serious or urgent matter that requires an immediate response and that is NOT related to a previous or anticipated absence from class, may reach the Emergency Dean who is on-call at their home by calling 217-649-4129.

The Counseling Center (217-333-3704)

The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. Call to schedule an appointment. If you are in crisis and need immediate help, walk-in to the Counselling Center and inform the staff that you are experiencing a crisis. They will help get you connected to support as soon as possible.