

MASTER OF CITY & REGIONAL PLANNING



2017-18

STUDENT HANDBOOK

Mission. The mission of CAPPA's MCRP Program is to educate and prepare professional planners for the real world.



Contents

VISION	2
MISSION.....	2
GOALS	2
OBJECTIVES	3
CURRICULUM	3
SAMPLE COURSE SEQUENCE.....	4
MASTER’S DEGREE WITH GIS CERTIFICATE SAMPLE COURSE SEQUENCE	5
CAPSTONE OPTIONS.....	6
Preparing for Thesis or Professional Report.....	7
PLANNING INTERNSHIP	10
CERTIFICATES	11
DUAL DEGREES.....	11
MCRP STUDENT RESPONSIBILITIES	ERROR! BOOKMARK NOT DEFINED.
PLANNING AREAS/SPECIALIZATIONS	ERROR! BOOKMARK NOT DEFINED.
STUDENT PLANNING, PROFESSIONAL AND OTHER ORGANIZATIONS	18
PROFESSIONAL ORGANIZATIONS.....	19
APA LOCAL CHAPTERS.....	20
OTHER LOCAL CHAPTERS	21
REGIONAL ASSOCIATIONS.....	21
MCRP PROGRAM	22
STUDENT ADVISING.....	22
FACULTY	22

(Original Prepared by Dr. Ivonne Audirac, 2011 and revised 2015, 2017)

Master of City & Regional Planning

COLLEGE OF ARCHITECTURE, PLANNING AND PUBLIC AFFAIRS

VISION

Our vision is a world with UTA planning students, faculty and alumni successfully creating, leading, engaging and supporting resilient and sustainable communities.

The PAB-accredited master's degree program in City and Regional Planning (MCRP) is organized around the theme of Metropolitan Sustainability. Located in the heart of the Dallas/Fort Worth Metroplex, the fourth largest metropolitan region in the U.S., the program benefits from a city and regional laboratory that enable students and faculty to study, analyze, and provide planning solutions to contemporary urban and regional problems.

MISSION

The mission of CAPPA'S MCRP Program is to educate and prepare professional planners for the real world.

GOALS

The goal of the program is to build on each student's personal talents and passion for communities, cities, the built environment and sustainability and to educate them to

become reflexive planning professionals, who will apply knowledge of theory, technique and the art and science of planning to the improvement of communities, cities and regions.

OBJECTIVES

The objective of the MCRP's curriculum is to impart knowledge, skills and values necessary for entering the planning profession as upheld by the Planning Accreditation Board and its partners: the American Planning Association, the American Institute of Certified Planners, and the Association of Collegiate Schools of Planning.

CURRICULUM

A total of 48 hours is required for completion of the program.

- The generalist core (36 hrs Professional Report or 39 hrs Thesis) is organized into three knowledge tiers:
 - Theory (9 hrs),
 - Analysis and Techniques (12 hrs), and
 - Implementation and Plan Making (12 hrs), plus a Professional Report (3 hrs) or Thesis (6 hrs).

Core Courses

PLAN 5303 Planning History and Theory

PLAN 5304 Plan Implementation, Zoning, and Regulations

PLAN 5308 Metropolitan Sustainability and Plan Making

PLAN 5310 Planning, Urban Development & Structure

PLAN 5316 Land Use Planning and the Law

PLAN 5318 Techniques of Planning Analysis I

PLAN 5330 Techniques of Planning Analysis II

PLAN 5333 Graphics and Multimedia Communication

PLAN 5332 Project Studio

PLAN 5363 Leadership and Communication Skills in the Planning Process

PLAN 5380 Research Questions in Planning (taken in penultimate semester)

PLAN 5397 Professional Report or PLAN 5698 Thesis

Electives

(9 hours thesis students; 12 hours professional-report students).

SAMPLE COURSE SEQUENCE (EFFECTIVE 2017-18)

1ST YEAR Fall Semester			1ST YEAR Spring Semester		
PLAN	Planning Urban Development &	3	PLAN	Planning History and Theory	3
PLAN	Planning Analysis I	3	PLAN	Metropolitan Sustainability & Plan	3
PLAN	Land Use Law	3	PLAN	Planning Analysis II	3
	Elective	3	PLAN	Graphics & Multimedia	
			5333	Communication (required for	3
				students admitted fall 2017)	
	Total	12		Total	12
			Summer Semester		
			PLAN	Internship (elective)	3
2ND YEAR Fall Semester			2ND YEAR Spring Semester		
PLAN	Leadership & Communications Skills	3		Elective	3
PLAN	Research Questions in Planning	3	PLAN	Project Studio	3
PLAN	Planning Policy Implementation	3	PLAN	Professional Report (non-thesis)	3
		3		OR	
	Elective	3	PLAN	Planning Thesis	6
					9
	Total	12		Total	or
					12
PROGRAM TOTAL					48

MASTER'S DEGREE WITH GIS CERTIFICATE SAMPLE COURSE SEQUENCE

MCRP + GIS Certificate					
1 ST YEAR	Fall Semester		1 ST YEAR	Spring Semester	
PI AN	Land Use Law	3	PI AN	Planning History and Theory	3
PI AN	Planning Urban Development &	3	PI AN	Metropolitan Sustainability	3
PI AN	Intro to GIS	3	PI AN	Planning Analysis II	3
PI AN	Planning Analysis I	3	PI AN	Intermediate GIS	3
	Total	12		Total	12
Summer Semester					
			PI AN	GIS Workshop	3
			PLAN	GIS Suitability Analysis	3
2 ND YEAR	Fall Semester		2 ND YEAR	Spring Semester	
PI AN	Leadershin & Communications	3	PI AN	Graphics & Multimedia	3
PI AN	Planning Policy Implementation	3			
PI AN	Research Questions in Planning	3	PI AN	Professional Report (non-OR	3
	GIS Elective	3			
			PI AN	Planning Thesis	6
	Total	9		Total	6/9
				TOTAL	48

CAPSTONE OPTIONS

Students must complete a significant written project in order to earn a Master's degree in City and Regional Planning. This written product can be a Professional Report or a Thesis.

Professional Report (3 credit hours): This option is recommended for students who are going into professional practice and/or who desire experience beyond the Project Studio course by working on a professional project. Typically, no later than the 3rd week in PLAN 5380 Research Questions in Planning, students identify a professional report committee chair, and in consultation with the chair, who must be selected from among the full-time Planning faculty, form a professional report committee consisting of at least two other members of the Planning Graduate Faculty. Guided by their chair, students develop a project related to their area of planning interest that can be examined via a review of relevant benchmark/baseline studies and reports from other cities or regions, and supplemented by original empirical or applied research conducted by the student. Conclusions, implications, and recommendations are drawn from and based upon the student's research. The PR committee must receive copies of the report at least two weeks prior to its defense. Professional report students must defend their report in a final oral examination with all members of the committee present. The oral examination is also open to all CAPPA graduate faculty and students. During the semester, in which the professional report is defended, the student must be enrolled in the appropriate section of PLAN 5397 Professional Report (under his/her committee chair).

Thesis (minimum of 6 credit hours): This option is recommended for those students who enjoy research and/or are interested in pursuing a career in research or private consulting, or who intend to obtain another advanced academic degree. No later than the 3rd week in PLAN 5380 Research Questions in Planning, students identify a thesis committee chair from among the full-time Planning faculty. In consultation with the chair, they form a thesis committee consisting of at least two other members of the Planning Graduate Faculty. In consultation with their thesis committee, students develop a research question related to their planning area of interest that can be examined via review of relevant scholarly

literature, and supplemented by original empirical research. Conclusions, implications, and recommendations are drawn from and based on the student's research.

Students receiving advice and assistance from their chair in preparation for the thesis must register in the appropriate section of PLAN 5398 Planning Thesis (under their committee chair). Once the student is enrolled in this thesis course, continuous enrollment is required until the thesis is ready for defense.

Thesis students must defend their thesis in a final oral examination attended by all members of the student's committee. The defense is also open to all members of the faculty. The thesis committee must receive copies of the thesis at least two weeks prior to the thesis defense. All members of the student's committee must be present at the defense. The semester, in which the thesis is defended, the student must be enrolled in the appropriate section of PLAN 5698 Planning Thesis (under his/her committee chair).

Preparing for Thesis or Professional Report

The semester prior to graduation, all students must:

- Identify a committee chair from among the full-time Planning faculty for their professional report or thesis.
- Enroll in PLAN 5380 Research Questions in Planning to produce a professional report or thesis proposal.
- Form a PR or Thesis committee including committee chair and at least two other members drawn from the Planning Graduate Faculty, by the 3rd week in PLAN 5380 Research Questions in Planning.
- Consult with committee chair and members while completing the PR or Thesis proposal in PLAN 5380.
- Consult the Guidelines for Preparing a Professional Report or Thesis for the Master's Degree in City and Regional Planning" (available from the Program Director or Graduate Advisor).

(See table below comparing Professional Reports vs Theses requirements).



Professional Report vs. Thesis¹

The table below provides comparative information to assist the choice between a professional report and a thesis.

Comparative Aspect	Professional Report (PR)	Thesis (T)
Professional Orientation	Recommended for students seeking a career in professional practice, desiring more professional experience, and/or doing an internship.	Suggested for students who enjoy research and/or intend to seek another advanced academic degree, career in research or private consulting.
Timing	• Before penultimate semester identify a PR Committee chair and 2 Planning faculty members. • Use internship project or assignment to develop PR's topic. • In penultimate semester, register PLAN 5380 –Research Questions in Planning to develop a professional report proposal. • Last semester, complete and defend PR.	• Before penultimate semester identify a Thesis Committee chair and 2 Planning faculty members. • In penultimate semester, register PLAN 5380 –Research Questions in Planning to develop a thesis proposal. • Last semester, complete and defend thesis. • Must adhere to Graduate Studies Office deadlines, forms, and thesis guidelines for graduation. Graduate Studies Office Deadlines https://www.uta.edu/gradstudies/

¹ For a detailed description of the difference between the professional report and the thesis and their timing with respect to the Graduate Studies Office's requirements please consult the most recent "Guidelines for Preparing a Professional Report or Thesis for the Master's Degree in City and Regional Planning" available from the Program Director or Graduate Advisor.

	• Must follow Graduate Studies Office Deadlines for graduation. Graduate Studies Office Deadlines https://www.uta.edu/gradstudies/	
Written Product's Length	• 25– 50 pages (average). • Follow APA or Chicago Manual of Style and be of high professional quality.	• 50–125 pages (average 100 pages). • Follow Graduate Studies Office's templates: http://grad.pci.uta.edu/students/services/thesis/
Summary of Presentation/ Defense	• PR is defended before three committee members. • Student must coordinate schedule for defense. • Student does a 10 + minute Power-point presentation. • Presentation is open to the public and evaluated by the committee members using a PR Assessment Rubric.	• Thesis is defended before three committee members. • Student must coordinate schedule for defense. • Student does a 10 + minute Power point presentation • Defense is open to the public and evaluated by the committee using a Thesis Assessment Rubric.
Product & Audience	• Solution to a planning issue via a planning product (e.g., master plan, economic analysis report, bike plan, street revitalization action plan, neighborhood asset inventory, etc.). • Product: applied research; literature review of benchmark studies, best practices and reports from cities, regional or planning organizations, think tanks, etc. • Provides best practices analysis and planning recommendations, plan or proposal to client. • Audience: well identified client or user (e.g., city, county, NGO, etc.).	• Original empirical research or evaluation research, using quantitative, qualitative, or case study research or a mixed methods approach. • Product: original research, literature review of academic scholarly literature and/or policy analysis. • Provides policy recommendations • Audience: Thesis committee and policy users.
Required Courses/ Credit Hours	PLAN 5380 Questions in Planning, 3 hrs PLAN5397 Professional Report, 3hrs	PLAN 5380 Questions in Planning, 3 hrs PLAN 5698 Planning Thesis, 6 hrs
Supervisory Committee	Student solicits and engages a Planning faculty member to be the chair of the PR Committee and	Student solicits and engages a Planning faculty member to be the chair of the Thesis Committee and under his/her

	under his/her direction, the student selects the other two Committee members from among the Planning Graduate Faculty.	direction, the student selects the other two Committee members from among the Planning Graduate Faculty.
Grading	• PLAN5380 course letter grade determined by instructor. • PLAN 5397 pass/fail determined by committee. Contingent on satisfactory completion of revisions provided at the student's defense.	• PLAN5380 course letter grade determined by instructor. • PLAN 5398 pass/fail determined by committee. Contingent on satisfactory completion of revisions provided at the student's defense.

PLANNING INTERNSHIP

To enhance MCRP students' readiness for professional work and his/her opportunities of future employment in the planning field, at the end of the 2nd semester or after completing at least 20 hrs of coursework in the program, students may sign up for the Planning Internship elective course (PLAN 5361) for 3 credit hrs. This internship-for-credit course requires a minimum of 275 hrs (summer) to 300 hrs (fall or spring) of paid or unpaid work at a local government or private sector planning agency. After securing an internship offer and with the prior authorization of the student's internship professor (i.e., program director), students can enroll the elective course. Additionally, the course requirements include: keeping a weekly journal, preparing an internship report and completing and submitting the intern's evaluation of the internship experience as well as the supervisor's evaluation of the intern's performance. To gain the most from this experience, the intern's project assignment should ideally become the topic of the student's Professional Report proposal prepared in PLAN 5380 Research Questions in Planning. Thus, students are encouraged to take the internship course prior to enrolling in PLAN 5380. For more information consult the Planning Internship Syllabus PLAN 5361

[The following Internship documents can be obtained from CAPPA's Staff Graduate Advisor \(links are also available in Appendix A at the end of this handbook\).](#)

PLAN-5361 SYLLABUS

PLAN-5361 INTERNSHIP AGREEMENT FORM

PLAN-5361 INTERN PERFORMANCE EVALUATION

PLAN-5361 INTERNSHIP REPORT

PLAN-5361 JOURNAL GUIDELINES

CERTIFICATES

The Geographic Information Systems (GIS) certificate program provides education, skills, applications, and training for graphic display of neighborhood, city, regional, and small-scale areas. GIS is a powerful computer-based software tool having capabilities to store, manipulate, analyze, and display spatially referenced information. GIS is used at all levels of government and in private sector businesses and institutions.

Upon completion, students will be proficient in selecting, using, and applying appropriate computer hardware and software to display graphic information about their subjects of study whether their field is business, earth & environmental sciences, biology, social work, architecture, landscape architecture, or any other discipline.

The certificate requires completion of PLAN 5356 (Introduction to GIS), PLAN 5357 (Intermediate GIS), and PLAN 5331 (GIS Workshop) as well as one or two additional courses to be selected by the student with approval of the GIS **Certificate Program Advisor**, Dr. Jianling Li. Examples of courses that would be approved include ARCH 5329, PLAN 5320 and 5340, CSE 5330 and 5356, GEOL 5303, and INSY 5310 and 5335. *For timely completion and proper course sequencing, it is recommended that the certificate be started in the fall.

DUAL DEGREES

To participate in the dual degree program, students must make separate application to each program and must meet the admission requirements of each program. Students must be admitted to the second program before completing more than 24 credit hours in the first program and must complete the second degree within three academic years following completion of the first. By participating in a dual degree program, students may apply 6–18 total credit hours jointly to meet the requirements of both degrees, thus reducing the

total number of hours required to earn each degree separately (shared courses are subject to approval by the Director of each program). Degree plans, thesis or professional report proposals, and the final thesis or report must be submitted separately for each degree and approved by the Program Directors and relevant committees of each program. The successful candidate is awarded two degrees (not one joint degree).

Those interested in the dual degree program should consult the appropriate Program Directors for further information and review the statement on Dual Degree Programs in the general information section of the catalog.

Dual degrees can be arranged with any suitable program. Arrangements for the following dual degrees have already been made between M.C.R.P. and the relevant Program Directors and Graduate Advisors.

M.C.R.P. and M.P.A. (Master of Public Administration)

M.C.R.P. and M.P.P (Master of Public Policy)

M.C.R.P. and M.S.W. (Master of Social Work)

[*] M.C.R.P. and M.Arch. (Master of Architecture)

M.C.R.P. and M.S.L.A. (Master of Science in Landscape Architecture)

M.C.R.P. and M.S.C.E. (Master of Science in Civil Engineering)/M.Engr. (Master of Engineering)

M.C.R.P. and M.S.Ev.S.E. (Master of Science in Environmental Science and Engineering)

[*] MCRP students without a Bachelor's degree in Architecture take Path A in the architecture program; those with an undergraduate degree take Path B. All 15 credit hours of electives in the M.Arch. program must be taken in the MCRP program. Only in special instances may students select the professional-report plan of the MCRP program.

MCRP STUDENT RESPONSIBILITIES

Graduate school requires substantial work, attention to Graduate School regulations and deadlines, and a professional approach to course work and to completing tasks and assignments. In fact, surveys of planners across the nation identify the most important

skills of successful planners to be: ability to be a team player, work well with colleagues and with the public, being a self-starter and able to finish work on time. Also, writing skills, public speaking and a professional attitude consistently were ranked top by planners across the nation surveyed by Ethan Seltzer and Connie Ozawa (JPER 2002). These authors conclude that “students should realize that writing, listening, engagement, work ethic, and collaboration are essential aspects of planning and the work of planners. In this study, these qualities and competencies emerge as essential for successful planners and therefore as clear signals for students both in their graduate training and throughout their careers”(Seltzer and Ozawa, 2002: 84)²

These clear signals underlie the outlook on graduate work that MCRP students must cultivate throughout their tenure at CAPP in preparation for their future planning careers. Additionally, successful MCRP students heed the following:

Maintain an adequate grade point average

The Graduate School’s requirements are spelled out in the [Graduate Catalog](#). Generally, a 3.0 is required to avoid academic probation. If placed in an academic probation status, the student has one semester to return to an unconditional status. A successful graduate student typically earns A’s and B’s; no C’s or D’s.

Adhere to Graduate School and CAPP deadlines for submitting forms and faculty signatures

Not being aware of these deadlines can seriously hinder the student’s degree progress. It is not the advisor’s responsibility to remind the student of deadlines or to complete the necessary forms. Successful students diligently adhere to graduate school and CAPP requirements by:

- Monitoring graduation and project deadlines identified by the graduate school’s [“Information for Current Students”](#)

² Seltzer E. & C. P. Ozawa (2002) Clear signals moving on to planning’s promise, *Journal of Planning Education and Research*, 22:77–86.

- Downloading, completing, and obtaining faculty member signatures for the various UTA forms required for degree progress and graduation Application for Graduation forms can be accessed through the Office of Graduate Studies' [Forms Website](#)
- Consulting with the Graduate Advisor at the beginning of each semester to check degree progress and get assistance in selecting courses.
- Obtaining information about CAPPA required degree progress and graduation forms from the Graduate Advisor as needed.

Adequately prepare for and participate in class

Successful graduate students are self-directed in learning and research and actively engage in class discussion. If the student fails to keep up with course requirements or to participate fully, the student fails him or herself and impoverishes the classroom environment. Typically graduate-level classes require between three and four hours of preparation for every one hour spent in the classroom. For a three-hour class, this means nine to twelve hours of study time. The part-time student must be especially careful in planning her or his course load.

Preparing professional-quality papers and presentations

Written assignments and presentations in graduate school are expected to be of professional quality. In fact, good oral and written communication are *indispensable skills* of successful professional planners. This means the student must carefully edit and proofread written work for typing, stylistic, spelling, and grammatical errors and to assure clarity of thought. Bibliographical references and footnotes must conform to the APA or Chicago Manual of Style.

Several PLAN courses assess student writing competencies using a **rubric** that can be downloaded [here](#) Oral presentation skills will be also assessed using a **rubric**. Please download it from [here](#) or the link below: https://mavspace.uta.edu/xythoswfs/webui/_xy-5214254_1-t_qWUjxESG These rubrics can also be found in Appendix A of this handbook.

PLAN 5335 Technical Writing

This is a course, typically offered in the fall and it is specially tailored to help students improve their writing skills. It is a prerequisite course necessary to adequately perform in all planning courses and in the future as a professional planner. Given the importance of good writing skills in the planning profession and most any profession, faculty in PLAN 5316, PLAN 5310, PLAN 5308, and PLAN 5363 use the aforementioned writing skills rubric to provide performance feedback to the students, and also to identify students, whose writing skills would benefit from learning the basics of good writing. Based on the instructor's assessment that a student's writing competencies need improvement in order to perform at a professional level, the student will be notified and at the recommendation of the instructor, will be asked to enroll in PLAN 5335, before the student is permitted to enroll any other courses.

Complete assignments on time

The student is responsible for timely completion of assignments in accordance with course syllabi. Students in their final term must be especially vigilant about completing assignments on time in order to avoid any course grade of Incomplete that would interfere with graduation plans.

Honor classroom etiquette

Class discussion should at all times be collegial. No student or group of students should dominate the discussion. Active listening should be practiced by all students at all times. Strong political or social positions, although perfectly acceptable, should be respectfully articulated and students should be open to intellectual debate rather than dogmatically assert a position.

Use of electronic devices in the classroom can be distracting to the instructor and fellow students. The instructor's permission should be requested first. Also ask permission before using a recorder; lectures are proprietary information, and recording discussions can inhibit some students from participating freely. Students should always turn off (or mute) cell phones, PDAs, or pagers during class.

Comply with UTA and CAPPA policies on academic integrity

The graduate catalog states: "All students are expected to pursue their academic careers with honesty and integrity. Academic dishonesty includes, but is not limited to, cheating

on a test or other coursework, plagiarism (offering the work of another as one's own) and unauthorized collaboration with another person. Students found responsible for dishonesty in their academic pursuits are subject to penalties that may range from disciplinary probation, suspension or expulsion from the University. In accordance with the Rules and Regulations of the Board of Regents of The University of Texas System (Part One, Chapter VI),

For complete discussion of UT Arlington's academic dishonesty and associated disciplinary procedures, see UTA's definition and rules on [academic integrity](#).

Comply with UTA policies regarding research with human subjects

Compliance with these policies is critical for students planning to conduct interviews, focus groups, etc. for dissertations, theses or professional reports. If the student's research project involves more than using secondary data such as Census Bureau information or other publicly available data, then the student might well be required to receive training and obtain approval from the Office of Research Integrity and Compliance before conducting research. For instructions and requirements, see UTA's [Human Subjects Policy](#). [Certification training](#) can be obtained on-line and usually takes only a few hours.

If you intend to work with human subjects for your thesis or professional report, make sure that a supervisory committee is formed at least two semesters before planning to graduate and that you apply for project approval to the Office of Research Integrity and Compliance the semester before the one in which you plan to graduate and well in advance of the period in which you plan to conduct your research.

PLANNING AREAS/SPECIALIZATIONS

The MCRP program provides a generalist education that prepares our graduates to tackle their entry planner position and move on quickly to higher, more advanced levels of responsibility. According to the [American Planning Association](#) (APA), most planners will move between several specialization or find employment opportunities that combine specializations (APA n.d.). The most common specializations identified by APA are:

- Community Development
- Land Use & Code Enforcement
- Transportation Planning
- Environmental/Natural Resources Planning
- Economic Development
- Urban Design
- Planning Management/Finance
- Housing
- Parks & Recreation
- Historic Preservation
- Community Activism/Empowerment

To find out more about these specialization visit [APA's Planning Divisions](#)



ORGANIZATIONS

STUDENT PLANNING, PROFESSIONAL AND OTHER ORGANIZATIONS

PLANNING@mcrp@uta.edu

The MCRP Program's listserv is owned and maintained by the program to transmit messages and pertinent program related information to all MCRP currently enrolled students.

MCRP Facebook Page <https://www.facebook.com/utacityplanning/>

Student Planning Association

The Student Planning Association (SPA) is a registered student organization, formally approved by the UTA Committee on Student Organizations. It is also registered with and recognized by the American Planning Association (APA). This organization plays a vital role in the academic and social life of the MCRP Program. It coordinates activities between students, faculty, alumni, and professionals and promotes a wide array of outreach, social, and intellectual activities.

SPA is open to all CAPP students with an interest in planning and also welcomes students from any UTA program who have an interest in planning. SPA meets three to five times per year and engages in a variety of activities including networking opportunities with professional planners in the Metroplex, as well as hosting faculty and guest speakers, issue

forums, and documentary film screenings. SPA current officers can be found at:
<http://www.uta.edu/cappa/student-organizations/spa.php>

Women's Transportation Seminar (WTS) – UTA

The Women's Transportation Seminar (WTS) UT–Arlington Student Chapter is made up of male and female students interested in the transportation field. Its main goal is to advance students in the transportation industry. WTS is an international organization with more than 4,000 members in the U.S. The local organization is the Greater Dallas/Fort Worth Chapter. The UTA Student Chapter offers networking opportunities, speakers and is working on establishing a mentoring program so students can get first-hand experience in the transportation field. Links to WTS International <https://www.wtsinternational.org/> and to the Greater DFW Chapter website: <http://www.wtsinternational.org/greaterdallas/>

Students for the New Urbanism (SNU) – UTA

The Student for the New Urbanism at UTA is the first student chapter of the Congress for the New Urbanism (CNU) in Texas. Founded in November 2012 at SUPA (now CAPP), the chapter's mission is to be a forum for exploring, evaluating and discussing the principles of the New Urbanism; raise issues about the built environment and how New Urbanism can address them, support local community initiatives which advance New Urbanism as a design alternative, and organize and conduct events that promote the organization's goals. Membership is open to graduate and undergraduate students, faculty and staff interested in fostering the growth of healthy, prosperous, and culturally vibrant communities; and in planning and developing livable cities for everyone. SNU strives to be a forum for professional networking between students and working professionals in the Dallas–Fort Worth Metroplex and beyond. The national chapter Facebook page is found at:
<https://www.cnu.org/students-new-urbanism-0>
<https://www.facebook.com/418711891534848/posts/454540457951991/>

PROFESSIONAL ORGANIZATIONS

APA offers a free year of membership to first-year graduate students in PAB-accredited planning programs. As an MCRP student, take advantage of this opportunity and join APA. By being a planning student member of APA you enjoy the opportunity to build a strong foundation of professional relationships and learning. APA membership allow students to “rub elbows with the pros, enjoy scholarship and leadership opportunities, save on publications and conferences, and more” See: <https://www.planning.org/join/students/>



American Planning Association – APA is a nonprofit public interest and research organization committed to urban, suburban, regional, and rural planning. APA and its professional institute, the American Institute of Certified Planners, advance the art and science of planning to meet the needs of people and society <https://www.planning.org/>



Texas Chapter of the American Planning Association

The Mission of the Texas Chapter of the American Planning Association is to advocate the profession of planning, providing expertise and processes that empower citizens to be engaged in the development and sustainability of Great Communities in Texas <https://www.txplanning.org/>

APA LOCAL CHAPTERS

Local APA Chapters in the DFW area are planning students’ best first point of contact with the planning profession. They organize and host important local planning events, and offer an array of networking opportunities. They have been strong supporters of planning education through generous scholarships for CAPPA–MCRP students.



American Planning Association
Texas Chapter
North Central
Making Great Communities Happen

North Central Texas Chapter of the Texas APA

<https://www.txplanning.org/northcentral/>



Mid West Section of the Texas APA

<https://www.txplanning.org/midwest/>

APA-DFW Young Planners Group Connect at DFWYPG@gmail.com

OTHER LOCAL CHAPTERS



Congress for the New Urbanism - North Texas

CNU advocates the restructuring of public policy and development practices to support the restoration of existing urban centers and towns within coherent metropolitan regions. We stand for the reconfiguration of sprawling suburbs into communities of real neighborhoods and diverse districts, the conservation of natural environments, and the preservation of our built legacy. <http://www.cnuntx.org/>

REGIONAL ASSOCIATIONS



North Central Texas Council of Governments – The North Central

Texas Council of Governments (NCTCOG) is a voluntary association of, by and for local governments, established to assist local governments in planning for common needs, cooperating for mutual benefit, and coordinating for sound regional development.

<http://www.nctcog.org/>



Vision North Texas – an award winning partnership of private, public and academic

organizations – has held stakeholder workshops throughout the 16-county North Texas region to find out what people think about our region's future.
<http://www.visionnorthtexas.org/main.html>

MCRP Faculty & STAFF

Please click the name of the faculty or staff to view their profiles.

MCRP PROGRAM

[Guoqiang Shen](#), Professor and Program Director of Planning

STUDENT ADVISING

[Barbara Saenz](#), Staff Graduate Advisor

FACULTY

[Ardeshir \(Ard\) Anjomani](#), Professor and Development Review Certificate Advisor

[Mahyar Arefi](#), Professor

[Ivonne Audirac](#), Associate Professor and PhD Program Director

[Shima Hamidi](#), Assistant Professor and IUS Director

[Jianling Li](#), Professor and GIS Certificate Program Advisor

AFFILIATE FACULTY

[Enid Arvidson](#), Associate Professor, Public Affairs

ADJUNCT FACULTY

[Richard Greene](#), Professor of Practice

[Jim Parajon](#), FAICP, City of Arlington, Deputy City Manager

[John M. Dugan](#), FAICP, City of Arlington, Planning Director

[Steven Duong](#), AICP, AEOCOM, Dallas Lead for 100 Resilience Cities

STAFF

[Darsa Wright](#), Administrative Assistant

APPENDIX A

* If the link does not open, please copy and paste it to a different browser

INTERNSHIP DOCUMENTS

PLAN 5361 Syllabus: https://mavspace.uta.edu/xythoswfs/webui/xy-5215400_1-t_44sApQle

Internship Agreement Form https://mavspace.uta.edu/xythoswfs/webui/xy-5215401_1-t_44sApQle

Intern Performance Evaluation https://mavspace.uta.edu/xythoswfs/webui/xy-5215403_1-t_44sApQle

Internship Report https://mavspace.uta.edu/xythoswfs/webui/xy-5215402_1-t_44sApQle

Journal Guidelines https://mavspace.uta.edu/xythoswfs/webui/xy-5215404_1-t_44sApQle

PLANNER-IN-TRAINING DOCUMENTS

RUBRICS

Rubric for defense of professional report or thesis

https://mavspace.uta.edu/xythoswfs/webui/xy-5272459_1-t_4JAL8Btt

Rubric for Oral Communication

https://mavspace.uta.edu/xythoswfs/webui/xy-5214254_1-t_zjNK5Gew

MCRP Term Paper Rubric

https://mavspace.uta.edu/xythoswfs/webui/xy-5214255_1-t_zjNK5Gew

APPENDIX B

ADDITIONAL RESOURCES

CAPPA Resources

CAPPA-L listserv – CAPPA maintains a listserv, known as CAPPA-L (CAPPA-L@listserv.uta.edu), used to transmit announcements, distribute job announcements, and as a vehicle for open discussion of university and public issues. All CAPPA faculty, students, and staff have access to CAPPA-L postings and may post messages. All CAPPA students are automatically subscribed to the listserv (via their UTA e-mail addresses) early in their first semester.

Connect with CAPPA

Facebook: www.facebook.com/utaCAPPA

Twitter: www.twitter.com/utaCAPPA

Website: www.uta.edu/CAPPA

Campus Resources

A-Z Index, <http://www.uta.edu/uta/alpha-index> on the UTA home page,. The index is helpful in finding university offices and services

Graduate Studies web page, <http://grad.uta.edu/>

Academic calendar, <http://www.uta.edu/uta/acadcal.php>

Library, <http://www.uta.edu/library/>

- Extensive collection of books and journals (including many electronic volumes) on all aspects of urban affairs, urban planning, public policy, and public administration.
- Central Library is immediately adjacent to University Hall; Architecture Library is a

short walk away across Cooper Avenue.

- Reference librarians – Assistance with online databases and journals as well as printed materials. Accessible face-to-face (Central Library, 2nd floor) and via phone (817-272-3394), e-mail, web chat, and IM <http://ask.uta.edu/>
- Interlibrary Loan <http://www.uta.edu/library/services/index.php>, – Retrieval of journal articles and books not available in the UTA collection (usually free).
- Tutorials and Guides <http://www.uta.edu/library/help/tutorials.php>, and Workshops and Tours <http://www.uta.edu/library/instruction/workshops.php>.
- Librarians dedicated to the College of Architecture, Planning & Public Affairs:

College of Architecture, Planning & Public Affairs	Mitch Stepanovich	817-272-2945	stepanovich@uta.edu
---	-----------------------------------	--------------	--

Office of Student Success (<http://www.uta.edu/uac/studentsuccess-home/>; 241 Davis Hall) – The University supports a variety of programs to help students connect with the University and succeed academically, socially, and personally. They include learning assistance, developmental education, advising and mentoring, and assistance with admissions, transition, and obtaining federal funding.

Office of International Education (<http://www.uta.edu/oie/>) – Provides resources and assistance for international students.

Graduate Student Senate (<http://www.uta.edu/studentgovernance/gss/>; lower level of the University Center) – Provides information about general issues, rights, and welfare of graduate students. With representation from all UTA departments and colleges, the GSS addresses policy and programming issues that are important to graduate students.

Departmental Scholarships

To be considered for CAPPA scholarship, a student must fill out the online scholarship application. It can be found at:

- <https://uta.academicworks.com/>
- *The following is a list of scholarships available to Planning student. Before applying, make sure you meet the specific scholarship's eligibility criteria.*
 - o *Edward S. Overman Urban Scholarship*

- o *R.L. "Jerry" Mebus Public Service Scholarship*
- o *George C. Campbell Endowed Scholarship*
- o *John Jackson Scholarship*
- o *Jerry and David Tees Scholarship*
- o *Delbert A. Taebel Scholarship*
- o *Paul Geisel Scholarship*
- o *Trey and Shana Yelverton Endowed Scholarship*

There are several types of financial aid offered:

- *Graduate Research Assistantship*
- *Enhanced GTA Fellowship* <http://grad.uta.edu/faculty/forms/#gra>

Financial Aid Resources

Information on non-CAPPA financial aid opportunities can be found at http://grad.uta.edu/prospective/external_fellowship.asp

UTA Financial Aid Office – <http://www.uta.edu/ao/fao/>

Writing Resources

CAPPA graduates typically enter careers that require a high degree of fluency and competency with both spoken and written English, and many CAPPA students need assistance in improving their writing skills. Because CAPPA courses provide only limited instruction in writing, students often need to seek other alternatives for improving their writing skills. Numerous resources are available:

UTA Writing Center: <http://www.uta.edu/owl/services.htm>

This Web page offers extensive guidance, and the staff offers one-on-one assistance, including online tutoring.

Paper's Due Drop Inn <http://www.uta.edu/library/> – This Library service “offers one-on-one research help for students needing assistance with all aspects of library research

including, narrowing topics, finding and evaluating resources, and citing information.”

Continuing Education (<http://www.uta.edu/uta/ced.html>) – workshops are offered on topics such as *effective business writing* and *writing technical documents*.

Writing courses in other UTA academic programs – Courses are offered by the English Department, the School of Business Administration, and the Center for Bilingual and ESL Education. These courses will not yield CAPPa credit, but they will help the student improve her/his performance in CAPPa courses.

Reference Books

Having the most recent edition of these or similar books at the ready will make it easier to craft effective sentences, paragraphs, compositions, and tables and cite references accurately.

Natalie Macris. *Planning in Plain English: Writing Tips for Urban and Environmental Planners*, 2014. ISBN: 978-1-61190-074-3

John Swain and Kathleen Swain. *Effective Writing in the Public Sector*, 2014. ISBN: 9780765641496.

Jane Miller. *The Chicago Guide to Writing about Multivariate Analysis*, 2nd Ed., 2013. ISBN: 13-978-0-226-52787-1

Kenneth G. Wilson, *The Columbia Guide to Standard American English*

William Strunk and E.B. White, *The Elements of Style*

Karen Elizabeth Gordon, *The New Well-Tempered Sentence: A Punctuation Handbook for the Innocent, the Eager, and the Doomed*, 2003.

Val Dumond, *The Elements of Nonsexist Usage: A Guide to Inclusive Spoken and Written English*, 1990.

Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *A Manual for Writers of Research Papers, Theses, and Dissertations*

John Creswell. 2009. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Los Angeles, CA: Sage.

Style Manuals

In the context of academic writing, *style* refers to conventions of punctuation, documentation, and presentation of text, graphical material, and numerical data. (Note that the volume by Strunk and White described above uses the term differently: to describe conventions of grammar and syntax.) CAPPa faculty members may require different styles based on the norms prevailing in their respective disciplines. Knowing the basics of one or both of two basic styles – styles that prevail in the CAPPa disciplines and across much of academia – is a valuable asset in graduate school and beyond:

The Chicago Manual of Style

Publication Manual of the American Psychological Association (APA Style Guide)

Quick Style Guides

American Psychological Association (APA) Style FAQ

<http://www.apastyle.org/faqs.html>

APA guidance on citing electronic sources

<http://www.apastyle.org/elecgeneral.html>

Chicago–Style Quick Guide

http://www.chicagomanualofstyle.org/tools_citationguide.html

Guidelines for Using Web Resources in Academic Writing

The World Wide Web is a valuable resource for academic research, but the quality of materials it provides ranges from stellar to abysmal. Use only materials that are appropriate for academic research at the graduate level, and use these materials in ways

that are appropriate for the specific context. Guidelines for evaluating the quality of web documents can be found at

Evaluating quality on the net

<http://www.hopetillman.com/findqual.html>

Evaluating internet research sources

<http://www.virtualsalt.com/evalu8it.htm>

Remember that use of materials obtained on the web is subject to rules regarding plagiarism. For guidelines on citing materials from the web, see a recent stylebook or <http://www.apastyle.org/elecref.html>.