Signature Page

Institution Submitting Proposal: University of Utah

College, School or Division affected: College of Architecture + Planning

Department(s) or Area(s) affected: Architecture, City & Metropolitan Planning

Change description: This program will institute a new graduate level Certificate in Urban Design

Certificate, Diploma and/or Degree(s) to be Awarded: Graduate Certificate in Urban Design

Proposed Beginning Date: August 1, 2011

Institutional Signatures (as appropriate)

__________________________
Brenda Scheer
Dean, College of Architecture + Planning

__________________________
Charles A. Wight
Dean, Graduate School

__________________________
David Pershing
Chief Academic Officer

__________________________
Michael Young
President

__________________________
Date
A PROPOSAL TO
THE UNIVERSITY OF UTAH GRADUATE COUNCIL,
ACADEMIC SENATE, AND BOARD OF TRUSTEES
TO ESTABLISH AN
INTERDISCIPLINARY GRADUATE
CERTIFICATE IN URBAN DESIGN

November 29, 2010

Section I: The Request

The University of Utah College of Architecture + Planning requests approval to offer an interdisciplinary graduate Certificate in Urban Design effective Fall 2011.

Section II: Education Needs and Objectives

Program Description and Purpose
The Certificate Program in Urban Design will be an interdisciplinary effort between the departments of Architecture and City & Metropolitan Planning and will require the completion of a minimum of 17 credit hours drawn from coursework listed in Section IV of this application, which includes a 5-credit hour collaborative studio. The specific focus of the program will be on advancing Urban Design to enhance the vitality and vibrancy of cities and communities globally.

Urban design involves shaping the places we live, both how they will look and how they will function. Urban design practice involves a complex inter-relationship between municipalities, real estate developers, property owners, planners, architects, the construction industry, public administrators, and the general public. Urban design practitioners need to understand how to engage in this process effectively and professionally in order to produce vital and vibrant places.

As the nation’s fastest growing state between 2010 and 2040, Utah is in tremendous need of more qualified urban designers, yet currently, there is no training in the State of Utah in urban design, requiring local firms and municipalities to hire from out-of-state. On the regional level, Salt Lake County is the nation’s 10th fastest growing “mega” county, projected to grow from 1.2 million to over 2 million people by 2040, with projected vehicle miles travelled (VMT) doubling. As stated in The Greater Wasatch Area’s Map to the Future, “Where and how we shape tomorrow’s neighborhoods, communities, and economic centers within our region will dramatically affect the quality of our lives, including how much time and money we must spend getting around, the quality of the air we breathe, and the choices we have available to live, work, shop and play. And, we will grow. Over the next 30 years, the Wasatch Front urban area of Weber, Davis and Salt Lake Counties will add 814,000 new residents, a 50% increase. Morgan and Tooele counties will see even higher growth rates” (May 27, 2010). To plan effectively, the Wasatch Front Regional Council recently adopted a set of Growth Principles with accompanying implementation strategies. The capacity to undertake the required urban design for this growth, however, is lacking.

There is also need for more capacity, and training, in the field of urban design at the national level as demand continues to expand, along with career opportunities. This is because there is tremendous support for sustainable design, walkable cities, transit-oriented development, urban agriculture, connected open space networks, and general stewardship of the built and natural environment. It has become widely recognized that urban design’s concern for enhancing the health and well-being of cities and communities is essential to a prosperous future.
Audience
The Urban Design Certificate complements the Master of Architecture and Master of City & Metropolitan Planning degrees and would appeal to students in those programs, including students in the Joint degree in Real Estate Development (MCMP and School of Business). It would also serve professionals in the fields of architecture, urban planning, and landscape architecture who hold Bachelors or Masters degrees and wish to advance their knowledge and careers. In addition, it may appeal to graduate students outside the College of Architecture + Planning, in areas such as civil and environmental engineering, public policy, family & consumer studies, community-based art education, geography, environmental humanities, business, and law.

Accreditation
The Certificate Program is not designed to meet the accreditation standards of the National Architectural Accreditation Board or the Planning Accreditation Board. That task is reserved for the Master of Architecture (M.Arch) Degree Program and Master of City & Metropolitan Planning (MCMP) degree program in the College of Architecture + Planning. The program does, however, provide a focal point for the NAAB and PAB requirements, both of which require including Urban Design in the curriculum.

Purpose
The Graduate Certificate in Urban Design will advance urban design research, theory, and practice while providing greater capacity to effectively handle urban design challenges in the future. In addition, it will prepare students to assume positions of leadership in the field of urban design at the local, regional, national, and global levels. This program will provide a means for students to demonstrate a focused skill set to prospective employers and also serve as a means to advance their professional development if they are already employed.

Requirements
Program requirements include 17 credits comprised of: (1) two Foundation courses; (2) at least one Methods course (in addition to the methods courses required for a graduate degree from student’s home department); (3) Content area course(s) providing specialized knowledge; and (4) the Capstone course in which students will synthesize and demonstrate skill sets attained through the process of completing the certificate (see Section IV).

Additional courses may be added to each area as they become known in future consultation with advisors from the two host programs. In meeting these requirements, students will take at least one course outside their own degree program. All courses must be passed with a B- or higher grade with an overall program GPA of at least 3.0. An academic program completion plan for the Certificate in Urban Design may be found in Appendix A.

Students pursuing the Certificate in Urban Design will be able to use their electives and core courses, where applicable, to meet the completion requirements for the certificate and their respective degrees in accordance with counsel from their home department. Students concurrently seeking another Certificate in Urban Planning, Real Estate Development, or Historic Preservation must have some difference in the courses counted towards completion of these certificates. At minimum, this difference should include the Foundation and Capstone courses and six other credit hours.

Justification for Number of Credits
The proposed 17-credit hour requirement represents a balance among three considerations: (1) the intent to make advanced studies in Urban Design available to a broader audience; (2) the assessment of the audience's interest and capacity; and (3) the intent to not overextend our present ability to offer graduate level instruction.
Admission Requirements
Students applying for the Certificate in Urban Design from outside the University of Utah must establish their status as non-matriculated students with the Office of the Registrar. Non-matriculated students and graduate students from programs within and outside the College of Architecture + Planning must apply for Certificate Program admission directly to the College of Architecture + Planning. Non-matriculated candidates for the Certificate must have a bachelor's degree from a fully accredited institution of higher learning, provide evidence of a 3.0 (on a 4.0 scale) undergraduate grade point average and submit two letters of recommendation, a statement of professional intentions (e.g. why seeking the certificate and how it fits into career plans and goals), and professional credentials. Graduate students from programs outside the College of Architecture + Planning should provide evidence of a 3.0 (on a 4.0 scale) grade point average and submit two letters of recommendation and a statement of intent (why seeking certificate and how it fits into academic trajectory and career goals). Graduate students from the College of Architecture + Planning should provide evidence of a 3.0 (on a 4.0 scale) grade point average and submit a statement of intent (why seeking certificate and how it fits into academic trajectory and career goals). One design studio or planning workshop is a prerequisite for admission to the certificate program.

Student Advising
Materials describing program requirements, recommended curricula, course schedules, and faculty specializations will be available on the CA+P website. The Urban Design Program Coordinators will serve as faculty advisors and students will have ongoing access to advisors throughout their residency.

Enrollment Limitation
The initial enrollment limit will be set at 10 new certificate students each year. This limit may be adjusted if there is greater demand and faculty capacity to handle it. Students will have a maximum of 3 years to complete the certificate.

Educational Need
In the past several years, urban design projects have accounted for construction activity in the range of hundreds of millions of dollars in the Intermountain West (City Creek, Daybreak, Saratoga Springs, etc.) and multiple billions of dollars nationwide. These projects draw upon the skills of architects, planners, landscape architects, and public administrators (as well as other disciplines such as engineering, law, and real estate development). The proposed certificate program is needed to assist in providing a new generation of practitioners with skills to advance the interdisciplinary efforts of urban design within the state of Utah, throughout the west, nationwide, and globally.

Student Demand
The demographic profile for applicants to the Certificate in Urban Design is expected to follow patterns congruent to the enrollment patterns for the College of Architecture + Planning. Applicants would come largely from the Intermountain West, but would also draw from the national and international field. Students in both the Master of Architecture and Master of City & Metropolitan Planning programs, along with professionals from the community, have expressed a strong interest in the certificate. With students coming from the university, community, and beyond, the anticipated number of applicants should readily allow for a selective screening process that ensures a high quality pool of candidates.

Section III: Impact on Existing Programs

Similar Programs
Nationwide, there are 7 Urban Design Certificates and 16 Urban Design Masters degrees. Of the 7 Certificate programs, only 2 are west of the Mississippi River: University of Washington and Portland State University. Of the 16 Masters Programs, only 5 are in the West: University of
California-Berkeley, University of Texas-Austin, Arizona State University, University of Washington, and University of Colorado-Denver. While course offerings in urban design nationwide have been expanding, reflecting greater student demand due in part to a growing interest in sustainability, there are no Graduate Certificates (or Masters degrees) in Urban Design in Idaho, Montana, Nevada, New Mexico, Utah, or Wyoming.

These institutions offer the Certificate in Urban Design:

<table>
<thead>
<tr>
<th>School</th>
<th>Housed in</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State U</td>
<td>College of Social Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Kent State U</td>
<td>College of Architecture and Environmental Design</td>
<td>-</td>
</tr>
<tr>
<td>MIT</td>
<td>Dept of Architecture and Dept of Urban Studies &amp; Planning</td>
<td>-</td>
</tr>
<tr>
<td>Portland State U</td>
<td>School of Urban Studies and Planning and Dept of Architecture</td>
<td>27</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>School of Architecture, Planning and Preservation</td>
<td>21</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>Dept of City and Regional Planning</td>
<td>18</td>
</tr>
<tr>
<td>University of Washington</td>
<td>College of the Built Environment</td>
<td>12-15</td>
</tr>
</tbody>
</table>

These programs require 12-27 credit hours for completion of their certificate. The proposed program is towards the lower end of that range.

Collaboration
While no other institution in the Utah System of Higher Education offers a Certificate in Urban Design, its existence could promote collaboration with related programs at the University of Utah (e.g. Geography, Family and Consumer Studies, Public Administration, Environmental Humanities, Sustainability) and with programs at Utah State University (Dept. of Landscape Architecture and Environmental Planning).

Community Involvement
The very nature of Urban Design is that it commands significant commitment to community involvement. Urban design course projects will often involve community-based research. While each course instructor will choose the extent of direct community engagement, the Certificate in Urban Design will promote collaboration with the Westside Studio, ASSIST, and other community design initiatives in the region, all contributing significantly to strengthen university partnerships (locally and statewide), a key mission of the University.

Section IV: Courses

New Courses
The Certificate in Urban Design will require one new course, Urban Design Studio. The Certificate Program does not presently foresee the development of any distance learning courses.

Course Sequence
The Certificate in Urban Design curriculum will consist of four parts: (1) Foundation Knowledge; (2) Methods; (3) Content; and (4) Capstone Experience. The selection list is intentionally broad to provide students with the opportunity to take courses in a timely manner since not every course will be offered on an annual cycle. Options are listed below:
**Foundation Knowledge (take 2, 3 credits each)**

- URBPL/REDEV 6440 Urban Design Principles
- or ARCH 6272 Urban Design Theory
- URBPL 6100 City and Profession [History of Urban Form]

**Methods (take at least the first course listed below, in addition to the methods courses required for a graduate degree from student’s home department, all 3 credits)**

- ARCH 6056/URBPL 6400 Urban Design Visualization
- URBPL 6010 Urban Research
- URBPL 6020 Urban & Regional Analysis
- URBPL 6030 Leadership & Public Participation
- URBPL-6040 Physical Plan Analysis
- URBPL/REDEV 6310 Urban Development Policy & Method
- URBPL 6410 Site Planning
- URBPL 6420 Open Space Design
- URBPL 6430 Technology in Planning
- URBPL 6450 GIS in Planning
- URBPL/REDEV 6460 Real Estate Market Analysis for Planning & Development

**Content (take one, or more if other requirements are waived, all 3 credits unless otherwise noted)**

- ARCH 6230 Utah’s Architecture and Cities
- ARCH 6231 The American West
- ARCH 6232 American Vernacular
- ARCH 6235 American Suburban Development
- ARCH/URBPL 6500 Preservation Theory and Practice
- ARCH 6581 Main Street Revitalization
- ARCH 6851 Social Change, Architecture, and Planning
- URBPL 6200 Urbanization
- URBPL 6220 Land Use Planning
- URBPL 6240 Planning Theory and Ethics
- URBPL 6260 Land Use Law
- URBPL 6270 Metropolitan Regional Planning
- URBPL 6280 Graduate Workshop (5)
- URBPL 6300 Housing & Community Development
- URBPL 6330 Urban Growth Management
- URBPL 6340 Public/Private Interests in Land Development
- URBPL 6350 Public Lands and Environmental Policy
- URBPL 6360 Environmental Planning Law & Policy
- URBPL 6370 System Dynamics and Environmental Policy
- URBPL 6371 Complexity & Systems Thinking
- URBPL 6390 Sustainability Planning
- URBPL/REDEV 6470 Case Studies in Urban Development
- URBPL 6600 Politics of Planning
- URBPL 6610 Urban Ecology
- URBPL 6710 Intro to Transportation Planning
- URBPL 6720 Land Use and Transportation Planning
- URBPL 6960 Green Communities
- FCS 6730 Community Development and Environmental Change

**Capstone Experience (required, 5 credits)**

[New] URBPL/ARCH Urban Design Studio

Other courses will be added as they become known and are deemed appropriate. Course descriptions may be found in Appendix B.
Section V: Program Assessment

Objectives and Structure
The certificate program seeks to have students develop competencies in Urban Design with an interdisciplinary perspective. The foundational and capstone courses respectively introduce the interdisciplinary nature of urban design and the demonstration of interdisciplinary collaboration skills. The capstone course will synthesize knowledge and skills acquired in prior courses and apply these to a community-based project. This project will be completed in an interdisciplinary environment with both individual and team assignments used to demonstrate capabilities of the students. The intervening "methods and content" courses will enable students to craft a study plan to suit their particular educational and career goals. This is where we expect students will engage topics that best match the range of their interests and can be most beneficial for them in resolving issues they are likely to encounter upon graduation.

Summative Assessment
Two processes will be used to assess the overall program effectiveness. The national accreditation processes that applies to both the Master of Architecture and the Master of City & Metropolitan Planning programs provides standards for measurement and comparison to other graduate programs around the country and provide periodic review of those programs’ teaching and learning effectiveness.

Formative Assessment
As students progress through the Certificate Program requirements, they will be assessed by their instructors for their performance abilities, their substantive knowledge, and their capacity for theoretical and critical reflection.

The faculty, the Coordinators, and the Dean of the College of Architecture + Planning will closely monitor the program to assess the need for revisions to the curriculum. Accreditation visits to the respective host programs will provide additional substantive feedback to improve the quality of the program.

Section VI: Faculty

Architecture
Dean: Brenda Case Scheer, AIA, AICP.
Professors: P. Muir, R. Young, M. Bradley, T. Serrato-Combe
Associate Professors: M. Locher, A. Mooney
Assistant Professor: J. Ruegemer, Ole Fischer
Professor of Practice: D. Hoffman

Urban Planning
Professors: B. Scheer, N. Ellin, R. Ewing, A.C. Nelson, P. Emmi
Associate Professors: K. Bartholomew
Adjunct Associate Professors: S. Goldsmith, P. Perlich
Adjunct Assistant Professors: R. Farrington, H. Johnson, P. Putt, S. Simonsen, and others
Section VII: Coordinator

Professors Nan Ellin and Prescott Muir will initially coordinate the Certificate Program in Urban Design.

Section VIII: Advisory Committee

The Urban Design Program Admissions Committee will also serve as the Advisory Committee (comprised of the Coordinators and two additional faculty appointed annually). The Certificate Program will not organize an external advisory committee apart from the existing College of Architecture + Planning Advisory Board.

Section IX: Budget

Any expenses incurred in conjunction with Certificate Program delivery will be incurred in the normal presentations of course offerings for the courses listed in Section IV. Since the coursework used in the formation of this Certificate Program is already in place or has been approved for development within the respective departments, there should not be any significant costs associated with implementing the Certificate Program. Similarly, there should not be any additional resources required for the Marriott Library beyond what is normally acquired through faculty requests from these existing courses. See attached letter of support from the Marriott Library in this regard.

The Certificate in Urban Design Program will not maintain a separate budget from the specific budgets in place for the departments hosting the Certificate Program. Any cost of advertising and recruiting efforts initiated by a hosting department shall be borne by that department.
Appendix A:  
Academic Program Completion Plan  
For the Certificate in Urban Design  

Student Name: ____________________________  Student ID Number: _____________  
Student’s Phone: ___________________________ Email: ________________________  
Home Department: _________________________ Status Confirmation: _____________  

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Term Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Knowledge</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods Courses</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(choose 3-9 credits from list provided except for methods courses required for a graduate degree in student’s home department)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Courses</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(choose 0-6 credits from list provided)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(choose 6 credits from list provided)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours (17 minimum): __________

Student Signature and Date: ________________________________________________
Home Department Advisor’s Signature and Date: ________________________________
Program Coordinators’ Signature and Date: ________________________________

Modifications may be made by mutual consent of the Program Coordinators, the Home Department Advisor, and the student.
Appendix B: Urban Design Certificate Courses

Architecture (ARCH) Courses

6056  Urban Design Visualization (3)
Cross listed as URBPL 6400. Multiple visualization techniques and the communication of planning concepts and design alternatives.

6230  Utah Architecture and Cities (3)
The architecture of Utah from the Mormon pioneer period to the present. Meets with ARCH 4230.

6231  The American West (3)
The Americanization of the built landscape of the West following 1820.

6232  American Vernacular (3)
The common architecture of an area during any stylistic period from colonial times to the present.

6235  American Suburban Development (3)
Evolution of the American suburb and its antecedents from the middle of the 19th century to the middle of this century, culminating with the suburban boom of post-World War II will be explored.

6262  Urban Design Theory (1.5, or 6272 for 3)
Critical analysis and discussion of contemporary issues in urban design theory and practice, including exploration of urban morphology, urban evolution, modern and post-modern design, and the contribution of architecture to urban form and placemaking.

6500  Preservation Theory and Practice (3)
Crosslisted as URBPL 6500
History of the preservation movement and theory and practice of preservation.

6581  Main Street Revitalization (3)
Exploration of the issues affecting revitalization of commercial business districts. Course focuses on the problems and opportunities associated with the economic impact, technological needs, governmental and municipal design review, and the social benefits of revitalization of the built environment.

Urban Planning (URBPL) Courses

6010  Urban Research (3)
A hands-on course in quantitative skills used for urban analysis. Data sources, dataset development, descriptive statistics, correlation, trend analysis, modeling, and styles for graphical and written presentation. Planning applications of demographic and economic analysis including population projection, economic base analysis, and measures of characteristics and distribution.

6020  Urban & Regional Analysis (3)
A hands-on course in quantitative skills used for urban analysis. Data sources, dataset development, descriptive statistics, correlation, trend analysis, modeling, and styles for graphical and written presentation. Planning applications of demographic and economic analysis including population projection, economic base analysis, and measures of characteristics and distribution.
6030 Leadership & Public Participation (3)
Hands on exploration of effective leadership in complex environments in which progressive, inclusive and sustainable planning is the objective. Students will develop skills in collaborative work-group behavior, nominal group processes, and interpersonal and group dynamics.

6040 Physical Plan Analysis (3)
An introduction to urban design and the variety of theories and methods used to assess the quality and functionality of urban environments, with a focus on plan interpretation, urban morphology, and factors that determine urban form.

6100 City and Profession (3)
The historical development of urban form with emphasis on the spatial organization of the city. The history and culture of the urban planning profession. The relationship between the two.

6200 Urbanization (3)
Human intentions regarding city building. Explorations of the intersection between urban demographic trajectories, economic globalization, and large-scale environmental change. Implications for the culture and practice of urban governance and city building.

6220 Land Use Planning (3)
Course explores land-use concepts, activities, problems, and techniques for land-use planning.

6240 Planning Theory and Ethics (3)
Rationality and alternative approaches to the planning process; the scope of theory and ethics in planning; the prospects for collectively rational decision making; assorted cases and critiques; post-modern perspectives on coping with values, power, conflict, and ethical criticism.

6260 Land Use Law (3)
Case law analysis of common law, constitutional, statutory, and regulatory principles inherent in American land use planning and zoning.

6270 Metropolitan Regional Planning (3)
Theories of metropolitan regional development; their spatial organization; implications for land use, transportation and air quality; public policy context and options.

6280 Graduate Workshop (5)
Places students in a real-world planning context while providing the community with planning services. Students partner with specific groups to map assets and design projects that address the community’s needs

6300 Housing and Community Development (3)
Addresses housing issues from historical, human rights, cultural, economic, and affordability perspectives, and explores how those perspectives interconnect.

6310 Urban Development Policy & Method (3)
This course reviews policies influencing urban development and redevelopment, acquaints students with basic development finance analytic techniques, identifies methods of leveraging private investment to achieve policy objectives, and assesses alternative urban development approaches.

6330 Urban Growth Management (3)
Examination of most of the major growth management systems in place in the United States at local, regional, and state levels, assessing their purposes, politics, mechanics, impacts, and outcomes.

6340 Public/Private Interests in Land Development (3)
Planning perspective on the competition between public and private interest in land use and development.

6350 Public Lands and Environmental Policy (3)
Graduate students should take URBPL 6350 and will be held to higher standards and/or more work. A review of environmental impact assessment, focusing on the policies, requirements, methods, and examples from the National Environmental Policy Act, with a review of state and local approaches to environmental impact assessment.

6360 Environmental Planning Law & Policy (3)
A review of federal, state, and local environmental laws, policies and procedures as they affect planning including air, water, and hazardous waste, impact assessment, public lands, common law, and aesthetic regulation.

6370 System Dynamics and Environmental Policy (3)
Environmental policy design requires an understanding of human interactions with environmental systems. It requires an accounting of the complexities of behavior, context and policy. These complexities often produce indirect and unanticipated consequences. They yield unexpected patterns and counter-intuitive results. Students from many academic fields learn user-friendly software (STELLA) to do environmental policy simulation without proficiency in advanced mathematics. Students use computer simulations to sort out environmental complexities; transform group perceptions into simulation models; apply principles of environmental management; test policy effects and define possible pathways for future policy change.

6371 Complexity & Systems Thinking (3)
Using a systems thinking approach to conceptualize complex problems, multi-disciplinary student teams resolve real world problems in maintaining system resiliency, stability, diversity, and sustainability. Student teams define/discover system structures, feedback loops, counter-intuitive outcomes and the unintended consequences of policy decisions. Topics of analysis include: urban growth, land use and transportation, renewable and non-renewable resources, environmental justice, and the dynamics of human administrative systems.

6390 Sustainability Planning (3)
Interdisciplinary approach to theories and applications of sustainability in a variety of planning contexts. Final segment focuses on specific action plans related to sustainability.

6400 Urban Design Visualization (3)
Cross listed as ARCH 6056. Multiple visualization techniques and the communication of planning concepts and design alternatives.

6410 Site Planning (3)
Review and analysis of development site design, plat map preparation, subdivision review and impact analysis.

6420 Open Space Design (3)
A framework for preserving and promoting cultural, ecological, developmental, agricultural and recreational assets through the design of open space plans.
6430  **Technology in Planning (3)**  
This course acquaints students with several technologies including geographic information systems (GIS), graphic design, visualization and presentation. The principles of GIS technology and applications of this technology to planning problems, are the basis of the course: however, other technologies are integrated to support data collection, analysis, and communication. “Hands-on” exposure to these technologies is emphasized.

6440  **Urban Design Principles (3) Cross listed as REDEV 6440**  
This course acquaints students with the principles of urban design focusing on the spatial arrangement, appearance and functionality of towns and cities, and in particular the shaping and uses of urban public space and their relation to private space.

6450  **GIS in Planning (3)**  
This course will provide a firm grounding in the principles and concepts of geographic information systems (GIS) technology and applications of this technology to planning problems. These issues will be addressed in assigned readings and discussed in the lecture portion of the course. Laboratory sessions will be used primarily for “hands-on” exposure to GIS software. Learning the software will provide students with a practical understanding of the generic underpinnings of GIS design and working knowledge of a package that can be applied to later course work and in professional practice.

6460  **Real Estate Market Analysis for Planning and Development (3)**  
Processes and data sources used to analyze the markets for real estate development. Explores demographic, technological and economic trends affecting markets. Variable credit. Students may take this course multiple times for up to 9 credits in different topics.

6470  **Case Studies in Real Estate Project Planning and Development (3)**  
Case studies of different real estate development types focusing on planning and development lessons. Variable credit. Students may take this course multiple times for up to 9 credits in different topics.

6500  **Preservation Theory and Practice (3)**  
Crosslisted as ARCH 6500  
History of the preservation movement and theory and practice of preservation.

6600  **Politics of Planning (3)**  
Diverse views of urban land use, neighborhood development, local governments and citizen participation. Key actors and participants in the planning process. Managing the political aspects of urban change.

6610  **Urban Ecology**  
This course explores the convergence of natural systems with human habitation and civilization. Understanding the capacity for synthetic cooperation between natural and cultural systems erodes the traditional concept of conflict between these systems, providing opportunities for innovation of synthetic technologies that apply ecological principles to human habitation and development. Students will walk away with working tools for identifying urban ecologies and applied urban ecological technologies at various scales.

6710  **Introduction to Transportation Planning (3)**  
Examination of current transportation policies and conditions in the U.S., the impacts those they have on other human and environmental systems, the major community and environmental influences implicit in American transportation policy, the planning processes that have led to these outcomes, and micro-scale community design features implicit in transportation system design.
6720  **Land Use and Transportation Planning (3)**
Examination of current transportation policies and conditions in the U.S., the impacts those they have on other human and environmental systems, the major community and environmental influences implicit in American transportation policy, the planning processes that have led to these outcomes, and micro-scale community design features implicit in transportation system design.

6960  **Green Communities**

**Family and Community Studies (FCS) Course**

6730  **Community Development and Environmental Change (3)**
This course examines the processes and outcomes of community and environmental change. The class will analyze the sociopolitical context in which change operates, the impact of environmental and social changes, major models and methods of practice, and tools to promote public participation. This course provides a theoretical foundation and hands-on experience developing and evaluating community interventions. Special emphasis will be placed on collaborative and participatory planning.
January 4, 2011

Charles A. Wight, Dean
And Members of the Graduate Council
The Graduate School
University of Utah
Via Campus Mail

Dear Dr. Wight and the graduate council:

I am pleased to present you with a joint proposal from the School of Architecture and the Department of City and Metropolitan Planning for a graduate certificate in Urban Design. With the tremendous growth and substantial prestige of our Planning faculty we have become nationally known for our urban research. At the same time, we have strategically added faculty in architecture that support a place-centered and urban-focused response to the built environment.

This certificate allows us to claim a territory nationally that we already occupy: according to Architect magazine, our architecture program is a top school in the integration of urban design and landscape with architecture (2009). And Planning magazine (2010), recognized our high caliber of faculty and huge growth in a special article about Utah. This certificate will capitalize on these national professional assessments, and help brand our college in new ways that are not only appropriate, but necessary for the region.

The faculty expertise for this certificate is without peer west of the Mississippi: Nan Ellin is one of the most well-known and prolific researchers on urban design in the US, having published the seminal theoretical treatise on recent trends. I myself am a well-regarded author and teacher in the topic, and several of our planning faculty have also distinguished themselves. In the Architecture School, school director Prescott Muir is an important regional authority in urban design, having served as a critical voice on Salt Lake’s planning commission for many years. Recent SOA hires Professor Dan Hoffman and Assistant Professor Ole Fischer, bring depth to the topic in practice and history. Assistant Professor Mimi Locher (architecture) and Associate Professor Keith Bartholomew (CMP) have teamed to offer an innovative interdisciplinary course that supports crossover in design, community, and planning.

In addition to drawing on our graduate programs and faculty in architecture and planning, this certificate will also draw on the faculty and resources that are emerging in the Masters of Real Estate Development, our joint degree with the David Eccles School of Business. Thus the certificate is able to bring together an interdisciplinary set of skills and ideas that are ripe within our own existing programs.
We are well positioned to offer the graduate certificate in urban design. I am delighted to support this certificate and to cover the small amount of resources that will be required to sustain it. I know that this is a great move for our College.

Sincerely yours,

[Signature]

Brenda Case Scheer, AIA, AICP
Dean
DATE: November 10, 2010

TO: University of Utah Graduate Council
Charles A Wight, Dean, Graduate School

FROM: Juli Hinz, Associate Director, Research and Learning Services
Rick Anderson, Associate Director, Scholarly Resources and Collections

CC: Brenda Scheer, Dean, College of Architecture + Planning
Nan Ellin, Professor and Chair, Department of City and Metropolitan Planning
Prescott Muir, Professor and Director, School of Architecture
Carrie L. McDade, Fine Arts & Architecture Librarian, Marriott Library
Greg Hatch, Head, Fine Arts Division, Marriott Library

RE: Library Support for Proposed Interdisciplinary Graduate Certificate in Urban Design

Dear Council and Dean Wight:

The University of Utah Libraries appreciate your request for comment on our ability to support students in a new graduate certificate program in Urban Design. The libraries are committed to supporting the university and its faculty as they develop programs needed by our students.

The J. Willard Marriott Library—through its Fine Arts, Architecture, Planning, and Humanities and its Databases and Serials Evaluation teams—regularly purchases and subscribes to materials relevant to architecture, design, and planning in support of existing accredited programs in Architecture and City and Metropolitan Planning. A recent library impact review for the Metropolitan Planning, Policy and Design doctoral program (B. Cox, 2008) revealed that the Marriott Library’s city planning book collection equals or exceeds those held by comparable universities with advanced degree programs. The review also showed that the University of Utah research community has direct access to more than 70% of the most cited urban studies journals tracked by Journal Citation Reports. Given that the certificate program curriculum is comprised largely of existing courses, we are confident that current collections will be sufficient for the new certificate program.
Two new additions to the University of Utah Libraries’ resources that will directly support research and creative projects within Urban Design include:

- Marriott Library expects to display records for thousands of new books in its library catalog in a way that makes it possible for readers to view the book online or choose to have it immediately printed on our Espresso Book Machine. Participants in this patron-driven acquisition project include publishers like Wiley and Oxford University Press, which have many titles of interest to urban planners.
- The hiring of a new Fine Arts and Architecture Librarian, Carrie McDade, who will serve as the subject librarian for both the School of Architecture and the Department of City and Metropolitan Planning. Carrie is already working with respective faculty as well as with other subject librarians to continue building collections and services in the fields of architecture, design, and planning.

We look forward to the exciting collaborative opportunities that this new interdisciplinary direction provides; that is, opportunities for collaboration among librarians with specializations in design-related fields of study, between librarians and Urban Design faculty, and between librarians and students.

Sincerely,

Rick Anderson
Associate Director
Scholarly Resources and Collections
J. Willard Marriott Library
University of Utah


Jill Hinz
Associate Director
Research and Learning Services
J. Willard Marriott Library
University of Utah