This handbook provides information about the Bachelor of Urban & Environmental Planning Program in the School of Architecture at the University of Virginia. While the Record of The University of Virginia remains the official descriptive document of the curriculum, we hope this additional information will be helpful to current and prospective undergraduate planning students.

## CONTENTS

| Overview: Urban & Environmental Planning at the University of Virginia | 1 |
| The Bachelor of Urban & Environmental Planning Degree: | |
| How To Declare An Urban & Environmental Planning Major | 2 |
| The Curriculum | 3 |
| Curriculum “1” | 3 |
| Curriculum “1” Sheet | 4 |
| Curriculum “2” | 5 |
| Curriculum “2” Sheet | 6 |
| Planning Application Courses | 7 |
| Fourth Year Project. | 7 |
| Internships, Fieldwork, and Independent Study. | 7 |
| Advising | 8 |
| Planning Concentrations | 9 |
| Housing & Community Development | 9 |
| Environmental Management and Conservation. | 9 |
| Land Use and Growth Management. | 10 |
| Policy Analysis and Planning | 10 |
| Historic Preservation Planning. | 10 |
| Awards to Undergraduate Planning Students. | 11 |
| Curriculum for a Minor in Planning. | 12 |
| Continuing for a Master of Planning Degree | 13 |
| Opportunities and Activities for Planning Students | 15 |
| International Studies Programs | 16 |
| Career Development | 17 |
| Student Support Services | 18 |
| Student Roles, Responsibilities, and Rights | 20 |
| Living in Charlottesville | 21 |
| The Faculty. | 22 |
Planning Major - A Unique Opportunity
The Department of Urban & Environmental Planning offers a four-year degree program leading to a Bachelor of Urban & Environmental Planning degree. The University of Virginia is one of only 25 schools in the United States which provides the opportunity for an undergraduate Planning degree accredited by the Planning Accreditation Board. The curriculum integrates professional courses, both theoretical and technical, with a liberal arts education focused on understanding our cities and environments.

Planning as a Career
The scope of the planner’s work encompasses present and future urban and rural concerns. Planners work in the public, private, and nonprofit sectors in urban and rural areas. Public sector planners work for all levels of government formulating plans to redevelop or rehabilitate downtowns and neighborhoods, develop land aesthetically, profitably and sustainably, and regulate private development to protect public interests. Planners frame long-range plans anticipating futures 5 to 15 years away, but they are also deeply involved in choosing current projects. Private sector planners employed with land developers, utilities, banks, property management firms, industries, and other major corporations do these same kinds of work focused on the particular concerns of each business. Jobs in the nonprofit sector include community health planners, community development workers, housing advocates, and environmental advocates.

The Planning Curriculum
As a professional degree curriculum, the undergraduate planning program emphasizes solid job skills necessary for a career. Because planning involves such a broad range of human concerns, the curriculum also requires a liberal arts education. The Bachelor of Urban and Environmental Planning degree consists of 124 credit hours or 40 courses. Required planning courses make up 9 of these and deal with community design theories and techniques, planning strategies, planning analysis, and regulatory systems. In addition, there are 4 professional electives which allow advanced work in special topics of planning, such as land use, housing, environmental planning, design, transportation, or community development. These planning courses are supported by general skill and knowledge courses taken outside of the Department including statistics, economics, and other social sciences. The remainders of the courses are liberal arts courses, some of which are social or natural sciences and others of which are open electives. Electives provide frequent opportunity for interdisciplinary exchange with students in other programs and with graduate students in planning.

Transferring Into Planning
The curriculum is organized so that students can transfer into the Planning Program in the second or beginning of the third year, enabling them to finish their undergraduate work in the usual four years and still obtain a professionally focused degree. Students entering the School of Architecture as first-years will follow Curriculum 1. The first two year curriculum closely follows the College of Arts and Sciences general core requirements for students transferring from the College.

What Do Our Graduates Do?
About one-third of our graduates go directly into the planning profession in the public sector, one-third have traditionally gone on to graduate school in Business, Law, Public Administration or Planning, and one-third have found planning related and other private or nonprofit sector jobs.

For additional information please contact Director of Undergraduate Studies Professor Daphne Spain (434-924-6430 or spain@virginia.edu), 101 Peyton House, School of Architecture, University of Virginia.
HOW TO DECLARE
AN URBAN & ENVIRONMENTAL PLANNING MAJOR

There are two ways to declare a planning major, depending on whether you entered the School of Architecture as a first-year OR you are transferring from another school.

1. If you are already in the School of Architecture:
   a. Seek an interview with the Director of Undergraduate Studies, Professor Daphne Spain, to review your options. (spain@virginia.edu)
   b. Obtain an interdepartmental transfer form from the School’s Admissions Office, Room 201, for submission by December 1 for Spring Semester and April 1 for Fall Semester admissions.

2. If you are in the College of Arts and Science or other Undergraduate School:
   a. Seek an interview with the Director of Undergraduate Studies, Professor Daphne Spain, to review your options. (spain@virginia.edu)
   b. Take a course or two in Planning and the School of Architecture:
      PLAN 1010  Introduction to Urban + Environmental Planning (Fall) is a good first course.
      ARCH 1010  Lessons of the Lawn  is a broad introduction to architecture and the design fields.
      ARCH 1020  Lessons in Making  develops student’s visual and graphic sensibilities and skills
      ARH 1010  History of Architecture  surveys the history of architecture.  ARH 1000 is also an option.
   c. Meet the general requirements for transfer admission to the School of Architecture:
      Those wishing to transfer should have at least a “C” average (3.00 average preferred to compete with transfer students from outside the University) and should meet the standards of all entering students: Most are from the top two-fifths of their secondary school classes. Transfer should occur within the first two years, preferably after the first year of study at the University.
   d. Make a formal application for transfer to the School of Architecture:
      Application for transfer to the Urban & Environmental Planning Department may be made for either Fall or Spring semesters. Application must be made by December 1 for Spring Semester and April 1 for Fall Semester.
      After the interview, to apply for transfer you must submit to the Director of Admissions, Erica Spangler, a letter of intent to transfer which includes:
      --A concise one-page statement giving your reasons for wishing to transfer.
      --Your SAT scores.
      --Courses you are taking during the current semester.
      --An Academic Advising Transcript from SIS.
   e. Receive the admissions committee’s decision:
      Once your application is completed, it will be forwarded to the admissions committee and will be acted upon by December 15 for Spring Semester transfer and by May 15 for Fall Semester Transfer.
Students who enter the School of Architecture as first-years will follow a common curriculum designed for all first-years (described below). At the end of the second semester, students select a major from among three disciplines: architecture, architectural history, or urban and environmental planning. Students who choose planning will take their remaining courses according to Curriculum “2” below.

CURRICULUM “1” FOR STUDENTS ENTERING THE SCHOOL OF ARCHITECTURE AS FIRST YEARS

Please see next page for Curriculum “1” sheet
## BACHELOR OF URBAN & ENVIRO. PLANNING

### REQUIREMENTS FOR STUDENTS ENTERING IN 2012

#### CURRICULUM 1

### FALL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARCH 1020</td>
<td>History of World Architecture &amp; Urbanism</td>
<td>4</td>
</tr>
<tr>
<td>PLAN 1010</td>
<td>Intro to Urban and Environmental Planning</td>
<td>3</td>
</tr>
<tr>
<td>ARH 1010</td>
<td>History of Architecture 1</td>
<td>4</td>
</tr>
<tr>
<td>ENWR 1510</td>
<td>Advanced Academic Writing</td>
<td>3</td>
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<tr>
<td>Open Elective</td>
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17 credits

### SPRING

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<th>Credits</th>
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<tbody>
<tr>
<td>Arch 1020</td>
<td>History of World Architecture &amp; Urbanism</td>
<td>4</td>
</tr>
<tr>
<td>Arch 1010</td>
<td>History of the Lawn (Must earn C- or better)</td>
<td>4</td>
</tr>
<tr>
<td>Arch 1030</td>
<td>Introductory Design Studio</td>
<td>4</td>
</tr>
<tr>
<td>Open Elective</td>
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18 credits

### SECOND YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 2010</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 2110</td>
<td>Urban Planning for Planners</td>
<td>4</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Natural Science Elective</td>
<td></td>
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</tr>
<tr>
<td>Open Elective</td>
<td></td>
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16 credits

### SPRING

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<tbody>
<tr>
<td>ECON 2020</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 2050</td>
<td>Planning Methods</td>
<td>3</td>
</tr>
<tr>
<td>Math/Nat. Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Statistics Elective</td>
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</tr>
<tr>
<td>Open Elective</td>
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16 credits

### THIRD YEAR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PLAN 3030</td>
<td>Neighborhood, Community and Regions</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 3060</td>
<td>Law, Legal, and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>Politics Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td></td>
<td>3</td>
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15 credits

### SPRING

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PLAN 3050</td>
<td>Planning Methods</td>
<td>3</td>
</tr>
<tr>
<td>Politics Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Professional Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
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15 credits

### FOURTH YEAR

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PLAC 4010</td>
<td>Neighborhood Planning Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Professional Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Professional Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

15 credits

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1. English requirement is proficiency at ENWR 1510 level plus a second writing requirement as in Arts and Sciences.
2. Environmental Science and Math are encouraged (Alert: some CS courses are classified as Social Science).
3. Majors take 6 credits of Politics and 12 other credits of Social Science in addition to ECON 2010 and 2020.
4. One of the Humanities or Open Elective credits must be of Non-Western Perspective designation (course deals substantially with a culture other than Western cultures; qualifying courses can be found in the SIS Course Catalog).
CURRICULUM “2” FOR STUDENTS TRANSFERRING INTO THE
DEPARTMENT OF
URBAN & ENVIRONMENTAL PLANNING FROM ANOTHER SCHOOL

Please see next page for Curriculum “2” sheet
# Bachelor of Urban & Environmental Planning Curriculum “2” for Students

## Transferring into the Department

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr.</th>
<th>Course</th>
<th>Cr.</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
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</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>English (1)</td>
<td>3</td>
<td>English (or 2nd Writing)</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 1010 or AR H 1010 (2)</td>
<td>4</td>
<td>ARCH 1020 or AR H 1020(3)</td>
<td>4</td>
</tr>
<tr>
<td>Math/Science (3)</td>
<td>3-4</td>
<td>Math/Science (3)</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science Elective (4)</td>
<td>3</td>
<td>Social Science Elective (4)</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 1010 Intro to Planning</td>
<td>3</td>
<td>Humanities(5)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester</strong></td>
<td>16</td>
<td><strong>Total Semester</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PLAN 2110 Digital Visualization for Planning</td>
<td>4</td>
<td>PLAN 2020 Planning Design</td>
<td>4</td>
</tr>
<tr>
<td>Math/Science (5)</td>
<td>3-4</td>
<td>Math/Science (5)</td>
<td>3-4</td>
</tr>
<tr>
<td>ECON 2010</td>
<td>3</td>
<td>ECON 2020</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective(7)</td>
<td>3</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td>Open Elective(7)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester</strong></td>
<td>16-17</td>
<td><strong>Total Semester</strong></td>
<td>16-17</td>
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<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
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<tr>
<td>PLAN 3060 Land, Law and the Environment</td>
<td>3</td>
<td>PLAN 3030 Neighborhoods</td>
<td>3</td>
</tr>
<tr>
<td>Social science Elective(5)</td>
<td>3</td>
<td>Communities and Regions</td>
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<tr>
<td>Politics Elective</td>
<td>3</td>
<td>PLAN 3050 Planning Methods</td>
<td>3</td>
</tr>
<tr>
<td>Open Electives (7)</td>
<td>6</td>
<td>Professional Elective(5)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester</strong></td>
<td>15</td>
<td>Politics Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
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<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>PLAC 4010 Neighborhood Planning Workshop</td>
<td>3</td>
<td>PLAC 4040 Planning in Government</td>
<td>3</td>
</tr>
<tr>
<td>Professional Electives(5)</td>
<td>3</td>
<td>Planning Application Course(6)</td>
<td>3</td>
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<td>Professional Electives(5)</td>
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<td>Social science Elective(4)</td>
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<tr>
<td>Open Electives(7)</td>
<td>6</td>
<td>4th Year Project or</td>
<td>3</td>
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<tr>
<td><strong>Total Semester</strong></td>
<td>15</td>
<td>Professional Elective</td>
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</tr>
<tr>
<td> </td>
<td> </td>
<td>Open elective(7)</td>
<td>3</td>
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</tbody>
</table>

(1) English requirement is proficiency at ENWR 1100 level plus a second writing requirement as in Arts and Science.

(2) Take two from among ARCH 1010, ARCH 1020, AR H 1010, AR H 1020.

(3) MATH and EVSC, especially EVSC 3200 encouraged. (Some EVSC are classed as Social Science however.)

(4) Majors take six credits of Politics and 12 other credits of Social Science in addition to Econ 2010 & 2020.

(5) A Professional Elective is typically PLAN 5000s but can be taken in a professional school, at the 3000-level or above, with permission.

(6) Planning Applications courses are designated PLAC. These courses emphasize fieldwork, analysis, plan development, document preparation and formal presentations. PLAC 4010 is designed for planning undergraduates seeking a culminating workshop.

(7) One Non-Western Studies included.
PLANNING APPLICATION COURSES

Topics for the “applications” courses (PLAC) and the professional electives may be chosen from housing and community development, environmental planning, land use, policy analysis, and preservation of urban buildings and place.

FOURTH YEAR PROJECT

The Fourth Year Project is an optional three credit course taken in the Spring (or last) semester of the fourth year. You may choose to explore a project of your own definition. A topic must be chosen, a brief proposal written, and a senior project faculty advisor selected before the end of the third week of the Fall Semester. The remainder of your work will be done with your faculty advisor.

The objectives of a Fourth Year project are to:

1. Provide the student the opportunity to explore in depth a subject or topic related to the planning major.
2. To demonstrate the ability to undertake a major academic and professionally focused work of substantial creative or scholarly quality.
3. To receive close and thorough mentoring and evaluation from a full-time faculty member who will guide the organization, development, writing and production of this major work and provide tutoring on issues of substance.

INTERNSHIPS, FIELDWORK, AND INDEPENDENT STUDY

Internships, fieldwork, and independent study are encouraged as a supplement to the other requirements for the degree. They usually should be taken for Open Elective credit. In some cases, up to three credits may be used for Professional Elective credit, with the approval of each student’s faculty advisor and the Department chairman.

Internships (sometimes called professional practice) involve work in an organization, usually public but sometimes private, doing work sought by that organization. Summer is the most common time for such work, although internships during the academic year also are feasible. Some internships stand on their own and merit academic credit, if the work is sufficiently substantial. Other internships may require some supplementary analysis about the substance of the work or the setting in which the work occurs. The terms should be negotiated with the organization and with a faculty advisor, either the student’s regular advisor or a faculty member who is especially knowledgeable about the subject of the internship. The terms of the internship should be arranged in advance, including agreement from a faculty member to supervise and assign academic credit. The approval of the Department Chairman also is needed. Some students have also benefited from the University Intern Program (UIP). Professional elective credit for Internship is limited to 3 credit hours total.

Fieldwork is independent work which combines guidance by a faculty member and analysis and/or plan formulation involving current issues and settings. Agreement with a faculty member about the form, content and credit is essential. Approval of the Department Chairman again is needed, following approval by a faculty supervisor who will be responsible for grading.

Independent Study is substantially library research, or other research, based on academic methods, such as survey research. Student initiation and development of a program of study is expected. Approval of a faculty advisor, who will be responsible for grading, and the Department Chair is required.

Internship, fieldwork, and independent study projects of greater than three credits are discouraged. Exceptions may be negotiated, but they should not be expected routinely.
ADVISING

Undergraduate students should see Ms. Adela Su for assignment to a faculty advisor. All faculty members are available for consultation and advice about curricular and professional development matters throughout the semester. Each student is urged to see his or her advisor at least once a semester, usually during Pre-registration week. Faculty members want to be of service and will make an appointment with you if you cannot meet during their regularly posted office hours. It is important that a student feels at ease with an advisor and that the substantive interests in planning topics match. Therefore, students may request a change in faculty advisor at any time.

The following advising form has been designed to aid students and advisors in planning a suitable course of study that meets the requirements of the curriculum. Your advisor should maintain a copy of this form in his or her files and you should bring your copy to meetings for periodic updates.
PLANNING CONCENTRATIONS

Urban & Environmental Planning
The Program in Urban & Environmental Planning balances professional planning skills with a liberal education emphasizing interdisciplinary study. Students typically take courses in the social and natural sciences, the humanities, and in design fields that complement professional courses in planning practice and theory. Graduates either begin work in the public or private sectors or go on to graduate professional studies.

The scope of the planner’s work encompasses present and future urban and environmental concerns, including such diverse issues as environmental impact, quality of life, and the public and private costs of development. Planners work in the public and private sectors in urban and rural areas. Public sector planners work for all levels of government, formulating plans to redevelop or rehabilitate downtowns and neighborhoods, develop land aesthetically and profitably, and regulate private development to protect public interests. Although planners frame long-range designs, anticipating futures 5 to 15 years away, they are also deeply involved in choosing among current projects. Private sector planners employed by land developers, utilities, banks, property management firms, industries, and other major corporations do similar work according to the particular concerns of each business. Many of these concerns are integrated with the department’s focus on sustainable community development.

Students may enter the program directly from high school, or they may transfer from another University school or other accredited universities or colleges. Usually, students transfer in their first or second year and complete the degree requirements without additional sessions. Although the first two years conform closely to the Arts and Sciences core curriculum, students who wish to transfer to the program should consult with the director of undergraduate studies. Students may apply for transfer for the spring or fall semesters. If other prerequisites have been met, it is possible for transfer students to complete the required planning courses in two years.

The Bachelor of Urban & Environmental Planning is a professional degree recognized by the Planning Accreditation Board. The program has a strong liberal arts emphasis, and the student is expected to take a majority of the first two years of course work in the College of Arts and Sciences. During the final two years, the student has a wide range of professional seminars and application courses to choose from in the areas of environmental planning, land use planning and growth management, and urban development and housing policy. This course of study is designed to develop an integrative knowledge of environmental and community processes, professional skills, and leadership.

While the core classes provide the basic curriculum, students meet with their advisors to plan a course of specialized study called Planning Concentrations (PCs). Their purpose is to guide the student in designing a coherent program with an individual focus. The Planning Concentrations listed below should not be viewed as mutually exclusive program compartments. Rather, they are umbrella categories that assist students in focusing their interests. Within these categories, individual students may develop subspecialties. The PCs overlap, combine, and reinforce each other, remaining flexible while suggesting the types of programs we emphasize at the University of Virginia.

Housing and Community Development This concentration stresses the issues of established communities, land reuse and redevelopment, and community and economic development. Housing is a key element in each. Different emphases are feasible depending upon whether one’s interest is primarily physical, economic, or social. Opportunities are provided to explore land development and public/private development partnerships, and/or to concentrate on urban design and preservation planning. Community organization, social equity, and participatory aspects of communities are also important.

The foundation course for this concentration is PLAN 5400.

Environmental Management and Conservation Planners who specialize in the environment perform functions such as assessing the impacts of land development on the biophysical environment and recommending policies to conserve the natural bases of life, air, water, land, energy, and minerals. These individuals also develop plans for addressing the issues of sensitive settings, such as coastal,
mountain, wetland, heritage, and special habitat areas. Environmental planning embraces many settings, ranging from urban environments to wilderness areas to agricultural ecosystems.

The foundation course for this concentration is PLAN 5830.

**Land Use and Growth Management** As communities change or grow, decisions are made about the uses of land, about qualities desired in the physical environment, and about the location of development and the protection of open areas. Questions of public facilities and financial resources arise alongside issues of timing and adequacy. A wide range of tools now exist in land use and growth management planning. These include plans, regulations, tax and finance policies, as well as public service programs. Local land use and growth management activities are frequently linked with regional and state level concerns.

The foundation course for this concentration is PLAN 5600.

**Policy Analysis and Planning** This concentration describes the role of planners who serve as general program policy planners, either within traditional planning agencies or within executive or legislative offices as advisors to managers or elected officials. The recommendations of these planners need to reflect a general understanding of the political and economic system and to embody a substantial level of analytical skill. Substantive knowledge in various policy areas also is important. Planners usually will be assigned to policy problems that combine their substantive knowledge, analytical skills, and general political and economic understanding. The breadth of the policy planning function means that there are many acceptable paths to preparation for it. A number of courses from throughout the University, in addition to those in our own department, are available for consideration.

Any of the foundation or “policy and planning” courses from the other concentrations provide a foundation for this concentration. In addition, students should work with their advisor to put together a combination of additional courses addressing areas including the following:

**Historic Preservation Planning** Planners with a special interest in historic preservation work in numerous settings. They may be on the staff of a local planning agency, work closely with a historic architectural review board, develop the historic element for a comprehensive plan, prepare nominations for building or districts, or prepare strategies to take advantage of historic assets for economic development purposes. Planners also work for state offices of historic preservation, non-profit preservation advocacy groups, and private consultants. Many planners combine their interest in historic preservation with housing and community development or with land use and growth management. Students may earn a Certificate in Historic Preservation and choose their courses accordingly, or they may select a more flexible course of study while completing this planning concentration.

The foundation course for this concentration is PLAN 5300. The year-long community history sequence offered through the Department of Architectural History can also provide an appropriate starting point for this concentration.
AWARDS TO UNDERGRADUATE PLANNING STUDENTS

Each year the Department of Urban & Environmental Planning recognizes outstanding academic achievement of undergraduate planning students. This recognition is sponsored by professional planners in the Commonwealth of Virginia. The Planning faculty makes several awards based on academic achievement with primary emphasis on planning courses and in part on the student's potential contribution to the planning profession. The awards are:

+ American Institute of Certified Planners presents an outstanding student award to a graduating 4th year student.

+ Virginia Chapter of the American Planning Association presents a Student Achievement award to a 4th year student at its annual May meeting.

In addition, AICP and VAPA sponsor annual student paper or project award programs to recognize outstanding classroom work on planning problems or issues.
CURRICULUM FOR THE MINOR IN PLANNING

Some students may discover the Planning Program too late to fulfill all the major requirements, or may want an overview of Planning courses to complement their major in another field. The minor in Urban & Environmental Planning has been designed to provide some breadth for these purposes.

ELIGIBILITY: All students registered in the School of Architecture, the College of Arts and Sciences, or The School of Engineering and Applied Sciences

The Urban & Environmental Planning Minor:

A minor in Urban & Environmental Planning requires PLAN 1030 and 4 other PLAN courses. Students may choose from among any PLAN course, with no more than 6 credits at the 5000 level.

Typical Regularly Offered Courses Taken for Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 1030 -</td>
<td>INTRODUCTION TO URBAN &amp; ENVIRONMENTAL PLANNING (3 hrs.)</td>
<td></td>
<td>City and regional planning in the United States; the planning process; planning as a response to urban and metropolitan problems.</td>
</tr>
<tr>
<td>PLAN 2110 -</td>
<td>DIGITAL VISUALIZATION FOR PLANNERS (4 hrs.)</td>
<td></td>
<td>Using the computer to create drawings, images, maps, charts, documents and 3D scenes to communicate planning ideas and concepts.</td>
</tr>
<tr>
<td>PLAN 3030 -</td>
<td>NEIGHBORHOODS, COMMUNITIES, AND REGIONS (3 hrs.)</td>
<td></td>
<td>Exploration of theories and concepts of economic, social, and cultural forces which influence urban and regional spatial structure.</td>
</tr>
<tr>
<td>PLAN 3050 -</td>
<td>PLANNING METHODS (3 hrs.)</td>
<td></td>
<td>Theory and application of methods used in quantitative planning investigations of the structure and problems of urban and regional areas. Topics include: population forecasting, demographic analysis, economic analysis and urban activity models.</td>
</tr>
<tr>
<td>PLAN 3060 -</td>
<td>LAND, LAW AND THE ENVIRONMENT (3 hrs.)</td>
<td></td>
<td>This course introduces the student to the major legal issues surrounding land-use and development application skills in terms of zoning, subdivision, and other land-use regulatory powers.</td>
</tr>
<tr>
<td>PLAN 4040 -</td>
<td>PLANNING IN GOVERNMENT (3 hrs.)</td>
<td></td>
<td>This course examines the role of planning in government decision-making. The emphasis is on local government, but intergovernmental aspects of planning that influence local decisions are also stressed. Transportation, community development, and social planning are examples of planning processes that are studied.</td>
</tr>
</tbody>
</table>

Interested students should consult Professor Daphne Spain for advising and the School Registrar, Sharon McDonald (Room 202), for forms to be signed to declare a Minor in Planning. Due to course size limitations, the number of minors may be limited and consequently those interested in the minor should apply before or during course enrollment and not wait until after completing the courses. When students enrolled in the College of Arts and Sciences take a Minor in Planning, the 15 hours do not count against the 18-hour total allowed outside the College if the Minor is completed. If the Minor is not completed, Planning courses will count against the 18-hour total.

A new related Minor in Sustainability in the School of Architecture may be an appropriate alternative.
CONTINUING FOR A MASTER OF PLANNING DEGREE

Some Bachelor of Urban & Environmental Planning students may consider pursuing the Master’s Degree. This may be accomplished in fewer than four graduate semesters if course planning is done carefully.

The Master of Planning degree program is a two year course of study oriented toward students coming from arts and science or design backgrounds. The graduate curriculum consists of core courses, specialized courses concentrating in functional areas of planning, applied courses emphasizing the synthesis of planning analysis and values in specific settings, and a professional internship.

The core curricula of the undergraduate and graduate programs are similar in focus and subjects. The differences are found in the breadth and depth of material covered in individual courses depending on the level of offering. The elective courses focusing on the functional planning elements are offered to both upper level undergraduate and graduate students. Graduate students choose a Planning Concentration from those offered in urban development, land use planning, environmental planning and policy planning. Undergraduates are not required to have a Planning Concentration or an internship.

Admission

Admission to the Master's Program with advanced standing will be determined through the regular formal graduate admissions procedure. The same information (GRE's, Letters of Recommendation, and a Letter of Intent) will be required. Careful attention will be given to the Letter of Intent which should indicate the rationale for a specific course of study. The program is intended for students with strong undergraduate records.

Prospective students may apply for advanced standing in the Master's Program after graduating from the University of Virginia BUEP Program, or other recognized or accredited Bachelor of Planning Programs.

Advanced Standing

Students may apply for advanced standing of up to 20 hours. The number of hours to be advanced is based on an evaluation by the faculty of the student's proposed program and undergraduate planning work. Only students having a cumulative overall GPA of 3.5 will qualify for advanced standing. Those not meeting this requirement for advanced standing would still be able to waive specific courses by following the procedure for waivers (see below). The grade in an individual course for which a waiver is granted must be at least B.

General Curriculum Requirements for Students Receiving Advanced Standing:

A program permitting advanced standing to holders of undergraduate degrees in Planning would retain all of the main components of the Master of Planning curriculum, but it would reduce the total credits required beyond a Bachelor's Degree. The Advanced Standing Program would require students to complete:

1. The five core courses, or their equivalents, required for the Master of Planning Degree (Planning Process and Practice, Legal Aspects of Planning, Methods of Planning Analysis, Urban Theory and Public Policy, Planning Theory and Practice).

2. A functional Planning Concentration of six courses or more, including the application of appropriate planning processes to real situations.

3. A professional internship.
4. Two or more Planning Application Courses, at least one after receipt of a Bachelor of Planning Degree.

5. A minimum of 30 credit hours of graduate work taken after receipt of a Bachelor Planning Degree.

6. PLAN 6090 (Planning Theory) taken as a graduate student.

7. Forty-eight or more credits at the 5000 (graduate) level or above for the Master of Planning Degree.

8. The minimum 30 credits of post-Bachelor course work in regular graduate courses, independent study, or thesis not in professional practice, work-study, or fieldwork.

A Planning Concentration is to be completed from advanced planning courses taken in the last year of the Bachelor of Urban & Environmental Planning degree and the year of graduate study. This concentration should be among those defined by the Planning Department or worked out with an advisor largely from planning courses. The Planning Concentration shall consist of at least 6 courses, including courses taken for the BUEP, and at least one Planning Application Course taken in the graduate year in the Planning Concentration.

The student also must complete a summer internship of ten weeks or a work-study program amounting to 10 hours per week for two semesters. The internship usually would be taken during the summer between the final undergraduate year and the graduate year.

Waivers

When a student has previously completed a course, earning a grade of B or better, which has a demonstrated counterpart core course at U.Va., the student’s advisor - (or the Admission Committee which is understood to include the Department Chair), upon consultation with the instructor of the course to be waived - may eliminate the requirement for that student to take the U.Va. core course. No reduction in hours for the Master’s degree results from waiving a course.

Graduate Financial Aid will be awarded in the same manner as to all graduate students. Application for financial aid from the Department of Planning should accompany the application. Application to the Office of Financial Aid also should be made.

Joint Degrees: This curriculum could permit students to start on a second Master's Degree. Admission and acceptance of such courses must be approved by the administrators of the second Master's Degree.

Students interested in the graduate program should request a copy of the Graduate Student Handbook from the Department Assistant, Tim Kelley.
OPPORTUNITIES AND ACTIVITIES FOR PLANNING STUDENTS

Student Planners Association (SPA)
All students are members of the Student Planners Association (SPA). SPA engages in a variety of educational, social, and public service activities which the members determine. Undergraduate Planning students have their own section and activities within SPA. SPA also in recent years has designated the President as their official representative to regular faculty meetings.

Student Membership in the American Planning Association (APA)
Students enrolled as Planning Majors are eligible for student membership in the American Planning Association at a reduced rate. Membership application forms are available from the Department Assistant, Adela Su.

Institute for Environmental Negotiation (IEN)
The main opportunities for involvement with the Institute are by working on its staff or taking courses which the leaders of the Institute offer. Additional occasional opportunities to observe the negotiation process may be available from time to time by sitting in on actual negotiations or discussions about those negotiations. You should submit your name to the Director or Assistant Director of the Institute to get on a list of persons to be invited when such opportunities arise.

Lectures and Conferences
Many lectures are held each year, sponsored by the School, by one Department, or by a student organization. In addition, an annual Preservation Conference and a Landscape Symposium are held. Lectures by visiting professionals are considered to be an integral part of the planning educational process and all students are strongly encouraged to attend these events.

Other School of Architecture Organizations and Activities
Planning students are eligible for participation in other School of Architecture activities, such as the student government (the Architecture School Council), and social activities like the Beaux Arts Ball. See Associate Dean for Academics, Kirk Martini, for more information about organizations and activities.

International Studies Program
Planning students interested in study abroad are eligible for the programs described on the following page. Associate Dean for Research, Phoebe Crisman, is coordinator for the programs.
Italian Programs

**Spring Program in Venice, Italy** This program is mainly oriented towards graduate students in architecture and landscape architecture. There are special studies available for a limited number of students in Architectural History and in Urban and Environmental Planning.

Courses are offered in Architecture Design Studio (six credits), History of Art and Architecture (three credits), and History of Urban Development (three credits). These courses are taught by faculty members from the University of Virginia and the University of Venice. Knowledge of Italian language is strongly recommended.

**Summer Program in Vicenza, Italy** This program is open to all students in the School of Architecture. The program carries no credit other than an optional three credit hours for Independent Study. Extensive field trips to explore the art, architecture, and urbanism of the region are a prominent part of the program. Instruction is provided by University of Virginia and adjunct indigenous faculty members. Knowledge of Italian language is strongly recommended.

Other Programs

Programs also exist in Beijing, China; and Copenhagen, Denmark as well as other destinations that are offered on a one-time basis. For the latest study abroad program information visit: www.arch.virginia.edu/studyabroad.
CAREER DEVELOPMENT

Career development is an essential component of the undergraduate experience at the School of Architecture. The School takes seriously its responsibility to prepare students for successful careers and to equip them to be able to navigate the job and internship search process. While this starts in the classroom and continues through the relationships students forge with their faculty and fellow students, we also have programs and resources that can help students feel confident about their job searches and career thinking. Listed below are resources available to students here at the School and across the University to assist with your internship, job search and career development path.

University of Virginia Resources

- HoosOnline - Students and alumni can register for “hoosonline”, the University’s secure and only searchable database of alumni. Search for alumni in your area, field, location of choice, then start networking! (www.hoosonline.virginia.edu).
  - Including CavLink and UCAN (searchable job and alumni datases)
- UVA Career Services: The University provides a wealth of information, events and career advice, including resume writing help, tutorials on the interviewing process and appointments for counseling for a career in all fields:
  - http://www.career.virginia.edu/students/
  - http://www.alumni.virginia.edu/CareerServices/aspx
  - Helpful handouts: http://www.career.virginia.edu/students/handouts.php

School of Architecture Resources

Connections at the School

- Create a network at the School of Architecture of mentors and informational advisors:
  - Faculty and Academic Advisors - your academic advisor (or another faculty member) is your primary contact for questions regarding your career path.
  - Visiting Faculty, Lecturers and Panelists - take advantage of the great guests from across the US and the world who speak at the School.
  - Fellow students.
- Student-Led Career Focus Sessions (check the career services calendar)
- On Grounds Interviews (check website for firms who will be at the School)
- Portfolio Reviews - in the Fall, hosted by the design departments
- Externship Program: Undergraduate and graduate students are matched into 1-2 week professional internships during Winter break in January. The applications are due in the Fall to the Communications Director.

Alumni Connectivity through the School of Architecture Foundation

The School’s alumni office is the SARC Foundation located next to the Dean’s Office on the east end of the second floor. Warren Buford and Donna Rose maintain contact with our alumni. Their office can help in the following ways:

- Connect students with alumni
  - We cannot give out alumni contact information due to confidentiality clauses but if you come to our office with an alumna/alumnus name or specific firm or company, we can try to connect you to that person or organization.
- Contact members of our UVA School of Architecture Advisory Board for advice and guidance in the professional world. http://arch.virginia.edu/career/jobs/alumni/
- The Foundation will continue to reach out to all alumni to encourage enrollment/updates on HoosOnline and to host interns/post jobs/review resumes listed on our website. Therefore, students should check these regularly.
- Students may attend the UVA School of Architecture Foundation Alumni Regional Events to network with alumni. Please contact Donna Rose (dgr@virginia.edu) if you would like to know more.
SUPPORT SERVICES IN THE SCHOOL OF ARCHITECTURE
AND AT THE UNIVERSITY OF VIRGINIA

Helpful People:
The Associate Deans have diverse responsibilities for student records, petitions about grades, and management of the building and department administrators' offices. If you have a problem for which you do not know the appropriate channel, the Assistant to the Dean, Cynthia Smith (Room 206), will know who you should contact.

The School Registrar (Sharon McDonald, Room 202) maintains your official file including records of your grades and credits. This office plays a central role at registration each term, with dropping and adding courses at other times during each term, with transfers and with graduation. Other questions you have about courses and grades are likely to be answered here.

Our Department Assistant, Tim Kelley, is located in Room 226 of Campbell Hall. His number is 434-924-3285 and his e-mail is tek2jk@virginia.edu. Stop by to say hello and introduce yourself.

Counseling & Psychological Services – Elson Student Health Building, Jefferson Park Avenue
The UVa Department of Student Health’s Counseling and Psychological Services (CAPS) welcomes students who need assistance with time management, coping with stress, or any personal problems they may have. Confidential assistance for severe psychological problems is also available at the Counseling Center. To make a non-emergency appointment during business hours, call 434-243-5150. To receive immediate assistance after hours, call 434-972-7004. For a potentially life-threatening emergency, call 911.

The Writing Center – 314 Bryan Hall
The University provides guidance and direction in developing a student’s writing skills. Trained English tutors help professional and other students by focusing on regularly assigned work. Call 434-924-6678 to make an appointment.

Planning Studio
When taking a Planning Design course, students will be assigned a desk in the Planning Studio to share with one or two other students. Storage space is also available there for graphic work. It is important for students to claim and secure their studio work space, drawers and stools.

Facilities of the School
The Fine Arts Café is located on the first floor in the northeast corner of the east wing of Campbell Hall.

The School maintains the A&A Supply store at which you may purchase graphic supplies which often have lower prices than at commercial stores. It is located on the first floor of Campbell Hall.

A Wood Shop on the first floor of Campbell Hall is available for student use. Rules for use and access are established by Melissa Goldman, Fabrication Facilities Manager. A brief training session is required prior to a student’s first use of shop equipment.

Computers
The School has computer labs equipped with color graphic workstations. Other computer labs are available through the Grounds. Students can secure computer services by having a School of Architecture Computer Account. Information regarding computer use can be obtained from the School of Architecture Computer Technology Office, Room 304, the WWW, or Information Technology Center (ITC). ITC also provides a series of short courses each semester to introduce students to the services provided. Also, see “Planning Students Reading Room” below.
**Planning Students Work Space**
The **Planning Students Reading Room** is located off the “Naug Lounge” in room 119A on the first floor of Campbell Hall. This room is equipped with a table, chairs, couch, two computers and lockers ($2 refundable fee, see Department Assistant to get one). The intent is that this be a quiet work area. The door is opened via a numeric key pad.

In **Peyton House** located at 164 Rugby Road, just across the way from the school, planning and architectural history students share a computer lab and work room equipped with computers, access to printers, tables and chairs suitable for individual work or for group and team meetings. The intent is that this may at times be a noisy work area as groups and teams meet about class projects or organizational get-togethers. Outside normal business hours, Peyton House is accessed by a numeric key pad.

The Student Planners Association is the lead organization in setting use guidelines for these rooms.

**Mailboxes and Listserv**
Student mailboxes are located on the first floor in an alcove near the Fine Arts Cafe. Arrangements for obtaining a mailbox and being added to the departmental list serve for email messages can be made with Tim Kelley, the Department Assistant.
STUDENT ROLES, RESPONSIBILITIES AND RIGHTS

In addition to the generally expected roles of a student at the University described in the University Record, the Planning Department expects student participation and responsibility on a number of matters of concern to both students and faculty.

Faculty Meetings
SPA regularly sends an official representative, but other students may also attend to ask questions, make requests or simply listen. Students are welcome at these meetings, except for those meetings noted as confidential due to the discussion of matters such as personnel issues, individual student problems, financial aid and student records.

Pre-registration
During pre-registration week in the Fall and Spring Terms, all students are expected to attend a group advising meeting with the Chair of the Department to learn about courses for the next term. The main purposes of these meetings are to discuss: the upcoming term’s courses, the ways in which specific courses are related to Planning Concentrations, and courses outside the Department of Urban and Environmental Planning which may be particularly pertinent to Planning students.

Problems with Courses
If problems arise with regard to courses, or with the instructor of a course, discussion with the instructor usually is the best first step. If that seems inappropriate, seek advice from your faculty advisor or from the Department Chair. Faculty members are accustomed to handling such matters discreetly.

Program Issues
Program issues may be discussed at SPA meetings, at the discretion of the officers and members, with your faculty advisor and Department Chair, and at general student/faculty meetings. Meetings to which all students are invited are held at least once a year (in addition to pre-registration meetings) by the Chair, with additional faculty in attendance. Other student/faculty meetings are held as the need arises, based on the initiative of either students or faculty.

Architecture School Council
The Architecture School Council, or “Design Council”, is the student government agency for the School of Architecture. It establishes an agenda of student business each year, including allocating some funds to student organizations, such as SPA. The Department of Urban and Environmental Planning has a representative to the Architecture School Council.

Course Evaluations
Individual courses are evaluated on-line by students at the end of each Term. These evaluations are anonymous. They are for the use of the instructor and the Department Chair after the conclusion of each course. They also become part of the record which the Department Chair compiles about the teaching record of each faculty member when the tenured members of the Department faculty consider the credentials of candidates for tenure and promotion. The evaluations of courses by students are taken seriously by the faculty. Anonymity places a special burden on students to be fair and as objective as possible in their course evaluations. UVA students have access to evaluations for most courses.

Promotions & Reelections
Student evaluations of instructors are considered a part of the process of reviewing full-time members of the faculty for tenure (permanent appointment) and promotion from Associate Professor to Professor. A faculty committee, the Committee on Promotions & Reelections, performs much of the deliberative function on these matters. It is this committee which solicits opinions of students through the Architecture School Council to include in consideration of faculty for tenure and promotion. Faculty are evaluated on their teaching, scholarly and professional record, and service to the School, University and community.
Living in Charlottesville

Housing:
University of Virginia
UVa Housing Division:  http://www.virginia.edu/housing/index.php
UVa Off-Grounds Housing:  http://www.uvastudentcouncil.com/offgrounds/
Hoo Has It:  http://www.hoohasit.com

Property Management Firms
Blue Ridge Apartment Council (BRAC):  www.brac.com
Managements Services Corporation:  www.msc-rents.com
Wade Apartments:  www.wade-arts.com
Woodard Properties:  www.woodardproperties.com
Real Property Inc.:  www.realpropertyinc.com
Alcova Properties:  www.alcovaproperties.com
Great Eastern Management Company:  www.gemc.com
Godfrey Property Management:  www.godfreyproperties.com

Multiple Listing Service (MLS)
Charlottesville Area Association of Realtors (CAAR):  www.mycaar.com (sales & rentals)

Charlottesville
City of Charlottesville:  www.charlottesville.org
County of Albemarle:  www.albemarle.org

Public Schools
City of Charlottesville:  www.ccs.k12.va.us
County of Albemarle:  www.k12albemarle.org
Ellen Bassett
Associate Professor
Urban and Environmental Planning
413 Campbell Hall, 434-924-1044
emb7d@virginia.edu

Specializing in land use planning, urban redevelopment, social equity, and community decision-making, Ellen Bassett comes to U.Va. from Portland State University (PSU), where she has taught for five years at the Nohad A. Toulan School of Urban Studies and Planning and is known for her hands-on, community-engaged teaching style. She previously taught at Michigan State University’s School of Planning, Design, and Construction, and in 2004-05 was a Planning and Development Fellow of the Lincoln Institute of Land Policy. Bassett’s background in history and experience overseas help her understand the many angles of the land use debate—and the consequences to how it is framed for the voting public. She often crosses disciplinary lines to help communities worldwide address land use, resource, and decision-making issues. She spent time in Kenya creating and updating local development plans as a member of the Peace Corps, and later serving as a technical advisor for local planning authorities; and in Uganda, where she advised on natural resource management and planning. Bassett has also conducted research and made presentations on land use planning in Oregon and Michigan, climate action, and eco-development in Vietnam. Another project of Bassett’s is evaluating the living conditions in slums and informal settlements of Nairobi and Dakar—through which she hopes to offer greater explanations for divergent living conditions. Bassett holds three degrees from the University of Wisconsin–Madison: a PhD and MS in urban and regional planning, and an MA in history (European focus). She earned a BA with distinction from the University of Michigan–Ann Arbor.

Timothy Beatley
Professor and Department Chair
Environmental Planning, Sustainable Communities, Ethics
109 Campbell Hall, 434-924-6457
tb6d@virginia.edu

Timothy Beatley is Teresa Heinz Professor of Sustainable Communities, in the Department of Urban and Environmental Planning, School of Architecture at the University of Virginia. His primary teaching and research interests are subsumed under the umbrella of sustainability as it emerges in all areas of planning but especially in environmental planning and policy, coastal and natural hazards planning, environmental values and ethics, biodiversity conservation. His most recent work addresses food systems and resilient cities. He has published extensively in these areas, including the following books: Ethical Land Use (Johns Hopkins University Press, 1994); Habitat Conservation Planning: Endangered Species and Urban Growth (University of Texas Press, 1994), Natural Hazard Mitigation (Island Press, 1999, with David Godschalk and others); and An Introduction to Coastal Zone Management (Island Press, 2002, Second Edition, with David Brower and Anna Schwab). In recent years much of his research and writing has been focused on the subject of sustainable communities, and creative strategies by which cities and towns can fundamentally reduce their ecological footprints, while at the same time becoming more livable and equitable places. To these ends, he is the author of The Ecology of Place (Island Press, 1997), with Kristy Manning, which reviews innovative local sustainability practice from around the country and provides practical guidance on creating more sustainable urban form, restorative local economies, and stronger communities. Based on his travel and research in Europe, specifically examining the experiences of some 30 cities, in twelve European countries, he has published Green Urbanism: Learning from European Cities (Island Press, 2000). He is also the author of Native to Nowhere: Sustaining Home and Community in a Global Age (also...
published by Island Press, December, 2004), *Green Urbanism Down Under: Learning from Sustainable Communities in Australia* (with Peter Newman, Island Press, 2009) and *Resilient Cities: Responding to Peak Oil and Climate Change* (with Peter Newman and Heather Boyer, Island Press 2009). Beatley holds Bachelor of City Planning from UVA, a Master of Urban Planning from Oregon, and an MA and PhD in City and Regional Planning from the University of North Carolina at Chapel Hill. In 2011 he was awarded the distinction of Outstanding Faculty Member for the state of Virginia.

Frank Dukes  
Lecturer  
Director, Institute for Environmental Negotiation (IEN)  
Collaborative Planning Public Involvement, Mediation and Dispute Resolution  
434-924-2041  
ed7k@virginia.edu

Frank Dukes has worked as a mediator and consensus builder around the country on projects involving environment and land use, community development, education, and health. He currently teaches Mediation Theory and Skills, Collaborative Planning for Sustainability, and University of Virginia History: Race and Repair. He has also taught University Seminars "The End of Conflict," "Waging Revolution" (issues of violence and non-violence) and "Righting Unrightable Wrongs" (issues of restorative justice and reparations). He is currently working on issues of environment and development in Virginia's coalfields and the Chesapeake Bay. He also currently leads an initiative titled "University and Community Action for Racial Equity" to understand and directly confront the legacy of harm of slavery and segregation involving the University of Virginia and surrounding communities. He is co-founder and core faculty of the Virginia Natural Resources Leadership Institute. He also initiated the "Community-Based Collaboratives Research Consortium" seeking to assess and understand local collaborative efforts involving natural resources and community development, resulting in the publication of Collaboration: A Guide for Environmental Advocates and the new book Community-Based Collaboration: Bridging Socio-Ecological Research and Practice. His book Resolving Public Conflict: Transforming Community and Governance describes how public conflict resolution procedures can assist in vitalizing democracy. With two colleagues he is co-author of Reaching for Higher Ground: Creating Purpose-driven, Principled and Powerful Groups, which describes how diverse groups and communities can create expectations for addressing conflict with integrity, vision, and creativity. With Susan Hirsch he is currently preparing a book about conflict involving mountaintop removal coal mining.

Karen E. Firehock  
Lecturer  
Department of Urban and Environmental Planning  
121 Campbell Hall, 434-249-2492  
kef8w@virginia.edu

Karen Firehock has taught in the department since 1999 as an adjunct faculty member. She teaches applied planning courses, most of which are also cross listed (credited) in Landscape Architecture. Her areas of scholarship and practice include watershed planning and stormwater management, natural resource inventories and natural asset mapping, green infrastructure planning, environmental policies and ordinances and both site and landscape-scale design. In late 2006, she cofounded the Green Infrastructure Center to help spread applied research and practice of landscape assessments across Virginia and the south. Projects and past student work can be found at www.gicinc.org/projects. She has directed twelve projects at multiple scales from multi-county regions, to counties, cities, towns and sites. For the prior seven years, she was a Senior Associate at the UVA Institute for Environmental Negotiation. For the previous 12 years, she was national Save Our Streams Program Director at Izaak Walton League of America. She has a B.S. in Natural Resources Management from Univ. of MD and Master of Planning Degree from UVA. Her courses
include topics in green infrastructure assessment and planning, watershed management, environmental ordinance development and finance. She has produced a number of planning guides in watershed planning, water monitoring, erosion and sediment control, wetland conservation, and streambank restoration, and community based collaboration, as well as several professionally produced videos/DVDs. Her green infrastructure work will be published in a planning guide in fall 2012. Courses taught include Green Codes, design and audit of ordinances for stormwater management; Green Cities/Sites, site redesign to mitigate stormwater; Green Lands, green infrastructure inventory, assessment; Watershed Management, environmental planning for watersheds; and Fundraising for Planners, planning finance course. She has also worked with many students on independent studies and a master's thesis and welcomes student research related to her fields of interest.

Guoping Huang
Assistant Professor
Planning Methods, Digital Visualization, GIS
434-982-2194
gh5t@virginia.edu

Guoping Huang joined the faculty in 2011. He specializes in digital visualization techniques, geographic information systems (GIS), and alternative futures studies in urban and environmental planning. He teaches course in planning methods, Geographic Information System, international cities, etc. He is also working to add to UVA’s collaboration with Peking University, China. Before he came to UVA, he worked five years in the Center for Geographic Analysis at Harvard University. Dr. Huang holds a Doctor of Design from the Harvard Graduate School of Design, and a Master of Science degree in Landscape Design and Planning from Peking University, China.

Satyendra Huja
Lecturer
Urban Revitalization, Planning Process
434-977-5094
huja1@comcast.net

Mr. Huja was Director of Planning and Community Development (25 years) and Director of Strategic Planning (6 years) for the City of Charlottesville. Currently he is President of Community Planning Associates and elected member of Charlottesville City Council. He has been adjunct faculty at UVA for the last 30 years.

William Lucy
Professor
Policy Planning, Housing and Community Development
Peyton House 105 (164 Rugby Road)
434-924-4779
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Bill Lucy is the Lawrence Lewis Jr. Professor of Planning. His most recent book (American Planning Association, 2010) is Foreclosing the Dream: How America’s Housing Crisis is Reshaping Our Cities and Suburbs. In it Lucy examined 236 counties in the 35 largest metropolitan areas, combined with housing and income data in each of the 50 states. The research shows a revival in central cities throughout the past decade. That trend is leading to a change for cities and suburbs alike, with suburbs on the decline. An earlier book, Tomorrow’s Cities, Tomorrow’s Suburbs, with co-authored with David Phillips, was published in 2006 by the American Planning Association’s Planners Press. Lucy and Phillips describe the comebacks of many pre-1940 neighborhoods during the 1990s in large cities and their suburbs. During the 1990s,
middle-aged neighborhoods, especially those developed in the 1960s, tended to decline. Lucy and Phillips attribute these trends to the increasing preference of middle-income households for larger houses, which usually are farther out, or for greater convenience, which usually is achieved by being closer to the metropolitan center than the typical post-World War II bedroom suburb. They predict that the prevalence of small houses in many suburbs, houses that often are functionally obsolete and need repair and replacement of basic components, will lead to severe deterioration of neighborhoods and suburbs, given current housing preferences. They point out that in 2000 there were 155 suburbs with lower relative per capita income than Detroit, the city with the lowest income relative to its suburbs. They interpret very low incomes in these suburbs, along with strong decline trends, as signs of worse times ahead. Lucy and Phillips previously published Confronting Suburban Decline (Island Press, 2000). Lucy recently was a member of the Charlottesville Planning Commission, the Board of Architectural Review, and the Strategic Planning Task Force and serves as Treasurer of the Alliance for Community Choice in Transportation. He currently is working on a book length manuscript on Adapting Infrastructure for Sustainability. He holds a BA from Knox College, an MA from the University of Chicago, and a PhD from Syracuse University.

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Specializing in community planning, Suzanne Morse Moomaw continues to lead a distinguished career in the nonprofit and philanthropic worlds as well as academia. She served from 1991 to 2012 as president and CEO of Civic Change (formerly Pew Partnership for Civic Change) and has been lecturing at the U.Va. A-school since 2009. The first decade of her career she spent in higher education administration working on issues of strategic planning and innovative approaches to teaching and learning. Her research specialties are community and economic development at the neighborhood, community, and regional levels, with a particular focus on civic engagement. Founder of the national dropout initiative Learning to Finish, Moomaw is a national commentator on issues facing cities and regions worldwide. She chairs both the Board of Trustees of the Kettering Foundation (in Dayton, OH) and the Piedmont Virginia Community College Board (in Charlottesville). Her books include Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (2004) and the forthcoming Competitive Global Communities: Using Sustainability and Innovation to Secure the Future, which addresses ways communities can design a more globally competitive future. She has been a fellow at the Virginia Foundation for the Humanities and the Institute for Advanced Learning and Research at Virginia Tech. In 2002, she received the Ethical Leadership Award from the Content of our Character Project at Duke University. Moomaw was previously a Jepson Fellow and visiting professor at the University of Richmond; an adjunct professor at Antioch University, McGregor; and a guest lecturer at six different institutions, including Duke and Columbia universities. Moomaw holds a PhD, a BA, and a certificate in regional and urban planning from the University of Alabama.
Professor Phillips has been interested in how data can help inform planning issues. Before retiring in May 2011, he taught courses in quantitative methods and information technology applications in urban and environmental planning including Introductory Digital Visualization for Planners. He continues adjunct teaching at the University of Virginia and advises local jurisdictions and non-profit organizations on regional demographic trends and patterns.

In his research he worked with William H. Lucy on the changes that have been occurring in the nation’s suburban places and cities. Their 2000 book “Confronting Suburban Decline: Strategic Planning for Metropolitan Renewal” by Island Press addressed many of the trends from 1960 to 1990. Their 2006 book Tomorrow’s Cities, Tomorrow’s Suburbs published by APA Planners Press highlighted how some city neighborhoods and some older suburbs show promise welcoming places. The book focuses on all 542 cities in 312 metropolitan areas, 2586 suburbs in the nation’s largest 25 metropolitan areas, and detailed census tract information from 1970 through 2000 in six metropolitan areas. Population change, income change, vintage of housing stock, household size are among the variables explored. The myth of safety in suburbs and exurbia is also explored.

Professor Spain teaches Urban Theory and Public Policy, Planning History, and undergraduate research methods. Ms. Spain’s scholarship combines a demographer’s social science perspective with a planner’s analysis of spatial issues. Her publications include /Gendered Spaces/ (UNC Press, 1992) and /Balancing Act: Motherhood, Marriage and Employment among American Women/ (with Suzanne Bianchi, Russell Sage Foundation, 1996). Her most recent book, /How Women Saved the City/ (University of Minnesota Press, 2001), explores the importance of “redemptive” places built by women volunteers at the turn of the 20th century. Ms. Spain has received research grants from the Russell Sage Foundation and The Graham Foundation for Advanced Studies in the Fine Arts. Her work has been featured on the PBS documentary ‘The First Measured Century’, and on the Jim Lehrer NewsHour. Ms. Spain is currently conducting research on the spatial effects of Second Wave feminism on the American city for a book titled Constructive Feminism: Building Women’s Rights into the City. She has recently completed an essay on “Gendered Cities” for a planning volume edited by Professor Beatley. She earned her MA and Ph.D. in Sociology from the University of Massachusetts and her BA in sociology from the University of North Carolina.
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Tim joined the Department of Urban and Environmental Planning in the spring of 2012 after arriving at the School of Architecture in 2011. He also assists the Department of Landscape Architecture. Prior to that, he spent twelve years in the fields of research and communications for the Recording Industry Association of America. Tim enjoys playing guitar, practicing yoga, walking/hiking and reading. He moved to Charlottesville in 2007 with his wife Gina. Their son, Dylan, will celebrate his first birthday in September.

** In addition to these full-time faculty and lecturers, a number of additional adjunct faculty and practitioners offer courses each year.