The objectives of the professional M.S. degree are to:

1. Prepare students to engage in planning processes that recognize a complex, pluralistic and equitable democratic society. Students develop the capacity to work with diverse publics, across government agencies, and in private and nonprofit sectors. Planning processes include the identification of objectives, design of possible courses of action, and evaluation of alternatives.

2. Convey a set of planning literacies to enable students to perform effectively as planners in public, private or nonprofit sectors. These literacies include knowledge in the following areas:
   • Structure and function of cities and regions
   • History and theory of planning processes and practices

   - Administrative, legal, and political aspects of plan-making
   - Public involvement and dispute resolution techniques
   - Research design and data analysis techniques
   - Written, oral, and graphic communication skills
   - Ethics of professional practice
   - Collaborative approaches to problem solving

3. Prepare students with the substantive knowledge foundation and tools, methods, and techniques of planning associated with an area of specialization.

Details on administrative requirements for the degree are available in the MS URPL Handbook (https://dpla.wisc.edu/academics/handbooks/).

The M.S. program equips students with sufficient understanding of and training in the principal tools, methods, and techniques of planning to enable them to perform effectively as junior staff members from the start of their careers. UW–Madison’s program in planning emphasizes concepts, perspectives, and practices that promise to be useful not only upon graduation, but even more so in later years for graduates who reach positions of major influence and responsibility. We train our graduates to be leaders of equitable change through urban and regional planning.

ADMISSIONS

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program’s website. Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements (https://grad.wisc.edu/apply/requirements/) of the Graduate School as well as the program(s).

Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/apply/).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>February 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>October 15</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not</td>
</tr>
<tr>
<td></td>
<td>English or whose undergraduate instruction was</td>
</tr>
<tr>
<td></td>
<td>not in English must provide an English proficiency</td>
</tr>
<tr>
<td></td>
<td>test score and meet the Graduate School minimum</td>
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<tr>
<td></td>
<td>requirements (<a href="https://grad.wisc.edu/apply/">https://grad.wisc.edu/apply/</a></td>
</tr>
<tr>
<td></td>
<td>requirements/#english-proficiency).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>
|                                       | Applications submitted past the deadline will be considered on a rolling admissions basis as space allows. Application for admission to the department consists of the following materials: the online application, PDF of all undergraduate and graduate transcripts, statement of purpose (applicants should submit a thoughtful, reflective one- or two-page statement discussing reasons for going into planning; applicants with an interest in a particular concentration should discuss this; applicants
with planning or planning-related experience should include this), and three references from people familiar with the applicant’s academic and/or professional work.

The success of international students enrolled in the program depends heavily on a good working knowledge of English. Prospective applicants who do not feel comfortable using the English language are strongly urged to consider further language study before applying for admission.

All applicants are required to have an introductory-level course in statistics. This requirement may be met by taking an introductory course, for no graduate credit, during the student’s first semester of study.

FUNDING

GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (https://grad.wisc.edu/funding/) is available from the Graduate School. Be sure to check with your program for individual policies and restrictions related to funding.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/policiesandrequirementstext), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Mode</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Evening/Weekend</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Online</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hybrid</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Accelerated</td>
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</table>

Mode of Instruction Definitions

- **Accelerated**: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

- **Evening/Weekend**: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

- **Face-to-Face**: Courses typically meet during weekdays on the UW–Madison Campus.

- **Hybrid**: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

- **Online**: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

CURRICULAR REQUIREMENTS

Requirements Detail

- **Minimum Credit Requirement**: 45 credits

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>URB R PL 741</td>
<td>Introduction to Planning</td>
<td>3</td>
</tr>
<tr>
<td>URB R PL/</td>
<td>Methods of Planning Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC WORK 721</td>
<td></td>
<td></td>
</tr>
<tr>
<td>URB R PL 781</td>
<td>Planning Thought and Practice</td>
<td>3</td>
</tr>
<tr>
<td>URB R PL 833</td>
<td>Planning and the Legal System</td>
<td>3</td>
</tr>
<tr>
<td>URB R PL 791</td>
<td>Visual Communication for Planners</td>
<td>3</td>
</tr>
<tr>
<td>URB R PL 912</td>
<td>Planning Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following to satisfy the Structure and Functions of Cities and Regions requirement:
Special conditions for applying prior coursework may be found in the program's Policies and Procedures (https://urpl.wisc.edu/academics/policies/).

**UW–Madison Undergraduate**
Any course taken as part of an undergraduate degree (whether required or optional) may not be applied.

**UW–Madison University Special**
The MS URPL Program Committee will not accept more than 12 credits of prior coursework taken as a UW–Madison University Special student. The Committee does not necessarily guarantee that all credits (up to 12) taken as a Special student will be applied. All accepted courses must have a grade of B or better. The decision as to what prior coursework may be applied will be made by the Committee on the recommendation of the student’s advisor, and must be based on information indicating that the courses for which credit is given fit logically into the student’s overall program.

**PROBATION**
The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

1. Good standing (progressing according to standards; any funding guarantee remains in place).
2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status). To the extent possible, students admitted on probation are encouraged to take core courses as a part of their first semester schedule. In all other matters, students admitted on probation are subject to the same standards and requirements as students admitted in full standing (e.g. residency requirements, satisfactory student performance, minimum grades in core courses [BC], and so forth).
3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

**ADVISOR / COMMITTEE**
Student should meet regularly with the advisor to plan academic career. The advisor is required to approve and sign the plan of study form, which is then submitted to the graduate coordinator prior to the student being allowed to graduate.

**CREDITS PER TERM ALLOWED**
15 credits

**TIME CONSTRAINTS**
The master's program takes two full years of study.

**GRIEVANCES AND APPEALS**
These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (https://doso.students.wisc.edu/bias-or-hate-reporting/)
- Graduate Assistantship Policies and Procedures (https://hr.wisc.edu/policies/gapp/#grievance-procedure)
- Hostile and Intimidating Behavior Policies and Procedures (https://hr.wisc.edu/hib/)
- Office of the Provost for Faculty and Staff Affairs (https://facstaff.provost.wisc.edu/)

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**URB R PL 550** Transportation and the Built Environment

**URB R PL 601** Site Planning

**URB R PL 611** Urban Design: Theory and Practice

**URB R PL 731** Introduction to Regional Planning

**URB R PL/ECON/PUB AFFR 734** Regional Economic Problem Analysis

**URB R PL 751** Introduction to Financial Planning

**URB R PL 761** Central City Planning: Issues and Approaches

**URB R PL 841** Urban Functions, Spatial Organization and Environmental Form

**URB R PL 844** Housing and Public Policy

**Planning Concentration** 12 credits

**Electives** 12 credits

**Professional Practice Internship**

**Total Credits** 45 credits

**Urban and Regional Planning and Public Affairs or International Public Affairs (M.S. IN URPL/MPA or MIPA)**
The Department of Planning and Landscape Architecture and the La Follette School of Public Affairs offer a double degree Master of Science in Urban and Regional Planning and either a Master of Public Affairs or Master of International Public Affairs. Students completing the double degree must follow the double degree plan. The Department of Planning and Landscape Architecture requires 45 credits for the Master of Science in Urban and Regional Planning. The La Follette School requires 36 credits for the Master of Public Affairs or Master of International Public Affairs. Per UW-Madison Graduate School policy, an overlap of 25% of credits is permitted (9 credits can count toward both degrees). Students can graduate with both degrees by completing 72 credits in three years.

Graduate coordinators for both programs have sample curricular plans that they will share with prospective or current students to assist with successful completion of all degree requirements.

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**Policies**

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**Graduate School Policies**
The Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy/) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

**Major-Specific Policies**

**Prior Coursework**

**Graduate Work from Other Institutions**
A maximum of 21 credits are allowed from Planning Accreditation Board–accredited coursework taken at other institutions. In all other fields, 25% of credits completed up to a maximum of 11 transfer credits are allowed. Special conditions for applying prior coursework may be found in the program's Policies and Procedures (https://urpl.wisc.edu/academics/policies/).
• Dean of Students Office (https://doso.students.wisc.edu/) (for all students to seek grievance assistance and support)
• Employee Assistance (http://www.eao.wisc.edu/) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
• Employee Disability Resource Office (https://employeedisabilities.wisc.edu/) (for qualified employees or applicants with disabilities to have equal employment opportunities)
• Graduate School (https://grad.wisc.edu/) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
• Office of Compliance (https://compliance.wisc.edu/) (for class harassment and discrimination, including sexual harassment and sexual violence)
• Office of Student Conduct and Community Standards (https://conduct.students.wisc.edu/) (for conflicts involving students)
• Ombuds Office for Faculty and Staff (http://www.ombuds.wisc.edu/) (for employed graduate students and post-docs, as well as faculty and staff)
• Title IX (https://compliance.wisc.edu/titleix/) (for concerns about discrimination)

Students should contact the department chair or program director with questions about grievances. They may also contact the L&S Academic Divisional Associate Deans, the L&S Associate Dean for Teaching and Learning Administration, or the L&S Director of Human Resources.

OTHER
Financial support is not guaranteed for the M.S. program, but Urban and Regional Planning works with students to identify funding options.

PROFESSIONAL DEVELOPMENT

GRADUATE SCHOOL RESOURCES
Take advantage of the Graduate School's professional development resources (https://grad.wisc.edu/pd/) to build skills, thrive academically, and launch your career.

LEARNING OUTCOMES

1. (General Planning Knowledge) Comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.
2. (Purpose and Meaning of Planning) Appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
3. (Planning Theory) Appreciation of the behaviors and structures available to bring about sound planning outcomes.
4. (Planning Law) Appreciation of the legal and institutional contexts within which planning occurs.
5. (Human Settlements and History of Planning) Understanding of the growth and development of places over time and across space.
6. (The Future) Understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
7. (Global Dimensions of Planning) Appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.
8. (Planning Skills) Use and application of knowledge to perform specific tasks required in the practice of planning.
9. (Research) Tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
10. (Written, Oral, and Graphic Communication) Ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
11. (Quantitative and Qualitative Methods) Data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
12. (Plan Creation and Implementation) Integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
15. (Values and Ethics) Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:
16. (Professional Ethics and Responsibility) Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics and other related principles, as appropriate).
17. (Governance and Participation) Appreciation of the roles of officials, stakeholders, and community members in planned change.
18. (Sustainability and Environmental Quality) Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
19. (Growth and Development) Appreciation of economic, social, and cultural factors in urban and regional growth and change.
20. (Values and Ethics) Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:
21. (Professional Ethics and Responsibility) Appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics and other related principles, as appropriate).
22. (Governance and Participation) Appreciation of the roles of officials, stakeholders, and community members in planned change.
23. (Sustainability and Environmental Quality) Appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
24. (Growth and Development) Appreciation of economic, social, and cultural factors in urban and regional growth and change.

PEOPLE

https://dpla.wisc.edu/facstaff/faculty (https://dpla.wisc.edu/facstaff/faculty/)
ACCREDITATION

Planning Accreditation Board (http://www.planningaccreditationboard.org/)

Accreditation status: Accredited through December 31, 2022.

CERTIFICATION/LICENSURE

American Institute of Certified Planners (AICP) (https://www.planning.org/certification/)

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:
Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

The requirements of this program have not been determined if they meet Certification/Licensure in the following states: