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Graduate Student Handbook

Bioregional Planning and Community Design Program

University of Idaho

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Welcome

Welcome to the graduate program in Bioregional Planning and Community Design (BIOP) at the University of Idaho! This interdisciplinary program is part of the Building Sustainable Communities Initiative (BSCI). Students entering this program come from a variety of different academic backgrounds and disciplines. BIOP students will also be able to work with a diverse group of faculty from nine different academic departments and colleges. This handbook provides guidance for graduate students in the BIOP program and also for future students wishing to apply to the program. The handbook can be used to find information on the various components of the program, courses and degree requirements, guidelines for projects and theses, and application to the program. Students should become familiar with the information contained in this handbook. This is an initial resource for questions about the program, but students should also work closely with their major professor when planning their graduate work.

Defined by a truly interdisciplinary approach that brings together experience and expertise from nine academic departments in eight colleges, the Bioregional Planning and Community Design program is driven by faculty, students, and community members who are committed to sustainable community development, planning and design in the Intermountain West and beyond.

The program offers the following:

- **Master of Science in Bioregional Planning and Community Design** with the following specializations options: 1) Regional Planning and Multi-jurisdictional Governance, 2) Community Design, 3) Community and Economic Development, 4) Transportation and Sustainable Infrastructure, 5) GIS and Spatial Analysis, 6) Natural Hazards and Climate Change Mitigation and Adaptation or 7) Student-designed.
- **Graduate Certificate in Bioregional Planning and Community Design:** Designed for masters and doctoral graduate students in any discipline who want to incorporate sustainable planning principles and concepts into their professional preparation or research.
- For professional and distance learning students, additional options are under development that could shorten the required residency or course requirements.

The BIOP program features a diverse group of faculty members and affiliates with academic and professional expertise ranging from urban and regional planning, architecture and design to conservation, geography, economics, law, civil engineering, and political science. Through our innovative Learning Practice Collaborative (LPC), you will partner with students and professors on real-life projects to help Idaho communities and organizations fulfill visions for sustainable local and regional development. You will develop both perspectives and the solid research and problem-solving skills to implement systematic conservation planning and management strategies to positively shape communities and regions for generations to come.

You will graduate with the hands-on experience to make an immediate impact on your chosen career, whether you become a city planner, program manager, or a consultant that works with engineering and architectural firms to implement sustainable design concepts across multiple project types in a cost-effective manner.

The MS Program: Bioregional Planning and Community Design

Program Mission

The BIOP mission is to prepare future public leaders, create and disseminate new knowledge, and assist communities and organizations in planning for sustainable development, sustainable efficient conservation planning and management, and sustainable human quality-of-life within and across bioregions. BIOP works closely with the University Extension and is affiliated with the Idaho Chapter of the American Planning Association and the Northwest Community Development Institute and other statewide planning organizations.

Geographic Focus

Program graduates will fill an important niche in the Intermountain West and have skills that enable them to be effective planners in other parts of the world. Faculty are engaged in applied and interdisciplinary research in Idaho, and increasingly in other states and Latin America through which students gain an understanding of global trends and diverse challenges.

Interdisciplinary

The Bioregional Planning and Community Design program is distinguished from other planning programs around North America in two ways: 1) it represents a university-wide, interdisciplinary approach that fully integrates education and research with community engagement; and 2) it supports, promotes and advances bioregional thought and process.

All degrees and certificates for the program will be granted and counted as achievements by participating departments and colleges. Students will be counted in the department and college of their major professor, with all productivity referenced to the Bioregional Planning Program.

Undergraduate Requirements and Work Experience

Many undergraduate degrees and work experiences prepare students well for this graduate program. Non-traditional students are encouraged to join the program All entering students should have previously completed an upper-level statistics course and undergraduate course work in social sciences (economics, anthropology, sociology, etc.) and ecology or complete these in addition to the degree requirements. Students with significant pre-existing course work or professional planning practice may request credit for this prior work.

Credit Requirements and Program Focus

Forty-four credits are required to complete the degree, including 20 credits in required courses, 12 credits from restricted electives, 9 credits in an area of specialization and 3 credits in a free elective or to fulfill a GIS or statistics competency.[1] Students may choose to complete a final project as part of the second studio course or replace this studio with a thesis. Thesis and restricted electives may also count toward a specialization in consultation with one's major professor. Restricted electives relate to nationally agreed-upon learning outcomes for professional planners and are offered as choices across the campus. Information on the Planning Accreditation Board is available at their website: http://www.planningaccreditationboard.org/. The academic program is governed by the interdisciplinary faculty acting as the Academic Program Committee and administered by the Graduate School. To complete the program, students must follow the guidelines of the College of Graduate Studies, complete their study plan, and receive a pass on their final project or thesis according to the guidelines below.

Students may elect to pursue one of several specializations including: 1) Regional Planning and Multi-jurisdictional Governance, 2) Community Design, 3) Community and Economic Development, 4) Transportation and Sustainable Infrastructure, 5) GIS and Spatial Analysis, 6) Natural Hazards and Climate Change Mitigation and Adaptation or 7) Student-designed.

There are many opportunities for BIOP students to complete specialized certificates (e.g., GIS, Restoration Ecology) and/or enroll in dual master's degrees with Law and several other departments across campus.

Given the program focus on community outreach and applied skills, students take studios in their second and fourth semesters where skills are practiced in community settings. During fall semester of the second year, students complete a capstone Planning Theory and Ethics course that provides opportunity for synthesis, situating final projects in the literature, appreciation of social justice issues, and professional direction. The sequence of courses may be adjusted in consultation with the student's major professor.

A graduate student may elect up to 1/3 of their credits from 300 and 400-level courses in participating colleges and departments. Students without community development or planning experience should plan to obtain a planning-related summer internship or job.

Certificate Program

The 15-credit Graduate Certificate in Bioregional Planning and Community Design is for masters and doctoral students enrolled in other disciplines who want an emphasis in planning. Students earning the certificate will gain knowledge, skills, and values in bioregional planning and be able to effectively employ planning concepts and principles within their discipline or research. View current Graduate Certificate requirements on the Bioregional Planning website:
http://www.bioregionalplanning.uidaho.edu/curriculum/files/GraduateCertificateRequirements.pdf

[1] At least two-thirds of the 44 credits must be at the 500 level.

Learning and Practice Collaborative

The Learning Practice Collaborative (LPC) serves as a vehicle for the University of Idaho to partner with communities, counties, regional organizations, and tribal governments in addressing their planning, design and economic development needs. Students and faculty work in communities as co-learners engaged in participatory research and service learning projects. The LPCs bring to communities and organizations research-based knowledge and problem solving expertise related to bioregional planning, sustainable design, and economic and community development principles to sustain and enhance their culture, resource base, built environment and economic vitality.

Center for Effective Planning and Governance

In addition to the M.S. academic program in Bioregional Planning and Community Design and the LPCs, the BSCI also includes the Center for Effective Planning and Governance (CEPG). The purpose of the CEPG is to provide leadership and decision making training for elected and appointed officials. The CEPG delivers timely training in bioregional planning and sustainable design for elected and appointed local government officials.

CEPG is a self-sustaining partnership between local government associations and the University of Idaho that promotes professional development opportunities that extend planning and governance education to locals and elected government officials.

How to Apply

College of Graduate Studies

BIOP is an interdisciplinary program housed in the College of Graduate Studies (COGS). The COGS Dean is the academic dean for graduate students in the program.

To apply, complete the online application at the College of Graduate Studies Graduate Admissions Office website: http://www.students.uidaho.edu/gradadmissions.

The COGS website has a wealth of information for both admitted and current students (http://www.uidaho.edu/cogs). The COGS office is in Morrill Hall, Room 104. If you have admissions questions or need other information about graduate education at the University of Idaho, COGS staff can be reached (208) 885-6243.

Each year, on the Sunday before classes start, COGS hosts a graduate student orientation; information is online: http://www.uidaho.edu/cogs/admitted/resources/orientation.

If you have a TA position, you are required to attend the COGS Teaching Assistant Training Program; for more information, please see the COGS website: http://www.uidaho.edu/cogs/admitted/resources/tatraining.

Admissions Requirements

Admission into the program is based on the student's interest in planning, previous coursework and academic achievement, as well as professional and other experience.

Interested individuals lacking GIS and/or statistics prerequisites may be admitted into the program with the stipulation of fulfilling these requirements in addition to their regular coursework. Because the Bioregional Planning program is an interdisciplinary degree we encourage applications from students with diverse educational and professional backgrounds.

The University of Idaho General Catalog, online at http://www.uiweb.uidaho.edu/schedule/catalog/2010/index.htm, has information regarding fees and expenses, student services, international programs under the "Student" tab. Under the "General Requirements and Academic Procedures" tab, students can find information about a number of items including registration, grades, incompletes and withdrawals, academic standing, probation, and other matters.

Employment Opportunities

With an undergraduate degree in a related field and a Master of Science (M.S.) in Bioregional Planning and Community Development, you may become a:

- City or regional planner
- Community planner
- Transportation engineer
- Architect
- Planning consultant for construction, engineering and architectural firms
- Environmental consultant
- Surveyor
- Cartographer
- Program manager for local, state, or federal agencies
- Planner in a non-profit (e.g., environmental group, land trust, community foundation)

With an advanced degree in planning and design, you will be positioned for a career in local or state government, housing agencies, and transportation or environmental organizations. You also will have opportunities in private industry at companies involved with architectural, engineering, management, scientific, and technical consulting services.

As a graduate of our program, you will gain problem-solving skills necessary to meet the demands of a dynamic world. For example, you will be prepared to provide valuable expertise to local governments on the prime locations for roads and schools, or to make recommendations based on LEED® (Leadership in Energy and Environmental Design) principles for the development of a mixed-use development project. Honing your computer skills, particularly with geographic information systems (GIS) and visualization (e.g., Adobe Indesign) software will greatly enhance your career options.
The median annual salary of urban and regional planners was $64,680 in May 2009, while the middle 50 percent earned between $48,700 and $77,790. The highest earners tend to work in management for architectural and engineering services firms or related organizations http://www.bls.gov/oes/current/oes193051.htm). Planners who take American Institute of Certified Planners exam are likely to earn more.

Progress toward your Degree

The College of Graduate Studies has developed a series of "How To" guides, outlining the steps needed to complete a graduate degree at the University of Idaho. These guides can be found online at http://www.uidaho.edu/cogs/currentstudents/guides/howto.

Selection of Major Professor and Committee

Upon entering the program, students should speak with affiliated faculty to find an appropriate major professor who has particular background or expertise to assist the student during their time in the BIOP program. Your major professor should be your primary contact for guidance and mentoring during your graduate studies. The student is responsible for communicating with their major professor regarding research questions, study plan, and other academic matters. Students pursuing a thesis should select a graduate committee consisting of their major professor and two other faculty; students choosing to complete a Professional Project are not required to select a committee, but are encouraged to seek out a second mentor or advice from other faculty who may have expertise relevant to the students' project or specialization. For more information on the difference between a thesis and a Professional Project, see the description below.

Study Plan and Degree Audit

Students have flexibility and should consult with their major professor and/or specialization advisor when choosing electives to ensure a cohesive program. Every student **must submit their study plan**, after approval from their major professor to the graduate school **no later than the end of their second semester.** The plan can be revised, as necessary in consultation with program faculty and one's major professor. An example course sequence is available in Appendix A. A study plan worksheet is available in Appendix B. Student may propose alternative courses for restricted electives and specializations by consulting the learning outcomes chart in Appendix C. The College of Graduate Studies has a 5-minute study plan tutorial available online at the following link: http://www.uidaho.edu/registrar/graduation/audit.

Degree Audit Tool

The University of Idaho provides a degree audit tool, which allows for online design of your study plan.

- The degree audit tool is available at this site: https://vandalweb.uidaho.edu/
- the link to the study plan/audit page is under:
  [Student Information / Registration Menu] >> [Student Records/Grade /Degree Audit] >> [Degree Audit][2]

Transfer Credits, Substitute Courses and Course Waivers

Students may transfer up to 12 graduate credits from another program. Previous undergraduate course work can also be used to satisfy specific restricted elective learning

[2] Since the program's curriculum is dynamic, this tool may not always have the latest courses or information.

goals, as evidenced by comparable course syllabi and as long as the course was not used toward the undergraduate degree. Some of these transferred credits may be used to substitute for restricted or specialization electives. Detailed information concerning transfer credits is available in the University of Idaho General Catalog, under the College of Graduate Studies. These decisions are made between the student, their major professor and the College of Graduate Studies. In cases where substitutions are made, students are then freed up to take other electives pertinent to their interests. In most cases, courses with the BIOP prefix cannot be substituted or waived unless the student can show, in writing, that their previous course work and/or experience meets the learning objectives of the core course they are requesting a waiver for. The waiver request must be approved by the Academic Program Committee.

Internships

Hands-on experience in planning is vital to enhancing your education and preparing you for your professional career. By participating in an internship, you will: gain firsthand insights; better understand the educational needs and responsibilities of practicing professionals in areas of interest; be able to make better decisions about future course work and the direction you wish to pursue in your career; and have the opportunity to apply classroom knowledge to actual work situations, thereby gaining a clearer understanding of academic concepts and being able to hone skills that will serve you in the future. Those interested in completing a formal internship should sign up for BIOP 598 Internship with their major professor and work a minimum of 200 hours for 3 credits.

Annual Review of Progress

Each spring students need to meet with their major professor and fill out the Annual Evaluation and Performance Report form. These forms need to be turned into the College of Graduate Studies by May 1.

Degree Completion

Students are awarded the degree after completing their study plan and a satisfactory evaluation of their final project or thesis by program faculty and relevant clients or professionals.

Final Program Requirement

Final Project vs. Thesis

In the BIOP program students have the option of completing a Professional Project or a thesis. Students who choose the Professional Project option complete their project during spring semester of their second year, in Bioregional Planning Studio 2 (BIOP 561). For students who select the thesis option, they need to take at least 6 credits of Master's Research and Thesis (BIOP 500).

Difference between a Professional Project and Thesis

A project is an applied research paper that uses published literature to create a framework for analyzing the subject, often focusing on a specific case, site or planning practice. In the BIOP program these are typically community based projects focused on solving a real-

world problem in local communities or regions. A thesis is a scholarly research paper that aims to reach a general conclusion on the selected subject, requiring the use of theory and a logical discussion of the research methodology used. See Table 1 below for additional information on the differences between thesis and project.

Table 1: Differences between Thesis and Project

	Thesis	Project
Research	Based on original research	Based on original research
Knowledge	Provides new knowledge to the field	Provides new knowledge to the field
Content	Based on a selected research method and includes data collection, analysis, and interpretation of the results	An applied project that is solution-oriented or reviews a best planning practice for a client. Utilizes a research approach, includes data collection, analysis and recommendations
Learning Outcomes	• Capacity to develop/answer research questions • Demonstration of research skills in collection of primary data or an original use of existing data • Understanding of the major theoretical debates in the field	• Critical examination of community planning problem/issue • Demonstration of research skills using primary and existing data sources • Understanding of the setting/context of issue within the boarder field of planning
Literature Review	Demonstrate understanding of theoretical issues.	Analyzes themes in the literature and professional practice relevant to the project
Methodology	Thorough discussion of methodology and approach sufficient to justify choice.	Discussion of the methods and/or process for project solution
Research/ Analysis	Thorough and original uses of data.	Demonstrates thorough understanding of issue to support the project's key findings.
Use/ Contribution	• Builds on documented best practices and theories. • Contributes knowledge to the profession and scholarly community	• Relevant use for client. • Makes recommendations on best practices or proposes solutions. • Integrates planning knowledge and skills in practical application
Deadlines/ Formatting	Set by the College of Graduate Studies	Determined by the BIOP program (see guidelines below), major professor, clients
Completion & Submission	Oral defense, bound thesis for the program, and electronic copy of the final presentation to post on the BIOP website	Oral presentation, executive summary, 3 bound hard copies (one for the program, one for major professor, one for community client), and one electronic copy of project and final presentation to post on BIOP website

Presentation and Essay Requirement for All Students

Students pursuing Professional Projects and Theses are required to present their final products in a formal presentation and/or defense, and submit a final essay (details below). Presentations should occur in the semester during or before the last week of classes in which the final product is complete. Presentations are evaluated by attending faculty and professionals or clients; results are provided to the major professor and filed for program assessment purposes.

Final Reflection Essay Guidelines

All students in the Bioregional Planning and Community Design program are required to write a 3 to 4 page, 12 point font, double spaced essay addressing **the relevant** learning outcomes outlined in Table 2 below and reflecting on the experiences (e.g., "ah ha" moments, challenges, political and situational learning, etc) you have had while working on your project. A hard copy and electronic version be submitted to your major professor by the end of finals week.

The following learning objectives/expectations outlined in Table 2 are used by BIOP faculty to evaluate your oral defense/final presentation. You should be sure to highlight those skills listed in the table that are relevant to your topic in your essay and your presentation. This list comes directly from the Planning Accreditation Board (PAB) Guidelines.

Table 2: Learning Objectives/Expectations for Professional Project and Thesis

4.2.3 PAB Skills[1]	**Demonstrated Outcome**
4.2.3(a) Problem solving	Able to discern the causes, trends, and consequences of a problem. Synthesis of major theoretical debates in the field and/or understanding of the setting/context of issues within the broader field of planning.
4.2.3(b) Research *Qualitative, participatory, quantitative*	Justifiable methodology or approach for addressing identified problem.
4.2.3(c) Communication	Used/applied a number of relevant communication methods to facilitate policy and decision-making (e.g., listening, verbal, graphics, etc).
4.2.3(e) Collaboration	Used/applied or considered collaboration techniques (e.g., facilitation, conflict management, consensus building, participatory planning, intergovernmental relations)
4.2.3(f) Creation of plans and implementation tools	Developed community, regional or specialized plan for client or addressed how research might be used in the planning process.
4.2.3(i) Working with diverse communities	Sensitivity and methods to ensure that diverse cultural and social perspectives are part of "the public interest." Understand power and "participation" vs. self determination.
4.2.3(h) Specialized plans	Specialization knowledge and methods applied to problem.
4.2.4 Values Competing Goals	Consideration of conflicting economic, social, cultural, and environmental goals relevant to proposed solution/plan.
Applications to Bioregional Planning	Presentation and report/thesis draws implications for planning/bioregional planning thought and practice.

[1] Number references are from PAB guidelines

Client Evaluation

If you have a community client, we expect to receive an evaluation from local recipients of your work as to its appropriateness and helpfulness. These individuals should be invited to your final presentation. If your project addresses best planning practice, professional planners should be invited to review your project and attend your presentation.

Thesis Guidelines

Description

A Master's Thesis is a scholarly research project that thoroughly investigates a particular subject and demonstrates independent and creative work. The goal of the thesis is to test and answer research questions using acceptable research methods. The conclusion of the thesis should discuss how the research contribution relates to the relevant theory and to planning practice. A thesis requires knowledge of a particular sub-field, it may be based on primary or secondary sources of data, and may result in a publishable contribution to the field of focus. Students completing a thesis select a major professor and two committee members who's subject areas complement the student's thesis topic. The College of Graduate Studies has information on thesis requirements, formats and deadlines: http://www.uidaho.edu/cogs/currentstudents/thesis. Table 3 provides a suggested timeline for students planning to complete a thesis.

Table 3: Recommended Timeline for Thesis

	Fall	Spring	Summer
Year 1	• Identify a topic • Begin exploring the literature	• Prepare proposal • Present proposal to committee; file approved proposal with the BIOP administrator • Complete a human subjects application (if applicable) • Attend 2nd year presentations	• Enroll in BIOP 500* • Conduct research
Year 2	• Enroll in BIOP 500 • Continue data collection, begin analysis	• Enroll in BIOP 500 • Complete thesis • Defend Thesis – deadlines/format requirements here: http://www.uidaho.edu/cogs/currentstudents/thesis) • Submit final presentation PPT to major professor by the end of finals week • Submit final reflection essay electronically to major professor by end of finals week	

* Students need to have at least 6 credits of BIOP 500 if completing a thesis

Professional Project Guidelines

Description

A Professional Project is an applied research project informed by the coursework and experiences gained in the Bioregional Planning and Community Design program. The goals of the Professional Project are for a student to focus in depth on a planning issue; apply their analytic skills; write a concise report, research paper or design; and orally present and defend their findings. The Professional Project should be directed to a specific client such as a city, county, regional or private entity; although it is not required that the client cooperate in the development of the project. Students complete their Professional Projects under the direction of their major professor and client, where applicable. Based on topic

area, students are encouraged to seek advice from other faculty with relevant expertise. Table 4 provides a recommended timeline for students planning to complete a Professional Project.

Table 4: Recommended Timeline for Professional Project

	Fall	Spring	Summer
Year 1	• Explore topic areas	• Identify topic • Begin exploring the literature • Attend 2nd year presentations	• Explore topic with professionals • Continue reading, exploring ideas
Year 2	• Enroll in BIOP 599 (1 cr) • Prepare a Professional Project proposal • Present proposal during before finals week • Complete a human subjects application (if applicable)	• Enroll in BIOP 561 • Conduct data collection • Complete Professional Project report • Present Professional Project before finals week • Submit Non-thesis Requirement Report Form to the College of Graduate Studies before the last day of the semester (available here: http://www.uidaho.edu/cogs/forms • Submit final project (2 bound copies and 1 electronic) and final presentation PPT to major professor by the end of finals week • Submit final reflection essay electronically to major professor by end of finals week	

Professional Project Proposal

Students doing a Professional Project must complete a proposal prior to taking BIOP 561 Studio II. If writing the proposal during fall semester, students are encouraged to sign up for one credit of BIOP 599 Non-Thesis Master's Research with their major professor. BIOP 530 will also be helpful in situating your project in planning theory and practice. The proposal is a contract between you and your major professor regarding the project topic, methodology, and completion schedule. The proposal should be completed prior to the first meeting of Studio 2. A copy of the approved proposal must be filed with the Bioregional Planning and Community Design program administrator.

The five page proposal should include the following information:

1. Statement of the topic/issue to be addressed and identified client
2. Justification/need for project and its importance to planning
3. Brief outline of theoretical context and annotated bibliography for literature review

4. Statement of the methodological, analytic, or design approach to be followed
5. Project Outline
6. Work Schedule

The Professional Project Final Report

A good Professional Project should be brief, clear and concise. The on-campus **Writing Center** has a graduate writing consultant, Amy Ross, who can help you in the writing process, from brainstorming to formatting and editing.

Formats may vary, however the recommended sections are below:

1. **Title Page**: Title, Author, Date, Major professor(s), Degree, University

2. **Table of Contents:** including list of tables and figures

3. **Executive Summary**: 1-2 pages that provides an overview of the project and highlights key findings, action items, and/or next steps.

4. **Introduction/Statement of Purpose/Problem** (Chapter 1): Overview of the planning issue/topic and context; should discuss the project in terms of its relevance to bioregional planning. You should also discuss the client in this section.

5. **Literature Review** and Synthesis (Chapter 2): A good literature review analyzes themes in the literature and professional practice that are relevant to the project and synthesizes them into new understanding. Identify the state-of-the art practice from planning documents, practitioners, professional associations, and professional publications. Also, draw on studies that examine practices from a policy and program evaluation methodology perspective to identify strengths and weaknesses of contemporary practice.

6. **Methodology/Process** (Chapter 3): Describe and justify the methods used in your research and/or process for your project solution. This may include how you interacted with the client during the project to address the problem.

7. **Results/Solutions/Design** (Chapter 4): Presents the findings from your analysis and/or the policy or design solutions. Discuss context variables and implementation steps.

8. **Conclusion/Recommendations** (Chapter 5): Tell the reader what you intended to do; what you did; what you learned; next steps; and implications for policy or practice. In this section, you will want to briefly discuss how your thinking and understanding of planning evolved during the project; what the ethical or surprising issues you confronted and how you adapted, if relevant.

9. **Bibliography and Appendix.** Should use Chicago Style, Author-Date (see Journal of Planning Education and Research for example)

Format Information:
Follow thesis format guidelines available here:
http://www.uidaho.edu/cogs/currentstudents/thesis/thesis, or if completing for a client, follow their format request. If preparing for publication (e.g., journal or professional magazine), follow the publication guidelines. In general, your final project should be somewhere between 20 and 30 pages, double-spaced, using 12 point font.

Final Presentation Format

You should prepare a 20 minute professional presentation with power point slides, poster(s) or other appropriate media. Your presentation should mirror the organization of your paper, including:

- Background/rationale: Planning issue/project that you're addressing and for whom (client)
- Method/approach
- Results/Solutions/Design
- Implications/conclusions
- Q/A session from the audience, which will include BIOP faculty and students, community partners and others.

Professional Project Submission

You should turn in **2 bound (spiral or taped) hard copies** of your Professional Project to your major professor and **1 electronic copy**, saved as a PDF on a disk. The electronic copy will be posted on the Bioregional Planning website. All materials should be given to your major professor by the last day of finals week.

Students also need to have their major professor sign and submit the Non-thesis Requirement Report Form to the College of Graduate Studies before the last day of the semester; available here: http://www.uidaho.edu/cogs/forms.

Professional Project Examples

1. Professional Project

The student prepares a specific plan, policy or method, or analyzes and evaluates impacts of a planning process and draws conclusions relevant to the situation and to planning practice. This could be a project for a county, soil and water conservation district, or federal agency. This can also result from an internship.

2. Research Paper

A 20-to 30-page publishable paper from a student's own research that would contribute to bioregional or community and regional planning state-of-the -art understanding or practice. This should include where it will be submitted and it should follow the guidelines for a planning-related journal. This could also be on planning pedagogy or community education or service learning in planning and may be co-authored with faculty, providing the student is the lead and main author.

3. Design Solution

The final product is a design solution in a particular location for a client (e.g., city, county, or regional entity). While the product will primarily be visual, the student

will need to prepare a final report that discusses the relevant literature related to the design solution, the design process/steps, and how the design solution addresses the client's goals and needs.

Bioregional Planning and Community Design Program Curriculum

Required Courses (20 credits)
Bioregional Planning Core Courses
BIOP 520 Introduction to Bioregional Planning (3cr) (F)
BIOP 521 Local and Regional Comprehensive Planning (or approved substitute)(3cr) (F)
BIOP 522 Planning Methods (or approved substitute) (3cr) (F)
BIOP 530 Planning Theory and Professional Ethics (3 cr) (F)
BIOP 560 Bioregional Planning Studio I (4cr) (S)
BIOP 561 Bioregional Planning Studio II (4 cr) (S) OR BIOP 500 Master's Research and Thesis (6 cr)

GIS and statistical competency are also required and can be obtained through various courses, some of which may count for the methods requirements.

Restricted Electives (12 credits)
Human Settlements Elective: to gain understanding about the drivers and patterns of cultural landscapes and urban and regional development
(Choose one)
AGEC 586 Regional Economic Development Theory (S)
ARCH 584 Urban Morphology (S)
GEOG 330 Urban Geography (F)
GEOG 540 Business Location Decisions (S)
GEOG 550 Geography of Development (S)

Landscape Dynamics Elective: to gain understanding of bioregional ecological systems
(Choose one)
FOR 426 Fire Ecology and Management (F)
REM 357 Rangeland and Riparian Habitat Assessment (F)
REM 429 or FOR 429 Landscape Ecology (S)
REM 459 Rangeland Ecology (F)
Other CNR ecology/riparian/watershed courses

Legal Studies Elective: to gain understanding about institutional authorities for land use and related decisions
(Choose one)
LAW 934 Land Use Law and Planning (S)
LAW 942 & 969 Water Law I & II (F)
LAW 947 Environmental Law (F)
LAW 949 Native American Law (F)

Policy, Decision-making, and Social Action Elective: to work with politics and differing public interests, processes and governance systems
(Choose one)
POLS 571 Intergovernmental Relations (Alt/yrs, S)
POLS 572 Local Government Politics and Administration (S)
POLS 552 Administrative Law and Regulation (Alt/yrs)
WSU CRS 535 Resolving Environmental Disputes (S) (Limited seats available; must be done as a directed study. Contact the professor for availability.)

Specializations (9 credits minimum)

Specialization 1: Regional Planning and Multi-jurisdictional Governance
Methods: (Choose one)
ANTH 510 Research Methods in Anthropology (S)
CSS 506 Fundamentals of Research (F)
POLS 535 Advanced Political Science Research Methods (F)

Electives: (Choose two)
AGEC 586 Regional Economic Development Theory (S)
CSS 486 Public Involvement in Natural Resource Management (S)
CSS 493 International Land Preservation and Conservation Systems (F)
CSS 572 Human Dimensions of Restoration Ecology (S)
CSS 573 Planning and Decision-making for Watershed Management (F)
FOR 586 Social Ecology of Natural Resources Seminar, or appropriate others
LAW 917 Negotiation and Alternative Dispute Resolution (F)
LAW 934 Land Use Law and Planning (S)
LAW 946 Native American Law (F)
LAW 947 Environmental Law (F)
LAW 948 Public Land Law (F)
POLS 571 Intergovernmental Relations (F)
WSU CRS 535 Resolving Environmental Conflicts (Limited enrollment available - S)

Specialization 2: Community Design
Methods: (Choose one)
Arch 520 Architectural Research Methods (S)
CSS 506 Fundamentals of Research (F)

Electives: (Choose two)
ARCH 453/LARC 455 Architectural Design 5/Landscape Architecture Studio 6 (F)
LARC 480 The Emerging Landscape (S)
ARCH 483 Urban Theory and Issues
ARCH 511 Native American Architecture (*)
ARCH 583 Sustainable Development (Alt/yrs S)
ARCH 584 Urban Morphology (Alt/yrs S)
PEP 532 Health and Community Development (S)

Specialization 3: Community and Economic Development
Methods: (Choose one)
AGEC 587 Regional Economic Development Methods (F)
STAT 550 Regression and other upper level statistics courses (S)

Electives:(Choose two)
AGEC 586 Regional Economic Development Theory (S)
GEOG 340 Business Location Decisions (*)
GEOG 409 Rural Development (F)
GEOG 550 Geography of Development (*)
POLS 573 Sustainable Community Development Planning (*)
POLS 557 Governmental Budgeting (S)

Specialization 4: Transportation and Sustainable Infrastructure
Methods: (Choose one)
GEOG 427 or 526 Spatial Multi-criteria Analysis and Optimization (*)
GEOG 507 Spatial Analysis and Modeling (S)
STAT 550 Regression and other upper level statistics courses (S)
Electives: (Choose two)
CE 474 Traffic Systems Design (S)
CE 504 Sustainable Transportation and Community Design (F)
CE 571 Traffic Flow Theory (S)
CE 573 Transportation Planning (F)
CE 574 Public Transportation (F)
GEOG 444 Environmental Assessment (@ WSU) (F)
GEOG 586 Transportation, GIS, and Planning (F)
LAW 934 Land Use Law and Planning (S)
LAW 947 Environmental Law (F)

Specialization 5: GIS and Spatial Analysis
Methods: (Choose one)
GEOG 427 or 526 Spatial Multi-criteria Analysis and Optimization (*)
GEOG 475 Advanced GIS (S)
GEOG 507 Spatial Analysis and Modeling (S)

Electives: (Choose two)
GEOG 390 Geographic Visualization (F)
GEOG 483 Remote Sensing/GIS Integration (S)
FOR 375 Introduction to Spatial Analysis for Natural Resource Management (S)
FOR 472 Remote Sensing of the Environment (F)
REM 402 Applied Spatial Analysis in Natural Resources (F)
LARC 395 GIS in Land Planning 1 (F)
LARC 495 GIS in Land Planning 2 (F)

Specialization 6: Natural Hazards and Climate Change Mitigation and Adaptation
Methods: (Choose one)
AGEC 587 Regional Economic Development Methods (F)
ED 574 Introduction to Qualitative Research
GEOG 526 Spatial Multi-criteria Analysis and Optimization

Electives:(Choose two)
AGEC 586 Regional Economic Development Theory (S)
CE ID & WS 566 Earthquake Engineering (S)
ENVS 579 Introduction to Environmental Regulations (F)
GEOG 411 Natural Hazards and Society (alternate F)
GEOG 455 Societal Resilience and Adaptation to Climate Change (alternate S)
GEOL 360 Geologic Hazards (check with Geology department)
POLS 573 Sustainable Community Development Planning (*)

Specialization 7: Student-designed
(consult with program learning outcomes, your major, and specialization professors)

GIS and Statistics Competency Options
FOR 375 Introduction to Geospatial Analysis for Natural Resource Management (S)
GEOG 475 Advanced GIS (S)
LARC 395 GIS in Land Planning 1 (F)
LARC 495 GIS in Land Planning 2 (S)
Stat 401 Statistical Analysis (S/F)

Additional Electives (others may be listed in the timetable or circulated before each semester, which are not listed here)
AGEC 451 Applied Environmental and Natural Resource Economics (S)
AGEC 577 Law, Ethics, and the Environment (F)
AIST 401 Contemporary American Indian Issue (S)
BUS 418 Organization Design and Changes (S)
BUS 513 Leadership and Organizational Behavior (F)
CSS 386 Conservation Management & Planning II (S)
COMM 410 Conflict Management (S)
COMM 433 Organizational Communication Theory, Research, Application (*)
CSS 386 Conservation Management and Planning II (S)
ENVS 550 System Dynamics Models of Environmental Systems @ WSU (S)
ENVS 582 Natural Resource Policy and Law (S)
LAW 906 Seminar, Natural Resource Law and Policy (S)
LAW 937 Natural Resource Law and Legal History (*)
PEP 570 Ethical Practice and Communication in Physical Activity (S)
PHIL 457 Natural Resource Ethics (S)
PHIL 552 Environmental Philosophy (F)
PHIL 556 Religion and the Environment (*)
POLS 550 Nonprofit Organization and Management (S)

POLS 554 Public Organizational Theory (*)
POLS 564 Environmental Politics and Policy (*)

Other courses and special seminars as developed or proposed at WSU and UI or at branch campuses

Specialization Descriptions

Specialization 1: Regional Planning and Multi-jurisdictional Governance
Advisors: Sandra Pinel and Tammi Laninga
This specialization prepares students to understand regional human and ecological systems and to develop trans-boundary approaches to planning, decision making, and governance of natural, social, and cultural places in different political and legal contexts. Regional planning seeks to manage places and resources that transcend political boundaries. Although each federal, state, Native American tribal, city, county, or private institution may develop a land use, services, or development plan for its respective jurisdiction, conflicting values or rules often leave culturally and naturally important landscapes fragmented or result in social and economic inequities. Many voluntary and regulatory approaches have been used in urban and rural regions within the USA and internationally to address these problems including the development of metropolitan planning organizations; recognition and management of national Wild and Scenic Rivers, heritage areas, and regional trails; collaborative planning and co-management between national and local agencies and nonprofit organizations (e.g., conservation easements, watershed-level planning); regional scenario modeling; and joint service agreements to name a few. With training in natural and cultural landscape assessment, conflict management, collaborative and participatory planning, intergovernmental institutions, environmental justice, and related fields, graduates will be prepared for public or private sector careers requiring creative and careful approaches to multi-jurisdictional governance of place.

Specialization 2: Community Design
Advisors: Gary Austin, Wendy McClure, Rula Awwad-Rafferty, and Sherry McKibben (Boise)
This specialization focuses on environmental design and sustainable community development in a regional context. These topics are becoming increasingly relevant in today's society of ever-expanding suburban sprawl, which impacts social development, health, transportation, and many other issues. This emphasis will help students develop creative ways of solving many of these land use and spatial problems by developing the capacity for physical neighborhood and community planning using context sensitive solutions. The courses available are designed to cultivate skills necessary to identify, analyze, interpret, and address problems within community contexts in an increasingly interdependent world. The specialization, connecting community and bioregional scales, provides a forum for synthesis, application, and creative problem solving in partnership with communities to help envision more socially, culturally, economically and ecologically sustainable development.

Specialization 3: Community and Economic Development

Advisors: Phil Watson and Manoj Shrestha

This specialization is designed to study the economic and social forces that shape communities and contribute to making a community "better off". Local decision makers must respond appropriately to the complex economic and social environment in which the community resides; at a global, regional, and local level. This specialization is intended to give students the theories, concepts, tools, and practices necessary to design a strategy for effective economic and community development. Concepts discussed include utility theory, social welfare maximization, asset based development, capitals framework, sustainable development, and the role of planners or agents in local environment. This specialization will provide strong analytical skills in the theory and practice of community and economic development planning. Students will this specialization will be able to work in the government, non-profit, and private sectors in the field of community and regional planning, community development, urban renewal, local governance and economic and community consulting.

Specialization 4: Transportation and Sustainable Infrastructure

Advisors: Michael Lowry and Michael Kyte

Transportation planning is the process of analyzing and forecasting travel patterns in order to locate or improve transportation facilities such as roads, sidewalks, bike lanes, and public transit lines. Transportation planners work for private consulting firms or public agencies. The electives for this specialization examine critical transportation planning issues such as the relationship between land use and travel demand, the characteristics of different transportation modes, the planning and operation of public transportation systems, forecasting methods, urban design, the social, economic, and environmental impacts of transportation, and the legal and political framework that underpins transportation improvements.

Specialization 5: GIS and Spatial Analysis

Advisors: Ray Dezzani

(Until published, see GIS Certificate in Geography for Guidance).

Specialization 6: Natural Hazards and Climate Change Mitigation and Adaptation

Advisor: Tim Frazier

This specialization is designed to study the relationship between natural hazards, climate change, and society, and to examine ways to increase community resilience in the face of natural hazards and climate change impacts. Increasingly communities must mitigate loss of life and property damage associated with impacts from natural hazards and climate change. This specialization is intended to equip students with theoretical concepts related to vulnerability, resilience, and adaptation as well as knowledge required to design strategies and plans to support mitigation efforts for these geophysical events. Students selecting this specialization have a range of coursework to select from that examines the opportunities and constraints to natural hazards and climate change mitigation and adaptation planning, and may have the opportunity to apply that knowledge through the crafting of a hazard mitigation plan. Upon completion of this specialization, students will be empowered to work in the local, state, and federal government,

private sector consulting in the area of natural hazards and climate change, and in many other public and private entities concerned with the impacts of natural hazards and climate change.

Specialization 7: Student-initiated Specializations

Advisors: Stephen Drown, David Paul and others

The field of urban, rural, and bioregional planning is changing rapidly in response to global and national challenges of climate change, natural disasters, health epidemics, energy and food prices, technology, migration, ethnic and national boundary conflicts, water shortages, and emerging issues. Therefore, students who want to develop skills to address these issues are encouraged to investigate their field on interest and develop their own specialization that draws on the expertise of both bioregional faculty and participating colleges, departments and collaborating institutions. Students interested in developing their own specialization or in training as a general small town or rural planner should consult with faculty and propose both a description of the specialization and courses totaling at least nine credits. Other restricted electives can also be chosen to contribute to this specialization. The University of Idaho has strengths in fire and natural hazard management, climate change, Native American law, food systems, justice studies, urban design (Boise), and many other areas for which a planning focus could be created. For example, for a specialization in "Healthy Communities Planning" related to walkable community design, a student might choose PEP 532 as well as courses in architecture and transportation or civil engineering or create a focus on health policy with a different set of courses. For "Hazard and Mitigation Planning", a student could take GIS Applications in Fire Ecology and Management and other courses in geography, geology, or engineering. For a specialization in "Tribal Planning", a student could choose American Indian Law, American Indian Architecture, and Natural Resource Policy Development courses and supplement these with courses at WSU.

Graduate Assistantship Opportunities

Students should talk with BIOP faculty to see if they have RA funding through grants or contracts. Students can also find scholarship information at the College of Graduate Studies website: http://www.uidaho.edu/cogs/finances.

Planning Resources

Professional Organizations

Students in the Bioregional Planning program are encouraged to join a professional planning organization such Students for Place-based Planning and Urban Design (SPPUD), the national American Planning Association (APA), the Idaho APA and the Western Planner. Students pay student membership fees and receive *Planning* magazine.

SPPUD is the University of Idaho student chapter of the American Planning Association (http://www.bioregionalplanning.uidaho.edu/sppud/default.aspx). SPPUD strives to promote place-based planning and community design as a means of empowering citizens, strengthening communities, preserving natural resources, promoting social justice, and accommodating society's needs in a sustainable manner. The organization was founded in

the spring of 2009 by ten graduate students from the Bioregional Planning and Community Design program and Geography Department.

The **Idaho APA** is the state chapter of the American Planning Assocation (http://www.idahoapa.org/APA_IDAHO/Home_.html). The website has links to regional conferences, best practices, jobs, and other planning related resources in Idaho.

The national **APA** is an educational organization that provides leadership in the development of vital communities (http://www.planning.org/). The website includes information about national and regional conferences, education opportunities, jobs, and planning resources.

The **Western Planner** provides a network of information and education about the unique aspects of planning in the West (http://www.westernplanner.org/). The website provides a link to the Western Planner Journal, regional conferences, professional development and western planning related issues.

Other professional resources

A collection of reading material and specialized planning literature is located in the Bioregional Planning Studio and available at the University of Idaho Library. These may be helpful to you in your coursework or research projects. A variety of online resources are available at the following websites:

- Bioregional Planning www.bioregionalplanning.uidaho.edu
- SPPUD www.bioregionalplanning.uidaho.edu/SPPUD
- APA http://www.planning.org/resources/

Planning Certification

The American Institute of Certified Planners (AICP) is the APA's professional institute providing the following resources: certification of professional planners, ethics, professional development, planning education, and the standards of planning practice (http://www.planning.org/aicp/index.htm).

Graduates are encouraged to seek certification after practicing in a professional planning or related position for three years. Information on certification is available at the following website: http://www.planning.org/certification/index.htm.

Other Information

The Bioregional Planning Studio Space

The Bioregional planning studio for use by students in the program is located in AA 101. Students are responsible for organization of their own workspace and security of personal belongings. There are a limited number of desks available for student use on a first come first served basis. You may claim a desk as your workspace but please make sure it is not already in use by another student. Some students may choose to share their desk with another student. The studio space is accessible only to students, faculty, and staff in the

BIOP program. Access is granted by a card swipe for your Vandal Card. Studio equipment includes a printer, Smart Board, whiteboard, refrigerator, and microwave and is available for student use. If you are the last person to leave the studio please always make sure the door is closed and locked to ensure the safety of equipment and belongings.

University E-mail

All students at the University of Idaho receive an e-mail account with the UI VandalMail system. Students in the program are required to regularly access their e-mail account for program and course correspondence.

Academic Faculty

Core Faculty

Stephen R. Drown, ASLA
Professor of Landscape Architecture, Adjunct Professor of Architecture and Environmental Science
B.S. Philadelphia College of Art (1970), M.L.A., State University of New York (1974).
Specializations: Design Theory, Design Development, Graphics, Professional Practice.
(208) 885-7448 srdrown@uidaho.edu

Tim Frazier, Ph.D.
Assistant Professor Department of Geography
B.A. University of Tennessee (2002), M.S. Pennsylvania State University (2005), Ph.D. Pennsylvania State University (2009).
Specializations: Coastal Hazards, Climate Change, Hazard Mitigation, Resilience Enhancement through Planning, GIS.
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Tamara Laninga, Ph.D.
Assistant Professor of Sustainable Land Use Planning, Department of Conservation Social Sciences.
B.S. Western Washington University (1994), M.A. University of Colorado, Boulder (2000), Ph.D. University of Colorado, Denver (2005)
Specializations: Community-based collaborative planning, federal land management planning processes, and sustainable land use planning.
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Michael Lowry, Ph.D., PTP
Assistant Professor Department of Civil Engineering
B.S. Brigham Young University (2002), M.S. Brigham Young University (2004), Ph.D., University of Washington (2008).
Specialization: Land use and transportation planning, travel demand management, traffic calming and street design, bicycle and pedestrian planning, project evaluation and finance, public participation.
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David Paul
Assistant Professor Department of Movement Sciences
B.P.E Purdue University (1993), M.A. East Tennessee State University (1995), Ph.D. Ohio State University (1999).
Specializations: Investigating the relationships between physical activity, food intake, and chronic disease; Studying the relationship between the built environment and obesity in children and adults; Developing methodologies to improve the measurement of physical activity and food intake.
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Sandra Pinel, AICP, Ph.D.
Assistant Professor of Local and Regional Planning, BIOP Academic Program Lead, Department of Conservation Social Sciences
B.A. Brandeis University (1974), M.S. University of Wisconsin, Madison (1979), Ph.D. University of Wisconsin, Madison (2007).

Specializations: Local and regional land use planning, indigenous and community culture in planning theory and methods; cultural landscapes, multi-jurisdictional governance; collaborative planning; conflict management; community development; ethnographic research and social impact methods, and international planning.
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Manoj Shrestha, Ph.D.
Assistant Professor Political Science and Bureau for Public Policy Research
M.A. Tribhuvan University (1986); M.Sc., University of Bradford, UK (1991); Ph.D., Florida State University (2008).
Specializations: Local government, public policy, water governance, collaborative management and policy, intergovernmental relations.
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Philip Watson, Ph.D.
Assistant Professor Agricultural Economics & Rural Sociology
B.S. Taylor University (1998), M.Ag. Colorado State University (2003), Ph.D. Colorado State University (2006).
Specializations: Bioregional Planning, Fishery Management, Community Economics, Regional Economics, Natural Resources, Specialty Agriculture, Economic Development, Rural Innovations.
(208) 885-6934 pwatson@uidaho.edu

Additional Contributing Faculty

Gary Austin
Associate Professor Department of Landscape Architecture
B.A. California State University (1977), M.L.A. California State Polytechnic University (1981).
Specializations: Landscape Architectural History, Urban Design, Landscape Architecture Construction.
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Rula Awwad-Rafferty, Ph. D.
Associate Professor Department of Landscape Architecture
Ph.D. Washington State University (1995).
Specializations: Environment and behavior interaction; Factors affecting quality of life in the built environment: physical, cultural, social, and psychological; Culture and resettlement: resettlement of cultural groups, elderly, health care applications, and military; Adaptive reuse applications and community building; Sense of place: place attachment and identity; conflict and place, security and place attachment; Vernacular architecture; Interdisciplinary design education; Experiential approaches to understanding the physical and metaphorical parameters of interior spaces; Studio applications.
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Nancy Deringer, Ph. D.
Assistant Professor of Child, Family, and Consumer Studies
B.S. University of Minnesota (1986), M.S. University of Idaho (1995), Ph.D. University of Idaho (2005).
Specializations: Family Resource Management, Work-Life Issues, Housing, Retail and Commercial Property Management.

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Raymond Dezzani, Ph. D.
Assistant Professor Department of Geography
B.A. University of California, Berkeley (1981), M.S. California State University (1984), Ph. D. University of California, Riverside (1996).
Specializations: Spatial statistics (Markov random field models, local stochastic estimation, Markov transition). Stochastic diffusion processes, GIS, global and regional economic inequality measurement and world systems theory, geographic trade models, spatial models in landscape genetics, and wildfire propagation models.
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Lorie Higgins, Ph.D.
Assistant Professor Department of Agricultural Economics and Rural Sociology
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Specializations: Rural Communities and Natural Resource Decision Making.
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Steven J. Hollenhorst, Ph.D.
Professor of Protected Area Policy, Adjunct Professor of Environmental Science
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Specializations: Protected Area Policy
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Mark Hoversten
Professor, Dean College of Art and Architecture
B.L.A. University of Minnesota (1976), B.F.A. University of Minnesota (1980), M.A. University of New Mexico (1981), M.F.A. University of Iowa (1983), Ph.D. Candidate, Lincoln University.
Specializations: Site Design, Land Planning and Public Policy.
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Michael Kyte, Ph.D., PE
Professor of Transportation Engineering
B.S. UCLA (1970), M.S.C.E. University of California, Berkeley (1972), Ph.D. University of Iowa (1986).
Specialization: Traffic Operations, Highway Capacity, Video Based Traffic Detection, Transportation Engineering Education and Training.
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Laura Laumatia, M.S.
Assistant Professor, UI Extension
B.S. Cornell University (1996), M.S. University of Idaho (2009)
Specializations: Community Engagement, Youth/STEM Education, Tribal Public Policy Issues
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Jerrold A. Long
Associate Professor of Law
B.S. Utah State University, J.D. University of Colorado School of Law, Ph.D. University of Wisconsin-Madison.

Specializations: Natural Resources Law, Property.
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Sherry McKibben, LEED AP
Assistant Professor and IURDC Director
B.Arch. University of Oregon (1976), M. Arch. Yale University (1981).
Specializations: Practicing architect with McKibben + Cooper Architects/Urban Design, Boise. Architectural and urban design, master planning, community design/revitalization, regenerative design/sustainable development, and renovation/adaptive reuse of historic structures as well as urban research and outreach projects serving Idaho through the Idaho Urban Research and Design Center (IURDC).
(208) 364-4540 sherrym@uidaho.edu

Wendy McClure
Professor Department of Architecture and Interior Design
B.A. University of Pennsylvania (1974), M.Arch. University of Washington (1977). **Specializations:** Architect and town planner. Architectural design, community revitalization, designing for sustainability, and adaptive use of historic structures. Studio teaching emphasis on outreach in the community context in association with the College of Art and Architecture's Rural Planning and Design Center and in collaboration with Landscape Architecture.
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Nick Sanyal, PhD.
Associate Professor Department of Conservation Social Science
B.Sc. St. Edmund's College, University of Gauhati, Shillong, India (1970), M.S. Texas A&M University (1975), M.S. University of Idaho (1984), Ph.D. University of Idaho (1991).
Specializations: Directing scholarship on and learning about the wildlands, working landscapes, communities and institutions necessary for the use, enjoyment, planning and conservation of natural resources; conservation planning; human dimensions of planning and management; qualitative and quantitative research methods and survey methodologies; public opinion measurement; and community-based Service Learning.
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Participating Departments

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Appendix A: Example Course Sequence

The following is an example course sequence. Students should devise a sequence that best meets their professional employment needs and interests. For example, restricted and specialization electives can be taken during any semester. Likewise, a portion of thesis credits can be taken in one semester and the remainder in the final semester.

Semester	Course	Credits
Fall 1st year	BIOP 520 Introduction to Bioregional Planning BIOP 521 Comprehensive Local and Regional Planning BIOP 522 Planning Methods Restricted Elective	3 3 3 3
Spring 1st year	BIOP 560 Planning Studio I Restricted Elective Free Elective or GIS or Stats competency	4 3 3
Summer	BIOP 598 Internship Option (credit or non-credit)	
Fall 2nd year	BIOP 530 Planning Theory and Professional Ethics Specialization/Advanced Methods Elective Restricted Elective	3 3 3
Spring 2nd year	BIOP 561 Planning Studio II **or** BIOP 500 Thesis Restricted Elective Specialization Elective Specialization Elective	4 or 6 3 3 3
Total		***44***

Appendix B: BIOP Study Plan Worksheet

This worksheet should be completed before doing the Study Plan online. Core courses should be taken in the sequence indicated below. Restricted electives may be taken where they fit best.

Note: All students are expected to have competency in GIS and statistics at an introductory undergraduate course level. If not, an introductory course must be taken above and beyond the requirements below, or competency demonstrated.

Year/Sem	Requirement	Course taken	Cr.
1st Year			
Fall	BIOP Core BIOP Core BIOP Core Restricted Elective[1]	BIOP 520 Intro to Bioregional Planning BIOP 521 Local and Regional Comprehensive Planning BIOP 522 Planning Methods _____	3 3 3 ___
Spring	BIOP Core Restricted Elective[1] Free Elective or GIS/Stat Competency	BIOP 560 Bioregional Planning Studio I _____ _____	4 ___ ___
Summer	Internship (option)	BIOP 598 Internship Option (credit or no credit)	
2nd Year			
Fall	BIOP Core Specialization/Advanced Methods Elective[1] Restricted Elective[1]	BIOP 530 Planning Theory and Professional Ethics _____ _____	3 ___ ___ ___
Spring	BIOP Core Restricted Elective[1] Specialization Elective[2] Specialization Elective[2]	BIOP 561 Bioregional Planning Studio II or BIOP 500 Thesis _____ _____ _____	4 3 ___ ___
Total			**44**

[1] Restricted Electives: one course is required in each of the following areas: 1) Human Settlements; 2) Landscape Dynamics; 3) Policy, Decision-making, and Social Action; 4) Legal Studies.

[2] Specialization Electives: Three courses (9 credits) must be completed in one of the following specialization areas: 1) Regional Planning and Multi-jurisdictional Governance; 2) Community Design; 3) Community and Economic Development; 4) Transportation and Sustainable Infrastructure; 5) GIS and Spatial Analysis, 6) Natural Hazards and Climate Change Mitigation and Adaptation or; 7) Student-designed. One specialization course must be an "advanced methods" course.

Appendix C: Planning Accreditation Board & BIOP MS Learning Outcomes

CRITERION	LEARNING OBJECTIVE	COURSES AND LEARNING ACTIVITIES	OUTCOME MEASURES
4.2.1 Human Settlement	Geography of place, economy, bioregions – settlement and ecology	Restricted Electives	
4.2.1(a) Social Sciences/ *Human Settlements*	Understanding culture, history, sense of place, human behavior, geopolitical systems, the regional economy and formation of cities/settlements	Usually Geography, Agricultural Economics, possibly Landscape Architecture or Conservation Social Sciences	Restricted Elective, 3 cr.
4.2.1(b) Environmental Sciences/ *Bioregions*	Understanding the landscape dynamics (including water)	Landscape Ecology, Forestry, Soils, Geomorphology, Hydrology and many courses in Natural Resources, Agriculture and Geography	Restricted Elective, 3 cr.
4.2.1(C) Design Arts *Sustainable local design*	Landscape and community design and its relation to health and wellness, energy, social and environmental sustainability	Health & Community Development, Sustainable Transportation Design, other Art & Architecture and Engineering courses	Studio and electives
4.2.2 Contemporary Planning	Understand planning with a bioregional and rural focus		
4.2.2(a) Purpose and Meaning	Philosophy and approach of bioregionalism and planning for sustainable communities	BIOP 520 Bioregional Thought and Planning History BIOP 530 Planning Theory and Ethics	Core, 6 cr.
4.2.2(b) History and Development	History of local and regional planning, US and international	Included in BIOP courses and specialization electives and Arch 583 elective	
4.2.2(c) Institutions	Be able to effectively situate planning in the context of governmental and non-governmental institutions for policy and regional development	BIOP 521 Comprehensive Local and Regional Planning and Political Science and Law electives	Included
4.2.2(d) Methods *Spatial, applied to social action and decision making*	Community and regional demography, forecasting, spatial analysis, and visualizing change	BIOP 522 Planning Methods or equivalent Advanced methods in specialization, might include GIS courses	CORE 3cr. Plus GIS competency
4.2.2(e) Comprehensive Planning *Sustainability*	Understand how to create and regionally connect legally viable and sustainable comprehensive plans for municipal, tribal, and county government	BIOP 521 Local and Regional Comprehensive Planning POLS 404 Community Planning Other specialization electives	CORE 3 cr. or approved option
4.2.2(f) Implementation	Understand multiple tools for implementing plans at a local and bioregional scale –	BIOP 520 & BIOP 521 CE 574 Public Transportation	Included

	including connection with regional, state, and federal programs, fiscal incentives, infrastructure, etc.	Other specialization electives	
4.2.2(g) Social Justice *Include tribal and human rights*	Understand inequities of ethnicity, race, poverty and social action/institutional change processes	BIOP 530 Planning Theory and Ethics Also, see Rural Sociology, American Indian Studies, Environmental History, Anthropology/Sociology	Included
4.2.2(h) Law and Policy 4.2.1 4.2.1(d) Legal Studies	Legal and administrative constraints and mechanisms for decisions & implementation Understanding power structures from local to international scales	Restricted Electives in Local Land Use Law, Environmental Law, Tribal Law	Restricted Elective, 3 cr.
4.2.3 Skills	Professional practice bioregional and sustainable community planning and development	Two different studio classes and possible summer internship	
4.2.3(b) Research *Qualitative, participatory, quantitative*	Ability to first understand the human and natural context for a plan, use research for empowerment and for evaluation of projects and plans against multiple values	See Specialization Methods and advanced methods	3 cr.
4.2.3(d) Quantitative reasoning and (g) Forecasting		BIOP 522 Planning Methods and/or advanced methods courses	Included above
Planning Practice	4.2.3 below is part of CORE	Studio I and Studio II	CORE 8 cr.
4.2.3(a) Problem solving	Synthesis of knowledge from community with multiple disciplines, resourcefulness	Studio I, Core, includes skills below	Included
4.2.3(c) Communication	Listening, verbal/graphic/map presenting to facilitate decision- making. Participatory planning	Studio	Included
4.2.3(e) Collaboration	Facilitation, conflict management, consensus building, participatory planning, intergovernmental relations	Studio I and II. Other public involvement and dispute resolution electives	Included
4.2.3(f) Creation of plans	Community and regional plan making and working with landscape dynamics	Studio I and II	Included
4.2.3(h) Implementation	Learn tools	Studio I and II and specialization courses	Included
4.2.3(i) Working with diverse communities	Sensitivity and methods to ensure that diverse cultural and social perspectives are part of "the public interest". Understand power and "participation"	Studio I and II BIOP 530 Other CORE courses See electives AGEC, HIST, ANTH & more	CORE and Final Project

4.2.4 Values			
4.2.4(a) Competing Goals	Recognizing and methods of facilitating decisions on conflicting economic, social, cultural, and environmental sustainability goals	BIOP 530 Planning Theory and Ethics Other, see CSS 486	CORE 3 cr.
4.2.4(b) Forms of decision-making	Social action processes Economic decision making for local and regional development	Restricted Elective PolS Intergovernmental Relations PolS 554 Public Organizational Theory, other	Restricted Elective, 3 cr.
4.2.4.(c) Historical and Ecological Legacies	Environmental philosophy	BIOP 520, BIOP 530 and see social sciences/human settlements in 4.2.1, and electives	Included
4.2.5 Specializations	Specialized planning emphasis	See Specialization list in Curriculum	9 cr.
		Professional Project or Thesis	4 to 6 cr.