

# Community & Regional Planning

The University of New Mexico  
School of Architecture and Planning  
2013/2014



Student Handbook



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## Welcome to the Community and Regional Planning Program.

We hope to support you in having an excellent learning experience while you are a graduate student in CRP. Our program emphasizes active learning and engagement with local and regional communities.

The CRP curriculum and academic mission focuses on community-based approaches to addressing problems of physical planning and design, community and economic development, and natural resources and environmental planning.

We are dedicated to learning about people, place and process. Citizens are the driving force for our work, places root our actions and activities, and we focus on knowing good processes to build consensus, resolve problems and propose appropriate solutions.

Our educational approach aims to increase your knowledge and problem-solving skills. We believe you will complete your education by knowing how to ask informed questions of complex social, physical, and environmental problems, and how to approach them as a practicing professional planner.

The Planning Accreditation Board (PAB) accredits the Community and Regional Planning Program. Through small classes and direct interaction with instructors, we work collectively to honor traditions and cultures in the Southwest, communicate complex information to non-specialists in plain language, and work with communities to transform their futures. The program grounds students in planning skills, methods and theory and professional practice.

As you can see in this handbook, students select a concentration in CRP and take advantage of one of three dual degree opportunities with the Latin American Studies Program, the School of Public Administration, and the interdisciplinary Water Resources Program.

Please feel free to call me, another faculty member, Liz Siletti (our administrative coordinator) or Beth Rowe (the School's graduate advisor). We are here to enrich your experience.

Ric Richardson,  
Professor and Director  
Community and Regional Planning  
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August 2013

# Mission



The CRP Program offers classes on natural resources management and planning - an important aspect of life in the Southwest.

The Mission of the Community and Regional Planning (CRP) program is to plan and advocate with communities in the Southwest for their sustainable futures by delivering professional education, providing service, and engaging in useful research. The Program's purpose is to provide future planners and professionals with the knowledge and skills necessary to support planning that is responsive to people and place. Students of the CRP program work with communities, including their own, to create community-based plans, programs and policies that sustain and enhance their culture, resource base, built environment and economic vitality.



Students preparing for a presentation on the crit bridge. (CRP 537, Urban Systems)



# Accreditation

Students utilize the Fabrication Lab to create a variety of products for class projects.



The program became successfully accredited for the first time in 1986, and was praised for its work in community-based planning and its relevance to both New Mexico and the Southwest region.

The program has successfully gone through re-accreditation four times since 1986 and will be undergoing a re-accreditation review in January, 2014. This site review team will be on campus January 26-29, 2014.



Students preparing for studio field work.

# Statement on Justice



Here, students are participating in community based research by playing the roles of observer and participant in the annual torch run from Chimayo to Española. (CRP 570 - Indo-Hispano Summer Field School)

The CRP Program honors the rich variety of human cultures represented in it's students, faculty and staff. Racism, sexism and homophobia are persistent and pervasive evils that undermine the human species' hopes for creativity and peace. Prejudicial beliefs, and the structures of power that embody and inflict them, affect all Planning. Grappling honestly with questions about bias is an intrinsic part of what it means to be a Planner. Among these questions are:

Why and by what means does one culture or group impose its values on another?

What allows a "dominant" culture to push other values to the margins?

What means of individual and group resistance are available against the resulting imbalance of power?

What circumstances give rise to such resistance; when and why does it fail to arise?

What cultural models can be found for societies without significant racist, sexist, or homophobic beliefs?

How do the attitudes and methods of Planners amplify, rigidify, or challenge dominant values, especially when embodied in policy or physical design?

What constitutes justice in a multicultural society, and how can Planning contribute to its achievement

The faculty considers it of vital importance to create a university climate in which all of us can unlearn those prejudices with which we were raised. In both academic study and personal interaction, we aim to replace bias with a healthy and active respect for the common traits and wonderful differences which, taken

together, make us human.

The CRP program also seeks to understand and exercise ecological responsibility, regionally and globally. Both in coursework and informally, students and faculty are asked to think together on this pressing issue. To create a just system for global distribution of resources and population; to halt and reverse the ongoing mass extinction of irreplaceable organisms (including human minorities); and to repair, redesign, and recycle our biologically-damaging infrastructure – these will be the life's work of this generation of Planners, lest they be the last generation of any human profession. The above questions about prejudice can all be directed at the ecological situation; cultural and ecological issues must in fact be resolved interdependently. Rising to this formidable challenge requires serious commitment from Planning students and faculty, both in their personal and professional lives.

New Mexico culturally, ecologically and economically is on the margin of the United States. The state and region provide excellent opportunities to study issues which are often avoided, and to support voices from outside the "mainstream".

## **CRP Faculty Statement on Ethics of Planning Research and Practice**

**Adopted by the CRP Faculty December 5, 2006** CRP

Program faculty, students and staff are dedicated to creating an environment in which ethical practice and academic integrity are valued and upheld by all. This statement elaborates the ethical principles that underlie the Program's work. It is intended to serve as a guide to students in the conduct of their study.

### **The Ethics of Community-based Practice**

The CRP Program's commitment to ethical practice begins with principles laid out by the American Planning Association and the American Institute of Certified Planners (AICP/APA 1992; AICP 1991). In addition, the community-based mission of the Program necessarily involves students and faculty working in community settings with community members. This engenders a communitarian approach to research and practice, in which planners engage as co-participants in a "mosaic of communitarian values" (Christians, 2000). Though planners bring important expertise, facilitation skills and interpretative capacity to community planning problem solving, community based planning analysis comes from the collective deliberations of community members. Research and practice conducted under a communitarian ethic serve "the community in which research is carried out, rather than the community of knowledge producers and policymakers." (Lincoln cited in Christians, page 145).

### **Academic Honesty**

CRP students are responsible for ensuring that the authorship of the ideas and information represented in their work is appropriately acknowledged. Plagiarism occurs when someone –knowingly or unknowingly – presents the words or ideas of another person or group of people as his or her own. This includes information gleaned not only from formally published documents, but also from interviews, newsletters, web sites, and even casual conversations. Of course, any work that students turn in must meet University standards for academic honesty (<http://dos.unm.edu/student-conduct/academic-integrityhonesty.html>). In addition, the nature of CRP class work requires particular care in acknowledging the multiple sources of ideas, since and co-researchers.

### **CRP STUDENT RESPONSIBILITIES TO THE PROGRAM'S COMMUNITARIAN ETHIC:**

CRP students should also take care to respect the voice of community participants and "informants" in their work. Research and practice in community and regional planning are often most effective and useful when undertaken in collaboration with community members. When working as "co-researchers" students are urged to reflect on their own power position relative to that of community participants, recognizing that those relationships are social, complex, shifting, historically and culturally situated, and manifested in the power to interpret facts and events. Students are encouraged to reflect on whether the ideas, interpretations or analysis reflected in their class work serve to appropriate community voices (Cordova, 1996), and must also balance community members' desires for anonymity and/or protection from negative consequences of their speech. This is not always an easy terrain to negotiate, and students should ask faculty members for guidance on acknowledging community analysis and on the appropriate ways to ensure proper citation and informed consent of participants.

### **FACULTY MENTORING RESPONSIBILITIES:**

CRP faculty members take responsibility for making students aware of the conditions of academic honesty and professional ethics and for providing guidance on how to achieve them. They inform students when their research must be submitted to the UNM Institutional Review Board (IRB), and additional resources are available to students for guidance on questions of ethics in research and practice.

### **Research and Human Subjects**

The UNM Institutional Review Board provides guidance on conducting research with human subjects, and provides UNM's formal oversight on this matter. Though students are not always required to gain clearance from the IRB for their research projects, there are circumstances in which such reporting is required (<http://hsc.unm.edu/com/research/hrrc/forms.shtml>).

### **WHEN STUDENTS MUST REPORT TO THE IRB:**

All research studies, including masters' theses or professional projects, intended for publication or wide distribution, conducted under campus entities that involve human subjects must submit protocols to the IRB. Human subjects are defined as "living individuals about whom an investigator obtains data or identifiable private information



## ethics statement

through intervention or interaction." The UNM IRB requires that all such work whose purposes and activities meet the definition of research: "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge" go through IRB review. Expedited review by the IRB occurs when research involves no more than minimal risk to participants and can be reviewed by one member of the IRB or the IRB chair. When in doubt, students should contact their faculty members and/or the IRB to determine whether approval is required.

### **WHEN IT IS NOT NECESSARY TO REPORT:**

Classroom projects, problems courses, or independent studies that are exclusively for instructional purposes need not undergo IRB review. In these projects, faculty mentors are responsible for oversight of student research ethics in classroom contexts.

*American Institute of Certified Planners "Code of Ethics and Professional Conduct (Adopted October 1978 – As Amended October 1991)", this is available on line at <http://www.planning.org/ethics/ethicscode.htm>.*

*American Institute of Certified Planners/ American Planning Association "Ethical Principles in Planning (As Adopted May 1992)". This is available on line at <http://www.planning.org/ethics/ethicalprinciples.htm>.*

*Christians, "Ethics and Politics in Qualitative Research", in Norman Denzin and Yvonna Lincoln (Eds.). Handbook of Qualitative Research, Thousand Oaks, CA: Sage, 2000, pp. 133-155.*

*Córdova, Teresa. 1994. "Refusing to appropriate: The Emerging Discourse on Race and Planning". Journal of the American Planning Association, 60(2), pp. 242- 243.*

*UNM Institutional Review Board Policy: <http://hsc.unm.edu/som/research/hrrc/policies.shtml>*

*UNM Policy on Academic Dishonesty, UNM Pathfinder: <http://pathfinder.unm.edu/common/policies/academic-dishonesty.html>*



Class presentation for Urban Systems (CRP 537).

# Learning Culture Policies

CRP's policy on creating a culture of learning provides guidance to faculty and students so that we create a positive academic climate – one conducive to desired learning outcomes. Our desire is that students and faculty will together create an environment for education that supports a community of scholars and future professionals. Our policy endeavors to develop and sustain a learning environment conducive to group and individual discovery.

Six values are incorporated in this policy to promote ideas important in achieving a successful learning environment: optimism, respect, sharing, engagement, innovation, and time. These six values provide the basis to sustain a community that is both enriching and beneficial to CRP students and faculty.

## **Optimism**

To create and maintain an environment that is rich in energy, passion, and idealism; faculty and students work cooperatively in sharing the values and perspectives each individual brings to the learning process.

Students have the right to expect that faculty will value each student's contributions, and faculty will endeavor to support students in progressing through course assignments, studio and research projects as well as professional career choices.

Faculty members have the right to expect students to contribute to the best of their ability, and value the contributions of their classmates.

## **Respect**

Faculty members have the right to expect that each student will value, and thus benefit from, the diversity afforded by each individual classmate. These opportunities include differences in gender, cultural history, formal education, ideas, religious beliefs, and experiences.

Students have the right to expect that CRP faculty members will regard every student as a unique individual – deserving of support, encouragement and attention.

Students have the right to expect that faculty, as well as guest lecturers and critics, have the best interests of each student in mind and students will be treated fairly. As such, each faculty member is expected to help students succeed.

## **Sharing**

Faculty have the right to expect that each student has the desire to learn from others as well as new or unique ideas.

In CRP courses and studios, faculty will provide a safe environment to enable students to explore, invent and be creative.

## **Engagement**

Faculty have the right to expect that, during class or studio hours, each student will be fully engaged. Additionally, students are expected to be adequately prepared for class sessions and formal or informal reviews of studio work.

Students have the right to expect faculty to articulate evaluation and grading procedures, a definitive schedule, as well as learning objectives for the course, written commentary, and evaluation summaries at established benchmarks during the semester. Students have the right to expect that during class or studio hours the faculty will devote his or her focus solely on the needs of the students.

To ensure a responsive climate at class presentations or studio reviews, deadlines will be given well in advance. A student whose work is submitted late or is incomplete, or who is otherwise unprepared, will not assume the right to present his or her work.

Faculty members are expected to foster a climate that encourages students to become engaged with activities and organizations within the school, the university, and in the community.

## **Innovation**

An innovative course or studio embraces the assumption that learning can be achieved through a variety of means, and that learning and teaching methods may vary from student to student. Students and faculty recognize that the primary rationale for a learning experience is not the "end product" but rather the skill and knowledge that course and other assignments provide.

Faculty have the right to expect that students will be willing to take risks in their desire to learn and in seeking new or unique ideas. In CRP courses and studios, faculty will provide a safe environment and provide support for students to explore, invent and be creative.

## **Time**

One of the most important attributes of a successful learner is time management.

Faculty members have the right to expect students to meet the course expectations and assignments in a timely



## learning culture policies

manner.

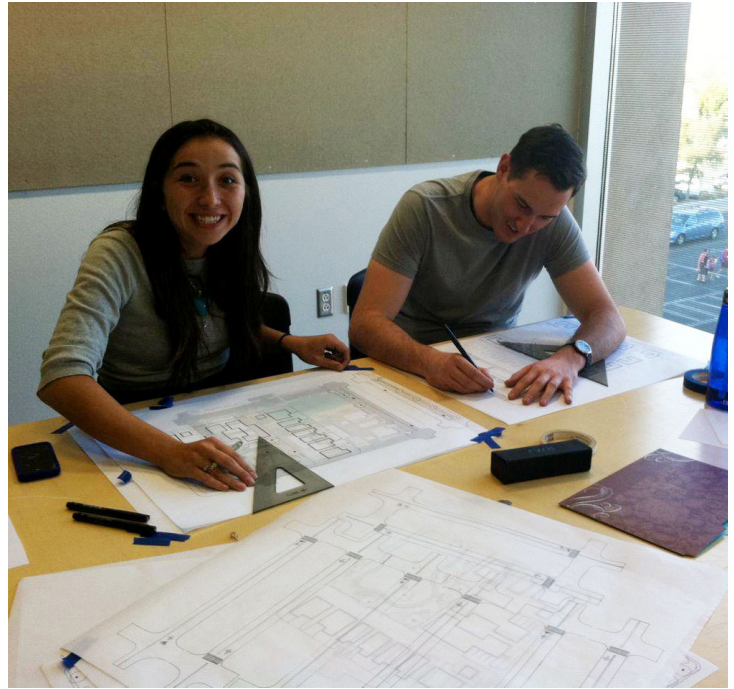
Students have the right to expect that faculty members will value students' time -- by establishing and adhering to fair and reasonable schedules for class time activities and by designing assignments directed that promote effective learning.

CRP faculty understand that most students have broad academic obligations and, in many instances, demanding responsibilities apart from the university. The amount of time that is necessary to successfully complete assignments and achieve the learning objectives are intended to be consistent with the course credit hours.

### Implementation

Ultimately, the goal of CRP's learning culture can be achieved only by appreciating the benefits of student and faculty interests, as well as a long-term commitment to creating a community of scholars and learners.

*Adapted from the School of Architecture and Planning Studio Culture Policy (August 9, 2002).*



CRP Students developing tools for a class charrette. (CRP 500 - Planning Theory and Process).

# Program Administrative Assistant and Graduate Academic Advisor

This example of student work shows a re-imagined idea for St Michael's Drive in Santa Fe, NM. (CRP 521 - Advanced Planning Studio)



## Liz Siletti

Administrative Assistant for Community and  
Regional Planning Program  
esiletti@unm.edu

The CRP Program could not survive without our administrative assistant. The administrative assistant is responsible for various duties within the Community & Regional Planning program and the School of Architecture & Planning. Duties include organizing program course schedule information, distributing information about events within the program, providing faculty office hours and contact information, and adding students to the graduate listserv. The Administrative Assistant also processes student applications for employment and manages the administrative functions of faculty committees and meetings. Information for prospective students can be retrieved in the office as well, such as a program overview, a sample course plan and admission criteria.

## Beth Rowe

Senior Academic Advisor (Graduate)  
erowe@unm.edu

The Senior Academic Advisor is an advocate for all graduate students in the School of Architecture & Planning. The role of the Advisor is to guide students through their program of study and to help them graduate in a time frame that fits their individual needs. In addition to advising students, the Senior Academic Advisor assists the Office of Graduate Studies on matters related to policy, student conduct and probation. Positive interactions and a good relationship between the Academic Advisor and CRP students are key to enhancing the student's awareness about the School of Architecture & Planning as well as the university's policies and procedures. This resource empowers students to be successful in their graduate studies.

The Senior Academic Advisor is available to meet in person, on the phone, or via e-mail, whichever best suits the student's needs. If you would like to meet with the Advisor, feel free to schedule an appointment or visit during walk-in hours. Walk-in times are posted in the main administrative suite of the School of Architecture & Planning office.

# Graduate Degree Emphases

## **Natural Resources and Environmental Planning**

This concentration is designed for students who are interested in the relationships between human communities, settlements, and their ecological contexts. It will prepare students for practice, research and professional careers with nonprofit and international non-governmental organizations, with private sector firms in environmental and natural resource design, and with public planning agencies at the local, regional, state and federal government levels.

Students are trained to analyze community planning issues in terms of their implications for the natural systems that support them. It is expected that students will gain theoretical knowledge of human interactions with natural systems, learn to apply analytical techniques to the assessment of actual problems, and acquire skills for their solution. Particular attention is placed on the sustainable uses of land and water, access to and control of natural resources, and their implications for growth management.

## **Community and Economic Development**

This concentration focuses on the processes by which communities develop and the ways planners can contribute to enhancing and building communities to promote fair and just distribution of resources. Community development planners assess the impacts of community-based approaches and work to contribute to quality of life in those communities. The emphasis in this concentration is the practice of community development. The coursework encompasses the economic, political and social aspects of planning. Students are taught the planning concepts and skills necessary to assist and work with

communities. The emphasis provides a planning approach for integrating key techniques that identify and understand the historical, present and future patterns of individual and organizational action as well as to anticipate and predict the consequences of actions on other communities.

## **Physical Planning and Design**

This concentration is designed for students who are interested in the built environment of cities and towns, including the design of neighborhoods, cities, regions, and public spaces; land use planning and growth management; the planning of transportation and other infrastructure; and development of housing and other projects. It will prepare students for professional careers in local government agencies, regional agencies, private sector consulting firms, and nonprofit organizations. The coursework emphasizes an understanding of how the built landscape is shaped by a variety of processes, especially those involving local communities. Classes will offer skills of analyzing local codes and regulations, understanding urban design strategies and traditions, developing written planning documents and graphic materials, and working with a variety of constituencies to fulfill community goals related to physical planning and design. Integration of physical planning strategies with environmental and economic planning objectives will be emphasized.

Students take the opportunity here to learn about watershed management in the field.



## Latin American Studies

The joint master's program in Latin American Studies and Community & Regional Planning is designed for students who are interested in the planning practice in a Latin American context. Students will gain the knowledge and skills necessary to support planning of diverse communities throughout Latin America. The dual program focuses on assisting students to create community based plans and programs that sustain and enhance the economic, environment, resources, and cultural vitality of communities. Issues that are of particular importance in this program are community, economic and land development; energy and water; grassroots efforts; nongovernmental organizations; natural resources management, and regional integration.

## Public Administration

The Public Administration and Community & Regional Planning dual degree program is designed for students who are seeking to attain careers in the public, private or nonprofit sector. Students will be able to develop the knowledge and experience necessary to assess public needs, goals, and objectives while developing community-based strategies, and managing and resolving public disputes. Typically, students in the programs are seeking to become administrators or managers in planning practice who work with local citizens, districts, and public agencies.

## Water Resources

In the Southwest, there are demands that are increasing exponentially on the limited water resources that are available in the region in which water resources will become high in demand over the course of time. The Water Resources and Community & Regional Planning dual degree program is designed to prepare students for professional careers in water resources. This program will equip students to make important contributions in both fields through scientific discourse, and the language and theory of community-based practice. There are two tracks in the Water Resources program that students will pick based on their interest: hydroscience or policy and management.



# Certificates



Student - faculty interaction is an important aspect to the CRP Program. (CRP 500 - Planning Theory and Process)

## Historic Preservation and Regionalism

The Historic Preservation & Regionalism professional certificate is a six-course program. The curriculum applies a spectrum of contemporary planning and design which engages history, culture and place to achieve historic preservation that is both authentic and meaningful. The faculty works closely with students to study and document aspects of New Mexico communities, such as historic plazas and courthouse squares, in a drive to revitalize pedestrian neighborhoods. Students participate in a variety of community-based learning, taking field trips, applying case studies, and performing community projects that explore the culture and history of the Southwest. There is an emphasis on working directly with local communities to cultivate heritage, local identity and quality of life, while preserving their unique character and developing economic opportunities through tourism and commerce. The concepts and techniques that students will learn can be applied to any neighborhood, city, or region.

## Urban & Regional Design

The Urban & Regional Design certificate provides a coherent framework of courses for students interested in improving the quality of life in our settlements through the physical design of cities and towns. New Mexico offers a unique variety of settlement and district types for study. This includes but is not limited to Native American pueblos, acequia villages, colonias, gated residential developments, ghost mining towns, Spanish Colonial settlements, streetcar suburbs, and strip mall developments. Ruins of Anasazi cities, myths of lost cities, and a rich literature of place provide further opportunities of research. Interactions between the natural and built environment are particularly vivid and strong in New Mexico's desert and alpine ecosystems. Examples of both extractive settlements and centuries-old renewable resource based settlements are clearly represented in the State and region. The certificate provides a coherent framework of courses for current graduate students and post-graduates interested in improving the quality of life in our settlements through the physical design of cities, towns, and their component pieces.

## Year 1

| Course              | Description                                                                                                                                        | Credits | Semester |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|
| CRP 500             | Planning Theory and Process                                                                                                                        | 4       | Fall     |
| CRP 510             | Planning Communication Workshop                                                                                                                    | 2       | Fall     |
| Electives           | *                                                                                                                                                  | 2-6     | Fall     |
| CRP 511             | Analytical Methods for Planning                                                                                                                    | 4       | Spring   |
| Foundations Courses | CRP 531 - Foundations of Community Development, or<br>CRP 532 - Foundations of Natural Resources, or<br>CRP 533 - Foundations of Physical Planning | 3       | Spring   |
| Land Use Courses    | CRP 545 - Land Use Controls, or<br>CRP 580 - Community Growth and Land Use Planning                                                                | 3       | Spring   |
| Electives           | *                                                                                                                                                  | 2-6     | Spring   |

**Year One Total: 20-28**

\* Student may take 2-6 credits of elective courses in consultation with his or her academic advisor.

## Summer (Optional)

Time to work on research for Thesis or Professional Project.

Take courses to avoid overload especially during the semester in which you will be working on your Thesis or Professional Project.

## Year 2

| Course                | Description                                               | Credits | Semester |
|-----------------------|-----------------------------------------------------------|---------|----------|
| CRP 521               | Advanced Planning Studio                                  | 5       | Fall     |
| CRP 588               | Professional Project & Thesis Preparation Seminar         | 3       | Fall     |
| Second Methods Course | **                                                        | 3       | Fall     |
| Electives             | *                                                         | 2-5     | Fall     |
| Exit Course           | CRP 589 - Professional Project II, or<br>CRP 599 - Thesis | 6       | Spring   |

**Year Two Total: 19-22**

**Total Required Program Hours: 50**

\* Student may take 2-5 credits of elective courses in consultation with his or her academic advisor.

\*\* A variety of second methods courses are available. Student may take one of these courses in consultation with his or her academic advisor.

# Professional Project / Thesis



This example of student work show a re-imagined gateway corridor. (CRP 521 - Advanced Planning Studio).

All students in the MCRP Program are required to complete one of two exit requirements. Plan I, the “Masters Thesis”, is designed to allow students to address analytical and theoretical questions that in turn inform planning practice or theory. Plan II, the “Professional Project”, is designed to allow students to apply theory and analysis to the resolution of a concrete, client-based, planning problem.

Both options require the completion of CRP 588: Professional Project-Thesis Preparation Seminar (2 credits). This is a collective seminar conducted in a scheduled classroom setting. This course provides skills and support to write a professional project or thesis proposal, to assemble a committee, to construct a schedule of work, and to assemble the resources needed to conduct the project.

Both plans fulfill the Office of Graduate Studies final requirements for completion of a Masters Degree at the university. Both theses and projects must be completed before the seventh anniversary of the student’s first enrollment in the MCRP program.



2013 Indo-Hispano Summer Field School.

# The Graduate Review

Public presentation is an important skill and asset that is utilized in the CRP Program.



## The Requirements

The Graduate Review is an informal meeting with your faculty advisor and another CRP faculty member of your choosing. As a graduate student in Community & Regional Planning, you are required to complete a "Graduate Review" and to take the IRB human subjects training course for social and behavioral research prior to becoming a candidate for the MCRP degree. This means you must complete the graduate review and take the human subjects training course prior to enrolling in CRP 588: Thesis-Professional Project preparation or registering for thesis or professional project hours. You may take the IRB course anytime. You may schedule the Graduate Review after you have completed 20 credit hours of coursework, so complete both of these tasks as soon as possible so we may help you identify the best way to complete your graduate studies.

## The Intent

The Graduate Review meeting is not a test, and the IRB training course is designed to familiarize you with why an IRB may be required for your Thesis or Professional Project. The graduate review discussion is intended to review your progress in the program and support you in finishing your degree. You'll review your Program of Studies (POS) showing the courses you've taken and the courses you intend to take to complete the program. You'll also complete a Self Assessment - a questionnaire that is your assessment about your

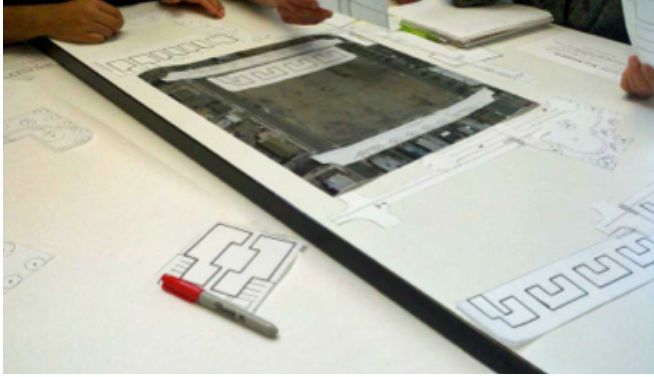
strengths and areas in which you need improvement. Please answer all of the self-assessment questions AND add your comments for each question on the lines below the rating scale. Finally, you'll discuss your ideas for your thesis or professional project.

## The Schedule

It is your responsibility to initiate and schedule the meeting. Together with your advisor and the faculty member schedule a date and time to meet, agree on a place, and complete the IRB training course and paperwork prior to the meeting.



# Student Organizations



This student-run charrette was part of a group project for CRP 500 - Planning Theory and Process.

## **UNM APA**

The UNM American Planning Association (UNM APA) is the student branch of the APA New Mexico. The Mission of APA NM is to improve and promote the quality and standards of planning in New Mexico. The APA also strives to better the communities of New Mexico by: increasing awareness of planning and its impacts, training leaders to use planning processes, developing professionals, and promoting the use of solid planning principles.

## **CRP GPSA**

The Community & Regional Planning Graduate Student Association (CRP GSA) advocates for and serves the interests of CRP Graduate Students at the University of New Mexico. They serve on the UNM GPSA Board in order to represent the interests of all graduate students and organizations within the Community and Regional Planning Program.

## **SOLAS**

The Student Organization for Latin American Studies (SOLAS) is an independent organization composed of both undergraduate and graduate students at UNM who have an interest in Latin America. SOLAS engages in academic, activist, and social activities. SOLAS exists to increase awareness about Latin America, to advocate for Latin American Studies and to represent the interests of members before university administration.

# Centers and Institutes



2013 Indo-Hispano  
Summer Field School

Each center or institute within the School of Architecture and Planning was developed in response to needs to initiate dialogue, innovation and preservation of New Mexico's urban, rural, indigenous and traditional communities. Students and faculty work hand in hand with stakeholders, policy makers, pueblo members, citizens and community leaders to improve quality of life throughout the state and within the Southwest Region.

## iDPi

### Indigenous Planning Institute

**Contact: Ted Jojola, [tjojola@unm.edu](mailto:tjojola@unm.edu)**

The Indigenous Planning Institutes' (iDPi) three principal areas of activity are academic, professional and tribal. Indigenous design and planning paradigms are not new concepts. iDPi's purpose is to educate and inform students, professionals and community leaders in culturally responsive practices. Tribes within New Mexico and the Southwest are afforded the expertise and resources of iDPi to support projects that entail aspects of design and planning. The goal is to foster sustainable communities among indigenous populations guided by principles of social justice and distinguished by healthy environments, strong local economies, and thriving cultures.

## RCRP

### The Resource Center for Raza Planning

**Contact: Moises Gonzales, [mgonzo1@unm.edu](mailto:mgonzo1@unm.edu)**

The Resource Center for Raza Planning (RCRP) was formed to contribute to community development, design, and natural resource planning within traditional settlements in New Mexico. The goal is to maintain sustainability and the survival of these communities. RCRP consists of planning researchers and policy analysts who focus on public

policy related to the growth and development of New Mexico's culturally rich communities. RCRP also responds to agricultural preservation, economic development, infrastructure, land use, land tenure, transportation, water rights, and a multitude of other planning issues. RCRP conceives planning as multidisciplinary, intergenerational, and responsive to community needs while developing ongoing, long-term relationships across New Mexico's landscape.

## DPAC

### Design and Planning Assistance Center

**Contact: Mark Childs, [mchilds@unm.edu](mailto:mchilds@unm.edu)**

The mission of DPAC is to deliver design and planning services to low-income communities throughout the state of New Mexico. DPAC was founded at the UNM School of Architecture & Planning in 1969, as part of a national community design movement that linked university design programs and design practitioners with communities in need. Today, DPAC is the second oldest, continuously operating, community design center based in a public university.

The DPAC Studio encourages broad-based thinking about urban design and planning. As Architects, Landscape Architects and Planners, we collaborate in a process that includes research, community participation, asset inventory, analysis, programming, site planning, design and recommendations for project implementation. We tackle the design process at multiple scales as we consider regional trends and characteristics, transportation issues, economic conditions, unique development and architectural patterns, local history, community climate, and community goals via the stakeholders.

## centers and institutes



ABQ + UNM  
CityLab

### ABQ + UNM CityLab

**Contact: Michael Pride, [mlpride@unm.edu](mailto:mlpride@unm.edu)**

A partnership between the City of Albuquerque and UNM SA•P, CityLab is a creative and collaborative venue in the heart of downtown Albuquerque. It is a unique opportunity for students to participate in classes, seminars and work with City officials and residents on issues around Albuquerque's growth and revitalization.

The studio brings together students from Architecture, Landscape Architecture and Community and Regional Planning to develop urban strategies and site-specific projects that range in scale from pedestrian to city block. The studio's downtown location serves as a platform for research, using the Central Avenue corridor as a site for investigation and community engagement.

### ARTSlab

**Contact: Tim Castillo, [timc@unm.edu](mailto:timc@unm.edu)**

ARTSlab seeks to support innovation and growth in areas such as film, new media, simulation, telehealth, game technology, image processing, scientific visualization, national security applications, and new markets for content. As a center for both technology and the arts, New Mexico provides a dynamic environment for programs that stimulate growth in creative economies. ARTSlab finds opportunities to cultivate these assets by utilizing a trans-disciplinary approach, encouraging ongoing participation across the University of New Mexico campus as well as building on ties with industry, community, and other educational organizations. A core ARTSlab goal is to encourage collaborations between the arts and

science disciplines. ARTSlab supports interdisciplinary collaborations involving members from various colleges and departments as well as community and industry participants. Teams are encouraged to produce projects which span the entire process from idea to presentation, whether that be performance, distribution, or marketing.

### CRAF+T

**Center for Research in Advanced Fabrication + Technology**

**Contact: Matthew Gines, [mgines@unm.edu](mailto:mgines@unm.edu)**

CRAF+T is available to contract and collaborate on design and fabrication projects in order to promote emerging technologies and fabrication research. CRAF+T services include consultation, workshops and training and use of the Fabrication Lab (Fab Lab) equipment and materials. Using various fabrication methods and techniques, the Center for Research in Advanced Fabrication + Technology is actively pursuing innovative material solutions to contemporary architectural problems.



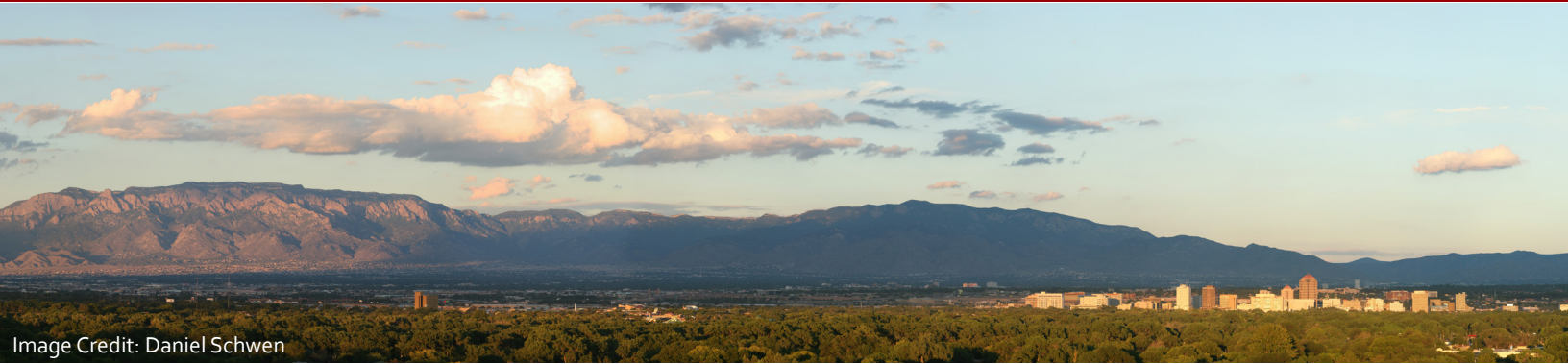


Image Credit: Daniel Schwen

## Albuquerque

Albuquerque is situated along the Rio Grande River and is the largest city in New Mexico with a metropolitan population of more than 900,000. Founded in 1706 as a Spanish Colonial Outpost, Albuquerque continues to retain much of its Spanish cultural heritage, apparent through architecture, arts, and entertainment. The city is bordered by mesas to the West and the Sandia Mountains to the east and offers 278 days of sunshine per year. With a mild, arid climate and an average temperature of 68.7 degrees, Albuquerque is a great place to live and experience the dense cultural character of the Southwestern United States.

## University of New Mexico

The University of New Mexico was founded in 1889 and is situated along Central Avenue, the Historic Route 66 Corridor that runs through the heart of Albuquerque.

Offering a distinctive campus environment with a Pueblo Revival architectural theme, the campus buildings echo nearby Pueblo Indian villages. The campus had an overall student population of 27,278 in 2012, making UNM the largest university in the state. UNM also offers over 250 degree programs including 94 baccalaureate, 71 masters and 37 doctoral degrees. Main campus is situated near a variety of arts and entertainment hot spots and is just a short ride away from other popular attractions such as Nob Hill and Downtown.

## School of Architecture and Planning

<http://saap.unm.edu/about/index.html>

The School of Architecture and Planning sits along historic Route 66 in the heart of Albuquerque, offering views west to the Rio Grande River Valley and east to the Sandia Mountains.

The school is well known for its connections to the region and for understanding the value of working directly on key issues of design and community development in the state and region, including critical issues of sustainability and planning and design of healthy communities. The School has a reputation for providing insight into the ways that history, culture, and the physical, social and economic environments shape (and are shaped by) the region. Faculty members are actively involved with public agencies, NGOs, state licensing boards, community organizations and relevant professional associations.

The Community and Regional Planning program was established in 1980 and is one of the founding academic units in the interdisciplinary Master of Water Resources Administration degree and plays an active role in community-based issues in the city.



# Campus Resources



George Pearl Hall boasts incredible studio space and classroom facilities, as well as outstanding views of the entire city.

## Office of Graduate Studies

<http://ogs.unm.edu>

As the central graduate academic administrative unit at the University of New Mexico, the Office of Graduate Studies (OGS) promotes the success of graduate students and graduate programs by providing broad oversight of program quality, managing academic policies, and administering financial support in the form of assistantships, fellowships, scholarships, grants and awards. OGS collaborates with UNM administrators, faculty, graduate students, and staff to promote the completion of degrees, to encourage best practices in graduate education, to diversify access to graduate education, and to reward graduate students and graduate faculty who set examples of excellence. OGS provides guidance for progress toward your degree, submission of theses and dissertations, graduation requirements, processes and manages graduate assistantship contracts, reviews programs of studies and applications for candidacy, and maintains graduate students' academic records.

## GPSA

**Graduate and Professional Student Association**

<http://www.unm.edu/~gpsa/>

About

GPSA strives to identify, promote, and support interests and concerns that are important to the welfare and academic development of graduate and professional students at UNM. The GPSA has been

the recognized Graduate and Professional Student Government at the University of New Mexico since 1969. We strive to represent students on issues ranging from research grants to health insurance to academic freedom. GPSA stays involved on campus by sending representatives to numerous university boards, university and faculty senate committees, and the UNM Board of Regents. The organization also strives to meet individual student needs, whether by providing access to our computer lab in SUB 1021, or by funding student research or travel through GPSA grants.

### Funding

GPSA offers grants to support individual student research:

1. Student Research Grant (SRG) (\$500 to support research, travel to conduct or present research)
2. Professional Development Grant (PDG) (\$500 to support travel to further your professional career)
3. New Mexico Research Grant (NMRG) (up to \$5000 to conduct research)

GPSA also offers chartered student organization funding:

Any chartered organization that is a Recognized Departmental Student Association (ROSA) is eligible for \$10 per student of PB Funds.

## Libraries

### Fine Arts and Design Library

The Fine Arts and Design Library is located on the 4th floor of George Pearl Hall and houses resources on architecture, landscape architecture, urban design,

Albuquerque is located in a unique geographic region situated in the Rio Grande Valley with mountains to the east and mesas to the west.



community and regional planning, art and art history, theatre and dance, and film and photography. The library also has an extensive film collection, ranging from education documentaries to box office hits.

### **Zimmerman Library**

Zimmerman Library is the campus main library and is located just east of the duck pond and just north of the Student Union Building. This library houses multiple resources, including humanities, education, social sciences and government documents. Many books and resources that are found in other libraries on campus can also be found in Zimmerman.

Center for Southwest Research & Special Collections  
Located in Zimmerman Library, CSWR specializes in interdisciplinary subjects relating to New Mexico, the Southwestern U.S., Mexico and Latin America, as well as rare materials from around the world.

### **Center for Southwest Research**

Located in Zimmerman Library, the Center for Southwest Research specialized in interdisciplinary subjects relating to New Mexico, the Southwestern United States, Mexico and Latin America, and houses many rare materials from around the world.

### **Parish Memorial Library**

The Parish Memorial Library is located in the Anderson School of Management and houses resources on business, economics and management. Parish Library also houses many holdings that can be valuable for CRP student research.

## **Centennial Science & Engineering Library**

The Centennial library is located underground just east of the Centennial Engineering building. This library houses resources for science, engineering, mathematics and psychology

## **Map & Geographic Information Center**

The Map and Geographic Information Center is located in Centennial Library and contains maps, aerial photography and GIS data. MAGIC has large-scale scanning and copying equipment.

## **North Campus Libraries: Law Library**

The UNM Law Library is located on the north campus in the School of Law and houses the largest academic legal research collection in the State of New Mexico. This library can be helpful in obtaining information on planning and zoning standards, as well as obtaining case-law on many land use rules, laws and decisions.

## **Shuttle Services**

UNM offers a shuttle service around campus that services many buildings and parking lots. The university also offers a service to and from the Rail Runner station at the Alvarado Transportation Center. For more information on routes and scheduling, check online at <http://pats.unm.edu/transportation/>.

For a complete central campus map, see additional resources.

# Off Campus Resources



Route 66 is an important part of the character and history of Albuquerque. Central Avenue still retains much of the character of the route today.

## Bus Transportation ABQ RIDE: Rapid Ride

<http://www.cabq.gov/transit>

Rapid Ride, a component of Albuquerque's public transportation system called ABQ RIDE, is the face of public transportation in Albuquerque. A fleet of 24 buses services three routes – the Red Line, Green Line, and Blue Line. All three routes have stops in front of the University of New Mexico campus, making it convenient for students, staff, and faculty members to utilize its services. ABQ RIDE has made it even easier to ride the bus with the launch of its smart phone app. The ABQ RIDE App is a free download for any iPhone, iPod and iPad users. The App has many features such as bus schedules, fares, special transit alerts, the ABQ RIDE website and related websites such as the New Mexico Rail Runner. Another feature is the app's ability to inform the rider of a bus's location within a 30-second accuracy. The best part of ABQ RIDE? It is free\* to any student who attends the University of New Mexico!

For a system-wide map, see additional resources.

The following is a description of the Red, Green, and Blue Line routes:

### 766: The Red Line

The Red Line runs along Central Avenue—West Central Avenue, Old Town, Downtown, University Heights, the Nob Hill Business District, and the International District—to Louisiana Boulevard where the line continues to the Uptown Shopping District. Uptown Shopping District boasts the ABQ Uptown Town Center, Coronado Mall and Winrock Shopping Center which offer an abundance of retail shops and department stores. Uptown Shopping District also hosts many restaurants and a grocery store.

### 777: The Green Line

The Green Line provides service from Downtown Central Avenue to the intersection of Tramway Boulevard. This line runs along East Central Avenue through Downtown, University Heights, the Nob Hill Business District, and the International District.

### 790: The Blue Line

The Blue Line runs a loop from the West Side of Albuquerque along Coors Avenue to the University of New Mexico and back. The line also connects to the Cottonwood Mall on the West Side.

\*Student must print out a concise student schedule and present it to the Parking and Transportation booth located in the lower level of the Student Union Building. A sticker will be placed on the student identification card and will allow the student to ride any ABQ RIDE bus for free.

The New Mexico Rail Runner is a great alternative mode of transportation from Albuquerque to Santa Fe - and everywhere in between.



## New Mexico Rail Runner

<http://www.nmrailrunner.com>

The New Mexico Rail Runner connects New Mexico's mid-region of Sandoval, Bernalillo, Valencia and Santa Fe counties, offering service between municipalities and across county lines. It delivers service that is responsive to the public need—affordable, convenient, and reliable—while providing a safe and secure atmosphere for passengers and employees. Inaugurated in 2006, the New Mexico Rail Runner is the first commuter rail system in the state. It stops at 13 stations seven days a week along a 96-mile corridor that links numerous communities and tribes from the mid-region to Santa Fe County.

University of New Mexico students, staff and faculty receive a discounted fare. The train operates from 4:30 a.m. to 10:30 p.m. on weekdays, 8:00 a.m. to 10:30 p.m. on Saturdays, and 8:00 a.m. to 9:00 p.m. on Sundays.

For a complete system map, see additional resources.

### Quick Facts

13 stations are designed to help you enjoy your commute with ease.

Stations have canopies, seating areas, and lighting. Free parking at most stations.

Windscreens on platforms feature public art to reflect mirror qualities of the local areas.

All stations and platforms are wheelchair accessible.

Each station reserves a "kiss and ride" area where commuters can be dropped off by car directly at the platform.

## New Mexico Rail Runner stations and connections (from north to south):

### Zone 1

Santa Fe Depot  
South Capital  
Zia Road\*

### Zone 2

Santa Fe Co./NM 599

### Zone 3

Kewa Pueblo

### Zone 4

Sandoval Co./US 550  
Downtown Bernalillo

### Zone 5

Sandia Pueblo  
Los Ranchos/Journal Center  
Montano\*  
Downtown Albuquerque  
Bernalillo Co.  
Isleta Pueblo

### Zone 6

Los Lunas  
Belen

\*Station/connection is currently in construction



# Things to Do



Image Credit:  
abqjournal.com

Satellite Coffee is a popular destination for students to study, grab a quick brew and a bite to eat.

## Local Coffee Shops, Restaurants and Shops

### Local Coffee Fixes:

#### Satellite Coffee

"Locally owned and operated since 1988"

<http://www.satellitecoffee.com>

- Price range: \$\$
- Outdoor seating: Yes
- Wi-Fi: Free

The ambiance of Satellite Coffee attracts students in for their morning coffee fix. Satellite Coffee is also a nice place to study between classes or on the weekends along with a house coffee, specialty coffee, or a cup of tea. Satellite Coffee also has some food options, such as breakfast burritos, sandwiches, and pastries.

*Locations on campus:*

- University of New Mexico Bookstore
- Student Union Building (S.U.B.)

*Locations near campus:*

- Harvard/Central Avenue
- University Avenue (to the east of North Campus)
- Nob Hill Business District

#### Winning Coffee Co.

- Price range: \$\$
- Outdoor seating: Yes
- Wi-Fi: Free

If you are on the go or would like a hearty meal,

Winning Coffee Co. is the place to go. They have their house brew along with breakfast burritos, sandwiches, southwestern options, and more. During the day you will always spot students, staff, and faculty grabbing a cup of coffee during break.

*Location:*

- Bricklight District

### Local Grocery Spot:

#### La Montañita Co-op Natural Foods Market

<http://www.lamontanita.coop>

La Montañita Co-op made Nob Hill Business District its home in 1987. Now, the co-op has created a statewide cooperative network and is locally owned. The co-op does have a membership program, however, anyone can shop there. La Montañita Co-op is sure to purchase produce from regional and local farmers who use sustainable methods.

*Location on campus:*

- University of New Mexico Bookstore

*Location near campus:*

Nob Hill Business District Plaza

### University Food District

Across from the School of Architecture & Planning are many local restaurants that have made their mark overtime with students and the community. The restaurants have many affordable options for anyone's taste buds!

There is not an official website for this area, but luckily for the students of the School of Architecture & Planning, it is directly across the street from our building.

The Frontier Restaurant is a popular destination for UNM students and faculty. The building has been an icon along Central Avenue since 1971.



## The Frontier Restaurant

The Frontier Restaurant has served Albuquerque and the UNM Communities since 1971 and has become an icon in the university district. "The Frontier Restaurant continues to be a safe and clean environment for college students to spend hours studying or just relaxing with great Frontier food after long study sessions."

<http://www.frontierrestaurant.com/>

Price range: \$

- Open from 5:00 am to 1:00 am every day (see website for holiday hours)
- Outdoor seating: No

The Frontier provides a great opportunity for students to grab a quick bite to eat and relax during break hours. With a convenient location and hours, it is also an ideal place to grab a late night snack when working in the studio.

*Location:*

- Central Avenue and Cornell, directly across the street from the School of Architecture and Planning

## Brick Light District

The Brick Light District has many shops and restaurants on the first floor and the convenience of living on the second and third floors. The district has a live, work, and play feel and is home to many students and professionals. Since there are so many options, the district is a great place to stop in between classes to study, eat, or grab a cup of coffee.

For more information on living, businesses, and a photo gallery, visit <http://www.bricklightdistrict.com>.

## Nob Hill Business District

Nob Hill Business District is small economic hub within Albuquerque and a main street community along historic Route 66. The district has many restaurants, shops and theaters for everyone to enjoy. It is easily accessible from the university by foot or a Rapid Ride bus. The district also has a grower's market every week for most of the spring, summer, and fall months. The nightlife is also as vibrant as the day with many local musicians performing at various restaurants and local artists showcasing their work.

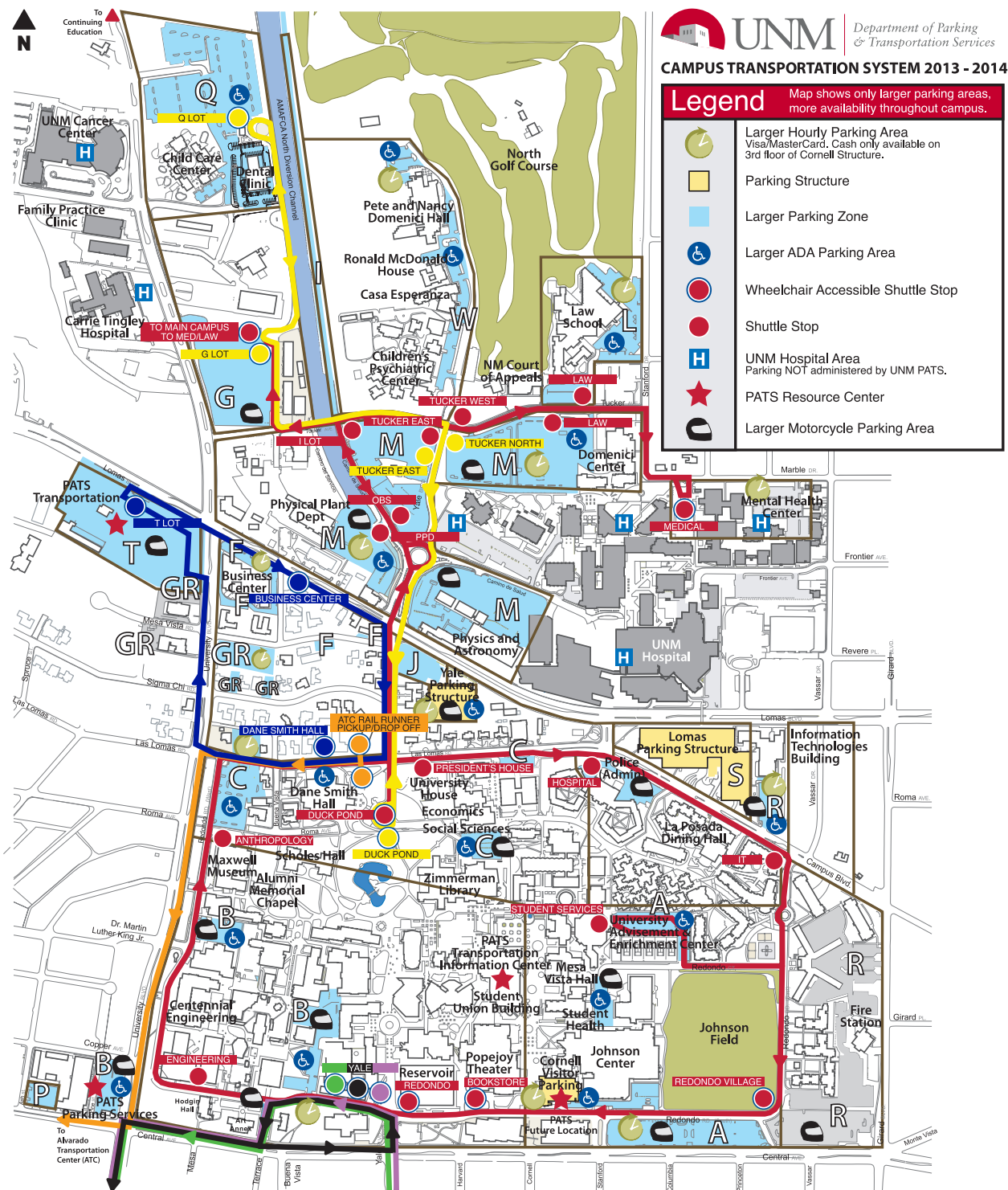
Online on the Historic Nob Hill website you can print a map along with a tour of the area. Explore a diverse and architecturally distinctive community in Albuquerque. For more information on restaurants, shops, walking tours, and other things to do within the area, visit <http://rt66central.com>.



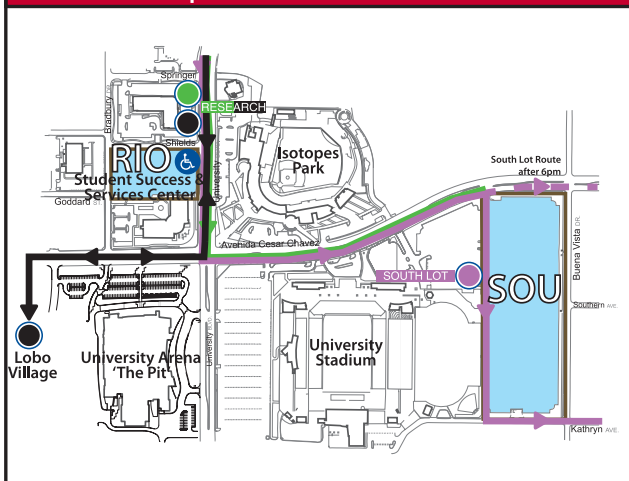
SCALE







## South Campus



## UNM Transportation Routes

### G/Q LOT SHUTTLE

Serves M, G and Q Lots from Duck Pond.  
Monday - Thursday 6:30am - 10pm, Friday 6:30am - 7pm  
Fridays and weekdays during Summer and Academic Breaks 6:30am - 7pm.

### REDONDO SHUTTLE

Serves Main Campus from President's House and North Campus from Duck Pond.  
Monday - Friday 6:30am - 7pm.

### T LOT SHUTTLE

Serves T Lot and UNM Business Center from Dane Smith Hall.  
Monday - Thursday 6:30am - 10pm, Friday 6:30am - 7pm  
Fridays and weekdays during Summer and Academic Breaks 6:30am - 7pm.

### ALVARADO TRANSPORTATION CENTER (ATC) SHUTTLE

Provides service between Campus at Las Lomas Rd and Yale Blvd and the Downtown NM Rail Runner Station (also known as the ATC) Monday - Friday, 1 morning run, 2 afternoon runs. Designed around the NM Rail Runner schedule, times are subject to change throughout the year.  
See [pats.unm.edu/transportation.cfm](http://pats.unm.edu/transportation.cfm) for schedule.

### SOUTH LOT SHUTTLE

Serves South Lot from Yale Mall.  
Monday - Thursday 6:30am - 10pm, Friday 6:30am - 7pm.  
Closed during Summer and Academic Breaks.

### LOBO VILLAGE SHUTTLE

Serves Lobo Village from Yale Mall via Research.  
Monday - Thursday 6:30am - 10:00pm, Friday 6:30am - 7:00pm. Alternate schedules during Summer and Academic Breaks. See [pats.pats.unm.edu/transportation.cfm](http://pats.pats.unm.edu/transportation.cfm) for schedule.

### SSSC SHUTTLE - MAY ALSO SERVE LOBO VILLAGE

Operates between Yale Mall and Research during Summer and Academic Breaks.  
See [pats.pats.unm.edu/transportation.cfm](http://pats.pats.unm.edu/transportation.cfm) for schedule.



# ABQ RIDE System Map

Effective December 2012



Richard J. Berry  
Mayor



Bruce Rizzieri  
Director

