

SCHOOL OF LANDSCAPE ARCHITECTURE & PLANNING



Graduate Student Handbook

Master of Landscape Architecture (MLA)
Master of Science in Planning (MS PLG)
Master of Real Estate Development (MRED)

September 2017



College of Architecture, Planning
& Landscape Architecture

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Degrees Offered

The School of Landscape Architecture and Planning (the School) in the College of Architecture, Planning, and Landscape Architecture (CAPLA) at the University of Arizona offers three graduate degree programs:

- Master of Landscape Architecture (MLA)
- Master of Science in Planning (MS PLG)
- Master of Real Estate Development (MRED)

There are two approved dual degree programs:

- Master of Science in Planning/ Master of Real Estate Development
- Master of Science in Planning/Master of Business Administration

And four approved accelerated master's programs (AMP):

- Sustainable Built Environments, BS/ Master of Landscape Architecture
- Bachelor of Architecture/Master of Landscape Architecture
- Sustainable Built Environments, BS/ Master of Science in Planning
- Bachelor of Architecture/Master of Science in Planning

Graduates from these programs go on to work for governmental agencies, nonprofit organizations, and private sector firms, while some continue on to pursue doctoral degrees. Our alumni are employed locally, nationally, and internationally.

Faculty and Staff

Contacts

Director, School of Landscape Architecture and Planning

Lauri Macmillan Johnson

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Graduate Program Coordinator

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Program Coordinator, Master of Real Estate Development

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Departmental Structure

Director & Professor

Lauri Macmillan Johnson

Staff

Brian Bidolli	Program Coordinator & Lecturer, MRED
Belinda Flores-McCleese	Administrative Associate
Laura Jensen	Program Coordinator
Heloise Mazzoti	Student Assistant
Amy Moraga	Graduate Academic Advisor
Kelly Eitzen Smith, PhD	Assessment Coordinator

Tenure & Tenure Track Faculty

Arlie Adkins, PhD	Assistant Professor, Planning
Kelly Cederberg	Assistant Professor, Landscape Architecture
Kristina Currans	Assistant Professor in Planning
Kirk Dimond	Assistant Professor, Landscape Architecture
Ladd Keith	Assistant Professor in Planning & Sustainable Built Environments & Chair of the Sustainable Built Environments Program
Lauri Macmillan Johnson	Professor, Landscape Architecture
Shujuan Li, PhD	Associate Professor, Landscape Architecture & Planning
Margaret Livingston, PhD	Professor, Landscape Architecture
Arthur C. Nelson	Professor, Planning & MRED
Gary Pivo, PhD	Professor, Planning
Drew Sanderford, PhD	Assistant Professor, Planning & MRED
Philip Stoker	Assistant Professor, Planning
Bo Yang, PhD	Associate Professor, Landscape Architecture

Adjunct Faculty & Lecturers

Sam Chambers, PhD	Assistant Research Scientist, Planning
Gina Chorover	Assistant Lecturer, Planning & Landscape Architecture & Coordinator, Heritage Conservation Certificate Program
Arlan Colton	Adjunct Lecturer, Planning

Linus Kafka	Adjunct Lecturer, Planning
Garrett Smith	Adjunct Lecturer, Planning
Jenn Toothaker Mabry	Adjunct Lecturer, Planning
Adriana Zuniga-Teran	Senior Lecturer, Sustainable Built Environments

Faculty Interests

Arlie Adkins, PhD, *Assistant Professor of Planning* - Transportation System Health and Safety Disparities, Walkability in Varied Socioeconomic Contexts, and Affordable Housing Location as related to Active Transportation and Physical Activity.

Kelly Cederberg, *Assistant Professor of Landscape Architecture* - Watershed Health and Design Retrofits in Urban Environments.

Sam Chambers, PhD, *Assistant Research Scientist with the Planning Program and the Transportation Research Institute* - Geospatial Modeling of Movement and its Obstructions in Transportation, Pedestrian Accessibility, Human Migration, and Landscape Ecology

Gina Chorover, *Assistant Lecturer, Planning @ Landscape Architecture @ Coordinator, Heritage Conservation Certificate Program* - Planning Theory and Practice, Site Analysis for Planners, and Interpretation and Documentation of the Historic Built Environment.

Arlan Colton, FAICP, *Adjunct Lecturer in Planning* – Public Administration and Urban Planning

Kristi Currans, *Assistant Professor of Planning* - Land Use Development, Urban Transportation Engineering, and Travel Behavior.

Kirk Dimond, *Assistant Professor of Landscape Architecture* – Resilient and Productive Landscapes and Solar Energy.

Ladd Keith, *Assistant Professor of Planning, Chair Bachelor of Science in Sustainable Built Environments* – Long Range Planning for Climate Change Mitigation and Resilience.

Lauri Macmillan Johnson, *Professor of Landscape Architecture* - Design Theories of Contemporary Landscape Architecture, Cultural Landscapes, and Children's Environments

Shujuan Li, *Associate Professor of Landscape Architecture* - Geodesign, GIS, and Ecological Design.

Margaret Livingston, PhD, *Professor of Landscape Architecture* - Water Conservation, Wildlife Habitat, and Use of Native Plants in Urban Areas.

Jenn Toothaker Mabry, *Adjunct Lecturer in Planning* - neighborhood and long-range planning, annexation, historic preservation, and transportation

Arthur C Nelson, *Professor of Planning and Real Estate Development* - Real Estate Analysis Including The Role Of Changing Demographics In Shifting Long-Term Real Estate Development Trends, Urban Growth Management and Open Space Preservation, Central City Revitalization, Infrastructure Financing, Planning Effectiveness, Transportation And Land Use Outcomes, Metropolitan Development Patterns, The Economic Effects Of Facility Location, The Role Of Suburban Redevelopment In Reshaping Metropolitan America, and The New “Megapolitan” Geography Of The United States.

Gary Pivo, PhD, *Professor of Planning* - Responsible Property Investing, Less Auto Dependent Urban Form, Sustainable Urbanization, the Intersection of Urban Sustainability and Low Income Housing, and Urban Water Policy and Planning.

Drew Sanderford, PhD, *Assistant Professor of Planning* - Responsible Property Investment and Innovation in Both Housing and Commercial Real Estate.

Garrett Smith, *Adjunct Lecturer in Planning* - GIS

Philip Stoker, *Assistant Professor of Planning* - Urban Water Demand, GIS, Natural Resource Management.

Bo Yang, *Associate Professor of Landscape Architecture* - Landscape Performance Assessment, Urban Design, Ecological Design, Green Infrastructure, and Landscape Planning.

Adriana Zuniga-Teran, *Senior Lecturer in Sustainable Built Environments* - Design and Energy Conservation, Green Infrastructure, Climate Change Adaptation and Walkability.

Physical Resources and Facilities

The School, together with other units of CAPLA, is housed in four buildings including CAPLA West, CAPLA East, and the Smith and Cannon-Douglas Houses on Speedway Boulevard. The CAPLA West building was constructed in 1965, expanded in 1970, and expanded again in 1979. This three-story structure once had an open atrium that is now an enclosed centrum called the T.M. Sundt Design Gallery that provides 2,800 square feet of multi-functional space that is used for conferences, exhibitions, events, and studio critiques. Other facilities housed in the CAPLA West building include the Dean’s Administration Suite, Dinsmore Conference Room, Student and Alumni Center (SAAC), computer laboratories, several classrooms, faculty and staff offices, and student architectural studios. Additionally, there is a 90-seat lecture hall (Arch 103) that is equipped with audio/visual digital media capabilities including large screen computer projection and laptop connection at every seat.

In 2001, the Arizona Board of Regents approved a 7 million dollar

building addition in order to place programs in architecture, planning, and landscape architecture together under one roof. Experimental construction, material assembly, interpretation, and demonstration have become a viable part of CAPLA teaching, research, and service. In addition, the university devoted approximately \$3 million toward renovation costs for the original (CAPLA West) building.

The Material Labs

The building expansion of CAPLA East (cost \$9.3 million) features a 7,000 square foot state-of-the-art materials lab with material testing, assembly, and digital fabrication (wood, metals, glass, concrete) that facilitates design/build courses and research in material science. This is one of the largest architectural materials labs in the nation featuring three Universal Laser Systems solid state laser cutters.

Underwood Family Sonoran Landscape Lab

The development of an addition to the CAPLA Building afforded an opportunity to design and construct a demonstration landscape which is a high performance integration of the building and site. This award-winning sustainable design lab serves as an active research facility featuring the five biomes of the Sonoran Desert and an active water collection and harvesting system.

Studio

Landscape Architecture and Planning students have access to the studio on the third floor of CAPLA East. Each student is provided a permanent workstation that includes storage, electrical outlets and access to the internet through the UA system. Students are encouraged to develop individual and group work environments during in-class and out-of-class times; in fact, the faculty strongly encourage students to work in the studio as a way to promote collaborative learning. The studio space includes a printing and computer area appointed with up-to-date equipment and software that can process a large amount of data necessary for GIS and geodesign programs. Adjacent to the studio are three classrooms for seminars, lectures, studio reviews, and other presentations. These rooms are equipped with smart boards, computers and projection equipment. Faculty offices are adjacent to the studio thus promoting frequent interaction.

Departmental Resources

All students have access to the School's physical resources for degree-related activities, including:

- Meeting facilities, design studios, computer lab, formal and informal review spaces.
- Dedicated printing, plotting, and scanning technology.

Policy On Field Trips

The School supports faculty-led field trips with limited funding for student learning activities.

Trips: Out of State

Faculty: School pays trip cost, per University regulations.

Students: School pays University fleet costs; otherwise students pay travel (gas, parking, food, and other costs). School may contribute to educational costs (e.g., admissions to institutions for educational purposes).

Trips: In State

Faculty: School pays trip cost, per University regulations.

Students: School pays University fleet costs and may contribute to educational costs (e.g., admissions to institutions for educational purposes). Students pay gas, parking, food, and other costs.

Student Participation in Departmental Matters

The School of Landscape Architecture and Planning is a community of faculty, staff, and students who work together for the good of the whole. Every member has a voice that is welcomed, heard, and respected.

The School operates under shared governance, meaning that members of the community have a say in decision making commensurate with their role and contributions to the community. There are a number of ways Graduate Students, individually or collectively, have a voice in shared governance:

Director

The Director is available to students to address student concerns and suggestions about the School that have not otherwise been addressed.

Student Organizations

The School of Landscape Architecture and Planning has two active student organizations that contribute to the educational mission, social vibrancy, and collegiality among students. Students are encouraged to become members in these organizations and to actively participate in club activities and outreach:

American Society of Landscape Architects (ASLA)

President	Amy Webb
Vice President	Jenny Moscato
Secretary	Angel Zhang
Treasurer	Sol Kohen
Outreach Coordinator	Jon Choi
Studio Manager	Brad Kindler

Graduate Planning Society (GPS)

President	Charles Liuzzo
Vice President	Hannah Oden
Secretary	Rahul Tuladhar
Treasurer	Kyle Packer
Communications Officer	Josh Dudas
APA Local Rep	Kyle Packer
APA State Rep	Kyle Packer
APA National Rep	Charles Liuzzo
President	Charles Liuzzo

Student Rights and Responsibilities

Qualities of an Accomplished Graduate Student

Self-Generative: Is a self-starter; does not wait to be told what to do; looks for what is needed and undertakes it; is prepared for assignments, going beyond minimum deliverables to provide what is needed to advance the work.

Inquisitive: Has a hunger for learning; looks beyond surface manifestations for cause and rationale; is interested in exploring topics to their conclusion; exposes self to new and unfamiliar work and ideas; consciously expands skills and knowledge.

Meta-Understanding: Interested in the order and rationale behind phenomena; appreciates that all knowledge comes with a point of view and so seeks to understand the source and context of information rather than accept it at face value; comes to studio critiques and reviews with self- assessment of the work (what works, what doesn't, and why), and so learns to be self-critical.

Collegial: Respects and listens to others; realizes the importance of collective work and is able to defer a personal agenda for the good of the whole; brings a mature, two-way, contributory relationship to peers and faculty members; is able to find the best in others and work with others in developing work that is better than the sum of the contributors.

Time Management: Is able to prioritize components in complex operations; has the discipline to work to a schedule; can maintain minimum sleep and healthy habits during prolonged periods of work and stress.

Academic Integrity

CAPLA students are expected to behave ethically and professionally, adhering to the [CAPLA Professional Code of Conduct](#) and the [UA Code of Academic Integrity](#). The Dean of Students will advise students on questions of process; the CAPLA Associate Dean hears cases of academic integrity.

Witnesses to academic integrity violations are expected to report them and cooperate in proceedings. Privacy shall be protected to the extent allowed by law and with consideration for fairness. Retaliation against witnesses is prohibited and shall be treated as a violation of the Code of Conduct and applicable University rules.

Student Appeals

Student first speaks to Graduate Coordinator regarding concerns. If

issue is unable to be resolved the Graduate Coordinator will involve Directors and Associate Dean. If there is no resolution the student must appeal in writing, and it will be reviewed by a committee, and either approved or denied based on majority vote.

Graduate Student Advising

The Graduate Programs Coordinator and respective Program Chair advise students on their academic career. Before registering, students meet with the Graduate Programs Coordinator to plan a course of study.

Students should schedule appointments in advance. On-site scheduling may be available with the Coordinator using [Wise Advising](#).

Students are responsible for understanding the Graduate College's and CAPLA's policies and procedures, for which the following links will be helpful for academic policies, academic integrity, academic procedures, and required forms.

- <http://grad.arizona.edu/degrecert>
- <http://grad.arizona.edu/academics/program-requirements/masters-degrees>
- <http://grad.arizona.edu/academics/degree-certification/gradpath>
- <https://grad.arizona.edu/gcforms/academic-services-forms>
- <http://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>
- <http://capla.arizona.edu/student-forms-and-procedures>

Graduate students are responsible for the above policies, procedures, forms, and Code of Conduct upon entering the program. Refer questions to the Graduate Programs Coordinator.

Graduate Academic Standing, Progress, & Probation

Good Standing

Good academic standing denotes that a student is eligible to continue in or to return to the University, as defined below.

Academic Progress

Students enrolled in a graduate degree program must maintain a 3.0 grade-point-average (GPA) and meet the department's academic progress criteria toward degree completion. The minimum 3.0 GPA is based on all course work taken for graduate credit, whether or not the courses are offered in satisfaction of the specific requirements for a specific graduate degree.

Additionally, each department has its own criteria by which a student is evaluated on academic progress. Failure to meet those academic progress requirements will result in the student being placed on academic probation by the Dean of the Graduate College.

Probation and Disqualification: Academic Degree Students

Graduate students who have less than a cumulative 3.0 GPA will be placed on academic probation. Students on probation are required to meet with their major advisor, discuss the steps necessary to remediate the problems that led to probation, and devise a written action plan to be submitted to the Graduate College.

Students whose cumulative GPA is below 3.0 for two consecutive semesters will be disqualified from their degree program. Disqualification results in the student being blocked from registration. The student's department may petition for a one-semester extension of probation if the faculty believes that the student has a high probability of returning to good academic standing in one semester.

Disqualified students may apply for one of the following:

- Non-degree status, which allows them to continue taking graduate courses as non-degree seeking students, or
- Academic Renewal, if they wish to apply to a different degree program.

Students may apply for readmission to a degree program as early as the semester after their disqualification, if they achieve a cumulative GPA of at least 3.0 through additional graduate course work. A readmission request must be supported by the Director and approved by the Dean of the Graduate College. There is no guarantee of readmission.

Probation and Disqualification: Certificate Students

Students who have less than a cumulative 3.0 GPA will be placed on academic probation. Students whose cumulative GPA is below 3.0 for two consecutive semesters will be removed from the certificate program and disqualified. Disqualification results in the student being blocked from registration. The student's department may petition for a one-semester extension of probation if the faculty believes that the student has a high probability of returning to good academic standing in one semester.

Disqualified students may apply for one of the following:

- Non-degree status, which allows them to continue taking graduate courses as non-degree seeking students, or
- Academic Renewal, if they wish to apply for a certificate offered by a different department.

Students may apply for readmission to a certificate program as early as the semester after their disqualification, if they achieve a

cumulative GPA of at least 3.000 through additional graduate course work. A readmission request must be supported by the head of the department offering the certificate and approved by the Dean of the Graduate College. There is no guarantee of readmission.

Grade Appeal Process

1. A student may appeal a grade by following the procedures in the CAPLA Grade Appeal form: See <http://capla.arizona.edu/student-forms-and-%20procedures>, Grade Appeal Form under “CAPLA.”
2. All timelines refer to the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the Dean determines a case warrants immediate review.
 - a. Within the first five weeks of the semester, the student should discuss the concerns with the course instructor, stating the reasons for questioning the grade. If the instructor is a teaching assistant/associate and this interview does not resolve the difficulty, the student shall discuss the problem with the person in charge of the course.
 - b. Within the first five weeks of the semester, the student shall fill out Steps 1-3 in the above referenced form.
 - c. Within two weeks from the date of receipt of the student’s written statement, the instructor shall respond to the student in writing. The instructor should explain the grading procedures and how the grade in question was determined as well as other issues raised in the student’s statement.
 - d. If the instructor is not available or does not resolve the matter within two-weeks, the student shall, within one week thereafter, readdress and submit the written appeal to the Director.
 - e. The Director has two weeks to consider the student’s written statement, the instructor’s written statement, and confer with each. The Director, who does not have the authority to change the grade, shall inform the instructor and the student in writing of his recommendation. If a grade change is recommended, the instructor may refuse to accept the recommendation. The instructor shall notify the Director and student in writing of his/her decision.
 - f. If the Director does not act on or resolve this matter within two-weeks, the student shall, within one week thereafter, readdress and submit the written appeal to the Dean.

- g. The Dean shall convene a committee to review the case. The committee consists of five members. Faculty representatives include one from instructor's school and two from closely related schools/departments or colleges. The appropriate student organization of the college shall provide two student representatives who are full-time students in good standing from the same degree program. All student members must be in good academic standing in that college.
- h. Within the structure provided by the Dean, the committee shall design its own rules of operation and select a chair other than the faculty representative from the department concerned. The student and instructor shall represent themselves.
- i. If feasible, the committee should meet with the student and instructor to attempt to resolve the difference. The committee shall consider all aspects of the case before making its recommendation. The committee shall make a written report with recommendations and provide copies to the student, the instructor, the Director, and the Dean.
- j. The Dean shall make a final decision after consideration of the committee's recommendation and within four weeks of receiving the student's appeal. The Dean has the authority to change the grade and the registrar shall accept the Dean's decision. The Director, instructor, and student shall be notified in writing of the Dean's decision.

Incomplete Policy

An incomplete grade of I is assigned when a small amount of work is unfinished due to circumstances outside of a student's control.

- A "small" amount of work means less than 10% of the coursework, or, what can be completed before the start of the next semester.
- Outside a student's control means illness, personal emergency, etc.

An incomplete is not awarded in place of a failing grade or if the student is expected to repeat the course. It is not fair to other students, as well as undermining our culture of meeting deadlines, to give an Incomplete so a student can improve work or finish work left undone without due cause. Students are required to make arrangements with the instructor prior to the end of the semester.

Instructors are encouraged to use the Report of Incomplete Grade Form. This will be used as a contract stating what course work the student must complete to remove the I and replace it with a grade.

Student may have no more than one Incomplete at any one time.

Annual Evaluations

It is recommended that students meet with the Graduate Programs Coordinator each semester to evaluate time to degree and review the student's plan of study.

The UA Graduate College requires all students submit a "Plan of Study" to assist in tracking the progress towards degree. The POS is available in UAccess in GradPath forms.

Degree Requirements

In accordance with University policy, the College of Architecture and Landscape Architecture requires a 3.0 as the minimum grade point average for Satisfactory Academic Progress toward the Master of Architecture, Master of Landscape Architecture, Master of Science in Architecture, Master of Science in Planning and Graduate Certificate in Heritage Conservation programs. Satisfactory Academic Progress also includes timely and successful completion of all degree and certificate requirements.

A grade of incomplete, I, will be assigned only when circumstances beyond a student's control have made timely completion impossible. Faculty will inform the Program Chair when they assign an Incomplete and when the final grade has been submitted. Students may have no more than one Incomplete at any one time. Unfinished work should be completed and submitted to the Instructor of Record by the third week of the subsequent semester otherwise the student is subject to probation.

Master's Thesis or Master's Report

Of the three programs in the School, only the Master of Landscape Architecture program requires the completion of a Master's Thesis or Report in order to meet the requirements of the degree.

Curricula

Master of Landscape Architecture (3 years)

Recommended Sequence of Courses

81-93 credit units

Fall I

LAR 510	Design Studio I	6	
LAR 520	Plant Materials	4	
LAR 522	Landscape Analysis	3	
LAR 540	Contemporary Landscape Architecture	2	
LAR 554	Site Engineering	4	
			19

Spring I

LAR 511	Design Studio II	6	
LAR 523	Landscape Ecology	3	
LAR 541	History and Theory of Landscape Architecture	2	
LAR 555	Landscape Construction	4	
			15

Fall II

LAR 526	Planting Design	4	
LAR 529	Introduction to the Built Environment	3	
LAR 610	Design Studio III	6	
LAR 570	Introduction to GIS for PLG & LAR	4	
			17

Spring II

LAR 596B	Landscape Architecture Seminar II	1	
LAR 611	Design Studio IV	6	
LAR 623	Landscape Planning Studio	3	
LAR 560	Professional Practice	2	
	Optional Elective/s	3	
			12-15

Fall III

LAR 596C	Landscape Architecture Seminar III	2	
LAR 612	Design Studio V	6	
	Optional Elective/s	3	
			8-11

For more information:

Graduate Program Coordinator
Amy Moraga
CAPLA Room 101b
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Spring III

LAR 596D	Landscape Architecture Seminar IV	2	
LAR 909/910	Master's Report/Thesis	6-9	
	Optional Elective/s	3	
			8-14

Master of Science in Planning (2 years)

Recommended Sequence of Courses

49 credit units

Fall I

PLG 501A	Planning Theory and Practice	3	
PLG 515	Design Studio I	4	
LAR 570	Introduction to GIS for PLG and LAR	4	
PLG 572	Environmental Land Use Planning	3	
PLG 696A	Internship Seminar	1	
			15

Spring I

PLG 514	Methods in Planning	3	
PLG 660	Land Use Planning Law	3	
PLG 580	Environmental Spatial Analysis	3	
	Concentration or Elective Opportunity	3	
			12

Fall II

PLG 512	Comp Planning and Land Use Controls	3	
PLG 597Q	Public Participation and Dispute Resolution	3	
PLG 696B	Internship Analysis Seminar	1	
	Concentration or Elective Opportunity	3	
	Concentration or Elective Opportunity	3	
			13

Spring II

PLG 611	Projects in Urban Planning	6	
	Concentration or Elective Opportunity	3	
	Concentration or Elective Opportunity	3	
			12

Concentration Areas*Land Use and Urban Development***Fall**

RED 501	Intro to Real Estate Finance	3	
PLG 568	Transportation Planning	3	
PLG 597S	Sustainable Development	3	
PLG 585	Survey of Responsible Development	3	
PLG 509	Due Diligence and Entitlement	3	
RED 515	Construction and Project Management	3	

Spring

PLG 520	Housing and Homebuilding	3	
PLG 576	Land Development Process	3	

*Environmental Planning and GeoDesign***Fall**

PLG 597S	Sustainable Development	3
RED 515	Construction and Project Management	3

Spring

PLG 582	Managing to Coll on Env. & Natural Resource Conflicts	3
PLG 595A	Geodesigning Linkages	3

*Heritage Conservation***Fall**

ANTH 540A	Cultural Resource Management	3
ARC 571F	Intro to Conservation of Cultural Resources	3

Spring

PLG 564	Preservation Planning Issues	3
PLG 597J	Doc & Interpretation of Historic Built Environment	3

Independent Concentration - Select Any Three Concentration Courses

For more information:

Graduate Program Coordinator
Amy Moraga
CAPLA Room 101b
520.621.9819
amoraga@email.arizona.edu

Master of Real Estate Development (3 semesters)

Recommended Sequence of Courses

40 credit units

Fall I

RED 501	Introduction to Real Estate Finance	3	
RED 585	Economics for Planning and Real Estate Development	3	
RED 509	Due Diligence and Entitlement	3	
LAR 570	Introduction to GIS	4	
			13

Spring I

RED 502a	Foundations of Real Estate Finance	3	
RED 660	Land Use Control and Development Law	3	
RED 698	Professional Project	3	
RED 576 or	Land Development Process or	3	
PLG 520	Housing and Home Building		
			12

Summer I

RED 693	Internship	3	
			3

Fall II

RED 605	Advanced Real Estate Finance	3	
RED 522	Landscape Analysis and Site Planning	3	
RED 515	Construction and Project Management	3	
RED 625	Market Analysis	3	
			12

For more information:

Graduate Program Coordinator

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 CAPLA Room 101b
 520-621-9819
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Program Coordinator, Master of Real Estate Development

Brian Bidolli
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Funding

The program provides financial support to offset tuition to its students in the form of:

- Tuition Waivers available at the unit level to cover any portion of tuition including program fees;
- Scholarships at the unit level that provide financial aid from donor-provided funds;
- Graduate Access Fellowships at the Graduate College level that are intended to broaden access to graduate education and to promote diversity;
- UA Peace Corps Coverdell Fellows eligible for returning Peace Corps Volunteers;
- Qualified Tuition Reduction waivers for UA employees and affiliates;
- Graduate Assistantships that provide employment and tuition waivers.

Graduate Assistant Policy

Graduate Assistants work in support of the School in exchange for financial support.

Terms

- GA GRADUATE ASSISTANT: A graduate student entitled to tuition reduction, benefits, and salary. GAs may be one of three types: RA, TA, or HA.
- RA RESEARCH ASSISTANT: A GA funded from a grant.
- TA TEACHING ASSISTANT: A GA funded by the School or College to support a course or teaching activities.
- HA HOURLY ASSISTANT: A graduate student hired on an hourly basis without tuition reduction or benefits. (Also called a "Grader.")

Protocol

GA's are awarded by the Director according to the guidelines of this policy. Awards seek a balance between the functional needs of the School and the recruiting value and/or meritorious academic performance of qualified students.

Course Need

Courses may be assigned GAs as a result of course size, teaching intensity, expertise needed, or special circumstances. Courses with specialized requirements may require GAs who have previously completed and excelled in the course.

Student Qualifications

Students are selected for GA awards according to the following criteria:

- Merit: GPA, language skill, work experience, publications, teaching experience, attitude, leadership, and participation in the School.
- Ability: Need for the student's particular abilities by the course or instructor.

Remuneration

Graduate Assistants are paid according to the University's standard guidelines. Hourly Assistants will be paid on the following schedule:

- Level 1 (Basic): \$8.05/HOUR. Basic HA is a student who has demonstrated high competency, good motivation, ability to follow-through, and a sense of responsibility.
- Level 2 (Skilled): \$10.00/HOUR. A Skilled HA is a student has the qualities of a Basic HA and has demonstrated the particular skills needed for the course to which the HA-ship is devoted.
- Level 3 (Qualified): \$12.00/HOUR. A Qualified HA has the qualities of a Skilled HA and has received specialized training by having previously taken a course, previously had an SA-ship for a course, or by other specialized training.
- Level 4 (Experienced): \$15.00/HOUR. An Experienced HA has had significant professional work experience that provides advanced skills and knowledge needed for the job.

Contract and Award

GAs complete two contracts.

- HR Contract: The legal hiring paperwork required by UA Human Resources.
- Course Contract: The agreement specifying the duties to be performed between the HA and the Professor.

Training

GAs will complete the relevant training:

- University Training: Graduate Teaching Assistants complete a mandatory online training (<https://grad.arizona.edu/funding/ga/mandatory-online-training>) and submit verification of successful completion to the Graduate Programs Coordinator. Applicants whose citizenship is from a non-English speaking country must demonstrate a level of proficiency in spoken English before duty assignment. See: <http://grad.arizona.edu/funding/ga/english-speaking-proficiency-evaluation>.

Time

GAs are required to put in a concerted effort for the duration of the period covered in the Contract. They should only work on tasks approved and directed by their sponsoring Faculty Member.

- For Teaching & Research Assistants: Timesheets must be compiled by the GA, signed by the responsible faculty member, and filed by the GA with the appropriate advisor for payment. TAs have a required commitment of 10 hours/week for 20 weeks for a total of 200 hours/ semester. TAs should average 10 hours/week and not spend more than a total of 200 hours. Willing TAs may spend more time in one week in exchange for less in another. Because the semester pay period runs beyond the end of classes, there is a reservoir of time from those weeks to utilize as overtime. In no case will GAs be allowed to transfer time to another semester.
- For Hourly Assistants: Online timesheets must be compiled by the GA and approved by the responsible faculty member. The total amount of time worked, and the amount worked per week, is up to the Supervisor unless otherwise determined in the GAs contract.

Responsiveness

GAs serve at the pleasure of their sponsoring faculty member. They are required to respond to emails or voice messages from the sponsoring faculty, or her designated supervisor, within 24 hours. Failure to respond will constitute grounds for dismissal.

Problem Resolution

In the event a GA or faculty encounters problems with the Student Assistantship, they should:

- Attempt a resolution by a meeting between the GA, faculty member, and the appropriate advisor.
- Failing this, the dissatisfied party should request a meeting between the Director, the GA, the faculty member, and the appropriate advisor.