SCHOOL OF LANDSCAPE ARCHITECTURE & PLANNING

Graduate Student Handbook

Master of Landscape Architecture (MLA)
Master of Science in Urban Planning (MSUP)
Master of Real Estate Development (MRED)

Graduate Certificate in Heritage Conservation
Graduate Certificate in Real Estate Development Analysis
Graduate Certificate in Real Estate Development Finance
Graduate Certificate in Real Estate Development Practice

October 2020
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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 Urban Planning (MSUP)
- Master of Real Estate Development (MRED)

Four Graduate Certificates:
- Graduate Certificate in Heritage Conservation
- Graduate Certificate in Real Estate Development Analysis
- Graduate Certificate in Real Estate Development Finance
- Graduate Certificate in Real Estate Development Practice

Two approved dual degree programs:
- Master of Science in Urban Planning/Master of Real Estate Development
- Master of Science in Urban Planning/Master of Business Administration (MBA)

Five 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 Urban Planning
- Bachelor of Architecture/Master of Science in Urban Planning
- Sustainable Built Environments, BS/Master of Real Estate Development

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
ljohnson@email.arizona.edu
520-621-8790
Program Coordinator
Laura Jensen
lvjensen@email.arizona.edu
520-626-9775

Graduate Student Services Coordinator – CAPLA
Graduate Academic Advisor | Recruitment
Emilio Romero
eromero@email.arizona.edu
520-621-9819

Departmental Structure

Director & Professor
Lauri Macmillan Johnson

Staff

Genoa Black Administrative Assistant
Laura Jensen Program Coordinator
Kelly Eitzen Smith, PhD Assessment Coordinator

Tenure & Tenure Track Faculty

Arlie Adkins, PhD Associate Professor, Planning
Kristina Currans, PhD Assistant Professor in Planning
Kirk Dimond Assistant Professor, Landscape Architecture
Ladd Keith, PhD Assistant Professor in Planning and Sustainable Built Environments, and 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 and MRED
Gary Pivo, PhD Professor, Planning
Nancy Pollock-Ellwand, PhD Dean, CAPLA and Professor, Landscape Architecture
Philip Stoker, PhD Assistant Professor, Planning
Bo Yang, PhD Associate Professor, Landscape Architecture
Adjunct Faculty & Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Brian Bidolli</td>
<td>Adjunct Lecturer, MRED</td>
</tr>
<tr>
<td>Kelly Cederberg</td>
<td>Adjunct Lecturer, Landscape Architecture</td>
</tr>
<tr>
<td>Gina Chorover</td>
<td>Assistant Lecturer, Planning and Landscape Architecture and Program Chair, Heritage Conservation Certificate Program</td>
</tr>
<tr>
<td>Cannon Daughtrey</td>
<td>Adjunct Lecturer, Heritage Conservation</td>
</tr>
<tr>
<td>Nicole Iroz-Elardo, PhD</td>
<td>Assistant Research Professor, Planning</td>
</tr>
<tr>
<td>Helen Erickson</td>
<td>Adjunct Lecturer, Heritage Conservation</td>
</tr>
<tr>
<td>Linus Kafka</td>
<td>Adjunct Lecturer, Planning</td>
</tr>
<tr>
<td>Jim Marian</td>
<td>Adjunct Lecturer, Real Estate Development</td>
</tr>
<tr>
<td>Travis Mueller</td>
<td>Adjunct Lecturer, Landscape Architecture</td>
</tr>
<tr>
<td>Adriana Zuniga-Teran, PhD</td>
<td>Senior Lecturer, SBE</td>
</tr>
</tbody>
</table>

Faculty Interests

**Arlie Adkins, PhD,** Associate Professor of Urban Planning – Transportation system health and safety disparities, walkability in varied socioeconomic contexts, and affordable housing location as related to active transportation and physical activity.

**Brian Bidolli,** Adjunct Lecturer, MRED – Market analysis, urban planning, smart cities, business, real estate development.

**Kelly Cederberg,** Adjunct Lecturer of Landscape Architecture - Watershed health and design retrofits in urban environments.

**Gina Chorover,** Assistant Lecturer, Planning and Landscape Architecture and Coordinator, Heritage Conservation Certificate Program – Planning theory and practice, site analysis for planners, and interpretation and documentation of the historic built environment.

**Kristi Currans,** Assistant Professor of Urban Planning – Land use development, urban transportation engineering, and travel behavior.

**Cannon Daughtry,** Adjunct Lecturer, Heritage Conservation – Cultural resource management, heritage conservation, artifact analysis for historic ranching, mining, and homestead sites, and landscape documentation projects.

**Kirk Dimond,** Assistant Professor of Landscape Architecture –
Resilient and productive landscapes and solar energy.

**Helen Erickson, Adjunct Lecturer, Heritage Conservation** – Documentation and analysis of historic and cultural landscapes

**Nicole Iroz-Elardo,** Assistant Research Professor, Planning – Public health and the built environment, multi-modal transportation systems, and affordable housing.

**Linus Kafka, Adjunct Lecturer, Planning** – Zoning and planning law.

**Ladd Keith,** Assistant Professor of Urban 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.

**Jim Marian, Adjunct Lecturer, Real Estate Development** – Real estate valuation and analysis, real estate finance, and real estate development.

**Travis Mueller,** Adjunct Lecturer, Landscape Architecture – Aesthetics and details of design, design process, and urban design.

**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.

**Arthur C Nelson,** Professor of Urban 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 Urban 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.

**Nancy Pollock-Ellwand, PhD,** Dean of CAPLA and Professor of Landscape Architecture – Cultural landscapes and World Heritage protection.
**Philip Stoker**, Assistant Professor of Urban 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 multifunctional 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 in the MLA and MSUP programs 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, materials lab, as well as 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)**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-President</td>
<td>Paige Anthony</td>
</tr>
<tr>
<td>Co-President</td>
<td>Ramzy Bejjani</td>
</tr>
<tr>
<td>Secretary</td>
<td>Alizabeth Potucek</td>
</tr>
<tr>
<td>Outreach Coordinator</td>
<td>Irene Pineda</td>
</tr>
<tr>
<td>Studio Manager</td>
<td>Christian Galindo</td>
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<tr>
<td>Treasurer</td>
<td>Sean Maccabe</td>
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**Graduate Planning Society (GPS)**

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>President</td>
<td>Elliot Welch</td>
</tr>
<tr>
<td>Vice-president</td>
<td>Wyatt Berger</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Eric Carlson</td>
</tr>
<tr>
<td>Secretary</td>
<td>Jackson Cassidy</td>
</tr>
<tr>
<td>Communications Officer</td>
<td>Blake Zetter</td>
</tr>
<tr>
<td>Southern AZ Section APA Representative</td>
<td>Georgia Pennington</td>
</tr>
<tr>
<td>AZ Chapter APA Representative</td>
<td>Jackson Cassidy</td>
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</tbody>
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Student Conduct

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities.

The Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community.

The school may respond to violations of these standards with educational interventions or disciplinary sanctions in coordination with the Dean of Students Office.

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

For concerns related to academic issues, inappropriate behavior of another person, issues involving a student’s position as a Graduate Assistant/Associate, or for issues related to a disability, students should visit the Graduate College’s Summary of Grievance Types and Responsible Parties for the recommended course of action.

Graduate Student Advising

A student is provided a plan or course guide at the start of their career. Any changes, substitutions or customization to the plan will be reviewed with the Graduate Student Services Coordinator and respective Program Chair/Faculty Advisor to advise students on their academic career.
Before completing their degree students will be required to complete a degree audit prior to graduation. Students may also seek advising for dual degree options, course distribution and other student services with the Graduate Student Services Coordinator. Students should schedule appointments in advance. On-site scheduling may be available with the Coordinator using Trellis Advise.

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.

- https://grad.arizona.edu/gsas
- http://grad.arizona.edu/academics/program-requirements/masters-degrees
- https://grad.arizona.edu/gsas/degree-requirements
- https://grad.arizona.edu/forms/gsas
- 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 Student Services 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 graded course work taken for graduate credit, whether or not the courses are offered in satisfaction of the specific requirements for a specific graduate degree. Pass/Fail courses are not counted towards the GPA total, and no more than two may be taken in a single term. For further guidance on Pass/Fail or other grading criteria see https://catalog.arizona.edu/policy/grades-and-grading-system for more details.

Additionally, each department/program 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 3.0 through additional graduate course work.
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 https://capla.arizona.edu/student-resources/forms-information, 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: https://www.registrar.arizona.edu/sites/registrar.arizona.edu/files/documents/Incomplete%20Grade%20Report%205-5-14.pdf. This will be used as a contract stating what coursework the student must complete to remove the I and replace it with a grade.

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

Annual Evaluations

It is recommended that students meet with the Graduate Student Services 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. The POS should be submitted to the graduate college at least one (1) semester prior to degree completion. The Graduate Student Services Coordinator will meet individually to review the POS prior to advising for submission. Any changes to the POS after submission to the grad college (via GradPath) will require the student to resubmit prior to degree completion.

Students will be provided a primary POS or curriculum guide upon entry of the program. Alterations should be made in coordination with the program chair/faculty advisor and the Graduate Student Services Coordinator.
Degree Requirements

In accordance with university policy, the College of Architecture, Planning 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 Real Estate Development, Master of Science in Architecture, Master of Science in Urban 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

The Master of Landscape Architecture and Master of Science in Urban Planning programs both require the completion of a Master’s Thesis or Report in order to meet the requirements of the degree.

Additionally, each student will report to the graduate college any committee members prior to degree completion. If no committee is established and a written thesis is not required for submission the student will report "No" on the ‘Masters Thesis Committee Form’ in GradPath.
# Master of Landscape Architecture Curriculum

## Fall 1
- LAR 510: Design Studio I
- LAR 520: Plant Materials
- LAR 540: Contemporary Landscape Architecture
- LAR 554: Site Engineering

## Spring 1
- LAR 511: Design Studio II
- LAR 523: Landscape Ecology
- LAR 556: Landscape Construction
- LAR 541: History and Theory of Landscape Architecture
- LAR 530: Introduction to Digital Media (or alternate elective)

## Fall 2
- LAR 526: Plant Design
- LAR 610: Design Studio III
- LAR 570: Introduction to GIS for Planning and Landscape Architecture

## Spring 2
- LAR 611: Design Studio IV
- LAR 623: Landscape Planning Studio
- LAR 596B: Landscape Architecture Seminar II
- LAR 560: Professional Practice

## Fall 3
- LAR 612: Design Studio V
- LAR 596C: Landscape Architecture Seminar III

## Spring 3
- LAR 596D: Landscape Architecture Seminar IV
- LAR 909/910: Master’s Report/Thesis

## Electives

### Fall
- LAR 550: Green Infrastructure
- ARC 571F: Introduction to Heritage Conservation
- SBE 580: Research Methods

### Spring
- RED 521: Placemaking and Urban Form
- PLG 595A: Geodesign Studio
- PLG 597J: Documentation and Interpretation of the Historic Built Environment
- PLG 564: Preservation Planning Issues
- PLG 599-022: Bank of America Merrill Lynch Low Income Housing Challenge
- PLG 560: Land Use Planning Law

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**Important Notes:**
- A total of 76 units is required to earn the Master of Landscape Architecture degree.
- One elective is required. Electives must be approved by the academic advisor.
- Master’s Report (LAR 909) or Thesis (LAR 910) units can also be taken during the last 3 semesters, if you wish to keep minimal units for your last semester. If this is the case, we suggest you take 2 units in Spring 2, 3 units in Fall 3, and 1 unit in Spring 3. If you have an assistantship in the final semester, you can add an additional 3 units to remain full-time. Most students complete a Master’s Report, so LAR 909 is the appropriate course number. These units are separate from the seminar class.

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**Academic Advisor**

Emilio Romero  
Graduate Student Services Coordinator  
ema1ero@arizona.edu  

**Updated:** 05/04/2020
MASTER OF REAL ESTATE DEVELOPMENT CURRICULUM

FALL 1 MAIN CAMPUS*
Survey of Responsible Real Estate Development
Real Estate Market Analysis
Introduction to Real Estate Finance

SPRING 1 MAIN CAMPUS
Land Development Process
Advanced Real Estate Finance: Software and Technology
Place Making and Urban Form

FALL 2 MAIN CAMPUS
Due Diligence and Entitlements
Construction and Project Management
Foundations of Economics for Planning and Real Estate
Professional Project for Responsible Development

To be taken in the last two years of the program with faculty advisor approval

FALL 1 ONLINE
Survey of Responsible Real Estate Development
Real Estate Market Analysis

SPRING 1 ONLINE
Land Development Process
Place Making and Urban Form

SUMMER 1 ONLINE
Due Diligence and Entitlements

FALL 2 ONLINE
Construction and Project Management
Foundations of Economics for Planning and Real Estate

SPRING 2 ONLINE
Introduction to Real Estate Finance
Advanced Real Estate Finance: Software and Technology

SUMMER 2 ONLINE
Professional Projects for Real Estate Development

To be taken in the last two years of the program with faculty advisor approval

IMPORTANT NOTES:
A total of 30 units is required to earn the Master of Real Estate Development (MRED) degree.

The MRED degree is offered both in-person and online and is comprised of three certificates plus RED 698 Professional Project for Real Estate Development. Each certificate may also be completed independently, allowing students to advance their education at their own pace.

The certificates and related courses may be taken in any order, with the exception of the following: RED 507 Survey of Responsible Real Estate Development must be taken within the first 9 units of the program. Certificates can be taken independently of the degree but students are encouraged to apply for the degree within the first 9 units of study.

GRADUATE CERTIFICATES

- Real Estate Development Analysis (9 units)
The Graduate Certificate in Real Estate Development Analysis focuses on the fundamentals of real estate development and the processes by which public- and private-sector decisions are made. Students will understand the historical development of real estate markets and the associated impacts on risk and return.

- Real Estate Development Finance (12 units)
The Graduate Certificate in Real Estate Development Finance focuses on the fundamentals of finance in real estate development. Students will examine the capital markets and factors that shape the flow of funds into real estate investments.

- Real Estate Development Practice (12 units)
The Graduate Certificate in Real Estate Development Practice focuses on the fundamentals of real estate development implementation through an in-depth analysis of development projects from project conception to final proposals. Students will be exposed to construction methods and project management within the development process, and the tools and methods utilized in the public and private sectors.

* Main campus courses are subject to online offerings. Please discuss with the Graduate Coordinator/Advisor for course offerings and enrollment options.

ACADEMIC ADVISOR
EMILIO ROMERO
Graduate Academic Advisor
eromero@arizona.edu

UPDATED 08/9/2020
# Master of Science in Urban Planning Curriculum

## Core Curriculum

### Fall 2020
- Planning Theory and Practice
- Methods in Planning
- Introduction to GIS for Planning and Landscape Architecture
- Public Participation and Dispute Resolution
- Graphic Skills

### Spring 2021
- Comprehensive Planning and Land Use Controls
- Land Use Planning Law
- Career Development Seminar
- Major/Minor Concentration course or Elective

### Fall 2021
- Master's Report
- Major/Minor Concentration course or Elective
- Major/Minor Concentration course or Elective
- Major/Minor Concentration course or Elective

### Spring 2022
- Master's Report
- Major/Minor Concentration course or Elective
- Major/Minor Concentration course or Elective
- Major/Minor Concentration course or Elective

## Concentration Areas

### Environmental Planning
- Sustainable Urban Development and Design (F)
- Planning for Urban Resilience (S)
- Environmental Land Use Planning (S)

### Urban Transportation Planning
- Urban Transportation Planning (F)
- Transportation and Land Use (S) *
- Transportation and Society (S) **

### Real Estate and Urban Development
- Land Development Process (S)
- Transportation and Land Use (S) *
- Sustainable Urban Development and Design (F)

### Heritage Conservation
- Introduction to Heritage Conservation (F)
- Cultural Resources Management (F)
- Documentation and Interpretation of the Historic Built Environment (S)

* Offered in alternating years beginning with the Spring 2021 semester
** Offered in alternating years beginning with the Spring 2022 semester

## Notes:
Recommended sequence of courses: 26 Core Units, 9 Units of Primary Concentration, 6 Units Secondary Concentration, 6 Elective Units; 47 Total Units.

It is recommended that students complete an internship approved by the internship coordinator.

- Students are required to select a major (3 courses/9 units) and a minor (2 courses/6 units) concentration from one of three concentration areas or may choose to develop an independent Concentration with the approval of an advisor.
- Students are required to take 6 elective units. Elective courses must be approved by advisor.

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**Academic Advisor**

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**Updated 10/1/2020**
# GRADUATE CERTIFICATE IN HERITAGE CONSERVATION CURRICULUM

## Required:
- **Introduction to the Conservation of Cultural Resources**
  - An overview of the interdisciplinary paradigms, principles, programs, and players in the field of heritage conservation ranging from local to international contexts. Graduate-level requirements include an in-depth research paper focusing on a particular concept or methodology utilized in preservation practice. Offered in the Fall semester.

- **Cultural Resource Management**
  - Cultural Resource Management (CRM) involves research to identify, evaluate, and register historic properties, and mitigate adverse impacts to them. The course reviews the legislation, method and theory of CRM to develop the practical skills needed in professional applications. Graduate-level requirements include extra reading assignments, more class discussion and higher standard for written assignments. Offered in the Fall semester.

- **Documentation & Interpretation of the Historic Built Environment**
  - Course examines methods to document buildings, districts and cultural landscapes and methods to interpret historical and architectural significance using federal standards and templates and professional standards. Course reviews preservation policy and jurisdictional issues within community development context, addresses complex social equity considerations associated with historic designation, examines economic incentives, and explores preservation philosophy, cross cultural values and emerging trends. Offered in the Spring Semester.

## Select at least 9 units of electives:
- **Introduction to Archaeological Conservation**
- **Traditional Ecological Knowledge**
- **Folklore**
- **Historical Archaeology**
- **Introduction to the Built Environment**
- **History I: Theory I: World Architecture, Ancient Through Medieval**
- **History II: Theory II Renaissance Through Early Modern World Architecture**
- **History III: Theory of Architecture III: Modern Architecture**
- **Arid Region Urbanism: Arizona/Sonoran**
- **The American Landscape**
- **Contemporary Landscape Architecture**
- **History and Theory of Landscape Architecture**
- **Preservation (library materials)**
- **Due Diligence and Entitlements**
- **Comprehensive Planning and Land Use Controls**
- **Land Use Planning Law**

## NOTES:
The Graduate Certificate in Heritage Conservation is comprised of three required courses (9 credits) and at least 9 units of elective courses, for a total of 18 units.
Funding

The program provides financial support to offset tuition to qualified 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 Fellowships for eligible returning Peace Corps Volunteers;
- Qualified Tuition Reduction waivers for UA employees and affiliates;
- Graduate Assistantships that provide employment and tuition waivers.
- Scholarship Universe (https://financialaid.arizona.edu/scholarshipuniverse) a university service for students to search 3rd party or internal scholarships year round.
- Graduate College Funding Resources (https://grad.arizona.edu/funding/opportunities) are also made available to graduate students.

Graduate Assistant Policy

Graduate Assistants (GAs) work in support of the school in exchange for financial support.

Titles

- GRADUATE ASSISTANT, TEACHING (GA/GTA): A graduate teaching assistant entitled to tuition reduction, benefits, and salary.
- GRADUATE ASSISTANT, RESEARCH (GRA): A Graduate Research Assistant funded from a grant.
- STUDENT ASSISTANT/HOURLY (SA): Student Assistants are compensated at an hourly rate, not to exceed part time hours.

Protocol

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

To be eligible students must be enrolled full time (9 units, per CAPLA requirements), complete FERPA, TATO and all other applicable trainings and be in “good academic standing”.

New students may be offered a GA/GTA or GRA position upon admissions, however is not generally ideal with the conflict of courses taken during the first year of study. Continuing students may apply each semester for the subsequent term. Applicants apply to a general positions and are assigned accordingly by the director.

GRA positions may be offered by faculty but will be reviewed by the Graduate Student Services Coordinator for eligibility. Students should understand that any tuition offers provided may be altered or rescinded with a GRA, GA/GTA or SA position to prevent “over-award”.

**Student Qualifications**

Students are selected for GA positions 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.

**Contract and Award**

GAs complete an HR contract, which is legal hiring paperwork required by UA Human Resources.

**Training**

GAs will complete the relevant training:

- **University Training:** Graduate Teaching Assistants complete a mandatory online training (TATO) ([https://grad.arizona.edu/funding/ga/mandatory-online-training](https://grad.arizona.edu/funding/ga/mandatory-online-training)) and submit verification of successful completion to the Graduate Student Services 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](http://grad.arizona.edu/funding/ga/english-speaking-proficiency-evaluation).
Additionally, all GAs are required to complete the CAPLA GA/GTA/GRA and SA Orientation, each term.

**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.

- GAs have a required commitment of .25 FTE at 10 hours or .5 FTE at 20 hours a week for 20 weeks for a total of 200/400 hours per semester. GAs should average 10 or 20 hours per week. Willing GAs 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.

**Responsiveness**

GAs serve at the pleasure of their sponsoring faculty or staff member. They are required to respond to emails or voice messages from the sponsoring faculty/staff, 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.

**Evaluation**

Each semester GA/GTAs, GRAs and SAs are required to complete an evaluation of their experience and work with their faculty/staff supervisor. These evaluations must be submitted to the Graduate Student Services Coordinator prior to the end of the terms contract end date. Failure to submit an evaluation with supervisors review will forfeit future eligibility with the college.