Through our cutting-edge research and teaching, we explore what it means to develop sustainable communities in a way that encourages the appropriate use and protection of land and natural resources. We work to anticipate and mitigate the impact of human settlement on the environment, and to resolve conflicts between the physical, economic and social needs of human beings relative to the integrity and health of vital natural systems.

**DEGREES OFFERED**

- Bachelor of Science in Landscape Architecture (BSLA)
- Bachelor of Science in Sustainable Community Development (BSSCD)
- Associate of Science in Landscape Contracting (ASLC)
- Master of Landscape Architecture (MLA)
- Master of Regional Planning (MRP)
- PhD in Regional Planning (PhD)

**DUAL DEGREES**

- Landscape Architecture and Regional Planning (MLA/MRP)
- Regional Planning and Law (MRP/JD) - WNEU School of Law
- Architecture and Landscape Architecture (MArch/MLA)
- Architecture and Regional Planning (MArch/MRP)
- Regional Planning and Public Policy and Administration (MRP/MPPA)
- Accelerated Five year BSSCD/MRP

**CERTIFICATE PROGRAMS**

- Graduate Certificate in Cultural Landscape Management
- Graduate Certificate in Climate Change, Hazards and Green Infrastructure
A CARNEGIE RESEARCH 1 INSTITUTION...
The University of Massachusetts Amherst has an enrollment of approximately 26,000 students, 22% of whom are graduate students.

The University comprises of nine Colleges and Schools. The Department of Landscape Architecture and Regional Planning is in the College of Social and Behavioral Sciences.

IN AN AREA WITH FIVE AFFILIATED COLLEGES AND UNIVERSITIES...
The Five-College system of Smith College, Amherst College, Mount Holyoke College, Hampshire College and UMass Amherst have a coordinated library system and curriculum that allows students to access lectures, events and course offerings across the five campuses.

IN A BEAUTIFUL VALLEY IN THE HISTORIC ROLLING HILLS OF WESTERN MASSACHUSETTS...
The Town of Amherst is located in the Pioneer Valley, a part of the scenic Connecticut River watershed. The town has a non-student population of 18,000, and the University is located to the northwestern edge of town. A free PVTA bus system serves the 1100-acre campus as well as the adjacent towns and the four colleges nearby: Amherst, Hampshire, Mt. Holyoke, and Smith Colleges. Almost all graduate students live off campus. There is a wide range of rental options available of all sizes and for all types of budgets. However, the most convenient housing and affordable properties go quickly, so we recommend that new students plan to arrange for housing in advance of arrival. The University and our Department can assist with information and contacts, as can the Planning Student Organization (PSO).
AFFILIATED CENTERS

CENTER FOR ECONOMIC DEVELOPMENT  The Center’s role is to provide technical assistance to communities, undertake critical community-based studies, disseminate information, and to enhance local and multi-community capacity for strategic planning and development. The Center works closely with both community and business sectors, providing information and assistance needed for growth, management, and public benefit. The Center’s clientele and collaborations include: community development corporations, state agencies, municipalities, regional planning agencies, developers, business leaders, chambers of commerce, local officials, public groups and the managers of firms.

CENTER FOR RESILIENT METRO REGIONS was established originally as the Center for Rural Massachusetts at the University of Massachusetts in 1985 to address the threat of uncontrolled growth to natural and built rural environments. The Center practices a research and outreach mission focused on sustainable development. Measures proposed in Center publications have been studied and adopted not only in Massachusetts, but also elsewhere in the United States and the world. Former associates of the Center (faculty and students) now hold highly significant planning positions in urbanizing parts of America, and others are writing about ideas initiated at the Center.

CENTER FOR HERITAGE AND SOCIETY is a multidisciplinary initiative to craft new approaches for heritage conservation and communication around the world. CHS offers research opportunities for scholars working in heritage related fields such as Archaeology, History, Environmental Science, Landscape Architecture, Regional Planning, European Studies, Native American Indian Studies, Afro-American Studies, Classics, Legal Studies, and Public Policy. Additionally, the Center provides undergraduate and graduate students with training and experience in heritage planning and management.

CITIZEN PLANNER TRAINING COLLABORATIVE provides local planning and zoning officials with tools to make effective decisions regarding their community’s current and future land use.

1. Training workshops delivering a Level 1 and Level 2 core curriculum, taught twice a year across the state by expert attorneys and professional planners.
2. Internet access to core training units, a bylaw collection, many planning related links, training calendars, and e-mail discussion.
3. On-demand training to any community needing to focus on a specific topic.
4. One-day conferences addressing important land use issues on
# The MRP Program Details

- General Overview ................................................. 1
- Core Courses ..................................................... 2
- Concentrations ................................................... 4
- Course Descriptions ........................................... 10
- Degree Requirements ......................................... 15
- Other Information ................................................ 20

# Resources ...................................................... 22

- Library Resources ............................................... 22
- Computers .......................................................... 23
- Lecture Series .................................................... 24

# Faculty .......................................................... 25

# Grad School Admission and Aid ............................. 30

- Admission Requirements ...................................... 30
- Financial Assistance ............................................. 31
The goal of the Regional Planning Program is to promote sustainable and creative approaches for addressing and resolving the physical, economic, and social issues of communities, towns, cities, and larger regions.

Faculty and students are committed to anticipating and adequately preparing for the impact of growth and development on the environment and to addressing conflicts between new development, existing communities and the environment.

As the only accredited public-university graduate planning program in the region, the program is oriented toward both the academic and the professional aspects of regional planning. The program combines the theoretical, historical, social, political, and technical dimensions of planning practice with a strong emphasis on practice through studio and service to nearby communities. Our alumni can be found in all levels of government as well as in consulting practice, real estate development, nonprofit service, and in academic and research activities. They have been involved on the frontiers of social change since the 1960s, such as urban revitalization, environmental protection, advocacy and equity planning, historic preservation, growth management, economic development, and geographic information systems.

The two-year Master’s degree program offers a rich educational experience in many areas of regional planning, including the underlying theories of planning, urban form, urbanization, participatory planning and decision-making processes, policy analysis and implementation, social planning, sustainable development, information technology and planning tools and techniques.

The main areas of concentration within the MRP program are:

- Economic and Regional Development Planning
- Landuse and Environmental Planning
- Community and Equity Planning

In addition, there is the option of an independently-designed concentration, as well as the opportunity to link with programs in landscape architecture, architecture, building and construction technology, environmental conservation, public history, and public policy, enabling advanced students to work in a broad spectrum of disciplines.
Of the 48 credits needed for graduation, the following core classes are required. If you pursue a Master's Project, 30 credits are part of the core requirements. If you pursue a Master's Thesis, 33 credits are part of the core curriculum. The Concentration selected by each student requires an additional 9 credits.

RP620 Quantitative Methods in Planning (3 credits)
RP625 Geographic Information Systems (3 credits)
RP630 Public Participation (3 credits)
RP635 Research Issues (3 credits)
RP651 Planning History and Theory (3 credits)
RP656 Judicial Planning Law (3 credits)
RP675 Regional Planning Studio (6 credits)

Either:
RP 698A Master's Project (6 credits) or
RP 699 Master's Thesis (9 credits) or
3 Course Option: Elective Studios + Elective Seminars

Course Waivers

Students are allowed to waive required courses if they can demonstrate equivalency in terms of previous course work or experience. This process requires the completion of a course waiver form, available from the graduate program secretary. This form must be approved first by the faculty member whose course is to be waived, then by the program director. In general, if 80% or more of the course material has been covered, a waiver is granted. If 50-80% of the course material has been taken then instructor may negotiate an appropriate instructional arrangement (e.g. audit, independent study). If less than 50% of the material has been covered, then the waiver is not granted. It should be noted that a course waiver does not reduce the total number of credits required for a degree but rather affords the student more flexibility in pursuing areas of interest.
## RECOMMENDED COURSE SEQUENCE

### 2-Year Program

#### First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RP 620 Quantitative Methods in Planning</td>
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<td>RP 656 Planning Law</td>
<td>3</td>
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<tr>
<td>RP 630 Public Participation</td>
<td>3</td>
<td>RP 635 Research Issues</td>
<td>3</td>
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<tr>
<td>RP 651 Planning History &amp; Theory</td>
<td>3</td>
<td>RP 625 GIS</td>
<td>3</td>
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<td>Core Concentration Class</td>
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#### Second Year

<table>
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<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RP 675 Planning Studio</td>
<td>6</td>
<td>RP 699 Master Research Thesis or</td>
<td>9</td>
</tr>
<tr>
<td>Core Elective</td>
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<td>RP 698 Master Professional Project or</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>3 Course Option: Elective studios+elective seminars</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Core Elective if needed</td>
<td>3-6</td>
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<tr>
<td>Total Credits</td>
<td>12</td>
<td>Total Credits</td>
<td>12</td>
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### Regional Planning Studio

An important part of your planning education is participation in a regional planning studio. In the studio, students divide into teams of 3-5 and work on a real project with an actual client. The objective is to provide a setting in which you can learn the professional skills required in the planning process. Through the studio, you will gain knowledge and expertise in the processes of planning, including how to comprehend a planning problem, quantify and analyze its dimensions, formulate planning alternatives, and organize a work plan and planning process that leads to the implementation of solutions. You will also gain experience in working with the client and the public, and in the presentation of work in oral, written and graphic form.

The studio format has the following features:

1. A 6-credit, 14-week studio (fall semester of the second year).
2. Instruction by faculty and outside professionals on key topics needed to carry out studio projects, including work planning, public presentations and report preparation.
3. Community-based projects and clients, including the signing of a contract between client and studio group that sets out a ‘scope of services’.
4. In the first half of the semester, studio tasks involve data collection, analysis, and development of plan alternatives. In the second half, tasks involve primarily plan development, public participation, and plan implementation.
Students must take two required courses and choose one from the list of recommended courses unless their advisor agrees to waive core or allow alternative course(s). Class number may change without notice, please check SPIRE for the most recent class information.

Economic and Regional Development Planning

Economic development is the process by which communities secure the resources necessary to provide for and sustain economic opportunities for their residents. New technologies and global trade have altered the competitive landscape of business—creating new opportunities for some cities and towns while posing great challenges for others. Economic developers continue to deal with the on-going challenges of aging infrastructure, persistent disparities between metropolitan suburbs relative to inner-cities and rural places, dislocated and underemployed workers, and growing income inequality.

The economic and regional development concentration at LARP provides students with the strong foundation needed to become leaders in the growing field of economic development planning. The curriculum integrates theory, methods and practice. Topics of study include: state and local economic development policy; science, technology and entrepreneurship-based economic development; challenges of rural economic development, workforce development, industrial planning, public and private developmental finance; and applied economic and spatial analysis.
Core Courses

• Economic Development Issues in Planning (RP 643)
  Spring (1st year)
• Spatial Analysis and Regional Development (RP 693G)
  Fall (2nd Year)

Possible Electives Include

• Independent study and research in Economic Development (RP 696)*
• Sustainable Cities (RP 580)
• Growth Management (RP 645)
• Planning Tools and Techniques (RP 652)
• Microeconomics for Public Policy and Administration (PubP 605)
• Public Economics (PubP 606)
• Topics in Urban and Housing Policy (PubP 697B)
• Business and Its Environment (SOM 783)
• Tourism Planning and Development (Ht-Mgt 633)
• Economic Development: Structural Problems (Econ 765)
• Economic Development: Policy Issues (Econ 766)
• Spatial Data Analysis (Geo-Sci 591D)

Other electives courses will be considered, subject to permission of the Economic Development Concentration Coordinator and Regional Planning Program Director.

* Independent studies require prior approval of the Concentration Coordinator and the faculty supervisor. See section on Independent Study for more information.
Landuse and Environmental Planning

This concentration focuses on environmental policy and planning as they relate to preserving, protecting, restoring and enhancing the environmental quality of habitats and landscapes in the context of built form and regional growth. Important knowledge and skills gained in this concentration include landscape assessment, plan formulation and evaluation of landscape units ranging from the site to the watershed and ecosystem scale, and use of Geographic Information Systems as a tool of spatial analysis and assessment.

The focus of this concentration is also understanding the forces affecting urban and regional environments, the interrelationships between land use and social conditions, and ways to support and regulate development to best achieve community goals. Important skills for this concentration include comprehensive planning, zoning and other regulation, development impact mitigation, open space protection, urban and regional design, community participation methods and applications of planning theory.
Core Courses
• Green Infrastructure Planning and Design (RP 591)
• Resource Policy and Planning (RP 553) or Sustainable Cities (RP 591B)
• Tools and Techniques (RP 652)
• Growth Management (RP 645)

Recommended Courses
• Special Issues in Land Use Planning: Climate Change and Cities (RP 692P)
• Landscape Planning Studio (LA 536)
• Landscape Planning Studio II (RP 609/RP 697A) [only if not taken as a core alternative to Planning Studio II]
• Sustainable Cities (RP 591B)
• Urban Policies (RP 577)
• Resource Policy and Planning (RP 553)
• Site Design (LA 601; permission of instructor)
• Urban Design (LA 604; permission of instructor)
• People and the Environment (RP 691R)
Community and Equity Planning

This concentration focuses on equitable, sustainable planning, policy and design for diverse publics. It builds on the assertion that regardless of project, successful planning in the 21st century requires reconciling a multitude of often conflicting frameworks of thought and action. The primary goals of this concentration are 1) To understand how culture, class, race/ethnicity, physical and cognitive health, social philosophy, stakeholder interests, and other human factors influence an individual’s/group’s potentials, preferences and policy decisions; 2) To apply this knowledge to the exploration of the appropriate questions to ask and learn research and interpretive methods for an engaged, inclusive and responsible planning process. Substantial topics of study include, but are not limited to, the built environment, housing policy, urban development, urban design, spatial relations, public health, discriminatory practices and social change.

Core Courses:
- Planning with Multiple Publics (RP 693S)
- Urban Policies (RP 577) or Housing and Public Health (RP 591G) or People and the Environment (RP 691R)

Recommended Courses:
- Sustainable Cities (RP 591B)
- Anthropological Research Methods (Anth 775)
- Public Anthropology (Anth 697)
- Conflict Resolution (PubP 621)
- Ethics of Public Policy (PubP 622)
- Culture, Community & Health (Pub Health 590C)
- Gender & Health (Pub Health 582)
- Qualitative Research Methods (Pub Health 608)
- Landscape and Memory (Hist 697U)
- Public Welfare Policy (PoliSci 783)
- Race, Ethnicity and the Social Imagination (Soc 723)
Student Designed Concentration

Students who have interests that do not fall into the existing categories may, with the approval of the Graduate Program Director, develop their own concentration proposal. Students should prepare a one-page memo indicating the focus of their studies and the courses they propose to fulfill the concentration. The memo, signed by the student and Graduate Program Director, must be given to the LARP office.
LA 547 Landscape Pattern and Process (3 cr. F)
Landscape ecology as applied to planning and design decision-making. Explores landscape structure, function and dynamic processes at multiple scales. Introduces theoretical and technical knowledge that supports sustainable landscape planning, design, and management. Lab includes a series of local field trips and introductory labs in GIS.

RP 553 Resource Policy and Planning (3 cr. S)
Examination of natural resource policy formation and the planning process at the local, state and regional levels. The course investigates the interrelationships between resource policies, the built environment, and environmental impacts and identifies a range of current best practices for improving that relationship.

RP 574 City Planning (3 cr. F)
Regulatory policy and planning as a context for design and environmental decision making. Influencing factors include physical systems (land, resources, infrastructure, housing, public space) as well as value systems (social, ecological, cultural). Acquaints students with planning history and tools and techniques, as well as contemporary deliberations on sustainable ecology, economy, and equity.

RP 577 Urban Policies (3 cr. F)
Social, cultural, political, and economic analyses of urban policies and practices. Various disciplinary approaches used for critiquing and developing appropriate policies, including urban planning, anthropology, geography, political science, media studies, sociology, and economics. Includes service learning component.

RP 580 Sustainable Cities (3 cr. S)
Core principles and practices of sustainability, addressing a variety of questions: appropriate spatial and temporal scale of planning and design; the role of ‘high’ and ‘low’, ‘hard’ and ‘soft’ science/technology paths for sustainable development; expertise and equity; individual vs. collective responsibilities.

RP 582 Landscape and Green Urbanism (3 cr. S)
Interdisciplinary seminar for upper level undergraduate and graduate students. Focus on the role of the built environment in urbanization and sustainability.

RP 587 People and the Environment (2-3 cr. F)
Environmental psychology is an interdisciplinary field, which studies the relationship between the physical environment and human behavior. The premise is that people’s behavior (e.g., well-being, emotions, productivity, and even personal relationships) is affected by the physical environments where they live, work, and play. This graduate seminar is designed to introduce environment-behavior research to landscape architecture and regional planning students.
RP 591A Economic Development (3 cr. F)

RP 591F Landscape and Green Urbanism (3 cr. S)
Green, or landscape, urbanism emphasizes the configuration, integration and continuity of green/open “systems” in built environments. Unlike 19th and 20th century conceptions of urban open space, green urbanism focuses on sustainability and on the provision of multiple ecosystem services, including, among others: stormwater management, water quality/quantity management, urban climatic mitigation, wildlife habitat, brownfield remediation, recreation, cultural heritage, tourism, environmental education and space for social interactions.

RP 591G Housing and Public Health (3 cr. F)
The primary goal of this seminar is to explore and understand ways in which the home environment, broadly defined, is implicit in individual and community mental, emotional and physical health. In so doing, you will come to understand subtle, but profound, individual and group impediments and assets for local development, as well as new ways to understand and implement policies and plans that truly respect both local assets and systemic obstacles that are often mistakenly treated as individual shortcomings.

RP 591I Green Infrastructure Planning and Design (3 cr. S)

RP 591K Downtown Revitalization (3 cr. S)

RP 592D Intro to Urban Design (3 cr. F)
This seminar is about understanding and evaluating the quality of the urban environment, emphasizing the role that streets, neighborhoods and commercial districts play in creating attractive, successful places. Through classroom discussions, readings and site visits, students will discover the ingredients that make good urban spaces, and the role that designers play in creating them.

RP 609 Landscape Planning Studio II (3 cr. F)
The overall goal of this studio is to teach students how to plan and implement open space protection at a landscape scale. This will require the ability to synthesize information about natural features, cultural resources, and development patterns to create a greenway network that addresses the unique problems and opportunities of the study area.

RP 620 Quantitative Methods in Planning (3 cr. F)
Foundation course in quantitative planning methods for Master’s degree candidates in regional planning. Focuses on information systems and data sources routinely used by professional planners. Scope of the course includes sampling theory, survey design, exploratory data analysis, and correlation and regression analysis. Spreadsheet and statistical computer applications are employed in conjunction with assignments in applied problem solving and data analysis.

RP 625 Geographic Information Systems for Planning and Design (3 cr. S)
The design and use of computerized geographic information systems for land planning and design decisions. Examination of the role of G.I.S. in the planning function and process. Information and its role in defining planning problems and shaping public discussion.

RP 630 Public Participation (3 cr. F)
This course will introduce students to public participation at the practice level in planning. Lectures and class discussions will review current theory underpinning participation practice, and will critically evaluate the wide range of participation methods currently in use in planning practice. There will also be one or more exercises in participation implementation that occur outside standard class times, when
we will join one of the other studio classes, and plan and run their participation process.

**RP 635 Research Issues for Landscape Architecture and Regional Planning (3 cr. S)**
Survey of research issues and methods in landscape architecture and planning. This course is designed to assist students preparing their research on their Master’s theses and Master’s projects. Cross-listed as LA691F.

**RP 643 Economic Development Issues in Planning (3 cr. S)**
This course surveys the contemporary practice of economic development in the United States. Its goal is to provide students with the requisite background to undertake a critical evaluation of economic development strategies. The course begins with an overview of the contemporary practice, history and politics of economic development. Next it addresses the broader concept of economic development by contrasting it with similar concepts such as economic growth, community development, sustainable development, etc. The second half of the course focuses on particular strategies used by state and local economic development and contemporary debates of practice. Topics include: recruitment and location incentives; redevelopment finance strategies (BIDs, TIFs, IRBs); entertainment-based economic development; import-substitution and replacement; the role of the university; venture capital and entrepreneurial finance; workforce development; and quality of life based development strategies.

**RP 645 Landuse/Growth Management (3 cr. S)**
An examination of the role of policy in guiding optimal growth. Examination of controversies regarding growth management practices, constitutional issues, methods and techniques used in designing growth management strategies, and current innovations and future trends facing growth management activities across the country.

**RP 651 Planning History and Theory (3 cr. F)**
Planning as a decision-making process, the attributes of the political and administrative environment within which planning takes place, and the implications of this environment for the planning process and the planner.

**RP 652 Tools and Techniques in Planning (3 cr. F)**
Practical information, specific tools, and analytic methods useful in the practice of public sector planning at the local level. Introduction to land use, municipal planning, zoning, and subdivision control.

**RP 656 Judicial Planning Law (3 cr. S)**
The law of land use control as expressed in major judicial decisions in the United States. Creations, expansion and powers of municipal
corporations; use of legal planning tools such as zoning, abatement of nuisance, eminent domain, etc.

**RP 658 Planning for Climate Change (3 cr. S)**
This seminar reads some of the most current literature on the future of the urban form given climate change, and allows time and shared space to reflect on what these coming changes mean for (primarily local) government as well as governance. The class focus will be on implications of these coming conditions for built form both now and in the future, with a goal of developing a working understanding of what municipal, regional, and state planners and policymakers need to know now about these conditions to provide leadership to communities.

**RP 661 Cultural Landscapes: Documentation, Values, and Policy (3cr. F)**
An important course for landscape architects, planners, and other professionals interested in the cultural landscape, this course will introduce students to the identification, understanding, documentation and policy implications of cultural landscapes. While it will touch on the issues of both designed and vernacular landscapes, the focus of the course will be vernacular landscape.

**RP 662 Cultural Heritage Policy and International Sustainability Practice (3 cr. S)**
This course is a comprehensive introduction to the evolution of heritage conservation theories and practices at the international level, particularly focusing on sustainability and the urban environment.

**RP 673 Spatial Analysis and Regional Development (3 cr. F)**
The goal of this course is to deepen each students understanding of the contemporary forces that effect regional economies and how practice has responded to these challenges. This course integrates classroom discussion, hands-on applications of analytical techniques, and ‘field-work’ involving interviews with business leaders, industry association representatives, and local development professionals. Each semester focuses on a different industry of interest to policymakers in the Pioneer Valley, such as clean energy, life sciences and biotechnology, or precision manufacturing. As a final product the class will collectively produce a professional report summarizing the current and future economic health of the cluster within the Pioneer Valley.

**RP 675 Regional Planning Studio (6 cr. F)**
A course integrating skills and knowledge from other courses and applying them to representative planning problems. The instructional goals of this studio are to develop the skills and techniques for collecting, analyzing, synthesizing and presenting of spatial and non-spatial data: as well as to develop a sense of judgment about the comprehensiveness and reliability of the data and its utility for planning decisions. Preparation of regional development models and plans based upon an interdisciplinary approach to the analysis and evaluation of regional problems and potentials. Plan development, public participation, and plan implementation.

**RP 691M Planning for Industrial Development (3 cr. S)**
The goal of this course is to explore the appropriate methods required for determining the optimal location, enhancement and expansion of the industrial base of communities. Topics focus upon industrial policy, land use, infrastructure, labor needs, the role of the environment, financial requirement, industrial innovation and the influence of world trend on our industrial base.

**RP 692E Interpreting Qualitative Research (3 cr. F)**
Regardless of the types of data with which you primarily work—regulatory, ethnographic, text, visual, large databases, spatial, etc.—there’s a significant facet of your work requiring a qualitative lens. Corbin and Strauss define qualitative analysis as “A process of examining and interpreting data in order to elicit meaning, gain understanding, and develop empirical knowledge.”
RP 692P Special issues in Land Use Planning: Climate Change and Cities (3 cr. S)
This research seminar focuses on the practice and policy of minimizing greenhouse gas emissions and adapting to coming climate change, particularly at the site, local, and state level. Included are both theory and practice, and a section on scenario planning because that is the primary method for addressing the issues. Big picture questions we will ask: What sort of urban and regional form will make cities best able to reduce emissions and respond to changing climate? Are there local actions that will encourage alternative energy production? How do we address equity in this? What is the role of green infrastructure and open space, architecture and engineering? what methods, mindsets, and regulations do we need to prepare for a very different future? Students from all fields are welcome.

RP 696 Independent Study (1-3 cr.)

RP 698A Master’s Project (6 cr.)
Allows a student to work on an actual or demonstration project to explore various aspects of regional planning.

RP 699 Master’s Thesis (9 cr.)
Preparation of a research paper in an emerging or state-of-the-art area of regional planning. A full graduate committee and calendar due dates must be met, as outlined in the Graduate School Handbook available at:

http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook
The Masters in Regional Planning degree is conferred upon those graduate students who satisfy the following basic requirements:

1. The satisfactory completion of 48 credits of course work, of which 24 RP core credits and at least 30 total credits must consist of Master’s-level courses given within this Department.

2. Completion of the specific requirements in the Graduate Handbook and regulations of the Graduate School in effect at the time of entry into the program.

3. The preparation of a Master’s thesis or Master’s project or Three Course Option. All academic work including the Master’s Thesis, Master’s Project, or Three Course Option must be done in residence, except in special circumstances with the permission of the Graduate Program Director.

4. Successful defense of Master’s Thesis, Master’s Project, or Three Course Option.

5. The maintenance of a “B” average: Students may not earn more than two “C” grades during their entire tenure.

**Students Entering with Related Graduate Degree**

There are two ways for students who enter with a related graduate degree to modify the normal degree requirements:

1. Up to 18 credits in the form of course waivers may be granted with the approval of the Program Director and the filing of an official transcript. Note again that this option does not reduce the total number of credits required for graduation.

2. Up to 12 credits that have been earned in addition to the requirements of a previous graduate degree may be transferred also with the approval of the program director. In this case the transferred credits can be included as part of the total credits required for graduation.

**Transfer of Non-Degree Credit**

A maximum of 6 non-degree credits at the University of Massachusetts may be transferred, but students entering with a previous graduate degree may transfer these credits in addition to credits obtained via the process described in the previous section. Non-degree students, who are taking the first year preparatory courses, will receive credit for all these preparatory courses without the need to transfer them. Non-degree students are required to complete an official application to the program. Admission to the program for such students is on a competitive and space-permitting basis.

Current students are encouraged to take advantage of internships available through the department. These Independent Study or Practicum courses may be arranged through the program director or the Outreach Coordinator. Graduate credit is available for these courses.
Prior to or early in the final academic year, you must decide on a topic for a Master’s thesis or Master’s project. The topic selection is your responsibility and must be approved initially by your Program Director and other appropriate faculty. This is frequently done during the course, Research Issues.

After your initial idea is approved, you select a committee suggested by or acceptable to the Program Director and the core faculty. For a Master’s thesis, at least three but no more than four members; for a project, at least two but no more than four members; for a Three-Course Option, one supervisor. These members should be as follows:

a. The chair should be a member of the core graduate faculty in your Program as listed in the handbook. In exceptional circumstances students may request the Program Director in writing that another faculty member be given this role, explaining the reasons for their suitability. This letter will be placed in the student’s file. This other faculty member must be from either the Department or from the list of Adjunct Professors in the handbook (Note: Adjunct Lecturers are not eligible to be chairs).

b. The second member should be a graduate faculty member from the University. If the chair is not a member of the Program’s core faculty, then the second member must be.

c. Other members should be graduate faculty members from the University or Five Colleges, or other institutions with special permission.

d. Students may request in writing to have an outside member who is either a professor at another college or a practitioner. Students doing projects should write a letter to the Program Director, with a copy to the graduate secretary, explaining the reasons for the outside member’s suitability. This letter will be placed in the student’s file. Students doing a Master’s thesis must submit the person’s curriculum vitae to the graduate school along with a justification for their selection. The Graduate School will then judge whether to appoint the outside member.

If you plan to write a Master’s Thesis, you must complete a form letter for the Graduate School (available in the Department Office), and submit that letter along with a signed copy of the approved Master’s thesis outline to the Graduate School at least four months prior to submitting the final Master’s thesis. Master’s projects need the approval of your Program Director only.
The Program offers an optional, three-course sequence as an alternative to the Master’s Thesis/Master’s Project. This alternative consists of selecting a minimum of three rigorous, linked courses which, when taken, will contribute substantially to the achievement of the student’s academic goals. Students should prepare a 10-15 page proposal outlining the key themes of the option, its relevance to planning, and 4-6 possible courses (to make allowance for courses that may not be offered, etc.). The student will select one faculty member to chair their three-course option: This is usually the regional planning program director or the faculty member best qualified to assess the course work. The proposal must be given to the regional planning program director, who will ensure it is evaluated by the entire regional planning faculty. There are several additional requirements for the three-course option:

1. For MRP students, at least one but preferably two of the three courses should be outside the Regional Planning program.

2. For Dual Degree students, Landscape Architecture courses will generally not be acceptable in a three-course option. Regional Planning courses are acceptable. If choosing the three-course option, a Dual Degree student must complete at least one Master’s Thesis or Master’s Project for one of the programs.

3. Undergraduate courses are generally only acceptable if they are at the 300 level or above and the faculty member agrees to a graduate enrollment involving extra work to bring the course up to graduate level. Only one such course is generally acceptable as part of a three-course option. As these are often taken as a form of independent study with the professor, it should be clear in the proposal that this is a class taken for graduate credit, including the additional work required.

4. Independent study courses, apart from those mentioned in the previous point, are generally not acceptable in a three-course option, except under highly compelling circumstances, approved by the Regional Planning faculty.

At the end of the three-course option, the student will prepare a 20-25 page paper linking the three courses to issues in planning. The three-course option advisor will evaluate the paper.
Every candidate for the Master’s degree must pass a general examination focusing on his/her Master’s Project, Master’s Thesis, or Three-Course Option. This examination is called the formal defense or formal presentation. The formal defense is an oral examination and is conducted by the thesis or project committee, or by the three-course option advisor.

Formal defenses are scheduled by the chair/advisor when s/he feels that the candidate has completed a substantial part of the Master’s project and has shown strong indications that full completion will occur soon. The committee/chair or the student may invite others to the formal defense. These defenses are frequently conducted on one day late in the spring semester; however from time to time that date is not convenient for all committee members and so separate defenses may be held. The recommendation of at least two members of a two or three person committee, or three members of a four-person committee, shall be required to receive the degree. For a three-course option the chair must approve.

If the student passes the defense, s/he should have the chair/advisor sign the memorandum of “General Examination” (available from the Graduate Secretary) and see to it that it is immediately placed in the student’s file. If the student does not pass the defense, s/he has the option of leaving without the degree or requesting permission to return for an additional semester as a student in residence. Approval by a majority of the defense committee is needed to approve this latter option. It should be noted that passing the General Examination is a necessary condition for receiving the degree. Students must also pass all other requirements, including having their committee approve the completed thesis or project.
Final draft Master’s Theses and Project proposals shall be due to the Graduate Program Director by November 15, the semester prior to enrolling for the Master’s project. The proposal must be signed and approved by the committee four month prior to the defense in Spring. For students wishing to complete their project in the fall semester, final draft proposals shall be due to the Graduate Program Director by May 15.

Signed proposals will be kept in the student’s file and the student shall register for Master’s Thesis or Master’s Project credits with their respective committee chairperson.

Final drafts of the Master’s Project are due to the committee chair by the last day of classes. (Master’s Thesis shall adhere to the Graduate School deadlines).

An oral defense of the Master’s Thesis, Project or Three-Course Option shall occur by the last day of exams during the semester in which the student will be graduating.

All students shall submit one copy of their Master’s thesis and three copies of their Master’s project to the department. Master’s theses and Master’s projects shall be submitted in the official red binding approved by the Graduate School. Projects may vary slightly in format with approval of the project committee. It is also customary for students to give each member of their committee a bound copy of this document in the same official red binding. Professional binding is available through local copy services.

Meetings With Committee
Students should establish with their Master’s thesis/Master’s project committees a realistic timetable that will allow for the meeting of due dates and should set up regular meeting times (once every week or so) with the committee members to discuss progress on the Master’s Thesis/Master’s Project. Students should avoid a situation where they only work separately or exclusively with individual committee members.

Additional information regarding University requirements of a Master’s Thesis or Master’s Project can be found online at: http://www.umass.edu/gradschool/current-students/masters-degree-requirements-and-thesis-information
Credit Load per Semester

Forty-eight credits taken over a four-semester span implies an average of 12 credits per semester, an average assumed to be the normal load for graduate students. The Regional Planning Graduate Handbook supports this assumption, and further specifies a maximum of 15 credits per semester. In addition, students with any form of TA or RA position may not exceed 12 credit hours per semester.

Independent Study

The Department will allow a total maximum of 6 credits earned through Independent Study during a student’s entire stay, except for students in the dual degree program who are allowed a total of 9 credits. More specifically, the policy on Independent Study allows for no more than 3 credits per semester. Students who plan to take an Independent Study must complete a form that, among other things, specifies the final product of the project. The final product may take a number of different forms: a paper, a formal presentation, drawings or a model are among the possible alternatives. A copy of the form, signed by the student’s advisor and faculty involved with the project, should be submitted to the Graduate Program Secretary, and will be kept in the student’s personal file. In all cases, all Independent Study work should be done during the semester credit is received. Finally, Independent Study cannot be used to collect data for a Master’s Thesis/Master’s Project. Copies of the Independent Study form are available from the Graduate Secretary.

Faculty Advisors

Entering students will be advised by the graduate program director during their first year, as well as by an appropriate faculty member. After the first year a student is encouraged to work with one or more faculty advisors in selecting elective courses and a Master’s Thesis/Master’s Project.
Professional Organizations

The Department strongly urges you to join the American Planning Association (APA) and other relevant professional organization as soon as possible. It is not too early in your career to participate in the activities of these professional associations and there is much to be gained from your membership. You are afforded the additional benefit of reduced student rates for membership.

Faculty Meetings

All faculty meetings are open to any student who wishes to attend. The only exception to this policy is when personnel matters are being discussed. Any student with a concern or issue relevant to specific programs within the Department should first speak to the appropriate Program Director in order to have the issue placed on the agenda of the faculty meeting. If the issue or concern relates to the Department in general, you should speak with the Department Head. In either case, is important that you be aware of these options available to you. A schedule of faculty meetings for each semester is available in the main office, 109 Hills North.

Extension for Completion of Degree Requirements

No extensions for completion of degree requirements will be granted unless there is a compelling reason to do so (e.g. sickness, faculty issues, etc.).

Long Distance Completion of Degree

In the past, some students have finished their degrees from afar, relying on faculty and staff to make phone calls, arrange meetings, and complete forms. Again, a compelling reason must be demonstrated to be extended this favor.
Library Resources

As a student in the Department of Landscape Architecture and Regional Planning (LARP) you will have access to an exceptional university library system. Support for your studies and research is provided through collections and services at two libraries. The 27-story W.E.B. DuBois Library, mainly an arts and humanities collection, also houses Government Documents, the Law Collection, Maps, Microforms, Course Reserves, Media, and Special Collections and Archives. Physical and natural sciences materials are found in the Integrated Science and Engineering Library located in the low-rise section of the Lederle Graduate Research Center.

The holdings of the University of Massachusetts Amherst Libraries include more than 5.9 million books, documents, and microfilms. In addition, the Libraries subscribe to approximately 14,500 serial titles. Nearly 300 electronic subscription databases, which locate millions of citations and full-text articles, may be accessed at the Libraries or from any remote location. Your University photo I.D. serves as a library card and allows for borrowing throughout the Five College Library system which include: Amherst, Hampshire, Smith, and Mt. Holyoke Colleges. The Interlibrary Loan provides service for students to borrow materials not owned by the Five Colleges free of charge.

The Learning Commons is an interactive area on the ground floor of the DuBois Library. Services offered include research and writing support, library services, technology help, as well as campus services in an environment that fosters informal, collaborative and creative work, and social interaction. A café is located in the Library lobby. Five days a week the Learning Commons is open 24 hours. More information regarding specific services available can be found at the website: http://www.library.umass.edu/learningcommons/

Madeleine Charney is the Reference Librarian for the Department of Landscape Architecture and Regional Planning. She is available by appointment and during drop-in sessions to provide one-on-one research consultations and classes on library research methods. She is knowledgeable in the numerous database resources and library materials available related to topics in our field. Of particular interest and value to students in our Department is the LARP Subject Research Guide, an online resource which serves as a starting point for library research: http://guides.library.umass.edu/landscape
Computers

The Department of Landscape Architecture and Regional Planning has one computer lab with 15 networked computers with a full suite of software including; Microsoft Office, Adobe CC, ArcGIS, AutoCAD and other rendering programs. This lab contains a black and white printer, a scanner, and a high-speed plotter. The Department also houses an Ethernet lab which contains 15 large-screen monitors and ethernet cables so that students may plug in their laptops to work with greater visibility and without wireless internet interruption. This lab also contains a black and white printer, a color printer, a scanner, and a plotter. The labs are open to all students in the department during the day with a key sign-out available for evening and weekend use. Wireless Internet is available throughout the campus.

There are eleven computers classrooms (both PC and Mac) throughout the University campus run by the Office of Information Technologies. Each classroom has either a black and white or color printer available to Pay-for-Prints. We also share a GIS Lab with Geosciences, Forestry and Wildlife Management.

Students are expected to have an UMass computer account. This provides e-mail and Internet access from any machine that has a direct (Ethernet) connection or a wireless connection. Information regarding UMass e-mail accounts can be found at http://www.oit.umass.edu.

Incoming students in the Landscape Architecture Program are required to have a laptop computer. More information can be found: http://www.umass.edu/larp/students/computer-guide
The Department curriculum is supported by a weekly lecture series, the Zube Lecture Series, where academics and professionals are brought in to discuss current topics in the field. Local and national experts present their creative work, speak on current trends in the profession, or illustrate the work of their professional organization. Alumni, faculty, and guest faculty members are intermittently invited to present on their current work and research topics.

We also work to stay up to date regarding lecture series throughout other programs within the University, as topics often overlap with our interests. Our Department regularly informs students of these lectures and guest visitors, some of which take us to other Universities in the Five-College system as well as neighboring towns and local agencies.

The MLA Program also organizes occasional workshop and brown-bag lunch talks with faculty, students, alumni, or visitors.
Although each member of the faculty will have a primary assignment in one of the graduate programs, many faculty are involved at some level in the Regional Planning Program. Thus students have the benefit of a large number of academic staff, and are encouraged to discuss their interests and problems with any of them.

Core Faculty

Ahern, Jack. Professor of Landscape Architecture and Vice Provost for International Programs. B.S. in Environmental Design, University of Massachusetts, 1974; M.L.A., University of Pennsylvania, 1980; Ph.D., Wageningen University, 2002. Teaches plants, landscape ecology, design studio, landscape urbanism, and landscape architecture study tour. Experience in private practice involving site and environmental planning and design. Research interests include: sustainable urbanism, landscape ecology for landscape planning design and management.

Brabec, Elizabeth. Professor of Landscape Architecture. B.Sc. in Environmental Agriculture and M.L.A. University of Guelph, Canada, 1984; Juris Doctor, University of Maryland, 1992. Founded and managed the landscape planning firm, Land Ethics, Inc. in Washington, D.C. Teaches real estate law, public participation and leads international field studies programs. Research interests focused on land conservation and the design and planning of sustainable open space; and culture and the historical basis of landscape form.

Di Pasquale, Michael. Extension Assistant Professor. Master in Regional Planning, UMass Amherst; Master in Architecture, Washington University in St. Louis; BA Architecture University of Detroit. His special interests include community participation and the role it plays in the equitable redevelopment of post-industrial cities. His research has included the impact that transportation has on economic development and the influence that geography and race have on the revitalization of America’s “legacy” cities.

Hamin, Elisabeth M. Professor of Regional Planning and Department Head. B.A. in Business Administration, Cleveland State University; Masters of Management, Northwestern University; PhD in City and Regional Planning, University of Pennsylvania 1997. Teaches growth management, climate change planning, real estate planning and regional planning studio. Current research into the planning adaptation and mitigation of climate change impacts to local communities and sustainable community development.

Hamin, Mark. Senior Lecturer in Regional Planning and Director of the Master of Regional Planning Program. B.A. History and B.A. Philosophy, Brown University 1984; PhD History and Sociology of Science, University of Pennsylvania 1999. Teaches planning history and theory, City Planning and Sustainable Cities course. Research includes: the influence of life sciences on planning; urban infrastructure and ecological history; social, economic and cultural perspectives on environmental risk, security, and ‘quality of life’ in cities; and technologically-transformed food ecologies/economies.
Montenegro-Menezes, Flavia  Assistant Professor of Regional Planning. Dipl. Architecture and Urbanism, University Izabella Hendrix, Belo Horizonte, Brazil, 1995; Master’s in Integrated Territorial Planning, DESS, UNESCO Chair on Sustainable Development, France, 2001; PhD, Social Sciences, Territorial Planning and Environment, l’Institut des Sciences et Industries du Vivant et de l’Environnement (Agro Paris Tech), Doctoral School ABIES, Paris, France, 2009. Research addresses cultural heritage planning relative to urban-regional sustainability, focusing on international, interdisciplinary, community-based projects. She uses participatory approaches to document the cultural significance of heritage to local residents and other stakeholders, and teaches courses on cultural heritage preservation, sustainable management practices, and regional resource planning.

Mullin, John R  Professor of Regional Planning, Director of the Center for Economic Development, and Dean of the Graduate School. BA, Government, University of Massachusetts, 1967; MRP, Community Planning and Area Development, University of Rhode Island, 1969; MSBA, Boston University, 1972; PhD, Urban and Regional Planning, University of Waterloo, Ontario, 1975. Specialties: Research, teaching and outreach focused on regional economic development strategy and adaptive reuse/redevelopment in mill towns.

Pader, Ellen  Associate Professor of Regional Planning and Director of the JD/MRP Program. B.A. in Art History and English, Kenyon College, 1972; PhD in Anthropology, Cambridge University, 1981. Teaches social issues in planning from inter-ethnic and cross-cultural perspectives, including: identifying discriminatory practices on the basis of ethnicity, race, gender and class; social change; housing policy and social policy. Major area of research is the cultural, social, and political facets of housing policy and design.

Ramsey-Musolf, Darrel  Assistant Professor of Regional Planning. He holds a PhD from UW-Madison and Master’s degrees from Cal Poly Pomona and Suffolk University. While at Madison, he received a HUD Doctoral Dissertation Research Grant that supported his mixed-method examination of California’s Housing Element Law and a 2-year AOF research grant from the College of Letters and Science. He has served on UW’s the Campus Planning Committee (2007-2010) and on the search and screening committee for Vice Chancellor of External Affairs. While at Cal Poly Pomona, he co-chaired of the Graduate Student Planning Association, received the California Planners’ Roundtable and UCLA Hagman scholarships, and served on APA’s Student Representatives Council representing Region VI.

Renski, Henry  Assistant Professor of Regional Planning and Director of the PhD in Regional Planning Program. PhD, University of North Carolina, Chapel Hill, 2006. MRP, University of North Carolina, Chapel Hill, 1998. B.A., University of Southern Maine, 1995. Former Special Assistant to the Governor of the State of Maine in Economic Development. Teaches GIS and economic development. Research focuses on understanding the forces driving regional economic competitiveness and transformation, and building upon this knowledge to improve the effectiveness of economic development policy.
Aragón, Carolina  Assistant Professor of Landscape Architecture. Carolina is an artist and educator who uses public art to transform landscapes, engage communities, and teach students. She holds a Master of Landscape Architecture degree from the Harvard Graduate School of Design, and a Bachelor of Architecture from the Savannah College of Art and Design. Carolina’s professional practice in the field of landscape architecture focused on green infrastructure through the creative design of green roofs and sustainable stormwater projects.

Carr, Ethan  Professor of Landscape Architecture and Director of the Master of Landscape Architecture Program. B.A. and M.A. in History of Art and Archaeology, Columbia University; M.L.A. Harvard University Graduate School of Design. Instructor in landscape history, landscape architectural theory, historic preservation and design studios. Has worked extensively with the National Park Service as a historical landscape architect. Author of Wilderness by Design - Landscape Architecture and the National Park Service, which received an ASLA award for research.

Davidsohn, Michael  Senior Lecturer II of Landscape Architecture. Director of the Stockbridge Landscape Contracting Program. A.S. in Landscape Operations, 1986 Stockbridge School of Agriculture; B.S. in Environmental Design, 1988 University of Massachusetts; M.S. in Landscape Architecture, 1992 University of Massachusetts. Teaches small-scale landscape design, surveying, construction materials, and small business management as it relates to landscape contractors. Owner of design/build firm specializing in private garden construction.


McGirr, Patricia  Associate Professor of Landscape Architecture and Director of the undergraduate program in Environmental Design. B.S. in Architecture, University of Michigan, 1984; M.L.A., University of Michigan, 1994. Teaches design studios, landscape history, and introduction to the visual environment. Professional experience in both architecture and landscape architecture. Research interests include social, historical, and cultural aspects of landscape, particularly as they relate to gender.

Sleegers, Frank  Assistant Professor of Landscape Architecture. M.L.A., University of Massachusetts, 1995; Dipl–Ing, Hannover, Germany, 1996. Teaches design studios in landscape architecture design and urban design. A practicing landscape architect with an office in Hamburg, Germany. He has won competitions in urban design, parks, and plazas, and a special point of interest and research is the building and organizing of site specific ephemeral art work in urban environments.
Volpe, Joseph S.R. Professor of Landscape Architecture. B.S. in Plant Science, University of California at Los Angeles, 1958; B.L.A., University of California at Berkeley, 1961; M.L.A., Harvard, 1964. Teaches courses and studios in landscape architecture design, including a foundation studio on landscape media and the definition of garden and landscape space, the studio in urban design, and seminars on current issues in planning and design. Has developed a system of teaching using a sequence of three-dimensional spatial models to understand the media of the landscape, landform, water, plants, and structures and to design human spatial experiences. Professional work includes both public and private practice in South America, New Zealand, France and North America on projects ranging from large-scale design to gardens. Professor Volpe explores the dynamics of landscape architecture as an art form and as a political and community process.
Adjunct Faculty and Affiliated Lecturers

Brennan, Timothy    Adjunct Lecturer of Regional Planning.  B.A. in Geography, State University of New York at Buffalo, 1970; M.R.P. University of Massachusetts, 1973; Intermediate and Advanced Diplomas in Urban Transportation Planning from the U.S. Department of Transportation, Washington, D.C. Since 1980, Executive Director of the Pioneer Valley Planning Commission (PVPC), a public planning agency with planning programs that cover land use, transportation, economic development, environmental protection and historic preservation, among others.

Feiden, Wayne, FAICP    Adjunct Lecturer in Regional Planning.  BS, Natural Resources, University of Michigan, 1980; MRP University of North Carolina, Chapel Hill, 1988. Director, Planning Department, City of Northampton, MA. Instructor for Judicial Planning Law and Tools and Techniques in Planning.


Seewald, Alan    Adjunct Instructor of Regional Planning.  BA, University of Massachusetts, 1981; JD, Western New England College School of Law, 1985. Teaches Judicial Planning Law.

Taupier, Richard    Adjunct Associate Professor    B.A. Philosophy, M.S. Resource Economics, PhD Regional Planning, University of Massachusetts. Principal interests the economics of sustainable development, and regional development within newly emerging democracies.
Admission Requirements

The basic admission requirements and procedures of the University Graduate School and the Department are as follows:

1. A Bachelor’s degree or the equivalent from an accredited college or university with recognized standing.
2. A minimum undergraduate cumulative grade point average of 3.0.
3. In addition to the information required on the application form:
   - Two copies of official transcripts of all previous college work (undergraduate and any graduate work).
   - Official scores of the Graduate Record Examination (GRE).
   - Two letters of recommendation.
   - A personal statement that outlines your goals for graduate study (1-3 pages).

You can see the Graduate School’s list of requirement online for domestic students or international students. [http://www.umass.edu/gradschool/admissions](http://www.umass.edu/gradschool/admissions)
While in graduate school, many students are in need of financial assistance. The Department offers a number of fellowships, assistantships, and work-study programs. Although preference is given to students already enrolled, entering students in need of financial aid are encouraged to discuss this possibility with the Department Head or their Program Director. The Department’s ability to assist students financially varies from year to year.

Any student receiving an assistantship receives a tuition waiver plus the waiver of some fees for that semester. Funding promised to incoming students is guaranteed for the first year only. Incoming foreign students are eligible to apply for a tuition waiver through the Department Head. Current foreign graduate students with one of these waivers need to reapply during the spring semester of their first year for a waiver for the following year. They are not automatically renewed.

In addition, the university maintains an office dedicated to helping graduate students with grants and fellowships. The Graduate Students Grants Office (http://www.umass.edu/gradschool/funding-support) can be reached by phone at 413-545-5279 or by e-mail at gsgs@grad.umass.edu.