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 is comprised of 9 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 Valley. The town has a non-student population of 18,000, and the University is located to the northwestern edge of town. A free 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.
MISSION
The University of Massachusetts, Amherst, Master’s of Landscape Architecture Program provides an excellent and professionally-accredited education and training in the discipline of landscape architecture. Students learn the fundamentals of the theory and practice of landscape architecture, including the history, principles, techniques, and materials of landscape design. Social and environmental sustainability is at the heart of everything we teach: we create sustainable planning and landscape design solutions to the most vital problems of the twenty-first century, including global urbanization, climate change, and other social and environmental issues as they relate to the built environment.

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.
DEGREES OFFERED

- Bachelor’s of Science in Landscape Architecture (BSLA)
- Bachelor’s of Science in Sustainable Community Development (BSSCD)
- Associates Degree in Landscape Contracting (AS)
- Master’s of Landscape Architecture (MLA)
- Master’s 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)

CERTIFICATE PROGRAMS

- Graduate Certificate in Cultural Landscape Management
- Graduate Certificate in Climate Change, Hazards and Green Infrastructure
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The Master’s of Regional Planning Program

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.

The Master’s of Regional Planning Program at the University of Massachusetts (or any of its associated dual- degree and accelerated programs) is a professional program fully accredited by the Planning Accreditation Board of the American Planning Association. This status provides our MRP graduates with multiple benefits, such as reduced time to American Institute of Certified Planners eligibility, higher likely career earning potential, and improved job market competitiveness. Our current accreditation runs from 2014 through 2019.

The program is based on combining theoretical, historical, social, political, and technical dimensions of planning practice with strong emphasis on practice through studio and service to communities in our region, with opportunities for international work as well. We engage both the intellectual and the professional aspects of regional planning. Our alumni can be found in all levels of government as well as in consulting practice, real estate development, private industry, 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 planning, historic preservation, growth management, economic development and geographic information systems.

The Master’s degree program offers a rich educational experience in many areas of regional planning, including the underlying theories in planning, urban form, urbanization, elements of the planning and decision-making processes, policy analysis and implementation, social planning, information technology and planning tools and techniques. The main areas of concentration within the MRP program are:

- Community and Equity Planning
- Land Use and Environmental Planning
- Economic and Regional Development Planning
- Student Designed Concentration

In addition, links with the program in landscape architecture enable advanced students to work with other faculty members and students studying problems of landscape architecture and urban design.

We offer a traditional two-year degree for most students, and an accelerated one-year degree for students coming through our Sustainable Community Development undergraduate program.
Core Courses

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.
A 3.0 average must be maintained for all courses taken. A maximum of two C’s are permitted during your entire residency.

### 2-Year Program

#### First Year

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

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<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Rp 675 Planning Studio</td>
<td>6</td>
<td>LA 699 -Master’s Research Thesis</td>
<td>9</td>
</tr>
<tr>
<td>Core Electives</td>
<td>3</td>
<td>LA 698 -Master’s Design Project</td>
<td>6</td>
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<tr>
<td>Elective</td>
<td>3</td>
<td>3 Course Option: Elective studios+elective seminars</td>
<td>9</td>
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<tr>
<td><strong>Core Elective if needed</strong></td>
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<td>3-6</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>12</strong></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.
Professor Emeritus John Mullin’s Downtown Revitalizing class.
Community and Equity Planning

Coordinator: Ellen Pader
Flavia Montenegro-Menezes

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)

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

Coordinator:
Henry Renski

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)

Recommended Courses

- 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.
Landscape and Environmental Planning

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)

Coordinator:
Darrel Ramsey-Musolf
Robert Ryan

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.

Student Designed Concentration

Concentration Coordinator:
Mark Hamin

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.
Course Descriptions
(Check SPIRE for more)

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)
This course introduces students to the 3-E concept of sustainability: environment, economy, equity, and applies it to the built environment and policies at the municipal and regional level.

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 585 Planning for Climate Change (3 cr. F)
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 587 People and the Environment (3 cr. F)
Interdisciplinary seminar on the applications of environmental psychology research to planning and design. Topics include landscape preference, territoriality and defensible space, way finding, and restorative settings/therapeutic gardens.

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

RP 597F Framing Solutions (3 cr. S)
How do you become a more effective public advocate? What do you need to know about the different audiences you want to reach? Few professional experiences are more frustrating than researching an issue, designing a carefully considered planning or policy solution, and then not being able to convince your clients, a community, or others of its significance? or that the issue even exists. For instance, why do so many strategies fail that attempt to get people to care about safe, affordable housing, climate change, the environment, immigration, education, green spaces, good nutrition, mental health, public health, poverty, or the multitude of other central concerns for the public good? We explore typical disconnects between professional and lay approaches, interpreting issues from social, cultural, political, and organizational perspectives, drawing on linguistics, sociology, ethnography, neuropsychology, public policy, and other disciplines. We then explore strategies for bridging the gaps, with each student focusing on areas of personal interest.

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)
Application of quantitative methods used by regional and urban planners. Problem definition and data sources, data collection and analysis using descriptive and inferential statistics, and spreadsheet and database planning software. Data presentation techniques. Prerequisite: Stats 501 or equivalent.

RP 625 Geographic Information Systems for Planning and Design (3 cr. S)
This is an introductory, graduate-level course in the use of Geographic Information Systems (GIS) in urban and regional planning.

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. Designed to assist students preparing their research for master's theses and projects. Includes selecting a topic for this research, synthesizing the pertinent literature, developing research questions and selecting a faculty advisor.

RP 643 Economic Development Issues in Planning (3 cr. S)
General introduction to methods and techniques for analyzing and solving problems related to planning, resource allocation, and policy analysis.

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, regulatory processes, and analytic methods useful in the practice of public sector planning at the local level.

RP 656 Judicial Planning Law (3 cr. S)
The law of land-use control as expressed in major judicial decisions in the U.S. Creation, 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)**
This course is a hands-on study in regional and local economic, demographic anbd spatial analysis methods commonly used by planners and economic development policy analysts.

**RP 675 Regional Planning Studio (6 cr. F)**
The first in a sequence of workshop-type courses, to integrate skills and knowledge from conventional courses and apply them to representative planning problems. Instructional goals: to develop the skills and techniques for collecting, analyzing, synthesizing and presenting spatial and non-spatial data; and to develop a sense of judgement about the comprehensiveness and reliability of the data and its utility for planning decisions.

**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 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.


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 course 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.
Formal Defense Procedures

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 Academic Program Coordinator) 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.

Master's Thesis and Master's Project Deadlines

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, but students may take up to 16 credits per semester.

Independent Study

The Department will allow a 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. The policy on Independent Study allows for no more than 3 credits per semester. Students who plan to take an Independent Study must complete an Independent study form (https://www.umass.edu/larp/resource/forms) that specifies the final product of the project: a paper, a formal presentation, drawings or a model are among the possible alternatives. A copy of the form, signed by the faculty supervisor, must be submitted to the Academic Program Coordinator. Independent Study work should be done during the semester credit is received.
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: https://www.library.umass.edu/locations/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:
https://www.umass.edu/larp/resources/larp-librarian
Computers

Incoming students to the program are required to have a personal laptop computer.

The Department of Landscape Architecture and Regional Planning share two computer labs in the design building (DB 260 & 235) with the department of Architecture and Building Construction Technology. There are totally 70 networked computers with a full suite of software including; Microsoft Office, Adobe CC, ArcGIS, AutoCAD, Rhino, SketchUp, Lumion and other rendering programs. There is also a printing/plotting lab contains a black and white printer, a color printer, and three high-speed plotters. The labs are open to all students in the design building. Wireless Internet is available throughout the campus.

There are 11 computers classrooms (both PC and Mac) throughout the University campus run by UMass Information Technologies (IT). 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 IT 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.umass.edu/it/accounts

Incoming students in the Landscape Lecture Series

The Departmental Ervin Zube Lecture Series brings in local and national experts to present their work and speak on current trends in the profession.

The Department curriculum is supported by a weekly lecture series, the Zube Lecture Series https://www.umass.edu/larp/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. Student groups, 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.
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.

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/renovation 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.

Eisenman, Theodore  
Assistant Professor of Landscape Architecture. B.S. in Journalism, University of Maryland; M.P.S. in Natural Resource Management, Cornell University; M.L.A. Cornell University; Ph.D. in City and Regional Planning, University of Pennsylvania. Theodore’s principle scholarly interest concerns the historical, scientific, cultural, and design bases of urban greening, defined here as the introduction or conservation of outdoor vegetation in cities. He believes that design is a powerful tool for enhancing human and ecological potentials, and this informs his approach to landscape architecture and urban planning. Prior to starting at UMass, Eisenman was an Andrew W. Mellon Fellow in the Humanities Institute at The New York Botanical Garden. His career spans research and practice with a range of federal, municipal, and nonprofit organizations including the Environmental Protection Agency, National Park Service, Scenic Hudson, Trust for Public Land, U.S. Forest Service, and Washington, D.C. Department of Parks and Recreation. He has been a regular contributor to Landscape Architecture Magazine on ecological design topics, and is currently a Review
Editor at Frontiers in Ecology and Evolution journal. Raised in Sweden and the U.S., and having worked as a Peace Corps Volunteer in Senegal, he is also interested in international affairs.

**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.


**MacDonald, Dana** Adjunct Lecturer. BS Biology University of Michigan - Flint. Dana works on paleo-ecological (Pleistocene/Holocene) reconstructions of drought, fire, and hurricanes as well as use pollen analysis to reconstruct vegetation. I also conduct field work using sediment coring in coastal environments mostly from New England south to Central America.

**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.

**Mullin, John R** Professor of Regional Planning, Director of the Center for Economic Development, and Dean of the Graduate School. B.A., Government, University of Massachusetts, 1967; M.R.P., Community Planning and Area Development, University of Rhode Island, 1969; MSBA, Boston University, 1972; Ph.D., 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.
Regional Planning Studio community meeting
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:
   • A copy 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 for domestic students or international students.
https://www.umass.edu/gradschool/admissions

Financial Assistance

Tuition and fees are subject to change without prior notice. You may view all current fees at the University's Bursar's Office web page: http://www.umass.edu/bursar/graduate

While in graduate school, many students are in need of financial assistance. The Department offers a number of fellowships, assistantships, and work-study programs. Preference is given to students already enrolled, but entering students in need of financial aid are encouraged to discuss this possibility with the Department Chair 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.

The university maintains an office dedicated to helping graduate students with grants and fellowships. Graduate Students Grants Office http://www.umass.edu/gradschool/funding-support 413-545-5279 gsgs@grad.umass.edu.