

## New Academic Program Workflow Form

### General

**Proposed Name: Real Estate**

Transaction Nbr: 00000000000062

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sprg 2021

### Details

Department(s):

#### ARCH

| DEPTMNT ID | DEPARTMENT NAME                               | HOST |
|------------|---|------|
| 1005       | School of Landscape Architecture and Planning | N    |
| 2523       | Planning                                      | Y    |

Campus(es):

#### MAIN

| LOCATION | DESCRIPTION |
|----------|-------------|
| TUCSON   | Tucson      |

**Admission application terms for this plan:** Spring: Y Summer: N Fall: Y

**Plan admission types:**

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

**Plan Taxonomy:** 04.1001, Real Estate Development.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Minor in Real Estate

Transcript: Y Minor in Real Estate

**Conditions for Admission/Declaration for this Major:**

Current U of A undergraduate students may pursue a minor and have it recognized on their transcript at graduation. Students interested in pursuing a minor should consult their academic advisor and meet with a CAPLA advisor to declare the minor and to ensure that an appropriate set of courses is taken. Minor requirements appear on the degree audit once the minor is added. Courses taken for the minor may not count toward both the major and the minor. Students should contact their academic advisor for more information. To earn credit for the minor, students must an average of 2.75 GPA in minor specific courses. Courses taken for the minor may not count toward both the major and the minor.

**Requirements for Accreditation:**

NA. No accrediting body.

**Program Comparisons**

**University Appropriateness**

Presently, the U of A offers a Masters of Real Estate Development program both in-person and on-line. Where there are more than 1000 recent graduates of undergraduate programs in the commercial real estate industry (and scores more in residential brokerage), there is a noticeable gap and demand for undergraduate focused real estate coursework. With growing demand from students and strong support from the regional real estate community, the proposed minor is poised to meet both student and employer demand. Moreover, with the Built Environment as a strong pillar of the new strategic plan, the proposed minor hews closely to it and aligns teaching and research with the long-term vision of success at the U of A.

**Arizona University System**

| NBR | PROGRAM           | DEGREE | #STDNTS | LOCATION                   | ACCRDT |
|-----|-------------------|--------|---------|----------------------------|--------|
| 1   | Real Estate Minor |        | 0       | Arizona State Univ - Tempe | N      |

**Peer Comparison**

The proposed RE Minor is quite similar in design, content, and goals to minors at both the University of Florida and the University of Washington--two world class programs. Students in each minor, including ours, are challenged to engage the basic contours of the residential and commercial real estate industries and markets. They also have opportunities to develop the analytical skills both in core and elective courses that will help them to create value across an array of job and firm typologies. With respect to requirements, each of the three minors is similar in terms of the minimum number of hours required and logistics for declaration and minimum grade point averages within minor coursework. The principal difference between our minor framework of our peers is that we prescribe a tighter list of required courses. In part, this represents our unique blend of courses and faculty. It also represents the fact that our RE program is relatively young. Where the other two programs have existed for quite some time, have a deeper roster of faculty teaching in the space, and have very strong institutional partnerships that sustain them, we are only just beginning to develop and nurture these here. These differences are not expected to manifest in terms of student success. We anticipate that the high quality course designs and instructors at the University of Arizona will be able to urge students towards satisfying their intellectual curiosities and creating terrific professional opportunities.

## Faculty & Resources

### Faculty

Current Faculty:

| INSTR ID | NAME          | DEPT | RANK       | DEGREE               | FCLTY/% |
|----------|---------------|------|------------|----------------------|---------|
| 22085077 | James Marian  | 2523 | Adj. Lect. | Master Real Est Dev  | 30.00   |
| 10701203 | Gary Pivo     | 2523 | Professor  | Doctor of Philosophy | 10.00   |
| 22061992 | Arthur Nelson | 2523 | Professor  | Doctor of Philosophy | 20.00   |

Additional Faculty:

No additional faculty are anticipated.

Current Student & Faculty FTE

| DEPARTMENT | UGRD HEAD COUNT | GRAD HEAD COUNT | FACULTY FTE |
|------------|-----------------|-----------------|-------------|
| 2523       | 0               | 30              | 10.23       |

Projected Student & Faculty FTE

| DEPT | UGRD HEAD COUNT |      |      | GRAD HEAD COUNT |      |      | FACULTY FTE |       |       |
|------|-----------------|------|------|-----------------|------|------|-------------|-------|-------|
|      | YR 1            | YR 2 | YR 3 | YR 1            | YR 2 | YR 3 | YR 1        | YR 2  | YR 3  |
| 2523 | 25              | 49   | 71   | 67              | 74   | 82   | 10.23       | 10.23 | 10.23 |

## **Library**

Acquisitions Needed:

None anticipated.

## **Physical Facilities & Equipment**

Existing Physical Facilities:

With average class sizes envisioned in the 20-30 student range for most courses and an average of 50 students for the Principles of Real Estate course, the existing classroom facilities at CAPLA are adequate with respect to size, capacity, and technology for each of the core courses. Where the additional electives are all existing courses, the adequacy of those existing facilities attendant to the delivery of the courses is not under threat. To the extent that enrollments in the minor grow substantially beyond levels anticipated in the proposal, CAPLA has a limited number of spaces that could accommodate larger classes and would need assistance from the broader university to create successful learning spaces for the minor core courses.

Additional Facilities Required & Anticipated:

None anticipated.

## **Other Support**

Other Support Currently Available:

The School of Landscape Architecture and Planning has several full-time and part-time staff members who devote their time to all programs in the school:

Administrative Assistant: Works immediately under the director and handles course management and scheduling; Promotion and Tenure packets; travel authorizations and disbursement vouchers for faculty; event coordination; and other administrative duties for the school as they arise.

Program Coordinator - Laura Jensen, MLA: Provides a wide variety of administrative support for all school programs.

Assessment Coordinator - Kelly Eitzen Smith, PhD: Collects program and student data and oversees and coordinates the assessment of all programs in the school for outside accrediting bodies as well as for internal University of Arizona program assessment.

Student worker: The programs in the school share a work-study student who works 20 hours per week, and is available to provide assistance with organizational and office related tasks as needed.

CAPLA staff:

CAPLA has three undergraduate advisors and one graduate coordinator to support students.

Senior IT Manager - Lucas Guthrie and Senior IT Support Analyst - Adam

Katz: Manage and maintain CAPLA's IT infrastructure and equipment and manage student IT staff.

Business office staff: Assistant Dean of Finance and Administration - Simon White: Focuses on business development and identifying funding sources necessary to meet the college and university missions. Simon has worked at the University of Arizona for 15 years in a variety of departments holding financial and business positions.

Analyst, Data and Financial - Jeff Guba, MBA: Provides CAPLA with various types of reports relating to financial and student data. He also provides critical analysis support relating to a range of business areas (i.e. accounting).

Accountant: Provide support to the CAPLA community relating to accounting, human resources, and other important business areas.

Development and Alumni Relations staff: Development Director: Directs and manages the identification, qualification, cultivation, and solicitation of major individual, corporate, and foundation prospects in support of CAPLA.

Director of Alumni and Community Engagement: Develops and maintains relationships with CAPLA alumni and donors by organizing alumni and scholarship events, maintaining contact with alumni and donors through newsletters and direct communication. Kay is the main point of contact for CAPLA alumni.

Marketing Manager: Works in conjunction with the dean, associate dean, directors, faculty, program coordinators, and other related staff in the coordination of marketing and promotional materials and efforts.

Recruitment Coordinator: Responsible for college-wide student recruitment efforts.

Associate Dean for Research and Academic Affairs - Barbara White Bryson, EdD, FAIA: Coordinates promotion and tenure activities, holds research workshops, oversees building operations, and manages studio and office assignments for students, faculty, and staff. These individuals work well as a team committed to all programs in the college.

Dean Nancy Pollock-Ellwand, who holds degrees in Landscape Architecture (BLA), Architecture (MA), and Planning (PhD), the college and the school are well supported and staffed, thus ensuring the attainability of program mission and goals.

Other Support Needed over the Next Three Years:

None anticipated.

**Comments During Approval Process**

6/3/2020 3:56 PM  
LJOHNSON

|                 |
|-----------------|
| <b>Comments</b> |
| Approved.       |

6/9/2020 1:16 PM

LAURAH

| Comments |
|----------|
|----------|

|   |
|---|
| Looks to be a very appealing new option for students. |
|---|

6/30/2020 6:50 PM

SCARLSON

| Comments |
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| uploaded revised Additional Information form, per email from Laura Jensen. |
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6/30/2020 6:50 PM

SCARLSON

| Comments |
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|-----------|
| Approved. |
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**NEW ACADEMIC PROGRAM-STANDALONE UNDERGRADUATE MINOR  
ADDITIONAL INFORMATION FORM**

**I. MINOR DESCRIPTION**

The purpose of the Real Estate minor is to prepare undergraduate students to create and sustain value across multiple types of firms within the real estate industry. The four-course core builds fundamental skills at the beginning of a student's trajectory of study in the minor and provides an opportunity for application at its end. The core provides introductions to major concepts, strategies, and empirical analytical techniques in residential and commercial real estate. It also confronts major issues in the property markets including sustainability and resilience. The electives in the curriculum facilitate student curiosity in topics complementary subject areas. Real Estate minor core course faculty are award winning thought leaders who have significant experience and history of engagement with both real estate research and practice. Students who complete the minor will be prepared to work at a variety of real estate firms across an array of sizes and asset classes. Students will master skills demanded by the market place and learn from practitioners through cases, presentations, projects, and networking events. They will be prepared to take state level real estate sales licensing exams and will have the opportunity to pursue Argus Certification.

**Additional Information:** The minor is designed to provide students with a set of core real estate knowledge and coursework that can be paired with recommended electives both in and out-side of the College of Architecture, Planning, and Landscape Architecture (CAPLA), the home of the Masters in Real Estate Development Program. The recommended electives help students to explore and combine additional real estate and real estate adjacent courses from their home colleges, from with CAPLA, or other coursework for which they meet the pre-requisites or admissions requirements. The objective of this format is to facilitate the integration of the technical skillsets from real estate and the built environment (a University strategic plan pillar area) into students' educational pathways. Students will be permitted to double-dip on their minor electives in such a way that they can easily explore real estate and acquire specific conceptual and analytical skills as part of their path to graduation and employment.

- II. NEED FOR THE MINOR/JUSTIFICATION-** provide market analysis data or other tangible evidence of the need for and interest in the proposed minor. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor. Please contact [Martin Marquez](#) to request the report for your proposal.

Over the last six years, evidence of demand for a real estate minor comes from three sources: 1) enrollment in PLG 476: The Land Development Process and RED 401/501: Introduction to Real Estate Finance; 2) requests to enroll in upper division MRED courses by second and third year students; and 3) engagement with the student Commercial Real Estate Club. Speaking to the first signal, enrollment in the Land Development process has been consistent in the 25-30 student range with the vast majority of students coming from outside the MRED program. Similarly, the Introduction to Real Estate Finance has drawn 30-50% of its enrollment from fourth year undergraduate students for the last several years. Complementary with the enrollment figures are consistent signals from across the university from second and third year students wishing to enroll in MRED courses. Approximately 10 students from Engineering, Business/Economics, and Geography regularly request permission to take 500 level MRED courses. Finally, the CRE Club is a ~60-member organization whose presidents have, over the last several years, reported that most, if not all, club members would enroll in (or would have enrolled in) a real estate minor if such a systematic approach to real estate coursework was available at the undergraduate level. During a recent lecture to the club, 60+ students confirmed that message to an MRED faculty member. Indeed, a database created by the CRE Club indicates that there are more than 1,000 University of Arizona graduates working in commercial real estate.

These informal demand signals are congruent with evidence from the formal analyses conducted by the Office of Curricular Affairs relative to jobs in the real estate development sector both in Arizona and nationally. This work indicates strong present employment demand. Additionally, these analyses suggest the potential of significant employment growth over time at both geographies (see Appendix B for Validate Reports). Important for consideration is the alignment of potential enrollment in the minor with existing and projected job demand. In Arizona, for example, there were ~3,700 job listings related to real estate development in the last year and this sector is projected to grow. It would be untenable to expect each of the Arizona state universities to be able to service that demand alone; which is a signal the minor will serve the market in a positive fashion.

Additional evidence speaking to the need for this program comes from local and regional employers and business owners. The attached letters offer insight into the desirability of students with real estate and other adjacent related knowledge who



can add value immediately into real estate firms. This suggests that students with majors in urban and business-related fields and a minor fit the needs of modern real estate firms (see Appendix C).

Together, these signals suggest that there is consistent demand for undergraduate focused real estate coursework. When that coursework linked together in the form of a minor, it would provide additional value to students as a recognized pathway to enhance existing majors such as Economics, Finance, Marketing, Mining, Civil Engineering, Urban & Regional Development, and Sustainable Built Environments.

In this context, we propose the Real Estate Minor to meet demand and to help curious and ambitious students to gain skills and capacity to add value across an array of firms and jobs.

III. **MINOR REQUIREMENTS**– complete the table below by listing the minor requirements, including minimum number of credit hours, required core, electives, and any special requirements. Note: information in this section must be consistent throughout the proposal documents (comparison charts, curricular/assessment map, etc.).

|   |   |
|---|---|
| <b>Minimum total units required</b>   | 18  |
| <b>Minimum upper-division units required</b>  | 15  |
| <b>Total transfer units that may apply to minor</b>   | 6   |
| <b>List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b>  | Meet with individual & CAPLA advisors to declare, Min 2.75 in core  |
| <b>Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b> | RE Minor Core (15 hours): <ul style="list-style-type: none"> <li>• (New) RE 3XX: Introduction to Real Estate</li> <li>• RED 407: Survey of Responsible RE Development</li> <li>• RED 401: Introduction to Real Estate Finance</li> <li>• RED 476: Land Development Process</li> <li>• RED 498: Professional Projects in Real Estate</li> </ul> RE Minor Electives (at least 3 hours):<br>*Please see Section IV for elective list.  |
| <b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b>  | Yes, RED 498: Professional Projects in Real Estate. RED 498 provides students with the chance to apply the skills and knowledge gained in required and elective minor courses to a professional practice exercise sponsored by a real estate firm. The course asks students to analyze a real estate development or investment opportunity and to provide professional advice to a client/within firm executive. Local firms will provide feedback to the student and to the program to create double loop learning outcomes. |
| <b>Additional requirements (provide description)</b>  | N/A   |
| <b>Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.</b>  | No, minor coursework may double dip with other electives, minor, or certificate requirements. Courses taken for the minor may not count toward both the major and the minor.  |

**IV. CURRENT COURSES**—using the table below, list all existing courses included in the proposed minor. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed minor and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

| <b>Course prefix and number (include cross-listings)</b> | <b>Units</b> | <b>Title</b>                        | <b>Course Description</b>  | <b>Pre-requisites</b> | <b>Modes of delivery (online, in-person, hybrid)</b> | <b>Typically Offered (F, W, Sp, Su)</b> | <b>Dept signed party to proposal? (Yes/No)</b> |
|--|--------------|-------------------------------------|--|-----------------------|--|---|--|
| RED 401  | 3            | Introduction to Real Estate Finance | The focus of this course is the analysis of capital formation in commercial real estate and examination of the tools real estate investors use to make investment decisions. The course includes sections on capital sources, investor concerns and hurdles, data sources, investment fundamentals and tools, discounted cash flow modeling, and pre-tax equity distributions for a range of partnerships. | None                  | In Person/hybrid                                     | S                                       | Yes  |

|         |   |   |   |                  |                  |   |     |
|---------|---|---|---|------------------|------------------|---|-----|
| RED 476 | 3 | Land Development Process                      | A case-oriented approach to site selection, rezoning, financing, architectural design, economic feasibility, and other facets of the land development process.  | None             | In Person/hybrid | F | Yes |
| RED 407 | 3 | Survey of Responsible Real Estate Development | There is an interest in assuring that real estate development of the future is more socially, environmentally, and economically responsible than in the past. Emerging research shows that responsible real estate development can produce competitive short-term and superior long-term financial returns. This introductory course will review sweeping changes occurring in real estate development. | None             | In Person/hybrid | F | Yes |
| RED 498 | 3 | Professional Projects in Real Estate          | This course provides an opportunity for Master of Real Estate Development students to engage in a culminating experience involving a substantive project which demonstrates a synthesis of learning including broadly comprehensive knowledge of a discipline, its methods, and processes. The student will   | RED 401, RED 476 | In Person/hybrid | S | Yes |

|                                    |   |                                  |  |      |                  |     |     |
|------------------------------------|---|----------------------------------|--|------|------------------|-----|-----|
|                                    |   |                                  | produce a report and presentation.   |      |                  |     |     |
|                                    |   |                                  |  |      |                  |     |     |
| <b>Recommended CAPLA Electives</b> |   |                                  |  |      |                  |     |     |
| SBE221                             | 3 | History of the Built Environment | The study of the history of the built environment provides a general understanding on how human societies have adapted the form of the built environment to their unique cultural, political, economic, climatic, and environmental challenges across time   | None | In Person        | F   | Yes |
| SBE 301                            | 4 | Intro to Design Thinking         | This course introduces students to the essential methods of visual communication and ordering systems through a series of interrelated exercises. Techniques such as investigative sketching, freehand drawing, and digital design communication are considered in relation to their potential to reveal the world around us with a heightened sense of awareness. | None | In Person        | S   | Yes |
| PLG/RED 421                        | 3 | Placemaking & Urban Form         | This course will introduce students to the fundamental concepts of urban design and urban form and the role these  | None | In Person/hybrid | F&S | Yes |

|         |   |                                   |  |      |                  |     |     |
|---------|---|-----------------------------------|--|------|------------------|-----|-----|
|         |   |                                   | play in placemaking in cities, towns and suburbs. The course will cover the work of urban design theorists, variables that impact a community's sense of place, challenges and opportunities in modern city design, and methods to design more livable and sustainable cities.   |      |                  |     |     |
| RED 409 | 3 | Due Diligence & Entitlements      | This course provides students a review of the legal principles that inform and regulate the due diligence and entitlement process that is the basis of every successful real estate transaction.   | None | In Person/hybrid | F   | Yes |
| RED 415 | 3 | Construction & Project Management | The objective of the course is to introduce real estate development students, and those from other majors and programs, to construction management as a component of the real estate development process. The course will introduce students to the fundamentals of building construction, project budget estimation, project management, scheduling, and project leadership. The course will focus both case analyses | None | In Person/hybrid | F&S | Yes |

|  |   |   |  |      |                  |   |     |
|--|---|---|--|------|------------------|---|-----|
|  |   |   | and discussions of best practices.   |      |                  |   |     |
| RED 485                                | 3 | Foundations of Economics for Planning and RE Development        | This is a core course that focuses on suite of economic approaches that broaden planners' and developers' ability to make informed economic decisions from the perspective of the public sector.   | None | In Person/hybrid | F | Yes |
|  |   |   |  |      |                  |   |     |
| <b>Recommended Electives Non-CAPLA</b> |   |   |  |      |                  |   |     |
| ALC 410                                | 3 | Entrepreneurial Leadership in Agriculture and the Life Sciences | This course is an exploration of the principles and practices of entrepreneurial leadership, and the application of such principles and practices within agricultural and rural communities, the cooperative Extension system, educational organizations and systems, agricultural agencies at the local, state, and federal levels, and agricultural enterprises and life sciences industries. Emphasis is placed on the knowledge and skills required to effectively lead change within and across organizations, communities, | None | In-Person        | S | No  |

|         |   |  |   |                    |           |       |    |
|---------|---|--|---|--------------------|-----------|-------|----|
|         |   |  | and settings that intersect the agricultural and life sciences fields.  |                    |           |       |    |
| ALC 411 | 3 | Principles and Applications of Organizational Innovation     | This course provides an introduction to the principles and practices central to organizational innovation and leadership. Frameworks and methods for designing, developing, and implementing innovation within agricultural organizations and industrial settings and environments will be explored. The overarching goal of the course is to equip students with the perspective and skill base necessary to be leaders of innovation and change within agricultural organizations that extend across educational, public, governmental, and industrial settings and environments. | None               | In-Person | F     | No |
| ALC 422 | 3 | Communicating Knowledge in Agriculture and the Life Sciences | Principles and processes of knowledge diffusion and methods of transferring appropriate technology to user/clientele groups. Communicating effectively within organizations.  | None               | In Person | F     | No |
| CE 381  | 3 | Construction Engineering Management                          | Provide an opportunity to develop an enhanced understanding of construction   | *Elective Specific | In Person | F & S | No |



|        |   |  |   |                    |           |       |    |
|--------|---|--|---|--------------------|-----------|-------|----|
|        |   |  | industry and practices in preparation to contribute to construction firms, project management consultants, and owners upon graduation and to improve project delivery by understanding linkages between design and construction.  |                    |           |       |    |
| CE 482 | 3 | Construction Project Planning, Scheduling, and Control | Develop an enhanced understanding of construction project planning, scheduling, execution, and control in preparation to contribute to construction firms, project management consultants, and owners upon graduation. Topics include network scheduling, critical path method, resource allocation, cost control, software applications to scheduling, and contract documents. | *Elective Specific | In Person | F & S | No |
| CE 483 |   | Construction Cost Estimating                           | Develop an enhanced understanding of quantity take-off and cost estimating of construction resources including materials, labor, and equipment. Skills and knowledge of cost estimating will provide preparation for builders and designers to contribute to construction   | *Elective Specific | In Person | F & S | No |

|      |     |  |  |                    |           |   |    |
|------|-----|--|--|--------------------|-----------|---|----|
|      |     |  | firms, project management consultants, and owners upon graduation. Topics include: types of cost estimates; budget estimates; preconstruction services estimates; quantity take-off; self-performed work estimates; subcontractor work estimates; and bid preparation.   |                    |           |   |    |
| ECON | 301 | Micro Economic Analysis & Applications | The objective of this course is to familiarize you with core microeconomic foundations that will allow you to understand how various economic forces and phenomena emerge, how alternative economic institutions functions to allocate resources, how individuals and enterprises can best position themselves in various types of economic environments, and how government policy and external factors affect economic outcomes and welfare. | *Elective Specific | In Person | F | No |
| ECON | 331 | Macro Economic Analysis & Policy       | The purpose of the class is to provide students with a firm understanding of the structure and workings of the macro-economy; how macroeconomic variables such   | *Elective Specific | In Person | F | No |

|      |     |                            |   |                    |           |       |    |
|------|-----|----------------------------|---|--------------------|-----------|-------|----|
|      |     |                            | as national income, the price level, the unemployment rate, and interest rates are determined in various macroeconomic environments; and how government policies and the financial system can impact macroeconomic performance  |                    |           |       |    |
| FIN  | 304 | Real Estate Principles     | FIN 304 Real Estate Principles is a practical seminar that covers real estate essentials including choosing real estate investment property, financing real estate investments, tax implications of real estate, managing real estate, and analyzing the real estate market. This is a web-based course, which means that students must be self-directed to be successful in mastering course requirements. | *Elective Specific | On-Line   | F/S   | No |
| FIN  | 460 | RE Finance                 | Investment analysis of real estate. Sources and costs of financing. Secondary markets and government programs.  | *Elective Specific | In Person | F & S | No |
| GEOG | 379 | Urban Growth & Development | Location patterns in urban areas and processes of growth; historical development of U.S. cities, rent theory, housing markets, commercial and   | *Elective Specific | In Person | F&S   | No |

|      |     |                     |   |                    |           |   |    |
|------|-----|---------------------|---|--------------------|-----------|---|----|
|      |     |                     | industrial location, the role of transportation, urban finance, New Urbanist planning and sustainable development concepts.   |                    |           |   |    |
| GEOG | 453 | Locational Analysis | Industrial location theory and location factors, consumer travel behavior and market areas, geography of economic impacts, location of public facilities.                               | *Elective Specific | In Person | F | No |
| GEOG | 454 | Regional Analysis   | Regionalization and geographic scale; spatial variation and well-being and development; multiplier analysis; demographic-economic models; theories of regional growth; regional policy. | *Elective Specific | In Person | S | No |
| POL  | 483 | Urban Public Policy | Analysis and discussion of social, economic, and political problems and proposed solutions in changing urban environments.  | *Elective Specific | In Person | F | No |

**Note: Additional coursework outside of recommended electives to be reviewed and approved by CAPLA advisors and faculty.**

V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4\*\*). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

| Course prefix and number (include cross-listings) | Units | Title                       | Course Description   | Pre-requisites | Modes of delivery (online, in-person, hybrid) | Status* | Anticipated first term offered | Typically Offered (F, W, Sp, Su) | Dept signed party to proposal? (Yes/No) | Faculty members available to teach the courses |
|---|-------|-----------------------------|--|----------------|---|---------|--------------------------------|----------------------------------|---|--|
| (New)<br>RED 301                                  | 3     | Introduction to Real Estate | Introduction to Real Estate is an introductory course that provides students interested in the property market introduction and exposure to its vocabulary, economic forces, regulatory and environmental frameworks, capital markets, and transaction processes. By the end of the course, students will be able to: Identify, define, and utilize foundational real estate vocabulary; distinguish | None           | In Person                                     | A       | Yes                            | F & S                            | Yes                                     | Yes  |

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  | between forms of property description, ownership, transaction, and liability issues germane to each; identify, define, and demonstrate the role of regulation in the real estate markets; identify and describe factors shaping estimates of property value; identify and describe factors influencing the lending process and the debt markets; and communicate about real estate both visual and written formats. Completion of the course will prepare students well to take state real estate sales licensing courses if they choose to pursue such a pathway. |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|

|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|

\*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any: RED

**VI. FACULTY INFORMATION-** complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form. UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Pam Coonan](#) and [Martin Marquez](#) if you have concerns about CV information being “publicly visible”.

| Faculty Member              | Involvement              | UA Vitae link or “CV attached” |
|-----------------------------|--------------------------|--------------------------------|
| <b>Core Course Faculty</b>  |                          |                                |
| James B. Marian, CCIM, MRED | Teach: RED 3XX, 401, 498 | CV Attached                    |
| Gary Pivo, Ph.D.            | Teach: RED 476           | CV Attached                    |
| Arthur C. Nelson, Ph.D.     | Teach: RED 401, 485      | CV Attached                    |

**VII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP**—describe what students should know, understand, and/or be able to do at the conclusion of this minor. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix A for sample Curriculum Map generated using Taskstream).

**SIX CORE LEARNING OBJECTIVES**

1. Define, distinguish, and utilize real estate terminology and concepts effectively;
2. Articulate the inter-dependency of space users, creators, and regulators in the real estate market;
3. Produce effective analyses using a variety of data and empirical techniques;
4. Critically evaluate various types of empirical models used in real estate practice;
5. Apply techniques and methods from coursework to analyze real estate opportunities and strategies—integrating critical social, environmental, and economic forces therein; and
6. Effectively communicate about the results of analytical models in prose, rhetoric, database, and visual formats.



## Curriculum Map:

### Real Estate Minor Curriculum Map

Courses and Activities Mapped to Real Estate Minor

| Outcome   |   |  |  |   |  |   |
|---|---|--|--|---|--|---|
| Outcome 1:<br>Terminology<br>Define, distinguish,<br>and utilize real<br>estate terminology<br>and concepts<br>effectively. | Outcome 2:<br>Interdependency<br>Articulate the<br>interdependency of<br>space users, creators,<br>and regulators in the<br>real estate market. | Outcome 3:<br>Analysis<br>Produce effective<br>analyses using a<br>variety of data and<br>empirical<br>techniques. | Outcome 4:<br>Model<br>Evaluation<br>Critically evaluate<br>various types of<br>empirical models<br>used in real estate<br>practice. | Outcome 5:<br>Integration<br>Apply techniques<br>and methods from<br>coursework to<br>analyze real estate<br>opportunities and<br>strategies,<br>integrating critical<br>social,<br>environmental, and<br>economic forces<br>therein. | Outcome 6:<br>Communication<br>Effectively<br>communicate the<br>results of analytical<br>models in prose,<br>rhetoric, database,<br>and visual formats. |   |
| Courses and Learning Activities   |   |  |  |   |  |   |
| RED 301<br>Final Exam   | A   |  |  |   |  |   |
| RED 401<br>Final Assignment   |   |  | A  | A   | A  | A |
| RED 498<br>Final Project  |   | A  | A  | A   | A  | A |
| RED 498<br>Project Presentations  |   | A  | A  | A   | A  | A |

|                 |                     |                    |                   |                                 |                               |
|-----------------|---------------------|--------------------|-------------------|---------------------------------|-------------------------------|
| <b>Legend :</b> | <b>I</b> Introduced | <b>P</b> Practiced | <b>A</b> Assessed | <b>I/P</b> Introduced/Practices | <b>P/A</b> Practiced/Assessed |
|-----------------|---------------------|--------------------|-------------------|---------------------------------|-------------------------------|

**VIII. ASSESSMENT PLAN FOR STUDENT LEARNING-** using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the minor. Add rows as needed.

| <b>Learning Outcomes</b>   | <b>Sources(s) of Evidence</b> | <b>Assessment Measures</b>   | <b>Data Collection Points</b> |
|--|-------------------------------|------------------------------|-------------------------------|
| Define, distinguish, and utilize real estate terminology and concepts effectively  | RED 301                       | Final Exam                   | 4 Test Series & End of Course |
| Articulate the inter-dependency of space users, creators, and regulators in the real estate market   | RED 498                       | Final Presentation & Project | End of Course                 |
| Produce effective analyses using a variety of data and empirical techniques  | RED 401                       | Final Assignment             | End of Course                 |
|  | RED 498                       | Final Presentation & Project | End of Course                 |
| Critically evaluate various types of empirical models used in real estate practice   | RED 401                       | Final Assignment             | End of Course                 |
|  | RED 498                       | Final Presentation & Project | End of Course                 |
| Apply techniques and methods from coursework to analyze real estate opportunities and strategies—integrating critical social, environmental, and economic forces therein | RED 401                       | Final Assignment             | End of Course                 |
|  | RED 498                       | Final Presentation & Project | End of Course                 |
| Effectively communicate about the results of analytical models in prose, rhetoric, database, and visual formats  | RED 401                       | Final Assignment             | End of Course                 |
|  | RED 498                       | Final Presentation & Project | End of Course                 |

\*Note: Produced in collaboration with I. Novodvorsky, Ph.D.

\*\*Additional Note: With help from the CAPLA Program Assessment Coordinator, Kelly Smith, Ph.D., we will survey RE Minor students immediately prior to graduation on their self-assessment of skills and the extent to which they believe they have met the learning objectives. This data will be used for long-term trend analysis.

**IX. ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

| <b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b> |                      |                      |                      |                      |                      |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
|   | 1 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| Number of Students                        | 25                   | 49                   | 71                   | 71                   | 71                   |

Data/evidence used to determine projected enrollment numbers:

- Student interactions with Commercial Real Estate Club
- Student interactions with Commercial Real Estate Club
- Historical enrollment in PLG 476: Land Development Process
- Historical student interactions vis-a-vis enrolling in 500 level MRED classes

**X. ANTICIPATED MINORS AWARDED**- complete the table below, beginning with the first year in which minors will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates.

| <b>PROJECTED MINORS AWARDED ANNUALLY</b> |                      |                      |                      |                      |                      |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
|  | 1 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year |
| Number of Minors                         | 0                    | 25                   | 49                   | 71                   | 71                   |

Data/evidence used to determine number of anticipated minors awarded annually:

- Student interactions with Commercial Real Estate Club
- Historical enrollment in PLG 476: Land Development Process
- Historical student interactions vis-a-vis enrolling in 500 level MRED classes

Budget models attached for consideration and review.

**PROGRAM DEVELOPMENT TIMELINE-** describe plans and timelines for 1) marketing the minor and 2) student recruitment activities.

**Post-Degree Approval: Immediate**

- Add program description and major information to CAPLA web page
- Development of marketing materials in coordination with CAPLA marketing staff, faculty and UA Marketing and Brand Management
  - Google Ad-words
  - Web banner ads
  - Social media campaigns through main UA and CAPLA channels
  - Collateral/print materials for distribution
- Undergraduate Recruitment Coordinator and Advising Team to begin educating prospective students about RE minor program:
  - NACAC/RMACAC HS Recruitment fairs
  - High school/community college visits & fairs
  - High school & Transfer Advisor/Counselor visits and info sessions
  - Non-degree seeking/partner programs, student major info sessions
- UA Admissions Recruitment training
- Engage with local real estate brokers, development, and investment firms to increase awareness of program
- Provide opportunities for prospective students to learn about real estate through firm visits and engage with alumni from the Masters of Real Estate Development (MRED) program
- Electronic trade journal and professional association program announcement – American Real Estate Society, American Real Estate and Urban Economics Association, Pension RE Association, Urban Land Institute, Realtor.com, and others.

**Post-Degree Approval: Ongoing**

Distribute printed/digital marketing material to:

- Recruitment Coordinators, Admissions Counselors, Program coordinators and advisors for distribution across campus
- Traditional (physical) and digital billboards across campus (i.e., student union, library resource centers and student recreation centers)
- Update dynamic CAPLA webpage content to include student work and student outreach activities

- Continued engagement with local firms to increase awareness of program and maintain professional-student relationships and engagement activities.
- Job Fair participation
- Firm Visits/Alumni professional engagement

Student Recruitment: In-person recruitment efforts, beginning Fall 2020 and Spring 2021:

- On-Campus:
  - Presentations to relevant general education classes and to undeclared students by current BLA/MLA faculty and MLA students.
  - Host brown-bag, Lunch-n-Learns or other similar information sessions at the college for interested current students.
  - Invite interested students to community events hosted or supported by the program, encouraging interaction with the current student population and faculty.
- Off -Campus:
  - Make presentations to high schools and community colleges with a focus on resident student retention. Consider sending current students from related programs as ambassadors.
  - Provide training and information to UA International recruiters about program.
  - Elementary engagement and outreach through community events (ie: STEM Fairs, HS classroom visits)
  - Participate in college fairs across Arizona and the nation highlighting the strength of our program.
    - NACAC/RMACAC HS Recruitment fairs
    - High school/community college visits & fairs
    - High school & Transfer Advisor/Counselor visits and info sessions

Other Recruiting Notes

- Non-degree seeking/partner programs, student major info sessions
- UA Admissions Recruitment training/updates
- Assess recruitment efforts at the end of recruitment cycle to determine efficacy and create plan for following semester.
- Manage student prospects through UA Admissions to communicate with inquiries; and
- Track students through admissions pipeline from inquiry to application to matriculation.

- XI. DIVERSITY AND INCLUSION**-describe how you will recruit diverse students and faculty to this minor. In addition, describe retention efforts in place or being developed in order to retain students.

The real estate minor at the University of Arizona will serve as a vehicle to shine light on and address issues of diversity and inclusion in the residential and commercial real estate markets. It will build on the successful efforts of the in-person MRED program which has benefitted immensely from a focus on inclusive excellence. Students representing Native American, LGBTQ, Asian American, White, Latino, African American, Women, Jewish, Christian, International, and other communities have graduated the MRED program and, in the process, profoundly elevated the quality of discourse and student success outcomes. Moreover, each student has excelled after graduating. Together, they form a core community on which the real estate minor will draw for support and engagement.

Also shaping this conversation are industry mandates about sustainability that suggest a new focus on diversity and inclusion efforts within real estate firms and their portfolios. Recent guidance from BlackRock, one of the largest asset managers in the world, informed clients that the firm will screen all investments through the lenses of people, planet, and profit. Among many positive changes this portends, it will help require the real estate market to incorporate a greater diversity of

perspectives from a wider array of communities and voices.

The real estate minor will prepare students to contribute to this critical and evolving conversation by immersing them in it; providing them with opportunities to gain skills that create and sustain value over the long-term.

In this context, the real estate minor has several inclusive excellence related goals germane to both recruitment and retention. The following goals seek to expand the conversation about real estate on campus and to create excellence through diversity.

1. Utilize and integrate partnerships with the diverse population of University of Arizona MRED and other program graduates to support coursework, materials, cases, and presentations:
2. Utilize and integrate partnerships with local and regional firms to support coursework, materials, cases, and presentations;
3. Systematically present cases, strategies, and material that demonstrate the literature, science, and potential of diversity, inclusion, and sustainability in the property markets:
  - a. Current MRED faculty created and continue to be research and thought leaders in Responsible Property Investing, an area of study focusing on human and environmental dimensions of real estate investment
  - b. With cities creating more than 80% of global gross domestic product and the home to most of the world population, it is imperative to present diversity of people, jobs, industries, ideas, and communities as a sufficient condition for market functionality and success; and
  - c. Demonstrate how firms are putting these ideas into practice via case presentations and analyses.
4. Create scholarships and permanent sources of funding to support inclusive excellence efforts:
  - a. Student scholarships (e.g., tuition, fees, books, and stipends)
  - b. Student projects
5. Create opportunities for students and faculty to engage with industry thought leaders from multiple community types who have harnessed inclusive excellence to create value for themselves and for their clients:
  - a. Actively recruit (i.e., pay for travel/lodging) these thought leaders to present cases and participate in discussions; and
  - b. Foster opportunities in and outside of class to engage with the conversations these thought leaders begin.

These goals will build upon existing program success at the University of Arizona –success that can be leveraged for recruitment and marketing purposes. Successful pursuit of these goals will also generate momentum that can help recruit

more widely (e.g., with scholarships, job placements, and engagement).

With respect to retention, the minor will have strong student and faculty advising from the core faculty and staff housed within the College of Architecture, Planning, and Landscape Architecture. These faculty and staff work well together presently and have a 100% retention rate in the in-person MRED degree. While it should be expected that retention will be lower in the undergraduate minor, experience suggests that advising, social connections between students, and high-quality connections to practitioners and faculty also play a role in student retention. The faculty and staff associated with the minor within CAPLA commit to providing the same quality approachability, connectivity, and practitioner engagement from the MRED program. Additional staffing at the college level within CAPLA is expected to help ensure consistent levels of advising and student enrollment and course management. By committing to the inclusive excellence and with our industry partners, this promises to be a winning combination.

**Appendix:**

1. **VALIDATE Reports from Office of Curricular Affairs**
2. **Budget Model**
3. **CVs of Core Faculty**
4. **Letters of Support**





THE UNIVERSITY OF ARIZONA

College of Architecture, Planning  
& Landscape Architecture

SCHOOL OF LANDSCAPE  
ARCHITECTURE AND  
PLANNING

Architecture East – 75A  
1040 N Olive Rd.  
PO Box 210075  
Tucson, AZ 85712-0075

Ofc: 520-621-1004  
Fax: 520-621-8700

[capla.arizona.edu](http://capla.arizona.edu)

April 28, 2020

To Whom It May Concern:

I approve of the use of the following courses for the proposed School of Landscape Architecture and Planning program minor, Real Estate Development, and enthusiastically support its creation.

- ECON 301: Micro Economic Analysis & Applications
- ECON 331: Macro Economic Analysis & Policy

Thank you for your consideration.

Sincerely,

Andreas Blume

Department Head, Economics





THE UNIVERSITY OF ARIZONA

College of Architecture, Planning  
& Landscape Architecture

SCHOOL OF LANDSCAPE  
ARCHITECTURE AND  
PLANNING

Architecture East – 75A  
1040 N Olive Rd.  
PO Box 210075  
Tucson, AZ 85712-0075

Ofc: 520-621-1004  
Fax: 520-621-8700

[capla.arizona.edu](http://capla.arizona.edu)

April 28, 2020

To Whom It May Concern:

I approve of the use of the following courses for the proposed School of Landscape Architecture and Planning program minor, Real Estate Development, and enthusiastically support its creation.

- CE 381: Construction Engineering & Management
- CE 482: Construction Project Planning, Scheduling, & Control
- CE 483: Construction Cost Estimating

Thank you for your consideration.

Sincerely,

Dominic Boccelli  
Department Head, Civil and Architectural Engineering and Mechanics





Drew Sanderford <sanderfordua@gmail.com>

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## Real Estate minor courses

2 messages

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**Mars, Matthew M - (mmars)** <mmars@arizona.edu>

Fri, Apr 3, 2020 at 2:37 PM

To: "Sanderford, Andrew R - (sanderford)" <sanderford@arizona.edu>

Dear Drew,

Please accept this note as documentation of my enthusiastic support of including the following courses that I currently teach through the AETI department: ALC 410, 411, and 422.

Best wishes in launching the minor!

Matt

Matthew M. Mars, PhD  
Associate Professor, Leadership and Innovation  
Director, Career Center  
College of Agriculture and Life Sciences  
The University of Arizona  
[mmars@arizona.edu](mailto:mmars@arizona.edu)

---

**Drew Sanderford** <sanderford@email.arizona.edu>

Fri, Apr 3, 2020 at 2:38 PM

To: "Mars, Matthew M - (mmars)" <mmars@arizona.edu>

Received.

Tremendous thank you!

d

[Quoted text hidden]

--

Drew Sanderford, PhD  
Associate Professor of Real Estate & Planning  
University of Arizona  
[Sanderford@email.arizona.edu](mailto:Sanderford@email.arizona.edu)



May 1<sup>st</sup> 2020

To Whom It May Concern:

I approve of the use of the following GEOG courses for the proposed School of Landscape Architecture and Planning program minor, Real Estate Development, and we are pleased to support its creation.

CAPLA Recommended Electives

PLG/GEOG 302 Intro to Sustainable Development

Non-CAPLA Recommended Electives

GEOG 305 Economic Geography  
GEOG 371 Principles and Practices of Regional Development  
GEOG 471 Problems in Regional Development  
GEOG 379 Urban Growth & Development  
GEOG 456 The American City

Thank you for your consideration.

Sincerely,

Diana Liverman

Director, School of Geography and Development, University of Arizona





COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

School of Government  
and Public Policy

School of Government & Public Policy  
315 Social Science  
P.O. Box 210027  
Tucson, AZ 85721-0027  
Tel: (520) 621-7600  
Fax: (520) 621-5051  
<http://sgpp.arizona.edu>

May 4, 2020

To Whom It May Concern:

I approve of the use of the following courses for the proposed School of Landscape Architecture and Planning program minor, Real Estate Development, and enthusiastically support its creation.

**POL 483: Urban Public Policy**

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Edella Schlager".

Edella Schlager, Director

School of Government and Public Policy





THE UNIVERSITY OF ARIZONA  
Eller College  
of Management

**DEPARTMENT OF FINANCE**

McClelland Hall, Room 315R  
PO Box 210108  
Tucson, Arizona 85721-0108  
Tel: 520-621-7554  
Fax: 520-621-1261  
finance@eller.arizona.edu

To Whom It May Concern:

I approve of the use of the following courses for the proposed School of Planning and Landscape Architecture program minor, Real Estate Development, and enthusiastically support its creation.

- FIN 304: Real Estate Principles
- FIN 460: Real Estate Finance

Where some courses such as FIN 460 require specific prerequisite course sequences we request that the applicants include language in final curricular description materials that disclaims something like, "*To enroll in any non-CAPLA elective, students must meet all necessary college admissions, enrollment, and course prerequisite requirements.*"

Thank you for your consideration.

Sincerely,

Richard Sias  
Department Head, Finance

Urban Land Institute Arizona  
5090 N. 40th Street  
Suite 210  
Phoenix, AZ 85018

March 23, 2020

Dean Nancy Pollock-Ellwand  
College of Architecture, Planning, & Landscape Architecture  
University of Arizona  
1040 N. Olive Rd.  
Tucson, AZ 85719

Dear Dean Pollock-Ellwand,

On behalf of the members of Urban Land Institute (ULI) Arizona, I am excited to hear of your plan to create a minor in Real Estate at the University of Arizona (U of A). I offer our full support for the proposal. It is complementary to our mission and will contribute vibrancy and welcome new talent into our real estate economy.

The mission of the Urban Land Institute is, “to provide leadership in the responsible use of land and in creating and sustaining thriving communities worldwide.” We have members in 95 countries around the world and create space to create and discuss, “ideas, information, and experience among local, national, and international industry leaders and policy makers dedicated to creating better places.” At present, students in your Masters of Real Estate Development program participate in our programs and events. For example, students regularly our Trends Day program. Further, graduates have joined the Young Leaders group and benefitted greatly from mentoring during the early stages of their careers. It has been a terrific partnership that helps amplify students’ professional success pathways. We look forward to the next phase.

With a minor, we are excited to help grow the success of the students even more broadly. Our members across real estate are pleased to know there will be students graduating from the U of A with the range of skills described in your minor proposal. These students will be in demand in the job market and provide new energy and innovative thinking to firms operating Arizona real estate market and beyond. We are all excited about the potential here and look forward to creating a better built environment together.

Sincerely,

Gerri Lipp, Executive Director  
ULI Arizona

April 6, 2020

To Whom It May Concern,

For more than eight years, the Tucson commercial real estate (CRE) community has embraced the Masters of Real Estate Development (MRED) Program at the College of Architecture, Planning & Landscape Architecture (CAPLA). Some of our real estate executives have graduated with the MRED degree. Others of us have had the privilege (and fun) of being guest lecturers in the MRED Program. We have also hired quite a few MRED graduates.

CAPLA's students and faculty have a standing invitation to have lunch with the Southern Arizona CCIM Chapter every month, and attend the Pima County Real Estate Research committee meetings. Some of us select CAPLA students for internship programs and student Board positions.

The CRE industry is a strong driver of our Tucson economy. All of the undersigned associations and CRE executives know what CAPLA can and will do to help train future real estate executives who will, in turn, propel the Tucson and State economy into the next decade.

We all strongly support the introduction of an undergraduate real estate minor through CAPLA. We know CAPLA's instructors and professors have the passion and the desire to work with U of A undergraduates. We believe real estate related degree programs fulfill a real need in our community, for both the students and the businesses that employ them.

We respectfully request that the University of Arizona approve CAPLA's request to offer a minor in real estate. Thank you for your consideration.

Respectfully submitted,

Please see the attached list of Supporters





Drew Sanderford &lt;sanderfordua@gmail.com&gt;

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**[EXT]NEW-Minor in Real Estate at the U of A**8 messages

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**James Marian** <jbm@ccim.net>

Mon, Apr 6, 2020 at 1:55 PM

To: Randy Rogers <Randy@tucsonrealtors.org>, amber@tucsonchamber.org, Allyson Solomon <allyson@mpaaz.org>, mark@markirvin.com, "James T. Lavery (work)" <jamestlavery@outlook.com>, Sara Baker <sbaker@bakerpeterson.com>, Andy Seleznov <andy@larsenbaker.com>, mkbappraiser@comcast.net, George Larsen <george@larsenbaker.com>, kasser@halualoa.com, David Mehl <dmehl@cottonwoodproperties.com>, "Humberto S. Lopez" <chafufu@aol.com>, breuter@picor.com, Jane McCollum <jane@marshallfoundation.com>, Donald Semro-Tom Warne <jlinvestments@aol.com>, Stephen Bus <sbus@upcampusproperties.com>, "Schorr, Andrew" <ASchorr@lrrc.com>, Patty McCallister <rmccallister@mcccompanies.com>, Rob Caylor <Rob@caylor.net>, Dean Cotlow <Cotlow@cotlow.com>, Paul Kraft <Paulkraft@theclovercompany.com>

Cc: Drew Sanderford <sanderford@email.arizona.edu>, "Marian, James Brian - (jbmarian)" <jbmarian@email.arizona.edu>

**External Email**

Fellow Real Estate Executives,

This week MRED Professor Drew Sanderford and I plan to submit a formal request to the University of Arizona seeking approval to introduce a Minor in Real Estate. This Minor will be available to ALL students at the University. It may come as a surprise, but the only real estate degree currently offered by the U of A is CAPLA's Master's of Real Estate Development (MRED). We believe a strong show of industry support will help us obtain approval. Please read the attached letter and if you choose to support us, please cut and paste the **bold** statement below and reply back to me. PLEASE MAKE SURE THAT YOUR CONTACT INFORMATION IS INCLUDED IN YOUR REPLY. Feel free to call me at 403-5132 with any questions or concerns. Thank you for your consideration !! Jim

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

James B. Marian CCIM, MRE  
Chapman Lindsey Commercial Real Estate Services LLC  
7411 East Tanque Verde Road  
Tucson, Arizona 85715  
520.747.4000 x 106 (o)

520.403.5132 (m)

 **MREDminorSUPPORTletter2020.doc**  
39K
**Amber Smith** <amber@tucsonchamber.org>

Mon, Apr 6, 2020 at 2:27 PM


To: James Marian <jbm@ccim.net>, Randy Rogers <Randy@tucsonrealtors.org>, Allyson Solomon <allyson@mpaaz.org>, "mark@markirvin.com" <mark@markirvin.com>, "James T. Lavery (work)" <jamestlavery@outlook.com>, Sara Baker <sbaker@bakerpeterson.com>, Andy Seleznov <andy@larsenbaker.com>, "mkbappraiser@comcast.net" <mkbappraiser@comcast.net>, George Larsen <george@larsenbaker.com>, "kasser@halualoa.com" <kasser@halualoa.com>, David Mehl <dmehl@cottonwoodproperties.com>, "Humberto S. Lopez" <chafufu@aol.com>, "breuter@picor.com" <breuter@picor.com>, Jane McCollum <jane@marshallfoundation.com>, Donald Semro-Tom Warne <jlinvestments@aol.com>, Stephen Bus <sbus@upcampusproperties.com>, "Schorr, Andrew" <ASchorr@lrrc.com>, Patty McCallister <rmccallister@mccompanies.com>, Rob Caylor <Rob@caylor.net>, Dean Cotlow <Cotlow@cotlow.com>, Paul Kraft <Paulkraft@theclovercompany.com>

Cc: Drew Sanderford <sanderford@email.arizona.edu>, "Marian, James Brian - (jbmarian)" <jbmarian@email.arizona.edu>, Michael Guymon <mguymon@tucsonchamber.org>

**External Email**

The Tucson Metro Chamber wholeheartedly supports the University of Arizona expanding its degree programs to include a Minor in Real Estate. Real estate and land use is a significant industry in Tucson and having "home grown" students graduate with a degree directly relevant to a major local industry would be impactful and supports the Chamber's efforts to retain more UA graduates.

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

 **Amber Smith** • President & CEO  
• M 520.878.8811

[amber@tucsonchamber.org](mailto:amber@tucsonchamber.org) • [TucsonChamber.org](http://TucsonChamber.org)

 Tucson Metro Chamber • [212 E. Broadway Blvd.](http://212.E.BroadwayBlvd) • [Tucson, AZ](http://Tucson,AZ) 85701




**Mission: Champion an environment where your business thrives and our community prospers**

Confidentiality Notice: This message contains information from the Tucson Metro Chamber and is confidential or privileged. The information is intended to be for the use of the individual or entity to which it is addressed. If you are not the intended recipient, be aware that any disclosure, copying, distribution or use of the contents of this message is prohibited. If you have received this email in error, please notify this office by return email or telephone (520) 792-1212 immediately so that we may arrange for the retrieval of the information at no cost to you.

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**Ross McCallister** <rmccallister@mccompanies.com>

Mon, Apr 6, 2020 at 2:40 PM

To: James Marian <jbm@ccim.net>, Randy Rogers <Randy@tucsonrealtors.org>, "amber@tucsonchamber.org" <amber@tucsonchamber.org>, Allyson Solomon <allyson@mpaaz.org>, "mark@markirvin.com" <mark@markirvin.com>, "James T. Lavery (work)" <jamestlavery@outlook.com>, Sara Baker <sbaker@bakerpeterson.com>, Andy Seleznov <andy@larsenbaker.com>, "mkbappraiser@comcast.net" <mkbappraiser@comcast.net>, George Larsen <george@larsenbaker.com>, "kasser@halualoa.com" <kasser@halualoa.com>, David Mehl <dmehl@cottonwoodproperties.com>, "Humberto S. Lopez" <chafufu@aol.com>, "breuter@picor.com" <breuter@picor.com>, Jane McCollum <jane@marshallfoundation.com>, Donald Semro-Tom Warne <jlinvestments@aol.com>, Stephen Bus <sbus@upcampusproperties.com>, "Schorr, Andrew" <ASchorr@lrrc.com>, Rob Caylor <Rob@caylor.net>, Dean Cotlow <Cotlow@cotlow.com>, Paul Kraft <Paulkraft@theclovercompany.com>  
Cc: Drew Sanderford <sanderford@email.arizona.edu>, "Marian, James Brian - (jbmarian)" <jbmarian@email.arizona.edu>

**External Email**

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**



Ross A. McCallister, Jr.

Principal

520-209-1630 o

520-790-0408 f

520-404-3400 m

MC Companies

[2920 N. Swan Ste 207](#)

[Tucson, Arizona 85712](#)

[rmccallister@mccompanies.com](mailto:rmccallister@mccompanies.com) | [www.mccompanies.com](http://www.mccompanies.com)



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---

**From:** James Marian <[jbm@ccim.net](mailto:jbm@ccim.net)>

**Sent:** Monday, April 6, 2020 1:56 PM

**To:** Randy Rogers <[Randy@tucsonrealtors.org](mailto:Randy@tucsonrealtors.org)>; [amber@tucsonchamber.org](mailto:amber@tucsonchamber.org); Allyson Solomon <[allyson@mpaaz.org](mailto:allyson@mpaaz.org)>; [mark@markirvin.com](mailto:mark@markirvin.com); James T. Lavery (work) <[jamestlavery@outlook.com](mailto:jamestlavery@outlook.com)>; Sara Baker <[sbaker@bakerpeterson.com](mailto:sbaker@bakerpeterson.com)>; Andy Seleznov <[andy@larsenbaker.com](mailto:andy@larsenbaker.com)>; [mkbappraiser@comcast.net](mailto:mkbappraiser@comcast.net); George Larsen <[george@larsenbaker.com](mailto:george@larsenbaker.com)>; [kasser@halualoa.com](mailto:kasser@halualoa.com); David Mehl <[dmehl@cottonwoodproperties.com](mailto:dmehl@cottonwoodproperties.com)>; Humberto S. Lopez <[chafufu@aol.com](mailto:chafufu@aol.com)>; [breuter@picor.com](mailto:breuter@picor.com); Jane McCollum <[jane@marshallfoundation.com](mailto:jane@marshallfoundation.com)>; Donald Semro-Tom Warne <[jlinvestments@aol.com](mailto:jlinvestments@aol.com)>; Stephen Bus <[sbus@upcampusproperties.com](mailto:sbus@upcampusproperties.com)>; Schorr, Andrew <[ASchorr@lrrc.com](mailto:ASchorr@lrrc.com)>; Ross McCallister <[rmccallister@mccompanies.com](mailto:rmccallister@mccompanies.com)>; Rob Caylor <[Rob@caylor.net](mailto:Rob@caylor.net)>; Dean Cotlow <[Cotlow@cotlow.com](mailto:Cotlow@cotlow.com)>; Paul Kraft <[Paulkraft@theclovercompany.com](mailto:Paulkraft@theclovercompany.com)>

**Cc:** Drew Sanderford <[sanderford@email.arizona.edu](mailto:sanderford@email.arizona.edu)>; Marian, James Brian - (jbmarian) <[jbmarian@email.arizona.edu](mailto:jbmarian@email.arizona.edu)>

**Subject:** NEW-Minor in Real Estate at the U of A

Fellow Real Estate Executives,

[Quoted text hidden]

---

**Jane McCollum** <jane@marshallfoundation.com>

Mon, Apr 6, 2020 at 2:43 PM

To: James Marian <jbm@ccim.net>, Randy Rogers <Randy@tucsonrealtors.org>, "amber@tucsonchamber.org" <amber@tucsonchamber.org>, Allyson Solomon <allyson@mpaaz.org>, "mark@markirvin.com" <mark@markirvin.com>, "James T. Lavery (work)" <jamestlavery@outlook.com>, Sara Baker <sbaker@bakerpeterson.com>, Andy Seleznov <andy@larsenbaker.com>, "mkbappraiser@comcast.net" <mkbappraiser@comcast.net>, George Larsen <george@larsenbaker.com>, "kasser@halualoa.com" <kasser@halualoa.com>, David Mehl <dmehl@cottonwoodproperties.com>, "Humberto S. Lopez" <chafufu@aol.com>, "breuter@picor.com" <breuter@picor.com>, Donald Semro-Tom Warne <jlinvestments@aol.com>, Stephen Bus <sbus@upcampusproperties.com>, "Schorr, Andrew" <ASchorr@lrrc.com>, Patty McCallister <rmccallister@mccompanies.com>, Rob Caylor <Rob@caylor.net>, Dean Cotlow <Cotlow@cotlow.com>, Paul Kraft <Paulkraft@theclovercompany.com>  
Cc: Drew Sanderford <sanderford@email.arizona.edu>, "Marian, James Brian - (jbmarian)" <jbmarian@email.arizona.edu>

**External Email**

As the General Manager of Marshall Foundation and a Past President of Tucson CREW, we support strongly the University of Arizona offering all students the opportunity to minor in real estate which is a major industry and job provider in our community.

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

Sincerely,



Jane McCollum

General Manager

Marshall Foundation

Main Gate Square

814 E. University Boulevard

Tucson, AZ 85719

520-622-8613 (office)

520-622-0124 (facsimile)

[jane@marshallfoundation.com](mailto:jane@marshallfoundation.com)

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Nothing in this communication is intended to operate as an electronic signature under applicable law.

**From:** James Marian <[jbm@ccim.net](mailto:jbm@ccim.net)>

**Sent:** Monday, April 6, 2020 1:56 PM

**To:** Randy Rogers <[Randy@tucsonrealtors.org](mailto:Randy@tucsonrealtors.org)>; [amber@tucsonchamber.org](mailto:amber@tucsonchamber.org); Allyson Solomon <[allyson@mpaaz.org](mailto:allyson@mpaaz.org)>; [mark@markirvin.com](mailto:mark@markirvin.com); James T. Lavery (work) <[jamestlavery@outlook.com](mailto:jamestlavery@outlook.com)>; Sara Baker <[sbaker@bakerpeterson.com](mailto:sbaker@bakerpeterson.com)>; Andy Seleznov <[andy@larsenbaker.com](mailto:andy@larsenbaker.com)>; [mkbappraiser@comcast.net](mailto:mkbappraiser@comcast.net); George Larsen <[george@larsenbaker.com](mailto:george@larsenbaker.com)>; [kasser@halualoa.com](mailto:kasser@halualoa.com); David Mehl <[dmehl@cottonwoodproperties.com](mailto:dmehl@cottonwoodproperties.com)>; Humberto S. Lopez <[chafufu@aol.com](mailto:chafufu@aol.com)>; [breuter@picor.com](mailto:breuter@picor.com); Jane McCollum <[jane@marshallfoundation.com](mailto:jane@marshallfoundation.com)>; Donald Semro-Tom Warne <[jlinvestments@aol.com](mailto:jlinvestments@aol.com)>; Stephen Bus <[sbus@upcampusproperties.com](mailto:sbus@upcampusproperties.com)>; Schorr, Andrew <[ASchorr@lrrc.com](mailto:ASchorr@lrrc.com)>; Patty McCallister <[rmccallister@mccompanies.com](mailto:rmccallister@mccompanies.com)>; Rob Caylor <[Rob@caylor.net](mailto:Rob@caylor.net)>; Dean Cotlow <[Cotlow@cotlow.com](mailto:Cotlow@cotlow.com)>; Paul Kraft <[Paulkraft@theclovercompany.com](mailto:Paulkraft@theclovercompany.com)>

**Cc:** Drew Sanderford <[sanderford@email.arizona.edu](mailto:sanderford@email.arizona.edu)>; Marian, James Brian - (jbmarian) <[jbmarian@email.arizona.edu](mailto:jbmarian@email.arizona.edu)>

**Subject:** NEW-Minor in Real Estate at the U of A

Fellow Real Estate Executives,

[Quoted text hidden]

---

**Rob Caylor** <[rob@caylor.net](mailto:rob@caylor.net)>

Mon, Apr 6, 2020 at 2:43 PM

To: James Marian <[jbm@ccim.net](mailto:jbm@ccim.net)>, Randy Rogers <[Randy@tucsonrealtors.org](mailto:Randy@tucsonrealtors.org)>, "[amber@tucsonchamber.org](mailto:amber@tucsonchamber.org)" <[amber@tucsonchamber.org](mailto:amber@tucsonchamber.org)>, Allyson Solomon <[allyson@mpaaz.org](mailto:allyson@mpaaz.org)>, "[mark@markirvin.com](mailto:mark@markirvin.com)" <[mark@markirvin.com](mailto:mark@markirvin.com)>, "James T. Lavery (work)" <[jamestlavery@outlook.com](mailto:jamestlavery@outlook.com)>, Sara Baker <[sbaker@bakerpeterson.com](mailto:sbaker@bakerpeterson.com)>, Andy Seleznov <[andy@larsenbaker.com](mailto:andy@larsenbaker.com)>, "[mkbappraiser@comcast.net](mailto:mkbappraiser@comcast.net)" <[mkbappraiser@comcast.net](mailto:mkbappraiser@comcast.net)>, George Larsen <[george@larsenbaker.com](mailto:george@larsenbaker.com)>, "[kasser@halualoa.com](mailto:kasser@halualoa.com)" <[kasser@halualoa.com](mailto:kasser@halualoa.com)>, David Mehl <[dmehl@cottonwoodproperties.com](mailto:dmehl@cottonwoodproperties.com)>, "Humberto S. Lopez" <[chafufu@aol.com](mailto:chafufu@aol.com)>, "[breuter@picor.com](mailto:breuter@picor.com)" <[breuter@picor.com](mailto:breuter@picor.com)>, Jane McCollum

<jane@marshallfoundation.com>, Donald Semro-Tom Warne <jlinvestments@aol.com>, Stephen Bus <sbus@upcampusproperties.com>, "Schorr, Andrew" <ASchorr@lrrc.com>, Patty McCallister <rmccallister@mccompanies.com>, Dean Cotlow <Cotlow@cotlow.com>, Paul Kraft <Paulkraft@theclovercompany.com>  
Cc: Drew Sanderford <sanderford@email.arizona.edu>, "Marian, James Brian - (jbmarian)" <jbmarian@email.arizona.edu>

**External Email**

Caylor Construction and Development respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.

GREAT IDEA

Thank you,

Rob



Robert Caylor  
2 E Congress, Suite 900

Tucson, AZ 85701

Cell 520.444.0100

Office 520.298.2200

[Caylor.net](http://Caylor.net)



**From:** James Marian <jbm@ccim.net>

**Sent:** Monday, April 6, 2020 1:56 PM

**To:** Randy Rogers <Randy@tucsonrealtors.org>; amber@tucsonchamber.org; Allyson Solomon <allyson@mpaaz.org>; mark@markirvin.com; James T. Lavery (work) <jamestlavery@outlook.com>; Sara Baker <sbaker@bakerpeterson.com>; Andy Seleznov <andy@larsenbaker.com>; mkbappraiser@comcast.net; George Larsen <george@larsenbaker.com>; kasser@halualoa.com; David Mehl <dmehl@cottonwoodproperties.com>; Humberto S. Lopez <chafufu@aol.com>; breuter@picor.com; Jane McCollum <jane@marshallfoundation.com>; Donald Semro-Tom Warne <jlinvestments@aol.com>; Stephen Bus <sbus@upcampusproperties.com>; Schorr, Andrew <ASchorr@lrrc.com>; Patty McCallister

<rmccallister@mccompanies.com>; Rob Caylor <rob@caylor.net>; Dean Cotlow <Cotlow@cotlow.com>; Paul Kraft <Paulkraft@theclovercompany.com>  
**Cc:** Drew Sanderford <sanderford@email.arizona.edu>; Marian, James Brian - (jbmarian) <jbmarian@email.arizona.edu>  
**Subject:** NEW-Minor in Real Estate at the U of A

Fellow Real Estate Executives,

[Quoted text hidden]

---

**Randy Rogers** <randy@tucsonrealtors.org>

Mon, Apr 6, 2020 at 2:44 PM

To: James Marian <jbm@ccim.net>

Cc: "amber@tucsonchamber.org" <amber@tucsonchamber.org>, Allyson Solomon <allyson@mpaaz.org>, "mark@markirvin.com" <mark@markirvin.com>, "James T. Lavery (work)" <jamestlavery@outlook.com>, Sara Baker <sbaker@bakerpeterson.com>, Andy Seleznov <andy@larsenbaker.com>, "mkbappraiser@comcast.net" <mkbappraiser@comcast.net>, George Larsen <george@larsenbaker.com>, "kasser@halualoa.com" <kasser@halualoa.com>, David Mehl <dmehl@cottonwoodproperties.com>, "Humberto S. Lopez" <chafufu@aol.com>, "breuter@picor.com" <breuter@picor.com>, Jane McCollum <jane@marshallfoundation.com>, Donald Semro-Tom Warne <jlinvestments@aol.com>, Stephen Bus <sbus@upcampusproperties.com>, "Schorr, Andrew" <ASchorr@lrrc.com>, Patty McCallister <rmccallister@mccompanies.com>, Rob Caylor <Rob@caylor.net>, Dean Cotlow <Cotlow@cotlow.com>, Paul Kraft <paulkraft@theclovercompany.com>, Drew Sanderford <sanderford@email.arizona.edu>, "Marian, James Brian - (jbmarian)" <jbmarian@email.arizona.edu>

**External Email**

The Real Estate industry in Tucson is a major, thriving industry in the region and the ability for our University to offer an undergrad program minor will only enhance the ability for our students to learn and continue to grow here in Tucson.

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

Randy Rogers  
CEO  
Tucson Association of REALTORS/MLS Southern Arizona  
812.325.6187

Sent from my iPad

On Apr 6, 2020, at 1:56 PM, James Marian <jbm@ccim.net> wrote:



Fellow Real Estate Executives,

This week MRED Professor Drew Sanderford and I plan to submit a formal request to the University of Arizona seeking approval to introduce a Minor in Real Estate. This Minor will be available to ALL students at the University. It may come as a surprise, but the only real estate degree currently offered by the U of A is CAPLA's Master's of Real Estate Development (MRED). We believe a strong show of industry support will help us obtain approval. Please read the attached letter and if you choose to support us, please cut and paste the **bold** statement below and reply back to me. PLEASE MAKE SURE THAT YOUR CONTACT INFORMATION IS INCLUDED IN YOUR REPLY. Feel free to call me at 403-5132 with any questions or concerns. Thank you for your consideration !!  
Jim

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

James B. Marian CCIM, MRE  
Chapman Lindsey Commercial Real Estate Services LLC  
7411 East Tanque Verde Road  
Tucson, Arizona 85715  
520.747.4000 x 106 (o)  
520.403.5132 (m)  
<MREDminorSUPPORTletter2020.doc>

---

Dean Cotlow <cotlow@cotlow.com>

Mon, Apr 6, 2020 at 2:45 PM

To: Rob Caylor <Rob@caylor.net>

Cc: James Marian <jbm@ccim.net>, Randy Rogers <Randy@tucsonrealtors.org>, "amber@tucsonchamber.org" <amber@tucsonchamber.org>, Allyson Solomon <allyson@mpaaz.org>, "mark@markirvin.com" <mark@markirvin.com>, "James T. Lavery (work)" <jamestlavery@outlook.com>, Sara Baker <sbaker@bakerpeterson.com>, Andy Seleznov <andy@larsenbaker.com>, "mkbappraiser@comcast.net" <mkbappraiser@comcast.net>, George Larsen <George@larsenbaker.com>, "kasser@halualoa.com" <kasser@halualoa.com>, David Mehl <dmehl@cottonwoodproperties.com>, "Humberto S. Lopez" <chafufu@aol.com>, "breuter@picor.com" <breuter@picor.com>, Jane McCollum <jane@marshallfoundation.com>, Donald Semro-Tom Warne <jlinvestments@aol.com>, Stephen Bus <sbus@upcampusproperties.com>, "Schorr, Andrew" <ASchorr@lrrc.com>, Patty McCallister <rmccallister@mccompanies.com>, Paul Kraft <paulkraft@theclovercompany.com>, Drew Sanderford <sanderford@email.arizona.edu>, "Marian, James Brian - (jbmarian)" <jbmarian@email.arizona.edu>

**External Email**

Please respond to Jim only.

Dean P. Cotlow  
President/Designated Broker  
Cotlow Company  
"It's simple. We get it done."  
[3832 East Kleindale Road \(US\)](#)  
Tucson, Arizona 85716-1400  
Office: 520-881-8180  
Mobile: 520-241-0180  
Web Site: [www.cotlow.com](http://www.cotlow.com)  
Email: [cotlow@cotlow.com](mailto:cotlow@cotlow.com)  
Licensed in Arizona (BR01146000)

It's better to walk alone than walk with a crowd going the wrong direction. Diane Grant

On Apr 6, 2020, at 2:43 PM, Rob Caylor <[Rob@caylor.net](mailto:Rob@caylor.net)> wrote:

Caylor Construction and Development respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.

**GREAT IDEA**

Thank you,

Rob

<image001.jpg>

Robert Caylor  
[2 E Congress, Suite 900](#)

[Tucson, AZ 85701](#)

Cell 520.444.0100

Office 520.298.2200

[Caylor.net](http://Caylor.net)

<image002.jpg>

[Quoted text hidden]

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**2 attachments****image001.jpg**  
5K**image002.jpg**  
5K

---

**Allyson Solomon** <allyson@mpaaz.org>

Mon, Apr 6, 2020 at 3:30 PM

To: James Marian &lt;jbm@ccim.net&gt;

Cc: Randy Rogers &lt;Randy@tucsonrealtors.org&gt;, Amber Smith &lt;amber@tucsonchamber.org&gt;, "Irvin Mark CCIM, SIOR C." &lt;mark@markirvin.com&gt;, "James T. Lavery (work)" &lt;jamestlavery@outlook.com&gt;, Sara Baker &lt;sbaker@bakerpeterson.com&gt;, Andy Seleznov &lt;andy@larsenbaker.com&gt;, mkbappraiser@comcast.net, George Larsen &lt;george@larsenbaker.com&gt;, kasser@halualoa.com, David Mehl &lt;dmehl@cottonwoodproperties.com&gt;, "Humberto S. Lopez" &lt;chafufu@aol.com&gt;, Barbi Reuter &lt;breuter@picor.com&gt;, Jane McCollum &lt;jane@marshallfoundation.com&gt;, Donald Semro-Tom Warne &lt;jlinvestments@aol.com&gt;, Stephen Bus &lt;sbus@upcampusproperties.com&gt;, "Schorr, Andrew" &lt;ASchorr@lrrc.com&gt;, Patty McCallister &lt;rmccallister@mccompanies.com&gt;, Rob Caylor &lt;Rob@caylor.net&gt;, Dean Cotlow &lt;Cotlow@cotlow.com&gt;, Paul Kraft &lt;Paulkraft@theclovercompany.com&gt;, Drew Sanderford &lt;sanderford@email.arizona.edu&gt;, "Marian, James Brian - (jbmarian)" &lt;jbmarian@email.arizona.edu&gt;

**External Email**

As the Executive Director of MPA, a southern Arizona non-profit whose missions it is to *create prosperous community by promoting collaborative real estate development policies, building partnerships and finding common ground* and whose membership is comprised of those in the real estate development industry, **I respectfully request the University of Arizona approve**

**CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.** MPA believes that real estate development is one of the

key components to a healthy and diverse local economy. As a UofA alumni who choose to stay in Tucson after graduation and pursue a career in the development industry, I would like to see more courses available to provide others with the same opportunity I created for myself. Development is an incredibly rewarding and complex industry choice and providing an option to minor in it would give many college students the head start they need to be more competitive in the industry upon graduation.

Thank you for your consideration,

Allyson Solomon  
Executive Director  
[2 East Congress, 6th floor](#)  
[Tucson, Az. 85701](#)



[Quoted text hidden]

David Mehl <dmehl@cottonwoodproperties.com>

Tue, Apr 7,  
10:22 AM (1  
day ago)

to me

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

David Mehl  
Cottonwood Properties  
3597 E. Sunrise Dr, #219  
Tucson, Arizona 85718  
Office: 520-299-8424  
Mobile: 520-907-6491

**Sara Baker**

Tue, Apr 7,  
9:53 AM (1  
day ago)

to me

As Chair of the Pima County Real Estate Research Council, we support the proposal for the minor in real estate at the University of Arizona. Real estate is an important economic factor in this community, and a minor in real estate would benefit students interested in real estate as well as providing opportunities for the real estate community at large.

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

Sara Baker  
Chair, Pima County Real Estate Research Council

## **M. Bernstein Real Estate Appraisals**

Mon, Apr 6,  
7:42 PM (2  
days ago)

to me

Dear Sir or Madam,

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

On a personal note, I graduated from the University of Arizona in 1984. At that time there was little in the way of curriculum in real estate. In lieu of a degree in real estate, I obtained my Bachelor of Science in Business Administration. I cannot imagine where my career may have gone if not for taking my electives in Real Estate Appraisal, taught by Mr. Sanders (Sonny) K. Solot, MAI. Certainly, I was not the only appraiser in Tucson to have begun their career in those classes. He was busy enough running his own appraisal office, but he found time to share his love of real estate with us. Other appraisers continued the tradition of teaching appraisal courses, including Steve Cole, MAI and Andrew Briefer, MAI. We wholeheartedly support the development of a full real estate curriculum allowing for a strong learning experience and an opportunity for all students to develop and contribute to the Tucson community.

Michael Bernstein, MAI  
President of the Board of Directors

Southern Arizona Chapter of the Appraisal Institute

and owner/principal appraiser at

M. Bernstein Real Estate Appraisals  
5363 E. Pima St., Suite 101  
Tucson, AZ 85712  
(520) 325-3554 tele.  
(520) 622-3308 fax

[mkbappraiser@comcast.net](mailto:mkbappraiser@comcast.net)



**Barbi Reuter**

Mon, Apr 6,  
2:53 PM (2  
days ago)

to me

Co-signed! Way to move this forward, Jim!

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

**Barbi Reuter, President**  
Cushman & Wakefield | PICOR

O [+1 \(520\) 546 2744](tel:+15205462744)

M [+1 \(520\) 977 1144](tel:+15209771144)

Twitter: @BarbiReuter @PICORcres



**Stephen Bus**

Mon, Apr 6,  
2:58 PM (2  
days ago)

to me

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

Stephen G. Bus | Managing Principal  
**Up Campus Properties, LLC**  
152 W Huron Street, Suite 100 | Chicago, IL 60654  
M: (312) 590-9700 Cell  
O: (312) 720-0989 Office – Main Line  
[sbus@upcampusproperties.com](mailto:sbus@upcampusproperties.com)  
<http://www.upcampusproperties.com>

**Schorr, Andrew**

Mon, Apr 6,  
3:17 PM (2  
days ago)

to me

**Speaking on my own behalf only, I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

**Andrew D. Schorr**

Partner  
520.629.4414 office  
520.879.4718 fax  
[aschorr@lrrc.com](mailto:aschorr@lrrc.com)

---

Lewis Roca Rothgerber Christie LLP  
One South Church Avenue, Suite 2000  
Tucson, Arizona 85701-1611  
[lrrc.com](http://lrrc.com)

**From:** James Marian <[jbm@ccim.net](mailto:jbm@ccim.net)>

**Sent:** Monday, April 6, 2020 1:56 PM

**To:** Randy Rogers <[Randy@tucsonrealtors.org](mailto:Randy@tucsonrealtors.org)>; [amber@tucsonchamber.org](mailto:amber@tucsonchamber.org); Allyson Solomon <[allyson@mpaaz.org](mailto:allyson@mpaaz.org)>; [mark@markirvin.com](mailto:mark@markirvin.com); James T. Lavery (work) <[jamestlavery@outlook.com](mailto:jamestlavery@outlook.com)>; Sara Baker <[sbaker@bakerpeterson.com](mailto:sbaker@bakerpeterson.com)>; Andy Seleznov <[andy@larsenbaker.com](mailto:andy@larsenbaker.com)>; [mkbappraiser@comcast.net](mailto:mkbappraiser@comcast.net); George Larsen <[george@larsenbaker.com](mailto:george@larsenbaker.com)>; [kasser@halualoa.com](mailto:kasser@halualoa.com); David Mehl <[dmehl@cottonwoodproperties.com](mailto:dmehl@cottonwoodproperties.com)>; Humberto S. Lopez <[chafufu@aol.com](mailto:chafufu@aol.com)>; [breuter@picor.com](mailto:breuter@picor.com); Jane McCollum <[jane@marshallfoundation.com](mailto:jane@marshallfoundation.com)>; Donald Semro-Tom Warne <[jlinvestments@aol.com](mailto:jlinvestments@aol.com)>; Stephen Bus <[sbus@upcampusproperties.com](mailto:sbus@upcampusproperties.com)>; Schorr, Andrew <[ASchorr@lrrc.com](mailto:ASchorr@lrrc.com)>; Patty McCallister <[rmccallister@mccompanies.com](mailto:rmccallister@mccompanies.com)>; Rob Caylor <[Rob@caylor.net](mailto:Rob@caylor.net)>; Dean Cotlow <[Cotlow@cotlow.com](mailto:Cotlow@cotlow.com)>; Paul Kraft <[Paulkraft@theclovercompany.com](mailto:Paulkraft@theclovercompany.com)>

**Cc:** Drew Sanderford <[sanderford@email.arizona.edu](mailto:sanderford@email.arizona.edu)>; Marian, James Brian - (jbmarian) <[jbmarian@email.arizona.edu](mailto:jbmarian@email.arizona.edu)>

**Subject:** NEW-Minor in Real Estate at the U of A

[EXTERNAL]

**Moore, Susie @ Tucson** <[Susan.Moore2@cbre.com](mailto:Susan.Moore2@cbre.com)>

Mon, Apr 6,  
4:50 PM (2  
days ago)

to me

**I respectfully request the University of Arizona approve CAPLA's proposal to offer a minor in real estate as outlined in the attached letter of support dated April 6, 2020.**

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**Mark Irvin**

Mon, Apr 6,  
3:38 PM (2  
days ago)

to me

I concur respectively.

Sent from my iPad

Please reply to:

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"Committed to Timely & Informed Real Estate Decisions"

 **THE UNIVERSITY OF ARIZONA**  
BUDGET PROJECTION FORM

Name of Proposed Program or Unit: RED Minor

| Budget Contact Person: Simon White                            | Projected               |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
|   | 1st Year<br>2020 - 2021 | 2nd Year<br>2021 - 2022 | 3rd Year<br>2022 - 2023 | 4th Year<br>2023 - 2024 |
| <b>METRICS</b>  |                         |                         |                         |                         |
| Net increase in annual college enrollment UG                  | 25                      | 49                      | 71                      | 71                      |
| Net increase in college SCH UG                                | 150                     | 221                     | 289                     | 289                     |
| Net increase in annual college enrollment Grad                |                         |                         |                         |                         |
| Net increase in college SCH Grad                              |                         |                         |                         |                         |
| Number of enrollments being charged a Program Fee             |                         |                         |                         |                         |
| New Sponsored Activity (MTDC)                                 |                         |                         |                         |                         |
| Number of Faculty FTE   |                         |                         |                         |                         |
| <b>FUNDING SOURCES</b>  |                         |                         |                         |                         |
| <b><u>Continuing Sources</u></b>                              |                         |                         |                         |                         |
| UG RCM Revenue (net of cost allocation)                       | 28,585                  | 42,163                  | 55,062                  | 55,062                  |
| Grad RCM Revenue (net of cost allocation)                     |                         |                         |                         |                         |
| Program Fee RCM Revenue (net of cost allocation)              |                         |                         |                         |                         |
| F and A Revenues (net of cost allocations)                    |                         |                         |                         |                         |
| UA Online Revenues  |                         |                         |                         |                         |
| Distance Learning Revenues                                    |                         |                         |                         |                         |
| Reallocation from existing College funds (attach description) |                         |                         |                         |                         |
| Other Items (attach description)                              |                         |                         |                         |                         |
| <b>Total Continuing</b>                                       | <b>\$ 28,585</b>        | <b>\$ 42,163</b>        | <b>\$ 55,062</b>        | <b>\$ 55,062</b>        |
| <b><u>One-time Sources</u></b>                                |                         |                         |                         |                         |
| College fund balances   |                         |                         |                         |                         |
| Institutional Strategic Investment                            |                         |                         |                         |                         |
| Gift Funding  |                         |                         |                         |                         |
| Other Items (attach description)                              |                         |                         |                         |                         |
| <b>Total One-time</b>   | <b>\$ -</b>             | <b>\$ -</b>             | <b>\$ -</b>             | <b>\$ -</b>             |
| <b>TOTAL SOURCES</b>  | <b>\$ 28,585</b>        | <b>\$ 42,163</b>        | <b>\$ 55,062</b>        | <b>\$ 55,062</b>        |
| <b>EXPENDITURE ITEMS</b>                                      |                         |                         |                         |                         |
| <b><u>Continuing Expenditures</u></b>                         |                         |                         |                         |                         |
| Faculty   | 12,000                  | 12,000                  | 12,000                  | 12,000                  |
| Other Personnel   | -                       | -                       | -                       | -                       |
| Employee Related Expense                                      | 3,700                   | 3,700                   | 3,700                   | 3,700                   |
| Graduate Assistantships                                       | -                       | 7,200                   | 7,200                   | 7,200                   |
| Other Graduate Aid  |                         |                         |                         |                         |
| Operations (materials, supplies, phones, etc.) - Marketing    | -                       | -                       | -                       | -                       |
| Additional Space Cost   |                         |                         |                         |                         |
| Other Items (attach description)                              |                         |                         |                         |                         |
| <b>Total Continuing</b>                                       | <b>\$ 15,700</b>        | <b>\$ 22,900</b>        | <b>\$ 22,900</b>        | <b>\$ 22,900</b>        |
| <b><u>One-time Expenditures</u></b>                           |                         |                         |                         |                         |
| Construction or Renovation                                    |                         |                         |                         |                         |
| Start-up Equipment  |                         |                         |                         |                         |
| Replace Equipment   |                         |                         |                         |                         |
| Library Resources   |                         |                         |                         |                         |
| Other Items - Course Build                                    | -                       | -                       | -                       | -                       |
| <b>Total One-time</b>   | <b>\$ -</b>             | <b>\$ -</b>             | <b>\$ -</b>             | <b>\$ -</b>             |
| <b>TOTAL EXPENDITURES</b>                                     | <b>\$ 15,700</b>        | <b>\$ 22,900</b>        | <b>\$ 22,900</b>        | <b>\$ 22,900</b>        |
| <b>Net Projected Fiscal Effect</b>                            | <b>\$ 12,885</b>        | <b>\$ 19,263</b>        | <b>\$ 32,162</b>        | <b>\$ 32,162</b>        |

**Undergraduate Minor Peer Comparison Chart-** Select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for minor programs within the discipline. The comparison programs are not required to have the same minor name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Delete **EXAMPLE columns** once ready to submit/upload.

| Minor name, institution              | Proposed UA Program:   | Peer 1: University of Washington  | Peer 2: University of Florida  |
|--------------------------------------|--|---|--|
| <b>Current# of enrolled students</b> |  | 40  | 120  |
| <b>Minor program description</b>     | <p>The purpose of the Real Estate minor is to prepare undergraduate students to create and sustain value across multiple types of firms within the real estate industry. The core of the minor curriculum provides introductions to major concepts, strategies, and empirical techniques in residential and commercial real estate. It also confronts major issues in the property markets including sustainability and resilience. The electives in the curriculum facilitate student curiosity in topics related to and providing complementary expertise for real estate development,</p> | <p>Students in the minor will develop technical, statistical, and analytical skills that will enable them to interpret data across a wide range of topics. This analysis will aid in addressing many of the challenges facing the world today. The interdisciplinary nature of real estate will be highlighted throughout the minor and in a variety of learning environments that students will encounter.</p> <p>Learning outcomes include:</p> <ul style="list-style-type: none"> <li>• Be able to communicate technical and complex material in an effective manner in a professional real estate environment</li> <li>• Practice according to the professional, ethical, and legal standards expected in the real estate industry</li> </ul> | <p>The real estate minor: (1) introduces the business of commercial real estate, including the roles, activities, and players in the industry, common terminology, and the real estate transaction process, and (2) prepares students to make sound decisions concerning real estate use and investment. The minor also exposes the numerous career paths available in the commercial real estate industry, including development, real estate appraisal and investment, leasing and asset management, mortgage lending, and commercial brokerage.</p> |

|  |  |   |  |
|--|--|---|--|
|  | <p>investment, and analysis. Real Estate minor core course faculty are award winning thought leaders who have significant experience and history of engagement with both real estate research and practice. Students who complete the minor will be prepared to work at a variety of real estate firms across an array of sizes and asset classes. Graduates will master skills demanded by the market place and learn from practitioners through cases, presentations, projects, and networking events. They will be prepared to sit for state real estate sales licensing exams and will have the opportunity to pursue Argus Certification.</p> | <ul style="list-style-type: none"> <li>• Understand the participants and processes involved in the real estate market</li> <li>• Appreciate the interdisciplinary nature of real estate and how it fits into a broader economic and social framework</li> <li>• Understand the key differences across the various property types and functions</li> <li>• Understand the steps involved in a real estate transaction</li> <li>• Apply a range of analytical and quantitative techniques in an applied real estate context, including real estate appraisal and mortgage calculations</li> <li>• Adopt innovative problem solving and transfer appropriate knowledge and methods across different topics</li> <li>• Understand how the structure of urban areas impact the demand and supply of real estate and how these feed into</li> </ul> |  |
|--|--|---|--|

|  |   |   |   |
|--|---|---|---|
|  |   | broader issues such as public policy and regional economic development and planning   |   |
| <b>Target careers</b>  | -Real Estate (RE) Broker<br>-RE Developer<br>-RE Investor<br>-Banker/Lender<br>-RE Asset Manager<br>-RE Portfolio Manager<br>-RE Attorney<br>-Financial Analyst<br>-Entrepreneur  | -Real Estate (RE) Broker<br>-RE Developer<br>-RE Investor<br>-Banker/Lender<br>-RE Asset Manager<br>-RE Portfolio Manager<br>-RE Attorney<br>-Financial Analyst<br>-Entrepreneur  | -Real Estate (RE) Broker<br>-RE Developer<br>-RE Investor<br>-Banker/Lender<br>-RE Asset Manager<br>-RE Portfolio Manager<br>-RE Attorney<br>-Financial Analyst<br>-Entrepreneur  |
| <b>Minimum total units required</b>  | 18  | 25  | 22  |
| <b>Minimum upper-division units required</b>   | 15  | 9   | 16  |
| <b>Total transfer units that may apply to minor</b>  | 6   | 9   | 6   |
| <b>List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)</b>   | -Meet with CAPLA advisor to declare, Min 2.75 in minor core.  | -Meet with advisor to declare   | Min 3.0 in minor coursework   |
| <b>Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b> | RE Minor Core (15 hours): <ul style="list-style-type: none"> <li>• (New) RE 3XX: Principles Real Estate</li> <li>• RED 407: Survey of Responsible RE Development</li> <li>• RED 401: Introduction to Real Estate Finance</li> <li>• RED 476: Land Development Process</li> <li>• RED 498: Professional Projects in Real Estate</li> </ul> | RE Minor Core: <ul style="list-style-type: none"> <li>-RE250: Intro to Real Estate (3hrs)</li> </ul> + Some combination of the following: <ul style="list-style-type: none"> <li>-RE416: RE Market Analysis (4hrs)</li> <li>-RE361: Prop Transaction Law (3hrs)</li> <li>-RE411: RE Valuation (3hrs)</li> <li>-RE363: RE Develop Process (3hrs)</li> <li>-RE364: RE Asset Mgmt (3hrs)</li> <li>-RE365: Intro RE Finance (3hrs)</li> <li>-RE497: RE Data Modeling (4hrs)</li> <li>-RE 400: RE Accounting (3hrs)</li> <li>-RE 401: Housing Mkts (3hrs)</li> </ul> | RE Minor Core (16 hours): <ul style="list-style-type: none"> <li>• BUL4310: Legal Environment of Business (4hrs)</li> <li>• ECO 2013/23: Principles of Microeconomics or Macroeconomics (4hrs)</li> <li>• REE 3043: RE Analysis (4hrs)</li> <li>• RE4303: RE Investment Decision Making (4hrs)</li> </ul> |



|  |  |   |                             |
|--|--|---|-----------------------------|
|  | RE Minor Electives (3 hours):<br>*Please see Appendix for list of recommended electives. | -RE 490: Ind Study (3hrs)<br>-FIN 435: RE Capital Mkts (4hrs) | RE Minor Electives: 6-7 hrs |
| <b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b> | Yes: RED 498 Projects in RE provides applications oriented end to minor.                 | No  | No                          |
| <b>Additional requirements (provide description)</b>   | None   | None  | None                        |

\*Note: comparison of additional relevant programs may be requested.