

MEMORANDUM



TO: President Edward T. Foote II

FROM: Dr. John Knoblock
Chairman, Faculty Senate

DATE: May 7, 1987

SUBJECT: Faculty Senate Legislation #86006(B) -
Bachelor of Science in Land Development and Planning JK

The Faculty Senate, at its meeting of February 23, voted to approve Faculty Senate Legislation #86006(B) - Bachelor of Science in Land Development and Planning. The text of the legislation is attached.

The legislation is now forwarded to you for your action.

JK/b

Attachment

cc: Provost Luis Glaser

CAPSULE: Faculty Senate Legislation #86006(B) -
Bachelor of Science in Land Development and
Planning.

RESPONSE BY THE PRESIDENT:

DATE:

5/8/87

APPROVED:



OFFICE OR INDIVIDUAL TO IMPLEMENT OR PUBLISH: _____

EFFECTIVE DATE OF LEGISLATION: _____

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED):

FACULTY SENATE MEETING

JANUARY 26, 1987

Call to Order and Approval of Minutes

The meeting was called to order at 5:15 P.M. by Dr. Knoblock. The minutes of November 17 meeting were approved as submitted. An excused absence was approved for Dr. Linda Neider.

Establishment of a University Committee on Athletics

Dr. Knoblock presented the Senate Council's recommendation to approve in principle the abolition the Faculty Senate Athletics Committee and create in its place a University committee composed of members of the faculty and administration, pending an agreement on a statement of the purposes, authority and composition of the committee. It was moved by Dr. Zaller, and seconded, to amend the Council's recommendation by adding a 2:1 ratio of faculty to administrators. The motion to amend the motion carried. **The motion as amended was unanimously approved.**

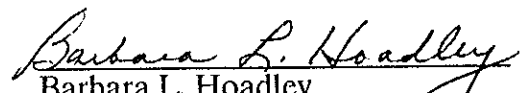
Budget

It was moved by Dr. Zaller, seconded by Dr. Swan, that the Chairman appoint a committee to review LRISP and make a report to determine whether any monetary savings can be made in the program.

Proposal for the Bachelor of Science Degree in Land Development and Planning - School of Architecture (First reading)

Dean Regan introduced the revised proposal for a Bachelor of Science in Land Development and Planning. Dr. Harold Malt presented the revised program and invited questions from the Senate. Discussion followed concerning the number of faculty committed to the proposed program, the curriculum presented, and the goals and directions of the School for undergraduate education. The second reading and vote on the proposed program will take place at the February 23 Senate meeting.

The meeting adjourned at 6:15 P.M.


Barbara L. Hoadley
Secretary to the Faculty Senate

FACULTY SENATE MEETING

February 23, 1987

Call to Order and Approval of Minutes

The open session of the Senate was called to order at 4:40 P.M. by Dr. Knoblock. The minutes of the January 26 meeting were approved as submitted.

Discussion of Bylaw on Faculty Status, Appointments, Promotion, and Tenure

Dr. Knoblock introduced a draft of important differences between the proposed changes and previous drafts. Discussion followed regarding the status of educator faculty, and the limitation of 10%. It was moved by Dr. Zaller, seconded by Dr. Zwibelman, to amend the language of new 1.5, section 2), by substituting the existing language in section 2). The motion to amend failed. The motion to approve the language in *New 1.5* carried. The new sections of 2.2.1, 2.2.2, and 2.3 were approved with minor editorial changes. Dr. Knoblock pointed out the major changes being proposed in Sections 7 through 10.

~~*Bachelor of Science Degree in Land Development and Planning*~~ ~~*(Second Reading)*~~

The motion from the Senate Council to approve the School of Architecture's proposed degree program in land development and planning was approved by a vote of 19 in favor, 3 opposed, with one abstention.

Proposed Name Change for the Department of General Business, Management and Organization

The proposed name change for the Department of General Business, Management and Organization was presented. A letter from Dean Borsting stating that the School Council is empowered to act for the school faculty was discussed. The Chairman was requested to make a formal inquiry into the nature of the delegation of power to the Council. The proposed name change to the Department of Management was approved.

Library Committee

Dr. Alexandrakis presented the proposed legislation to change the status of the Library Committee from a Senate committee to a University committee. It was moved by Dr. Zaller, and seconded, to amend the section on membership as follows: 1) substitute "upon nomination by" for "in consultation with" in the first sentence; 2) strike the second sentence up to "it shall be composed" and add "and the Provost, or his designee" at the end of the sentence; and 3) add "The Chair shall be elected by the body from among its faculty members" before the last sentence. The motion to amend carried. It was moved by Mr. Harvell, seconded by Ms. Seiler, to add one graduate student, elected by the Graduate Student Association, and one undergraduate student, elected by the Undergraduate Student Body Government to the membership of the committee. The amendment carried. The motion as amended carried.

FACULTY SENATE MEETING

JANUARY 26, 1987

Call to Order and Approval of Minutes

The meeting was called to order at 5:15 P.M. by Dr. Knoblock. The minutes of November 17 meeting were approved as submitted. An excused absence was approved for Dr. Linda Neider.

Establishment of a University Committee on Athletics

Dr. Knoblock presented the Senate Council's recommendation to approve in principle the abolition the Faculty Senate Athletics Committee and create in its place a University committee composed of members of the faculty and administration, pending an agreement on a statement of the purposes, authority and composition of the committee. It was moved by Dr. Zaller, and seconded, to amend the Council's recommendation by adding a 2:1 ratio of faculty to administrators. The motion to amend the motion carried. The motion as amended was unanimously approved.

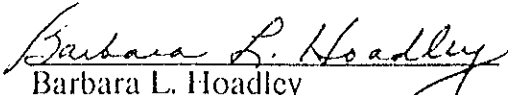
Budget

It was moved by Dr. Zaller, seconded by Dr. Swan, that the Chairman appoint a committee to review LRISP and make a report to determine whether any monetary savings can be made in the program.

Proposal for the Bachelor of Science Degree in Land Development and Planning - School of Architecture (First reading)

Dean Regan introduced the revised proposal for a Bachelor of Science in Land Development and Planning. Dr. Harold Malt presented the revised program and invited questions from the Senate. Discussion followed concerning the number of faculty committed to the proposed program, the curriculum presented, and the goals and directions of the School for undergraduate education. The second reading and vote on the proposed program will take place at the February 23 Senate meeting.

The meeting adjourned at 6:15 P.M.


Barbara L. Hoadley
Secretary to the Faculty Senate

SENATE COUNCIL MEETING

January 12, 1987

PRESENT: George Alexandrakis, William Awad, Jack Fell, Bruce Forman, Basil Honikman, John Knoblock, Chairman, Josephine Johnson, Daryl Ries, Alan Swan, and Kamal Yacoub.

ABSENT: Nicholas DeCarbo, and Donald Randolph.

ALTERNATES: Susan Seiler, and Harold Strauss.

GUESTS: Sidney Besvinick, Luis Glaser, Tarek Khalil, Harold Malt, J. Thomas Regan.

Call to Order and Approval of Minutes

The meeting was called to order at 2:00 P.M. by Dr. Knoblock. Excused absences were approved for Tony Harvell and Linda Neider. The minutes of the meetings of November 3, 17, and December 1 were approved as submitted.

School of Architecture's Land Development and Planning Proposal

Professor Harold Malt, School of Architecture, presented the rationale for the revised proposal for land development and planning. The proposal is now being considered as a bachelor of science degree rather than a bachelor of land development degree. It was moved, and seconded, to agenda the proposal for a first reading at the January 26 Faculty Senate meeting. Discussion followed. The motion carried by a vote of 9 in favor, 2 opposed, with one abstention.

College of Engineering's Proposal for a Ph.D. in Industrial Engineering

Dr. Besvinick presented the recommendation of the Graduate Council regarding the College of Engineering's proposal for a Ph.D. in Industrial Engineering. Discussion followed concerning the funding and support for the proposed program. It was agreed that a program restricted to ergonomics may be feasible. Additional information was requested concerning the expected research level, teaching load levels, incremental costs associated with the students, support for student assistants, and the need for a technician.

UNIVERSITY OF MIAMI

SCHOOL OF ARCHITECTURE
J. Thomas Regan, Dean

URBAN AND REGIONAL PLANNING PROGRAM
Harold Lewis Malt, Director

BACHELOR OF SCIENCE IN LAND DEVELOPMENT AND PLANNING

15 December 1986

ACKNOWLEDGEMENTS

Faculty Senators and other faculty too numerous to individually identify, have reviewed the several drafts of this proposal. Their collective contribution to the Program's goals, structure and curriculum is acknowledged and appreciated.

PREVIOUS ACTIONS:

Approved by the School of Architecture Council February 6, 1986.

Approved by the Academic Planning Committee March 5, 1986.

Approved by the Faculty Senate Council April 14, 1986.

Reviewed by the Faculty Senate (First Reading) April 28, 1986.

Revised October 20, 1986.

PREFACE

A nationally accepted model for undergraduate programs in land development and planning has yet to be established. The field is too new. Therefore, the process of determining the exact form and structure of the proposed Bachelor of Science of Land Development and Planning at UM was bound to be one of evolution and evaluation rather than routine approval. The process has been interactive at every level. After our faculty constructed a prototypical program and curriculum, and the Academic Planning Committee approved the proposal, the Faculty Senate and Council sought clarification of the concept of the new degree while offering constructive suggestions for improvement. Consequently, our proposal has evolved and matured as a direct result of these reviews. It has been a remarkably productive and beneficial process for change.

This revised proposal substantially clarifies the philosophy, mission, and goals of the new degree. The clarification caused a restructuring of the curriculum in two major ways: first, the emphasis of the curriculum was shifted by expanding the variety and number of general education courses. These courses are now continued beyond entry level subjects, and they are significant components in programs of study in the junior and senior years. Second, the curriculum now establishes a framework which integrates the several areas of land-development, planning, and management with liberal arts studies. Since the influences on land-development decisions are multiple and complex, integration of these fields of study within the framework of a decision-making process is critical. The mechanism for establishing this framework is the studio (the traditional pedagogical method in professional schools of architecture, landscape architecture, and planning).

The revised program also establishes our intention to seek accreditation for the Bachelor of Science in Land Development and Planning by the Planning Accreditation Board. Presently only ten undergraduate planning degree programs of the twenty-seven which exist are accredited. Accreditation is important to us in the School of Architecture; both our Bachelor of Architecture degree and our Master of Urban and Regional Planning degree are fully accredited by their respective governing bodies. We expect the quality of our new program to merit that same academic and professional acceptance.

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I. OVERALL PHILOSOPHY

- . To integrate into the land development profession and related fields, a broad liberal arts education, communication and managerial skills, and a generalist planning orientation.
- . To prepare students to have a sufficient understanding of analytical tasks, conflicting interests, and intervention strategies, in order to be effective analysts, planners, or managers when working from the private side of social and developmental opportunities.
- . To provide a sound academic preparation for those who aspire to pursue post-graduate education in related specialized areas.

II. MISSION STATEMENT

The mission of the undergraduate program is:

- . To make the University of Miami, a private institution, preeminent in the education of private sector land-use planners, developers and managers.
- . To formulate, implement, and make this innovative program foremost in the nation.
- . To provide an environment of learning that emphasizes the building of knowledge and the excitement of learning for its own sake. The intention is that the scholarly work of the faculty will provide students with mental stimulus; that the curriculum will afford an understanding of human settlements, of economic and political forces, of the environmental relationships that together shape the quality of people's lives.
- . To develop the students' commitment to social responsibilities and community service in professional activities, and concern for sensitive stewardship of the natural and built environments.

- . To foster personal intellectual growth through undergraduate levels of study and to provide the individual with the foundation for a lifetime of professional growth and development.
- . To establish and further the interdependence between planning, architecture, landscape architecture and the humanities.
- . To support the University in its own mission that human knowledge be treasured, preserved, expanded and disseminated and that the human mind, body and spirit be nurtured and strengthened through learning.

III. GOALS AND ACTION PLAN

- . Develop a four year undergraduate program for those wishing a career in land-use and/or development.
- . Solicit program approval and support from University faculty and senate, administration, trustees.
- . Create an applicant pool of highly qualified students through intensified, national recruiting.
- . Continue the study of the curriculum in consultation with other departments and refine or adjust course selections both within the School and the University at large.
- . Build upon the strengths of the School.
- . Enroll the first full freshman class in the fall of 1988.
- . Recruit outstanding additions to the faculty as enrollment increases.
- . Solicit funds from the development and construction industry for student financial assistance and scholarships.
- . Promote undergraduate student interaction with professional planning workshops and other activities of the Gold Coast Section and the Florida Chapter of the American Planning Association.
- . Achieve accreditation of the program by the Planning Accreditation Board.

IV. EXTERNAL ENVIRONMENT

Planning and Development Relationships

In the United States, professional planners prepare long-range, comprehensive, Master Plans for local public agencies and municipalities. These serve as general guides to the growth and physical development of the community. Subsequently, the private sector submits projects for review in terms of the goals of the plan and the provisions of the implementing development regulations. The initiative for the development process rests with the private sector. Government then reacts. Therefore, in terms of public benefit, the desirability and quality of large-scale land development projects are usually determined at the outset by the developer. Developer negotiations with government agency planners acting in the public behalf may become acrimonious, time-consuming and costly to both private and public sectors. However, these problems are usually minimized when private sector submissions are prepared by in-house planning staff or consultants. Our proposal addresses the need for this type of professional.

Regional Concept of Planning and Development

(Based on Florida's Decade of the Eighties, Executive office of the Governor, Office of Planning and Budgeting. Tallahassee 1981.)

As is well known, Florida is one of the fastest growing states in the country. The population is currently growing at an annual rate of 3.0 percent, adding about 275,000 persons a year. Florida continues to grow twice as fast as other sun-belt states and more than three times the national average. Almost all of this increase is due to in-migration. In 1985, Miami-Fort Lauderdale became the 11th largest metropolitan area in the nation. Small towns are doubling their popu-

lation during the decade of the 80's. By 1990 Florida will become the fourth most populous state in the country, and, by the turn of the century, the third most populous.

The accommodation of this growth in terms of housing and other kinds of land-use has pushed physical development into the forefront as one of the leading industries in the sun-belt, thus requiring increased planning input. At the same time, environmental concerns and the financial impacts of development have stimulated public and political support for more stringent growth controls. In 1986 the state legislators passed a pioneering Growth Management Act (9J-5) which required local public agencies to prepare by 1989 new growth management plans which specify the "Levels of Service" to be furnished residents. Consequently, private developers of sizable projects will increasingly need to negotiate impact fees and various amenities with public officials.

Graduate Planning Education

Three universities in Florida offer accredited graduate programs in urban planning -- University of Miami, University of Florida, and Florida State University. The job opportunities for their graduates entering the profession lie mainly in the public sector. UM planning alumni, for example, are playing significant roles in formulating policies and ordinances for the management of Biscayne Bay, in establishing comprehensive plans and zoning ordinances in cities throughout the state and elsewhere, in reviewing subdivision applications in South Florida, in giving substance to the Governor's Growth Management Action Committee, and in shaping the future expansion of rail transportation.

However, very few of the graduates of the planning programs of the three Florida universities have been employed by the private sector in key positions where a substantial contribution could be made to the management or implementation of the development process.

Nationally, there are 45 graduate programs in urban and regional planning which are members of the Association of Collegiate Schools of Planning and are accredited by the Planning Accreditation Board. The program at the University of Miami is among this group. In November of 1986, notice was received of another full five year term of accreditation.

Undergraduate Planning Trends and Initiatives

According to the 1984-85 "A Survey of Real Estate Development Education in North American Schools of Architecture, Landscape Architecture and Planning," by Rabinowitz and Canestaro, there is a decided "curriculum movement" in the area of real estate development. Their findings are based on a 70% response rate of 271 schools accredited by the three professions. The highlights of their paper follow.

1. 63% of architectural schools and 76% of planning schools now have regularly taught courses in this area.
2. Teaching in this area is a recent phenomenon. Almost half the schools responded that these courses were adopted within the last 5 years.
3. There will be additional growth in this area. The NAAB (National Architectural Accrediting Board) has just made "project feasibility and economics" one of the eighteen required curricular areas which must be included in an accredited architectural curriculum.

4. "Given the current extent and growth of teaching and interest in this area it is surprising that this activity is not more well known. THERE IS NOW A CRITICAL MASS OF FACULTY TEACHING AND WORKING IN THE AREA OF INTEGRATING ARCHITECTURE, PLANNING AND REAL ESTATE DEVELOPMENT. YET THIS AREA, FORMALLY, DOES NOT YET EXIST."
5. The content of the courses in the three disciplines varied considerably. "Development strategy" was the only subject matter taught frequently and consistently in all three types of schools. The architectural programs clearly emphasized the business aspects of this area - feasibility and finance were identified as most frequently taught. The planners on the other hand emphasized urban planning and public policy. "Design" was one area of commonality between courses in all three categories.
6. The courses are very professionally oriented. Outside speakers, field trips and case studies are particularly valued teaching resources. The courses are generally of the lecture/workshop type courses.
7. Virtually all the faculty teaching in this area have had their education and experience in the original discipline of their school - architecture, landscape architecture, planning. A third of the architecture faculty have had additional training in business, a much higher percentage than in landscape or planning. Only a few faculty have had training in law or computers.

The authors of the paper presented at a conference of the American Collegiate Schools of Planning concluded as follows:

"What is the future of this area of education? The teaching of real estate development courses in schools of architecture and planning is an important and rapidly growing part of the curriculum. It has emerged without exhortation or even an explicit awareness of it's existence. Unlike other curricular areas this growth is not a response to specific external events which may change or disappear. It has, we think, been a more incremental process emerging at the same time some very basic changes are occurring in real estate development (and in society) and having a decided effect on the built environment. Notwithstanding whether these changes are a cause of this 'movement', it is propitious that these changes in education are happening coincidentally with changes in the sophistication, size and influence of real estate endeavors..."

"Much research and exploration in the history, theory, processes and the relationships of variables between real estate and design and planning needs to be done for an integrated content to be developed, not just the teaching of real estate subjects in an architectural or planning department.

"In the United States 85% of new building is generated, developed, owned and managed by the private sector. This new 'movement' which includes real estate development subject matter in architecture, landscape architecture and planning education is, if anything, long overdue. We would expect that education in development, integrated with a design and planning background, should have some salutary effect on the built environment(emphasis added)."

Undergraduate Planning Education

The 1982 Guide to Undergraduate Education in Urban and Regional Planning listed 64 programs of which 27 granted degrees. Only ten of the 27 were accredited. According to a more recent paper by the same authors* seven additional programs have been created since their 1982 survey (A notable example is the new undergraduate program at Cornell University which also has one of the more acclaimed graduate planning programs).

The following is excerpted from the section of the paper titled: CURRICULUM.

"Under the general title of 'core curriculum' the Planning Accreditation Board (PAB) of the American Planning Association (APA) recommends a body of content areas appropriate for a planning program, some of which are: physical and institutional structure; economic and social organization; theory, philosophy, and ethics of planning; the planning process; planning law and administration; comprehensive planning, analytical, and communication skills; and a synthesizing experience.

"To understand the general characteristics of courses offered within and outside the department, items on course offerings were included in the questionnaire. The results are summarized in the following Table 3. Among the accredited programs, required planning courses offered in the department range from 64 semester hours (97 quarter hours) at the

*Wubnek, Mulatu and Hankins, Wes; 27th Annual Conference of Association of Collegiate Schools of Planning; Atlanta, 1985.

University of Cincinnati to 15 semester hours at the University of Illinois at Urbana-Champaign. In general, about 44 percent of the hours required for the degree are offered by the department while the remaining 56 percent are taken outside the department. A significant proportion of the latter includes courses taken at the freshman and sophomore levels. Total hours required for the bachelor's degree range from 90 at MIT to 132 at the University of the district of Columbia. Almost all of the accredited programs require studios (emphasis added) or projects in order to provide the synthesizing experience.

Table 3: Curriculum Characteristics, 1984

	Req. Plan. (1)	Plan. Elect. (2)	Non-Plan. Req. (3)	Non-Plan. Elect. (4)	Total Hours (5)
<u>Accredited Degree Programs</u>					
Cal. St. Poly. Pomona	-	-	-	-	-
*Cal. St. Poly. SL-Ob.	46	-	35	8	129
*Univ. Cincinnati	64	20+	22	28	131
U. Dist. of Columbia	52	24	-	-	132
U. Illinois, Urbana-Ch.	15	18	37	15	120
Iowa State	16	28-37	-	-	129
*MIT	29	11	-	-	90
*Michigan State	34	6	28	13	119
Univ. of Virginia	25	18	21	-	122
Mean Values	35	19	29	16	122

*Quarter hours and units converted into semester hours for purpose of comparison.

V. INTERNAL ENVIRONMENT

University Resources

The University of Miami is fortunate in having in place the courses and faculty in the College of Arts and Sciences and other Schools which comprise the foundation, the general education base, on which this new degree is founded. The wealth of pertinent subject matter is almost endless. Choices are difficult and therefore subject to review. The preliminary selections have been made in consultation with several faculty teaching in various disciplines of the humanities. As is evidenced in the section on curriculum, 76 credits (62%) of the 122 credit hour total will be taken outside the School of Architecture. This apportionment correlates with the previously discussed findings of the Wubnek and Hankins undergraduate planning survey.

School of Architecture and Program Resources

Facilitating the introduction of the Bachelor of Science in Land Development and Planning is its locus in the School of Architecture and the organizational structure of the School which is by program, not by department. Instructors may teach courses in more than one program. Presently there are three programs: Bachelor of Architecture, Master of Architecture, Master of Urban and Regional Planning. This proven organizational flexibility and the existing faculty resources, which include ten full-time faculty with planning or development credentials, provide depth and substance to the program.

Major strengths of the School are: accreditation of the Bachelor of Architecture Program by the National Architectural Accrediting Board; accreditation of the Urban and Regional Planning Program by the Planning Accreditation Board. Other relevant strengths include: inter-

action of students in architecture, landscape architecture and planning courses; continuing involvement of faculty and students in real-world development projects as studio case study experiences; advice and counsel of the distinguished academic and professional members of the School's Visiting Advisory Council; improved size and quality of the newly renovated physical plant.

In the first one to two years start-up of the program, based on a target population of 25 students, no additional faculty or classroom space would be needed. The six new courses structured for the program will not present a staffing problem. With the plethora of planning and development firms in South Florida, the program will be able to avail itself of the opportunity to attract a significant number of qualified lecturers and part-time instructors.

THE FACULTY

The faculty of the graduate planning program is uniquely well qualified and experienced in the local, state, national and international aspects of planning. Their special interest, research, teaching and consulting activities presently include housing development, user-residential satisfaction, streetscapes, urban design, energy conservation, development incentives and controls, historic preservation, campus planning, urban transportation, disaster mitigation and environmental assessment. Members of the University of Miami planning faculty are:



ARTHUR A.B. BOWEN



GARY C. GREENAN



TOMAS L. LOPEZ-GOTTARDI



HAROLD L. MALT



JOSEPH A. MIDDLEBROOKS



ARISTIDES J. MILLAS



NICHOLAS N. PATRICIOS



FELIPE J. PRESTAMO



RALPH WARBURTON

ARTHUR A.B. BOWEN

Professor, Graduate Faculty member
B.Sc. Royal Institute of Science, England; B.A.,
London Polytechnic, England; M.Arch., London
Polytechnic, England; D.T.P., University of London,
England; Registered Architect: United Kingdom;
Member, Royal Institute of British Architects,
Commonwealth Association of Architects,
Commonwealth Association of Town Planners
Energy Responsive Buildings and Communities,
Theory and Design; History of Human Settlements.

GARY C. GREENAN

Professor
Graduate Faculty member B.L.A., 1966, University of
Florida; M.C.R.P., 1970, Catholic University of
America; Registered Landscape Architect: Florida,
Massachusetts; Member, American Institute of
Certified Planners (AICP)
Site Planning, urban planning and design,
environmental planning, landscape architecture, and
planning implementation.

RICHARD M. LANGENDORF

Professor
B.Arch., 1957 Massachusetts Institute of Technology;
Ph.D., 1967, Massachusetts Institute of Technology;
Member, American Institute of Certified Planners
(AICP)
Housing policy, policy and program analysis and
evaluation, planning and management systems
design.

TOMAS L. LOPEZ-GOTTARDI

Associate Professor
B. Arch., 1964, Rennssalaer Polytechnic Institute; M.
Arch., 1967, Harvard University; M. Arch. in Urban
Design, 1970, University of Pennsylvania; M. City
Planning, 1970, University of Pennsylvania; Registered
Architect: Florida
Architectural Design, Urban Design, Theories of
Architecture.

HAROLD L. MALT

Professor
Graduate Faculty member B.F.A.I.D., 1940,
Carnegie-Mellon University; M.I.D., 1964, Syracuse
University; Member: American Institute of Certified
Planners (AICP), American Society of Landscape
Architects (ASLA).
Urban design, community development and urban
planning process.

JOSEPH A. MIDDLEBROOKS

Professor
B.Arch., (Magna Cum Laude), 1969 Howard
University; M.Arch., 1969, Yale University; M.C.P.,
1970, Yale University; Registered Architect: Florida,
Connecticut, NCARB Certified.
Architectural professional practice, community and
architectural design.

ARISTIDES J. MILLAS

Associate Professor
B. Arch., 1958, Carnegie-Mellon University; M. Arch.
Urban Design, 1964, Harvard University; Registered
Architect: Pennsylvania
Urban design and community planning.

NICHOLAS N. PATRICIOS

Professor and Director Graduate Faculty member
B.Arch., 1962, University of Witwatersrand (Gresty
Prize); D.Town and Country Planning (Distinction)
1965, University of Manchester (Heywood Medal);
Ph.D., 1970, University College, London; Charter
member, American Institute of Certified Planners
(AICP), Fellow of the Royal Town Planning Institute
(FRTPI), Member Architects Registration Council of
the United Kingdom
Planning theory and history, quantitative methods
and computer applications, urban structure,
environmental perception and spatial behavior.

FELIPE J. PRESTAMO

Professor
Architect, 1954, Havana University; M.C.P., 1965,
Massachusetts Institute of Technology; Graduate
work, 1955, Interamerican Housing and Planning
Center, Bogota Colombia.
Developing Nations Planning, environmental planning
and transportation.

RALPH WARBURTON

Professor, Graduate Faculty member
B.Arch., 1958, Massachusetts Institute of Technology
(S.O.M. Traveling Fellow); M.Arch., 1959, Yale
University (Graduate Fellow); M. City Planning, 1960,
Yale University (Parson's Medalist); Registered
Architect: Colorado, District of Columbia, Florida,
Illinois, Maryland, New Jersey, New York, Virginia;
NCARB Cert.; Professional Engineer: Florida, New
Jersey; NCEE Cert.; Registered Community Planner:
Michigan, New Jersey; Member: American Institute of
Certified Planners (AICP), American Institute of
Architects, American Society of Civil Engineers.
Urban design, housing, transportation planning,
development management, etc.

VI. Quality Standards

The high quality of the programs in the School of Architecture, have been repeatedly and consistently attested to by their accrediting agencies: National Architectural Accrediting Board, Planning Accreditation Board. According to the Office of Admissions, the mean SAT score of freshmen entering the Bachelor of Architecture program was 1129, compared to the University mean of 1106. By this measure, the School's undergraduate program ranked second highest among all the units of the University.

Admissions criteria for applicants to this program are to be cumulative SAT scores of at least 1100, and standing in the top 20% of high school rank. Transfer applicants with a minimum 3.0 GPA will also be considered.

VII. CURRICULUM

Comprising 122 credits, a four-year curriculum has been structured so as to fulfill the program's mission and goals. Not counting possible electives, students are required to complete 46 credits in the College of Arts & Sciences apportioned as follows:

English Composition	6 cr.
Fine Arts	6 cr.
Humanities	6 cr.
Natural Sciences	7 cr.
Mathematics	3 cr.
Social Sciences	15 cr.
History	<u>3 cr.</u>

46 cr.

In the School of Architecture, students are also required to complete 46 credits, with a 3.0 average, or 38% of the total program credits. The unifying framework, or integrating spine for the sequence, is the six credit studio. As previously noted, this synthesizing methodology

follows the strategy most commonly employed in professional schools of architecture, landscape architecture, and planning. Typically, case study projects are reviewed and problems given. Instructors lecture in the studio on topics related to the problem. Additionally, in our program's senior year, the studio would simulate adversarial practice, wherein the student would assume the role of a private developer, while the instructor would play the role of a public agency planner, environmentalist, or neighborhood spokesperson. Then the two would propose and reject, negotiate and resolve, various growth management and impact issues arising from a large-scale or otherwise sensitive development. Or, to reach a mutually acceptable outcome, they might decide to initiate a joint private/public venture.

The following matrix illustrates the studio approach:

Course No.*	Functional Focus	Sample Problem (case study)
URP 201 3 cr.	Intro. Land Develop. & Plan.	Processes of growth change of response
URP 202 3 cr.	Built Environment (site condition)	Small building (site selection, program for light industry)
URP 301 6 cr.	Economic/Financial	Multi-family residential (market analysis and cash flow)
URP 302 6 cr.	Human Factors	Commercial project (office, retail)
URP 401 6 cr.	Natural Environment	Planned Unit Development, mixed use (ecology, growth)
URP 402 6 cr.	Legal/Political	Zoning, regulations, public/private partnerships

*Six new courses

Beginning in the third year, each semester would present problems of increasing complexity, so that by the end of the program students would have been exposed to most types of development and their associated issues. While the specific, applied, substantive content would be provided within the 6 credit studio, related material would be covered in courses offered by the School or other units of the University. This interrelationship is shown below.

Course No.	Functional Focus	Related Courses
URP 301	Economic/Financial	Spatial economics Urban economics Real estate market analysis
URP 302	Human Factors	Sociology Marketing Psychology
URP 401	Natural Environment	Environmental Planning and management
URP 402	Legal/Political	Urban politics Land use regulations Legal problems in real estate

Additionally, students could take a concentration (or minor) in design, economics and finance, management science, literature, etc. This might provide flexibility in choice of career path by easing their flow into graduate programs in law, management, architecture or other discipline.

A preliminary curriculum is given in the Appendix.

PROPOSED CURRICULUM

BACHELOR OF SCIENCE IN LAND DEVELOPMENT AND PLANNING

First Year

ENG 105	Princ. of Prose Exp. I	3
ENG 106	Princ. of Prose Exp. II	3
PHY 103	General Physics	3
PHY 109	General Physics Lab	1
BIL 103	Elementary Ecology	3
MTH 104	Intro. Calc. for Soc. Sci.	3
HIS 131	Dev. Western Civ.	3
URP 390	History of the City	3
PSY 204	Intro. Behav. Statistics	3
Elective	3
MLT Elective	3
	Sub-total	<u>31</u>

Second Year

PSY 261	Indust. & org. Psych.	3
ACC 211	Prin. of Finance & Actg.	3
ECO 211	Econ. Princ. & Prob.	3
ENG 213	American Literature	3
ARH 231	Survey of Hist. of Art	3
URP 201	Intro. Land Dev. & Plan.	3
ARC 205	Dev. of Architecture	3
SOC 103	Social Problems	3
URP 202	Built Environment	3
Elective	3
	Sub-total	<u>30</u>

Third Year

GEG 304	World Economic Geo.	3
PHL 310	Professional Ethics or	
PHL 319	Aesthetics	3
ARC 306	History of Architecture	3
CCS 520	Intermedia Transformations	3
GBM 301	Basic Management	3
URP 301	Land Dev. & Plan. I	6
URP 302	Land Dev. & Plan. II	6

Elective:

PPA 398	Urb. Sys. & Urb. Env.	
FIN 340	Real Estate	
SOC 351	Business & Society	3

Sub-total 30

Senior Year

CCS 514	Communications, Thought, Behav.	3
GBM 353	Org. & Op. of Small Bus.	3
URP 582	Planning Methods I	4
URP 510	Urb. Dev. Fin. Analysis	3
URP 522	Housing Systems	3
URP 401	Land Dev. & Plan. III	6
URP 402	Land Dev. & Plan. IV	6

Elective:

ARC 405	Landscape Architecture	
ARC 453	Bldg. Const. Costs	
FIN 444	Real Estate Invest.	
URP 567	Urb. & Reg. Dev. Reg.	3

Sub-total 31

Total 122 cr.

NOTE: Honors students may substitute honors courses where appropriate.



SCHOOL OF ARCHITECTURE
(305) 284-3438
Post Office Box 249178
Coral Gables, FL 33124

December 15, 1986

Dr. John Knoblock
President, Faculty Senate
University of Miami
Coral Gables, Florida

Dear Dr. Knoblock:

Professor Harold Lewis Malt, Director of the School's Urban and Regional Planning Program, suggested that I write to you in reference to the Senate's consideration of our proposed undergraduate degree in Land Development and Planning. We particularly want to share with you and the Senate the enthusiastic endorsement of the proposed degree by the School of Architecture's Visiting Committee at its meeting last February.

Our School is fortunate to have a Visiting Committee which reflects a balance of excellent professional and academic experience. Since we are a new School, it is particularly important that the members of the Committee understand the interrelation of programs in architecture and planning within the context of a major university and a major metropolitan community. Our Committee membership is large; nine members are from South Florida and eight are from universities throughout the U.S. The national members have impressive credentials in architectural and planning education: six of them are currently deans or have been in the recent past, and two have been provosts at major universities.

During our most recent Visiting Committee meeting in February, we concentrated on the existing and proposed degree offerings of the School. The program in Land Development and Planning was sent to the Committee prior to their visit, and an extensive presentation of the program was made while they were here in Miami.

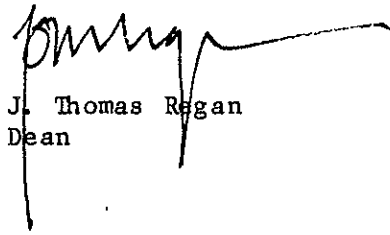
Dr. John Knoblock, Dec. 15, 1986

-2-

During the discussion of the proposed program, all members of the Visiting Committee agreed that the program was an important step in the development of the School, and they were very enthusiastic about the program in both concept and detail. The Committee agreed with us that the School of Architecture at the University of Miami has a unique opportunity to respond to an increasing need for education in land development and planning both nationally and internationally, and they expressed support for the program's curriculum mix of planning, business, and liberal arts courses. Undergraduate programs of this type are new, and we were gratified that the Committee shared our confidence that the University of Miami has the opportunity to be a leader in the education of those who develop our cities.

To that end, I am committing my support for the provision of necessary teaching and physical resources.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Thomas Regan', with a long horizontal flourish extending to the right.

J. Thomas Regan
Dean

JTR/aa
Enc.

VISITING COMMITTEE OF THE SCHOOL OF ARCHITECTURE

South Florida Members:

STANLEY H. ARKIN, graduate of the University of Miami Class of 1954 BBA Cum Laude. Vice President of Arkin Construction Co., Inc. and Arkin Building Corp. constructing and developing property in the South Florida area. A member of the Board of Trustees of the University of Miami serving as Chairman of Development Affairs Committee, member of the Finance and Audit Committee, Campus Master Planning Committee and Board of Governors of the Ann Bates Leach Bascom Palmer Eye Institute. Has resided in Miami Beach since 1935. Is Vice President of Economic Development for the Miami Beach Chamber of Commerce, member of Zoning Board of Adjustment of the City of Miami Beach and Mayor's Economic Development Committee. For fourteen years was Chairman and member of the Contractors Trade Qualifying Board for Metropolitan Dade County.

STANLEY N. GLASGOW - Chairperson, Visiting Committee. He obtained his degree in Mechanical Engineering from the University of Akron and his degree in Architectural Engineering from the University of Miami, Florida. He is a registered architect in Florida & North Carolina. Mr. Glasgow is President of Ferguson-Glasgow-Schuster, Inc. Architects & Planners Coral Gables, Florida. He is a member and past president of the Florida South Chapter of the AIA. Mr. Glasgow is a member of the Florida Association AIA and past director, a member of the American Institute of Architects, vice president of the Coral Gables Association of Architects, and a member of the Coral Gables Architectural Review Board. His University of Miami affiliations are with the Engineer/Architecture Alumni Association (past president), General Alumni Association - (past president), Present member - Board of Trustees, Iron Arrow Society, and the Omnicron Delta Kappa.

EDWIN F. HEYER, P.E., received a B.S.C.E., Cum Laude from the University of Miami in 1954. He was recipient of the Engineering School's first Distinguished Alumni Award in 1982.

He is a registered professional engineer in Florida and six other states. He is a National Director of the National Society of Professional Engineers, a Fellow in A.S.C.E. and Florida Engineering Society and a member of the Tau Beta Pi and Iron Arrow.

He is currently president of a consulting engineering firm providing architectural, civil and structural engineering to local architectural firms and governmental agencies.

VISITING COMMITTEE OF THE SCHOOL OF ARCHITECTURE

National Members:

ANTHONY JAMES CATANESE is the Provost of the Pratt Institute in New York City. He was previously the Dean of Architecture and Urban Planning at the University of Wisconsin, and he served as Chairman of the Milwaukee City Plan Commission. Dr. Catanesse earlier held the James A. Ryder Chair in Transportation and Planning at the University of Miami, and he was an Associate Professor of City Planning at the Georgia Institute of Technology.

He has written nine books and over 125 articles and papers on architecture, planning, and urban development. He maintains a consulting practice which has completed over 30 major projects in such diverse places as Hawaii, Alaska, England, and Georgia. He holds the Ph.D. from the University of Wisconsin; M.U.P. from New York University; and B.A. from Rutgers University. He is a charter member of the American Institute of Certified Planners.

JEROME DIETHELM; reg. Architect; reg. Landscape Architect; Professor of Landscape Architecture. B. Arch., University of Washington 1962; M.L.A., Harvard Graduate School of Design 1964. Associate, Richard Haag Associates, Seattle, Wash., founder and principal, Environmental Planning Consultants, Phoenix, Az., 1965-70; Assistant Professor of Architecture, Arizona State University. Associate Professor of Architecture, University of Oregon; Associate Professor of Landscape Architecture; Head Dept. of Landscape Architecture, 1971-1981; founder and Director, Oregon Institute for Land Use Research. Partner, Diethelm and Bressler, Inc., Eugene, Oregon. Co-chairman, Emerald Waterways Citizens Committee, Inc.

FRIEDRICH ST. FLORIAN joined the faculty at Rhode Island School of Design in 1963. He was appointed chairman of the Division of Architectural Studies in 1977, and became the division's first dean in 1978. He has been serving as Acting Vice President for Academic Affairs between 1981 and 1984.

A native of Austria, he received a B.S. and Master of Architecture degree from the Technische Universitat, Graz, Austria, and holds a M.S. degree from Columbia University. A visionary architect during the earlier part of his career, St. Florian has had his work exhibited in numerous exhibitions including the Museum of Modern Art; Moderna Museet, Stockholm; Museum des Jahrhunderts, Vienna; and the XIV Triennale, Milan. His work is in the permanent collection of the Museum of Modern Art, Moderna Museet, Stockholm, Massachusetts Institute of Technology, and the Museum of Art, Rhode Island School of Design. He has lectured at over forty schools of architecture in this country and abroad and is listed in Who is Who in America and Who is Who in the World.

JOHN DE MONCHAUX was appointed the Dean of the School of Architecture and Planning, Massachusetts Institute of Technology effective September 1, 1981.

Dean de Monchaux is an architect and planner. Before coming to MIT he was a principal in Kinhill Pty Ltd, a planning and engineering firm in Australia. As a consultant he has carried our projects throughout Australia and Southeast Asia. He was previously a partner in the Llewelyn-Davies group of planning and architectural firms and undertook projects in United Kingdom, Colombia, Canada and the United States. His experience includes responsibility for strategic urban and regional Planning studies; housing design, implementation and policy; urban design; urban research and policy studies; environmental impact studies; public involvement programs; and negotiation and advocacy.

Dean de Monchaux graduated from the University of Sydney in 1960 and received a master's degree in architecture from Harvard University in 1963. From 1964 to 1967 he taught design at the Bartlett School of Architecture, University College London. In 1971, he held a Loeb Fellowship in Advanced Environmental Studies at Harvard. The following year he served on the faculty of the School of Architecture and Planning at Princeton University. He also has been a visiting lecturer at the University of New South Wales, Cambridge University and Columbia University. His recent publications include: Suburban Centres: The Future and New Dimensions to the Planner's Role.

ADELE NAUDE SANTOS is a Professor of Architecture & Urban Design and Chairman of the Department of Architecture at the University of Pennsylvania. She studied at Harvard & the University of Pennsylvania and holds Master's Degrees in Architecture, Urban Design and City Planning. She has practiced as a designer, film maker architect and city planner in Southern Africa and the United States. Her award winning work has been published in a variety of journals including Domus, Architectural Review, Architecture Plus, Progressive Architecture, Nikkei Architecture and Toshi Jukatu. She lives and practices in Philadelphia.

HERMAN D. J. SPIEGEL was Dean and Director of Studies in Architecture at the Yale School of Architecture for six years from 1971 through 1976. He remains on the faculty as a Professor of Architectural Engineering.

Professor Spiegel also maintains his own practice begun in 1955 which is now Spiegel and Zamecnik Inc. Founded in 1964, the firm is one of the nation's most respected structural engineering practices. Its solutions to architectural problems have won numerous awards and citations.

In 1973, unusual for an engineer, he was elected to honorary membership in the American Institute of Architects for rendering "distinguished service to the profession of architecture".

In 1953 he graduated from Rhode Island School of Design with a Bachelor of Science in Architecture and received his Master of Engineering degree from Yale in 1955, majoring in structures.

JOHN AMES STEFFIAN is Dean of the School of Architecture, University of Maryland. He received a B.Arch. from the University of Pennsylvania and a M.Arch. from Harvard University. He has received a number of design awards including first prize in a national competition for the Fort Lauderdale River Front Plaza, Fort Lauderdale, Florida. Dean Steffian's architectural work has been exhibited and he has lectured at and been a member of juries in Universities in the USA and Mexico. His interests are in architecture and urban design, housing and community design in urbanizing areas and self-help housing.

BLANCHE LEMCO VAN GINKEL, B. Arch. (McGill), M.C.P. (Harvard), F.R.A.I.C. CIP. Partner, van Ginkel Associates, architects and planners. Professor of Architecture, University of Toronto. Board of ACSA. Advisory Committee, National Museums Corporation, Ottawa. Registration Board, OAA.

Formerly taught at University of Pennsylvania, Harvard, McGill, Universite de Montreal and was Dean of Architecture at University of Toronto; Planning Commission, Province of Quebec; Design Committee and Planning Committee of National Capital Commission, Ottawa. Based in Montreal, commissions included Rehabilitation of the Old City of Montreal; circulation and urban design of Midtown Manhattan; planning and theme of Expo '67; proposals for the hydrocarbon industry on building in the north; development of Pahang Tenggara, Malaysia.

RONALD W. ROBISON, is an architect and president of Robison + Associates, Inc., an interior architectural firm, founded in 1970 in Coral Gables, Florida.

His firm, comprised of 20 staff members, specializes in all aspects of commercial and institutional space planning and design services.

Mr. Robison is a City Commissioner for the City of Coral Gables, is a Trustee and a member of the Board of Governors of the Greater Miami Chamber of Commerce, is active in civic and professional organizations, and is knowledgeable about all aspects of the Miami community, e.g., construction activity, governmental policies, geographic elements, etc.

Also, he has substantial personal experience as a land developer and is a director of a successful bank he helped found.

RAUL L. RODRIQUEZ, AIA graduated with a Bachelor of Architecture degree from the University of Miami in 1972. He now has over 12 years of design and project management experience including all phases of educational, commercial, industrial and residential developments. Mr. Rodriguez's designs have won awards in national, state and local competitions and have been published in several national magazines and architectural journals. He also finds time to serve in several community and professional organizations, among them the University of Miami School of Architecture Alumni Association. He is especially committed to helping young architects reach their educational goals.

JOSEPH C. SHAW received his B.A. degree from the University of Miami in 1946, working his way through with a lawn maintenance route. In 1948 he established Shaw Nursery and Landscape Co. Inc. which he still maintains today. Mr. Shaw is affiliated with numerous community, professional, and University committees and associations and is a member of the University of Miami Board of Trustees. He has received many awards and recognitions, including three awards for outstanding landscape designs, the Cypress Garden Award for the outstanding Horticulturist - Florida, and the Odenkirk Award for the most outstanding Nurseryman - Florida.

JOHN WILLIAM STADLER graduated with honors from the University of Florida with a B.S.B.A. degree majoring in Real Estate. Since 1972 he has been President and Chief Executive Officer of the Stadler Corporation, which has a number of affiliates. Mr. Stadler is a member of many professional associations and has served in many capacities since 1973 in the Coral Gables Board of Realtors, Coral Gables Chamber of Commerce, the Florida Chapter of Certified Commercial Investments, Florida Association of Realtors, and the National Institute of Real Estate Brokers. He is actively involved in numerous social and community groups.

EDWARD D. STONE, JR., FASLA is the president and founder of Edward D. Stone, Jr. and Associates, P.A. a planning and landscape architectural firm with headquarters in Fort Lauderdale, Florida. Since its inception in 1960 EDSA has been the recipient of over forty awards for excellence of design and execution for projects both in this country and abroad.

Mr. Stone received his B.A. in architecture from Yale University in 1954 and his master's in landscape architecture from the Harvard University Graduate School of Design in 1959.

He is a member of the American Society of Landscape Architects since 1963 and has served as trustee, member of the Executive Committee, national chairman of the Awards Committee, and chairman of the Task Force on Professional Practice. In 1974 he was elected a fellow of the Society in recognition of his outstanding contributions to the profession. He is nationally certified by the Council of Landscape Architectural Registration Boards and is a registered landscape architect in fifteen states.

He is a member of the Visiting Committee for the Graduate School of Design at Harvard, and has been a lecturer and consultant to numerous universities and professional, civic and government task force committees. Originally appointed by President Nixon and subsequently reappointed by Presidents Ford and Carter, he is currently serving his third consecutive four-year term on the Commission of Fine Arts in Washington, D.C.

REGINALD R. WALTERS is the Planning Director for Metropolitan Dade County (Miami) Florida, a position he has held for 20 years. He has also served as planner with the Chatham County-Savannah, Georgia, Metropolitan Planning Commission, and the National Capital Planning Commission, Washington, D. C. He holds a Masters in City Planning from The Georgia Institute of Technology and a Bachelor of Science in Architecture from the University of Virginia. He is a member of the American Institute of Certified Planners and has served as chairman of national and state professional planning organizations as well as membership on numerous committees.

Center for Planning and Development

College of Architecture

Georgia Institute of Technology

Atlanta, Georgia 30332-0155

(404) 894-2352

April 1, 1986

Dr. Nicholas Patricios
School of Architecture
University of Miami
P.O. Box 249178
Coral Gables, FL 33124

Dear Nick:

I am most impressed with the proposal to establish an undergraduate program in Land Development and Planning. This program would be at the cutting edge of planning and development education in the United States. It will address a national need and fulfill the demands for educated persons to work in land development and planning. Given the projected growth of South Florida alone, the future graduates of the program should be sought after eagerly by employers in this industry as well as growth management and planning agencies of government.

I believe the proposal may be unique in that it is the first to focus directly upon land development and planning at the undergraduate level. Programs at the graduate level have recently been started at M.I.T., Columbia, and Texas A & M, and several other planning schools are considering similar programs. Here at Georgia Tech, we will initiate a Masters Degree Program in Land Development within a year. Yet, I believe that the undergraduate program is an appropriate level for such education. In a sense, the graduate program is an attempt to retrain people who have studied other subjects. While that is a real need, it would seem more appropriate to offer such a program to persons in the undergraduate division, especially given the interest and popularity of development. Again, I do not know of any other school that offers such a degree. You are probably the first.

The program appears to be academically sound and the organization is proper. I believe the context of the School of Architecture, working with the other schools, is most fitting. I think you have identified a direction for education and professional development that will set new directions for the field.

You have my full support for this program.

Sincerely,

A handwritten signature in cursive script, appearing to read "Anthony J. Catanese".

Anthony J. Catanese
Director

AJC/jhg

Massachusetts
Institute
of Technology

School of
Architecture
and Planning

Office
of
the Dean

77 Massachusetts
Avenue
Room 7-231

Cambridge
Massachusetts
02139

Telephone
617-
253-4401

April 22, 1986

Professor Nicholas Patricios
School of Architecture
University of Miami
P. O. Box 249178
Coral Gables, FL 33124

Dear Nick

I am writing to confirm my thoughts about the proposed Bachelor of Land Development and Planning degree program.

At the recent Visiting Committee, I had occasion to look at the proposed program as described in the note of February 6, 1986 and to hear discussion of it. My sense is that the program, as proposed, responds very well to the development conditions Florida faces over the next 20 or 30 years. There is clearly a need for more thoughtful land planning and development and to the extent that the proposed BLDP program attracts students who might not or otherwise been attracted to the field, it will help address that need. I believe that the School of Architecture has in place the talent and the resources to mount such a degree program and that it represents an intelligent way of taking advantage of those resources. There is no question in my mind that students in the program would also benefit from proximity to and joint courses with the undergraduate students in architecture and vice versa.

It will be of interest to you that when we were contemplating the introduction of the Master of Science in Real Estate Development degree, we did undertake the survey of development firms and to examine the personnel they were interested to hire for project management positions. That survey indicated a very strong interest in qualified graduates that would possess an understanding of architecture, planning, and financial and legal construction issues. While that survey led us to conclude that a graduate program would be viable, it might also be possible to infer that highly trained undergraduates would be attractive to the companies we interviewed but not necessarily for the same type of position.

I do have a couple of comments on the suggested curriculum.

First, whether the exposure to the liberal Arts is both sufficiently wide and sufficiently deep. My instinct would be to strengthen the program in that area especially with history subjects.

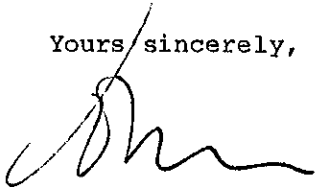
Professor Nicholas Patricios
April 22, 1986
Page 2

Second, the need to add an introduction to law alongside accounting, business, economics, planning etc. If both of these suggestions were followed, the result might be a five year instead of a four year program that in turn may make some sense as it would parallel the architecture degree. But I leave that to you.

In sum, I was pleased to see the initiative that you have taken and believe that the degree program could play a very important role in supporting better development in Florida in the future.

With best wishes,

Yours sincerely,

A handwritten signature in black ink, appearing to read 'John de Monchaux', written in a cursive style.

John de Monchaux
Dean

JdeM/cjw

UNIVERSITY OF MIAMI
CORAL GABLES, FLORIDA 33124-8087
Telephone (305) 284-3976

ASSOCIATE DEAN
SCHOOL OF LAW
P. O. BOX 248087

M E M O R A N D U M

April 11, 1986

TO: Dr. Nicolas Patricios, Assistant Dean
School of Architecture

FROM: Dennis Lynch, Associate Dean *DL*
School of Law

SUBJECT: Proposed Bachelor's Degree

This is in response to your memorandum of April 1, 1986, requesting documentation that graduates of the proposed Bachelor's degree program in Land Development and Planning will be eligible to enter the Law School.

Anyone holding a Bachelor's degree is eligible to apply to Law School. Whether an applicant is accepted depends on the student's LSAT score, undergraduate record, and other accomplishments. How a degree in Land Development and Planning will be evaluated by our Faculty Admissions Committee in comparison with other academic programs is not something we can comment on without looking at a specific student's background and interests. There is no reason, however, to conclude that such a degree would be viewed as a negative factor.

The proposed degree looks like an interesting program. We wish the School of Architecture the best of luck with this endeavor.

DOL/sp

cc: Dean Sowle

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W. ALLEN MORRIS, CPM GCIM SIR
President

April 4, 1986

Dr. Nicholas N. Patricios
Assistant Dean
School of Architecture
University of Miami
Post Office Box 249178
Coral Gables, FL 33124

Dear Dr. Patricios:

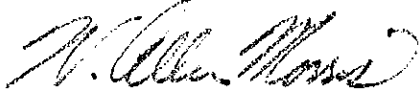
Thank you for allowing me the opportunity to review the proposed curriculum for the new Bachelor of Physical Planning and Development.

The balance between liberal arts and specialized courses in finance, development and real estate should prove to prepare students for not only the technical aspects of planning and development but also the human considerations. This is most important, for none of us live in a vacuum where concentration on either the technical or the human dynamics can be carried out exclusive of the other.

I'm sure the program will be helpful to our community and to our rapidly growing state.

Extending every good wish, I remain

Sincerely yours,



W. Allen Morris
President

WAM:vcg

SENATE COUNCIL MEETING

November 3, 1986

PRESENT: All members of the Senate Council were present.

GUESTS: Provost Glaser and Professor Harold Malt.

Call to Order

The Chairman called the Council into Executive Session at 2:00 P.M. Following the session, the regular agenda was discussed.

School of Architecture's Land Development and Planning Proposal

Professor Harold Malt, School of Architecture, presented the revised proposal for the Bachelor of Science in Land Development and Planning. He stated that the emphasis of the program is aimed at the private sector for students desiring careers in development. During the discussion of the curriculum, several concerns were expressed regarding the value and scholastic standards of the program. Dr. Knoblock summarized the concerns of the Council as follows: 1) the rationale for the selection of courses comprising the general education component should be articulated more clearly; 2) the relationship between the built environment and the natural environment and how the proposed program addresses this concern; 3) the need for greater depth in some areas is necessary regarding the level and sequence of courses; and 4) the issue of a double major as a five-year program. It was moved, and seconded, to agenda the proposal for the December Council meeting provided the School of Architecture is able to make the necessary changes by that time. The motion carried.

Budget Update

Dr. Knoblock requested that Dr. Green, co-chairman of the Budget and Compensation Committee, present a budget update at the next Faculty Senate meeting. The Council agreed.

FACULTY SENATE MEETING

MAY 5, 1986

Call to Order and Election of Officers

The meeting was called to order at 3:30 P.M. by Dr. Knoblock. Excused absences were approved for Professors Carmichael, Fell, Gillis, Harvell, Kujawa, McQueen, Reed, and Zaller. The Chairman announced the following representatives as the 1986-87 Senate Council: Architecture - Basil Honikman, Arts and Sciences - George Alexandrakis, Business Administration - Linda Neider, Communication - John Masterson, Education - Bruce Forman, Engineering - Kamal Yacoub, Graduate School - Donald Randolph, Law - to be announced, Library - Tony Harvell, Medicine - William Awad, Music - Nicholas DeCarbo, Nursing - Daryl Ries, and RSMAS - Jack Fell.

It was moved, and seconded, that Dr. Alexandrakis be nominated as Vice Chairman of the Senate. He was elected by acclamation.

It was moved, and seconded, that Dr. Knoblock be nominated as Chairman of the Senate. He was elected by acclamation.

School of Architecture Bachelor of Land Development and Planning Proposal (Second Reading)

Dr. Nicholas Patricios presented the proposal for a Bachelor of Land Development and Planning. He reviewed the proposed curriculum, letters from developers and Dr. Catanese, Provost of Pratt Institute in New York City. He explained that the reasons for establishing this degree program at the undergraduate level were: 1) to offer students an opportunity to enter the land development field at an entry level; 2) that the national trend has been phasing out master's programs in planning with an increase in undergraduate programs; and 3) that integration of courses in land, finance, and design would best take place at this level and would produce graduates with a sensitivity to landscape, environment and architecture. Discussion followed regarding environmental issues and the appropriateness of courses being offered to address the issues. Dean Regan responded to several queries by the Senate. He stated that the School of Architecture's visiting committee report would not be available until October after it had been presented to the Board of Trustees. Several members of the Senate suggested making the proposed curriculum more rigorous especially in the first year.

The Senate moved into Executive Session to discuss the proposal further. The Senate voted to defer action on the proposal and to authorize the Council to work with the School to refine the proposal for presentation to the Senate in the Fall.



April 30, 1986

Dear John -

Of the three schools created while I was chairman of the Senate, I had hoped that at least Architecture might prove intellectually viable. The new B.A. proposal suggests that as usual I was overly optimistic. To establish a program of this sort reduces us not merely to a collegiate but a community college level, training low-level clerical functionaries. I think we should take a stand against this as we did with the Medical Sociology Ph.D. De Monchaux's letter from MIT, which I've just received, makes it quite clear that he regards the four-year program as proposed insufficient. Note that MIT itself concluded that a degree of this sort was viable on the graduate as opposed to the undergraduate level. And this is what is put forward by way of support! I suspect the school will make itself a laughing-stock with this in the field. I will be out of town on Monday and unable to attend the Senate meeting. But in view of the reservations expressed by the professional members of the Visiting Committee (Catanese also took pains to point out that there was no similar undergraduate program anywhere in the country) and the fact that it has not yet made its final report (see Regan's letter), I think there is ample reason to defer action at the least. It will be a disgrace, and a devastatingly wrong signal to Glaser about the commitment of the Senate to quality, to let this thing go through in its present shape.

Yours -

A handwritten signature in cursive script, appearing to read "D. DeLoach", written in dark ink.



Department of History
P.O. Box 248194
Coral Gables, Florida 33124
(305) 284-2452



SCHOOL OF ARCHITECTURE
(305) 284-3438
Post Office Box 249178
Coral Gables, FL 33124

April 29, 1986

Dr. John Knoblock
President, Faculty Senate
University of Miami
Coral Gables, Florida

Dear Dr. Knoblock,

Dr. Nicholas Patricios, Assistant Dean of the School and Director of Planning, suggested that I write to you in reference to the Senate's consideration of our proposed undergraduate degree in Land Development and Planning. We particularly want to share with you and the Senate the enthusiastic endorsement of the proposed degree by the School of Architecture's Visiting Committee at its meeting last February.

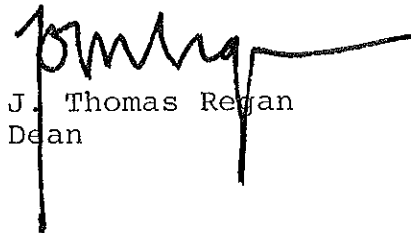
Our School is fortunate to have a Visiting Committee which reflects a balance of excellent professional and academic experience. Since we are a new School, it is particularly important that the members of the Committee understand the interrelation of programs in architecture and planning within the context of a major university and a major metropolitan community. Our Committee membership is large; nine members are from South Florida and eight are from universities throughout the U.S. The national members have impressive credentials in architectural and planning education: six of them are currently deans or have been in the recent past, and two have been provosts at major universities.

During our most recent Visiting Committee meeting in February, we concentrated on the existing and proposed degree offerings of the School. The program in Land Development and Planning was sent to the Committee prior to their visit, and an extensive presentation of the program was made while they were here in Miami. During the discussion of the proposed program, all members of the Visiting Committee agreed that the program was an important step in the development of the School, and they were very enthusiastic about the program in both concept and detail. The Committee agreed with us that

the School of Architecture at the University of Miami has a unique opportunity to respond to an increasing need for education in land development and planning both nationally and internationally, and they expressed support for the program's curriculum mix of planning, business, and liberal arts courses. Undergraduate programs of this type are new, and we were gratified that the Committee shared our confidence that the University of Miami has the opportunity to be a leader in the education of those who develop our cities.

Although our Visiting Committee Report will not be final until presentation to the Trustees at their meeting in October, I will be glad to share additional information with you and the Senate about the Committee's response to the proposed degree in Land Development and Planning when the Senate again discusses the proposal next Monday. A brief biographic sketch of the Visiting Committee members is attached for your information. Thank you for your attention to our proposed degree. Our faculty feels that it will be a valuable asset to the School of Architecture and to the University of Miami.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Thomas Regan', with a long horizontal flourish extending to the right.

J. Thomas Regan
Dean

tr/bh
enclosures

VISITING COMMITTEE OF THE SCHOOL OF ARCHITECTURE

National Members:

ANTHONY JAMES CATANESE is the Provost of the Pratt Institute in New York City. He was previously the Dean of Architecture and Urban Planning at the University of Wisconsin, and he served as Chairman of the Milwaukee City Plan Commission. Dr. Catanese earlier held the James A. Ryder Chair in Transportation and Planning at the University of Miami, and he was an Associate Professor of City Planning at the Georgia Institute of Technology.

He has written nine books and over 125 articles and papers on architecture, planning, and urban development. He maintains a consulting practice which has completed over 30 major projects in such diverse places as Hawaii, Alaska, England, and Georgia. He holds the Ph.D. from the University of Wisconsin; M.U.P. from New York University; and B.A. from Rutgers University. He is a charter member of the American Institute of Certified Planners.

JEROME DIETHELM; reg. Architect; reg. Landscape Architect; Professor of Landscape Architecture. B. Arch., University of Washington 1962; M.L.A., Harvard Graduate School of Design 1964. Associate, Richard Haag Associates, Seattle, Wash., founder and principal, Environmental Planning Consultants, Phoenix, Az., 1965-70; Assistant Professor of Architecture, Arizona State University. Associate Professor of Architecture, University of Oregon; Associate Professor of Landscape Architecture; Head Dept. of Landscape Architecture, 1971-1981; founder and Director, Oregon Institute for Land Use Research. Partner, Diethelm and Bressler, Inc., Eugene, Oregon. Co-chairman, Emerald Waterways Citizens Committee, Inc.

FRIEDRICH ST. FLORIAN joined the faculty at Rhode Island School of Design in 1963. He was appointed chairman of the Division of Architectural Studies in 1977, and became the division's first dean in 1978. He has been serving as Acting Vice President for Academic Affairs between 1981 and 1984.

A native of Austria, he received a B.S. and Master of Architecture degree from the Technische Universitaet, Graz, Austria, and holds a M.S. degree from Columbia University. A visionary architect during the earlier part of his career, St. Florian has had his work exhibited in numerous exhibitions including the Museum of Modern Art; Moderna Museet, Stockholm; Museum des Jahrhunderts, Vienna; and the XIV Triennale, Milan. His work is in the permanent collection of the Museum of Modern Art, Moderna Museet, Stockholm, Massachusetts Institute of Technology, and the Museum of Art, Rhode Island School of Design. He has lectured at over forty schools of architecture in this country and abroad and is listed in Who is Who in America and Who is Who in the World.

JOHN DE MONCHAUX was appointed the Dean of the School of Architecture and Planning, Massachusetts Institute of Technology effective September 1, 1981.

Dean de Monchaux is an architect and planner. Before coming to MIT he was a principal in Kinhill Pty Ltd, a planning and engineering firm in Australia. As a consultant he has carried our projects throughout Australia and Southeast Asia. He was previously a partner in the Llewelyn-Davies group of planning and architectural firms and undertook projects in United Kingdom, Colombia, Canada and the United States. His experience includes responsibility for strategic urban and regional Planning studies; housing design, implementation and policy; urban design; urban research and policy studies; environmental impact studies; public involvement programs; and negotiation and advocacy.

Dean de Monchaux graduated from the University of Sydney in 1960 and received a master's degree in architecture from Harvard University in 1963. From 1964 to 1967 he taught design at the Bartlett School of Architecture, University College London. In 1971, he held a Loeb Fellowship in Advanced Environmental Studies at Harvard. The following year he served on the faculty of the School of Architecture and Planning at Princeton University. He also has been a visiting lecturer at the University of New South Wales, Cambridge University and Columbia University. His recent publications include: Surburban Centres: The Future and New Dimensions to the Planner's Role.

ADELE NAUDE SANTOS is a Professor of Architecture & Urban Design and Chairman of the Department of Architecture at the University of Pennsylvania. She studied at Harvard & the University of Pennsylvania and holds Master's Degrees in Architecture, Urban Design and City Planning. She has practiced as a designer, film maker architect and city planner in Southern Africa and the United States. Her award winning work has been published in a variety of journals including Domus, Architectural Review, Architecture Plus, Progressive Architecture, Nikkei Architecture and Toshi Jukatu. She lives and practices in Philadelphia.

HERMAN D. J. SPIEGEL was Dean and Director of Studies in Architecture at the Yale School of Architecture for six years from 1971 through 1976. He remains on the faculty as a Professor of Architectural Engineering.

Professor Spiegel also maintains his own practice begun in 1955 which is now Spiegel and Zamecnik Inc. Founded in 1964, the firm is one of the nation's most respected structural engineering practices. Its solutions to architectural problems have won numerous awards and citations.

In 1973, unusual for an engineer, he was elected to honorary membership in the American Institute of Architects for rendering "distinguished service to the profession of architecture".

In 1953 he graduated from Rhode Island School of Design with a Bachelor of Science in Architecture and received his Master of Engineering degree from Yale in 1955, majoring in structures.

JOHN AMES STEFFIAN is Dean of the School of Architecture, University of Maryland. He received a B.Arch. from the University of Pennsylvania and a M.Arch. from Harvard University. He has received a number of design awards including first prize in a national competition for the Fort Lauderdale River Front Plaza, Fort Lauderdale, Florida. Dean Steffian's architectural work has been exhibited and he has lectured at and been a member of juries in Universities in the USA and Mexico. His interests are in architecture and urban design, housing and community design in urbanizing areas and self-help housing.

BLANCHE LEMCO VAN GINKEL, B. Arch. (McGill), M.C.P. (Harvard), F.R.A.I.C. CIP. Partner, van Ginkel Associates, architects and planners. Professor of Architecture, University of Toronto. Board of ACSA. Advisory Committee, National Museums Corporation, Ottawa. Registration Board, OAA.

Formerly taught at University of Pennsylvania, Harvard, McGill, Universite de Montreal and was Dean of Architecture at University of Toronto; Planning Commission, Province of Quebec; Design Committee and Planning Committee of National Capital Commission, Ottawa. Based in Montreal, commissions included Rehabilitation of the Old City of Montreal; circulation and urban design of Midtown Manhattan; planning and theme of Expo '67; proposals for the hydrocarbon industry on building in the north; development of Pahang Tenggara, Malaysia.

VISITING COMMITTEE OF THE SCHOOL OF ARCHITECTURE

South Florida Members:

STANLEY H. ARKIN, graduate of the University of Miami Class of 1954 BBA Cum Laude. Vice President of Arkin Construction Co., Inc. and Arkin Building Corp. constructing and developing property in the South Florida area. A member of the Board of Trustees of the University of Miami serving as Chairman of Development Affairs Committee, member of the Finance and Audit Committee, Campus Master Planning Committee and Board of Governors of the Ann Bates Leach Bascom Palmer Eye Institute. Has resided in Miami Beach since 1935. Is Vice President of Economic Development for the Miami Beach Chamber of Commerce, member of Zoning Board of Adjustment of the City of Miami Beach and Mayor's Economic Development Committee. For fourteen years was Chairman and member of the Contractors Trade Qualifying Board for Metropolitan Dade County.

STANLEY N. GLASGOW - Chairperson, Visiting Committee. He obtained his degree in Mechanical Engineering from the University of Akron and his degree in Architectural Engineering from the University of Miami, Florida. He is a registered architect in Florida & North Carolina. Mr. Glasgow is President of Ferguson-Glasgow-Schuster, Inc. Architects & Planners Coral Gables, Florida. He is a member and past president of the Florida South Chapter of the AIA. Mr. Glasgow is a member of the Florida Association AIA and past director, a member of the American Institute of Architects, vice president of the Coral Gables Association of Architects, and a member of the Coral Gables Architectural Review Board. His University of Miami affiliations are with the Engineer/Architecture Alumni Association (past president), General Alumni Association - (past president), Present member - Board of Trustees, Iron Arrow Society, and the Omnicron Delta Kappa.

EDWIN F. HEYER, P.E., received a B.S.C.E., Cum Laude from the University of Miami in 1954. He was recipient of the Engineering School's first Distinguished Alumni Award in 1982.

He is a registered professional engineer in Florida and six other states. He is a National Director of the National Society of Professional Engineers, a Fellow in A.S.C.E. and Florida Engineering Society and a member of the Tau Beta Pi and Iron Arrow.

He is currently president of a consulting engineering firm providing architectural, civil and structural engineering to local architectural firms and governmental agencies.

RONALD W. ROBISON, is an architect and president of Robison + Associates, Inc., an interior architectural firm, founded in 1970 in Coral Gables, Florida.

His firm, comprised of 20 staff members, specializes in all aspects of commercial and institutional space planning and design services.

Mr. Robison is a City Commissioner for the City of Coral Gables, is a Trustee and a member of the Board of Governors of the Greater Miami Chamber of Commerce, is active in civic and professional organizations, and is knowledgeable about all aspects of the Miami community, e.g., construction activity, governmental policies, geographic elements, etc.

Also, he has substantial personal experience as a land developer and is a director of a successful bank he helped found.

RAUL L. RODRIQUEZ, AIA graduated with a Bachelor of Architecture degree from the University of Miami in 1972. He now has over 12 years of design and project management experience including all phases of educational, commercial, industrial and residential developments. Mr. Rodriguez's designs have won awards in national, state and local competitions and have been published in several national magazines and architectural journals. He also finds time to serve in several community and professional organizations, among them the University of Miami School of Architecture Alumni Association. He is especially committed to helping young architects reach their educational goals.

JOSEPH C. SHAW received his B.A. degree from the University of Miami in 1946, working his way through with a lawn maintenance route. In 1948 he established Shaw Nursery and Landscape Co. Inc. which he still maintains today. Mr. Shaw is affiliated with numerous community, professional, and University committees and associations and is a member of the University of Miami Board of Trustees. He has received many awards and recognitions, including three awards for outstanding landscape designs, the Cypress Garden Award for the outstanding Horticulturist - Florida, and the Odenkirk Award for the most outstanding Nurseryman - Florida.

JOHN WILLIAM STADLER graduated with honors from the University of Florida with a B.S.B.A. degree majoring in Real Estate. Since 1972 he has been President and Chief Executive Officer of the Stadler Corporation, which has a number of affiliates. Mr. Stadler is a member of many professional associations and has served in many capacities since 1973 in the Coral Gables Board of Realtors, Coral Gables Chamber of Commerce, the Florida Chapter of Certified Commercial Investments, Florida Association of Realtors, and the National Institute of Real Estate Brokers. He is actively involved in numerous social and community groups.

EDWARD D. STONE, JR., FASLA is the president and founder of Edward D. Stone, Jr. and Associates, P.A. a planning and landscape architectural firm with headquarters in Fort Lauderdale, Florida. Since its inception in 1960 EDSA has been the recipient of over forty awards for excellence of design and execution for projects both in this country and abroad.

Mr. Stone received his B.A. in architecture from Yale University in 1954 and his master's in landscape architecture from the Harvard University Graduate School of Design in 1959.

He is a member of the American Society of Landscape Architects since 1963 and has served as trustee, member of the Executive Committee, national chairman of the Awards Committee, and chairman of the Task Force on Professional Practice. In 1974 he was elected a fellow of the Society in recognition of his outstanding contributions to the profession. He is nationally certified by the Council of Landscape Architectural Registration Boards and is a registered landscape architect in fifteen states.

He is a member of the Visiting Committee for the Graduate School of Design at Harvard, and has been a lecturer and consultant to numerous universities and professional, civic and government task force committees. Originally appointed by President Nixon and subsequently reappointed by Presidents Ford and Carter, he is currently serving his third consecutive four-year term on the Commission of Fine Arts in Washington, D.C.

REGINALD R. WALTERS is the Planning Director for Metropolitan Dade County (Miami) Florida, a position he has held for 20 years. He has also served as planner with the Chatham County-Savannah, Georgia, Metropolitan Planning Commission, and the National Capital Planning Commission, Washington, D. C. He holds a Masters in City Planning from The Georgia Institute of Technology and a Bachelor of Science in Architecture from the University of Virginia. He is a member of the American Institute of Certified Planners and has served as chairman of national and state professional planning organizations as well as membership on numerous committees.

Massachusetts
Institute
of Technology

School of
Architecture
and Planning

Office
of
the Dean

77 Massachusetts
Avenue
Room 7-231

Cambridge
Massachusetts
02139

Telephone
617-
253-4401

April 22, 1986

Professor Nicholas Patricios
School of Architecture
University of Miami
P. O. Box 249178
Coral Gables, FL 33124

Dear Nick

I am writing to confirm my thoughts about the proposed Bachelor of Land Development and Planning degree program.

At the recent Visiting Committee, I had occasion to look at the proposed program as described in the note of February 6, 1986 and to hear discussion of it. My sense is that the program, as proposed, responds very well to the development conditions Florida faces over the next 20 or 30 years. There is clearly a need for more thoughtful land planning and development and to the extent that the proposed BLDP program attracts students who might not or otherwise been attracted to the field, it will help address that need. I believe that the School of Architecture has in place the talent and the resources to mount such a degree program and that it represents an intelligent way of taking advantage of those resources. There is no question in my mind that students in the program would also benefit from proximity to and joint courses with the undergraduate students in architecture and vice versa.

It will be of interest to you that when we were contemplating the introduction of the Master of Science in Real Estate Development degree, we did undertake the survey of development firms and to examine the personnel they were interested to hire for project management positions. That survey indicated a very strong interest in qualified graduates that would possess an understanding of architecture, planning, and financial and legal construction issues. While that survey led us to conclude that a graduate program would be viable, it might also be possible to infer that highly trained undergraduates would be attractive to the companies we interviewed but not necessarily for the same type of position.

I do have a couple of comments on the suggested curriculum.

First, whether the exposure to the liberal Arts is both sufficiently wide and sufficiently deep. My instinct would be to strengthen the program in that area especially with history subjects.

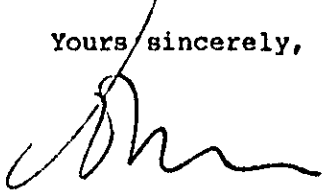
Professor Nicholas Patricios
April 22, 1986
Page 2

Second, the need to add an introduction to law alongside accounting, business, economics, planning etc. If both of these suggestions were followed, the result might be a five year instead of a four year program that in turn may make some sense as it would parallel the architecture degree. But I leave that to you.

In sum, I was pleased to see the initiative that you have taken and believe that the degree program could play a very important role in supporting better development in Florida in the future.

With best wishes,

Yours sincerely,

A handwritten signature in black ink, appearing to read "John de Monchaux". The signature is fluid and cursive, with a large initial "J" and "M".

John de Monchaux
Dean

JdeM/cjw

M E M O R A N D U M

April 18, 1986

TO: Nicholas Patricios
Assistant Dean, School of Architecture

FROM: Timothy S. Mescon *TSM*
Assistant Dean, School of Business

SUBJECT: Proposed Bachelor of Land Development and
Planning Degree

1. Prior to enrolling in Finance 301, students must complete two semesters of accounting. The other prerequisite for upper division business courses is that students would have completed 56 credit hours before enrolling in a 300 level School of Business Administration Course.
2. I do not see any problem at all in substituting Planning Methods I for MAS 201. However, I will verify this with the appropriate people.

I look forward to seeing the major in place.

TSM/tmp

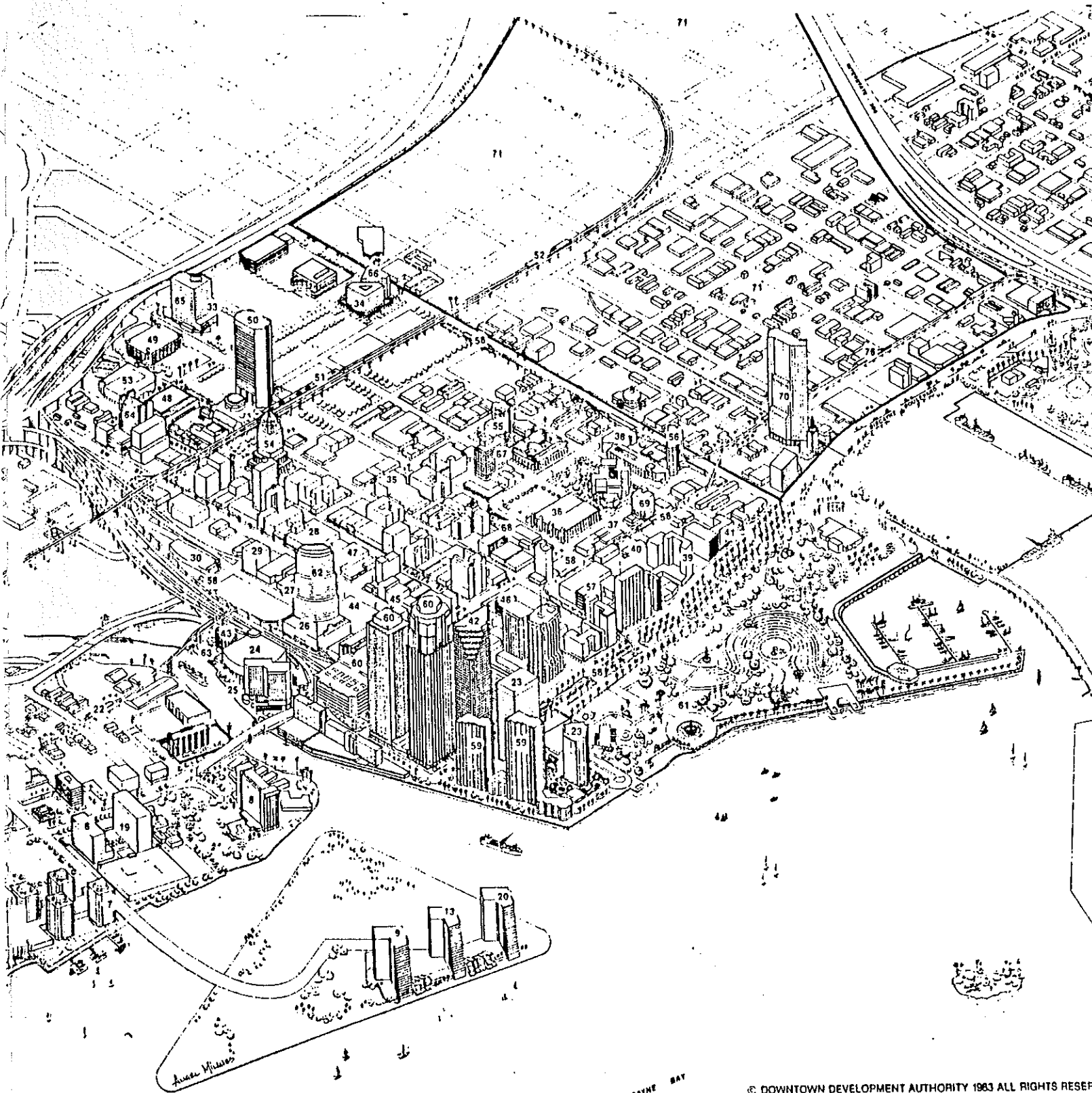
*Done -
no problem -
TSM*

April 14, 1986



PROPOSAL

BACHELOR OF LAND DEVELOPMENT AND PLANNING



URBAN AND REGIONAL PLANNING PROGRAM
SCHOOL OF ARCHITECTURE
UNIVERSITY OF MIAMI

PROPOSED BACHELOR OF LAND DEVELOPMENT AND PLANNING

As approved by the School Council

February 6, 1986

and revised after review by the Academic Planning Committee

March 5, 1986

and as revised and approved by the Faculty Senate Council

April 14, 1986

NNP/aa

CONTENTS

SUMMARY

- I. National Context of Undergraduate Programs
- II. Regional Context of Development and Planning
- III. University Context and Resources
- IV. Need
- V. Program Aims and Objectives
- VI. Curriculum
- VII. Course Descriptions
- VIII. Memoranda and Letters

SUMMARY

Undergraduate education in urban and regional planning is very diverse in course offerings. The proposed Bachelor of Land Development and Planning at the University of Miami will be unique in its focus on the physical development of human settlements, its planning, and an appreciation of architecture, environment, and landscape. The proposed degree will have a broad-based, liberal arts foundation with the emphasis on education rather than training.

The program will be located in the metropolitan area of Miami which will absorb a significant proportion of the future population growth of the state. Florida is one of the fastest growing areas in the country and will become the fourth most populous state in the nation by 1990. The physical development that will result from the population growth will have to be managed and planned. Graduates from the proposed program will have a broad-based education with necessary planning, development, economic, and financial knowledge and skills to contribute to the making of the land development decisions that will be required.

The University will be able to use existing resources to a large extent in offering the program. An additional classroom would be needed initially and a new faculty position later. The resources of the local development and real estate firms will be invaluable.

The proposed program is needed to fulfill the demand for well qualified individuals in the land development field in Florida.

A 122 credit hour curriculum has been formulated to achieve the stated program aims and objectives. The four components of the curriculum are courses in general education (43 credits), an introduction to land planning, development and economics (18 credits), further studies in planning, land development and construction (31 credits), and exposure to the related areas of accounting and business, finance and real estate (30 credits). Only five new courses (15 credits total), which will form the backbone of the curriculum, are proposed.

I. NATIONAL CONTEXT OF UNDERGRADUATE PROGRAMS

The proposed Bachelor of Land Development and Planning (BLDP) will be a unique degree in its focus on the development of land in human settlements and the planning of this development.

This uniqueness is revealed in an analysis of the Guide to Undergraduate Education in Urban and Regional Planning¹. In the various program listings there is a great diversity among the course offerings. Curricula range all the way from weakened replicas of graduate planning programs to a collection of course offerings that appear to be only tangentially related to planning. None specifically address land development.

In addition to the issue of the focus of the proposed BLDP there is the question that has attracted national attention - the meaning of the baccalaureate degree itself. This topic has been the subject of considerable debate in recent years. A "blue ribbon" committee of the Association of American Colleges in a report² released in February 1985 deplores the recent state of affairs.

The Committee's position was that the undergraduate program should consist of "the intellectual, aesthetic and philosophic experiences that should enter into the lives of men and women engaged in baccalaureate education."

In response to this issue the proposed BLDP curriculum will have a broad-based, liberal arts foundation with the emphasis on education rather than training.

II. REGIONAL CONTEXT OF DEVELOPMENT AND PLANNING

(Based on Florida's Decade of the Eighties, Executive Office of the Governor, Office of Planning and Budgeting, Tallahassee 1981.)

As is well known Florida is one of the fastest growing states in the country. The population is currently growing at an annual rate of 3.0 percent, adding about 275,000 persons a year. Florida continues to grow twice as fast as other sunbelt states and more than three times the national average. Almost all of this increase is due to in-migration. By 1990 Florida will become the fourth most populous state in the country with a population approaching 13 million, compared to the 9,739,992 in 1980.

¹ Guide to Undergraduate Education in Urban and Regional Planning. Washington, D. C.: ACSP, 1982.

² Integrity in the College Curriculum: A Report to the Academic Community. Washington, D.C.: AAC, 1985

This growth has dramatic impact on physical development, primarily housing, transportation, schools, hospitals, recreation and other kinds of land uses. As an illustration housing, the major use of land, will continue to increase in demand - the number of household will increase by 55 percent in the eighties compared with a 34 percent growth in population.

Florida's population growth in the 1980s will not occur evenly across the State. The counties located in the central and southern parts will grow by more than 70,000 persons each between 1980 and 1990. In particular the metropolitan communities will attract population and economic growth. The State's 18 SMSAs (Standard Metropolitan Statistical Areas) composed 87.9 percent of the State's total population in 1980 and will absorb 85.5 percent of the growth over the decade. The three largest areas alone (Miami, Tampa-St. Petersburg, and Ft. Lauderdale-Hollywood) will account for over 40 percent of Florida's population growth during the 1980s.

Graduates of the proposed BLDP could contribute to the necessary planning of the land development that will result from the population growth. While not a professional program the intention of the program is to produce graduates who have a broad-based education with the necessary development planning, economic, and financial knowlege and skills to make the necessary and right real estate and land development decisions.

III. UNIVERSITY CONTEXT AND RESOURCES

The University of Miami is fortunate in having in place the resources to offer the proposed degree. The current course offerings in the College of Arts and Sciences, the School of Business Administration, the College of Engineering and the School of Architecture would allow the BLDP to be implemented without the need for a large number of new courses. Furthermore the existing faculty resources in the School of Architecture would be adequate initially to implement the program. An additional faculty position would be required later. An additional classroom would be needed for the program.

With the plethora of development and real estate firms in South Florida the program will be able to avail itself of the opportunity to attract a significant number of visiting lecturers and part-time instructors. Also the university's location in metropolitan Miami will enable students to find summer employment as well as opportunities for full-time employment upon graduation.

IV. NEED

The need for the BLDP program is two-fold. Firstly, as described in the Regional Context, there is a need for well qualified individuals in Florida to assist in land development decision-making. Secondly, real estate, land development, building, and other types of companies need educated persons with the required development knowledge and skills. This need cannot be quantified but through discussions with various individuals in the development and planning field there appears to be a demand for the kind of graduate that would be produced by the proposed BLDP program.

The proposed undergraduate degree would also provide preparation for a number of areas of graduate study - including Urban and Regional Planning (MURP), Architecture (M. Arch.), Business Administration (MBA), and Law (LLB). Graduates from the program will have completed courses in planning, architecture, construction as well as general business, accounting, finance, real estate, and economics to enable them to find work in land development, real estate and large construction firms. The University's Department of Career Planning and Placement will be of assistance to graduating students in identifying job opportunities.

Nationally there has been a growth in undergraduate planning programs. A recent survey¹ found that seven new programs were created within the past three years.

V. PROGRAM AIM AND OBJECTIVES

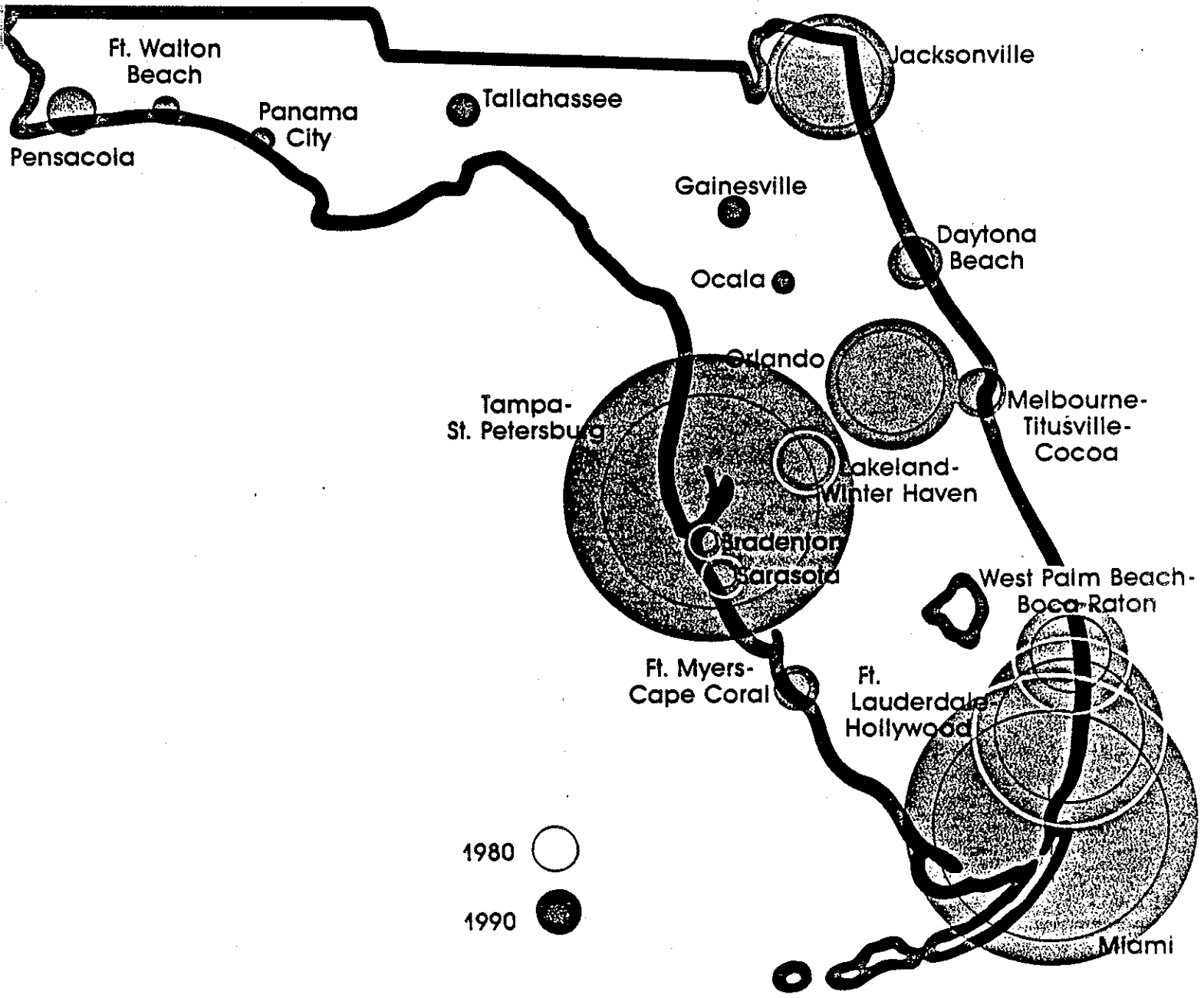
The aim of the program is to provide graduates with an understanding of land development and the knowledge and skills to contribute to its physical, economic, and financial planning with a sensitivity to architecture, environment and landscape.

The objectives are:

- (i) To provide a student with a liberal arts foundation and an introduction to the field of land development and planning.
- (ii) To provide a student with basic knowledge and skills in land development and planning and with an exposure to the related areas of accounting, business, economics, and finance.
- (iii) To utilize existing course offering, faculty, and classroom resources as far as possible.

Admission criteria for freshmen are to be cumulative SAT scores of at least 1000 and in the top 20% in high school rank. Transfer applicants with a GPA of at least 3.0 will also be considered.

¹ Wubneh, Mulatu and Hankins, Wes. Growth and Curricula Characteristics of Undergraduate Planning Programs in the United States. Paper presented at the 27th Annual Conference of the Association of Collegiate Schools of Planning, Atlanta, Nov. 1985.



**STANDARD METROPOLITAN
STATISTICAL AREAS 1980 & 1990**

VI. CURRICULUM FOR THE PROPOSED BACHELOR OF LAND DEVELOPMENT AND PLANNING
(BLDP)

1. CONCEPT OF THE CURRICULUM

<u>OBJECTIVES</u>	<u>COMPONENTS</u>
(i) Provide a student with a liberal arts foundation and an introduction to land development and planning.	1. General Education courses (English, Arts, Humanities, Mathematics, Natural Sciences, Social Studies Communication, and History of Art & Architecture) <u>43 credit hours</u>
	2. Introductory courses (Development, Planning, Architecture, and Economics) <u>18 credit hours</u>
(ii) Provide a student with basic knowledge and skills in land development and planning with an exposure to related areas.	3. Advanced courses (Development, Planning, and Construction) <u>31 credit hours</u>
	4. Related area courses (Accounting, Business, Finance, and Real Estate) <u>30 credit hours</u>
TOTAL	<u>122 credit hours</u>

Four courses, Principles and Practice of Land Development and Planning I to IV inclusive, will be project oriented to provide a focus for the synthesis of knowledge and skills in site development type studies and problems. The courses will have an analytical approach to the appreciation of architecture and place land development in its urban, socio-economic, cultural, and public administrative contexts with a sensitivity to the environment and the landscape.

2. STRUCTURE OF THE CURRICULUM

(Course selections between semesters would depend upon class schedules and each student)

FIRST YEAR

<u>Typical Semester</u>	<u>Cr.</u>	<u>Typical Semester</u>	<u>Cr.</u>
ENG 105 Prin. of Prose Expr. I	3	ENG 106 Prin. of Prose Expr. II	3
DRA 105 Intro to Impr. & Role Pl. or MLT 131 Understand Music I	3	DRA 106 Impr. & Role Play. II or MLT 132 Understand Music II	3
PHL 101 Intro to Philosophy or REL 101 Intro to Religion	3	BIL 103 Elementary Ecology or GSC 104 Coastal Env. of Sth. FL	3
MTH 104 Calculus for Soc. Sci.	3	APY 202 Intro. to Anthr. II	
PHY 103 General Physics	3	CCS 100 Survey of Speech Com.	
PHY 109 General Physics Lab.	1	GEG 110 Intro. to Geography	
		HIS 131 Dev. Western Civ. I	
		HIS 132 Dev. Western Civ. II	6
		PSY 101 Psy. As Bio. Behav. Sci.	
		PSY 102 Psy. As Soc. Behav. Sci.	
		SOC 101 Intro. to Sociology	
		SOC 103 Social Problems	
	<u>16</u>		<u>15</u>

NOTE: Students may substitute their own elective for any of the above, particularly if it is a foreign language course, with the approval of their advisors.

SECOND YEAR

<u>Typical Semester</u>	<u>Cr.</u>	<u>Typical Semester</u>	<u>Cr.</u>
*ARP 201 Princ. & Pract. of Land Dev. & Pl. I	3	*ARP 202 Princ. & Pract. of Land Dev. & Pl. II	3
*ARP 210 Introduction to Land Development & Planning	3	ARP 205 Development of Arch.	3
ARP 390 History of the City	3	ARP 306 History of Arch.	3
ARH 231 Survey of Hist. of Art	3	ARH 232 Survey of Hist. of Art	3
ECO 211 Econ. Prin. & Problems	3	ECO 212 Econ. Prin. & Problems	3
	<u>15</u>		<u>15</u>

*New course

THIRD YEAR

<u>Typical Semester</u>	<u>Cr.</u>	<u>Typical Semester</u>	<u>Cr.</u>
ACC 211 Prin.of Fin.Accnting	3	ACC 212 Prin.of Mngrl.Accnting	3
FIN 301 Fin. Inst. & Markets	3	BSL 212 Legal Env.of Bus.Fund.	3
MKT 301 Marketing Foundations	3	GBM 304 Organizational Behav.	3
ARP 221 Materials & Methods	3	*ARP 301 Princ.& Pract.of Land Dev. & Plan. III	3
ARP XXX Directed Elective	3	ARP 426 Bldg. Construct.Costs	3
	<u>15</u>		<u>15</u>

FOURTH YEAR

<u>Typical Semester</u>	<u>Cr.</u>	<u>Typical Semester</u>	<u>Cr.</u>
ARP 510 Urban Dev.Fin.Anal.	3	*ARP 401 Princ. & Pract. of Land Dev.& Pl.IV	3
ARP 563 Urban Planning Process	3	ARP 522 Housing Systems	3
ARP 567 U & R Develop. Regs.	3		
ARP 582 Planning Methods I	4		
FIN 315 Real Estate	3		
		FIN 316 Real Estate Brokerage or FIN 321 Real Estate Appraisal	3
		FIN 351 Business Finance or FIN 391 Real Estate Investment	3
		MAS 302 Oper. Mgmt. Modeling	3
	<u>16</u>		<u>15</u>

TOTALS	62		60
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GRAND TOTAL 122

GENERAL EDUCATION

ENGLISH ENG

105. Principles of Prose Expression I 3 cr.

A course in composition, focusing on rhetoric, the art of persuasion, and aiming, through writing and analyzing literature and other media, at a control of what makes communication effective. Basic strategies of expression: formulating an arguable thesis, organizing ideas cogently, supporting them with persuasive evidence, and defining them with clear, precise language. *Prerequisite: Not for major or minor. Cannot be taken on credit-only option.*

106. Principles of Prose Expression II 3 cr.

Continuation of ENG 105, focusing on more sustained writing and the finer subtleties of style. Refinement of abilities to analyze other literary genre and more varied media. Special sections for students majoring in science and engineering, business, and creative writing. *Prerequisite: ENG 105. Not for major or minor. Cannot be taken on credit-only option.*

FINE ARTS ARH

231. Survey of the History of Art 3 cr.

The art of western civilization from pre-history through the medieval period. *Prerequisite: Sophomore standing.*

232. Survey of the History of Art 3 cr.

The art of western civilization from the Renaissance to the present.

DRA

105. Introduction to Improvisation and Role Playing 3 cr.

For non-majors seeking dramatic expression and an introduction to acting the dramatic situation. Through demonstration and participation students gain further understanding of theatre and theatrical devices. Attendance at UM productions is mandatory.

106. Improvisation and Role Playing II 3 cr. Continuation of DRA 105. *Prerequisite: DRA 105.*

MLT

131. The Understanding and Enjoyment of Music I 3 cr.

A non-technical introduction to the language, genres, media and forms of music, utilizing lectures, films, recordings, and live performances.

132. The Understanding and Enjoyment of Music II 3 cr.

A non-technical introduction to the history of music, from ancient times to the present day, including classical music, folk music and jazz, utilizing lectures, films, recordings and live performances.

ARP

306. History of Architecture VI 3 cr.

Architecture and planning from the middle of the 18th century to the present. American and European developments with emphasis on the evolving modern theories of design. *Prerequisite: ARP 205 or 212 or permission of instructor.*

390. History of Cities 3 cr.

Historical overview of the origin of cities and the development of cities in the East, West, and New World. The nature of the industrial revolution and the development of the industrial city and contemporary urban settlements. Examination of urban problems and the relationship of planning to the resolution of these problems.

HUMANITIES PHL

101. Introduction to Philosophy 3 cr.

Problems concerning knowledge, mind, freedom, religion, and morality. Reading and discussion of primary sources.

REL

101. Introduction to Religion 3 cr.

Major religious perspectives concerning ultimate reality, man, and the world; contrasts between Eastern and Western religions.

NATURAL SCIENCES BIL

103. Elementary Ecology 3 cr.

Survey of the general principles of ecology; the relationships of organisms to both physical and biotic aspects of their environment. Emphasis on man and his impact on natural communities. Lecture and discussion, 3 hours; occasional field trips. *Prerequisite: Not for biology majors or minors.*

GSC

104. The Coastal Environment of South Florida 1 cr.

Lectures and excursions to the coastal environment and the Everglades.

MATHEMATICS MTH

104. Introductory Calculus for the Social Sciences 3 cr.

The differential and integral calculus for students in the social sciences. Sequences, limits, the derivative, maxima and minima, the definite integral, probability distribution and density functions. *Prerequisite:*

SOCIAL SCIENCES APY

202. Introduction to Anthropology II 3 cr.

Sociocultural anthropology and applied anthropology. May be taken independently of APY 201.

CCS

108. Survey of Speech Communication 3 cr.

Principles and skills of speech communication. *Not for major or minor.*

GEG

110. Introduction to Geography 3 cr.

Physical, human, topical, and regional dimensions of geography.

HIS

131. Development of Western Civilization, I 3 cr.

A survey of the development of the West from the emergence of the earliest civilizations in Mesopotamia and Egypt to the formation of modern European nation states in the sixteenth and seventeenth centuries, emphasizing the ideas, values, events, and institutions that have influenced the present.

132. Development of Western Civilization, II 3 cr.

A survey of the development of the West from the formation of modern European nation states in the sixteenth and seventeenth centuries to the present, emphasizing the rivalry of European powers, the impact of European expansion, the effect of industrialism and revolution upon Western society, and the role of the New World.

PSY

101. General Principles of Psychology as a Social and Behavioral Science 3 cr.

Introduction to the basic principles and methods of psychology as a social and behavioral science. Topics surveyed include personality, emotion, social motivation, social learning, personal and social development, child psychology, and psychotherapy.

102. General Principles of Psychology as a Biological and Behavioral Science 3 cr.

Introduction to the basic principles and methods of psychology as a biological and behavioral science. Topics surveyed include learning, memory, thinking, perception, drug influences upon behavior, and the physiological bases of development, sensation, motivation, emotion and other aspects of behavior.

SOC

101. Introduction to Sociology 3 cr.

Organization of human society, processes of change, and society's influence on individual behavior.

103. Social Problems 3 cr.

Causes, scope, and possible solutions of social problems in American society.

BUSINESS

ECONOMICS

ECO

211. Economic Principles and Problems

3 cr.

Fundamental course devoted to development and application of basic analytical tools and principles required for an understanding of major economic problems and policy alternatives available for their solution. Particular emphasis on microeconomic analysis. Areas covered include the study of markets under varying conditions of competition, including market deficiencies such as pollution, etc., prices and resource allocation distribution of income, including poverty problems, the economics of the firm and the government, and international economic relations. Open to Freshmen by permission.

212. Economic Principles and Problems

3 cr.

Continuation of ECO 211. Particular emphasis on macroeconomic analysis. Areas covered include national income and employment analysis, money and banking, economic growth, and comparison of different economic systems, including the problems of developing the less developed world. Open to Freshmen by permission. *Prerequisite: ECO 211.*

FINANCE REAL ESTATE FIN

301. Financial Institutions and Markets

3 cr.

Nature and functions of money and credit; money, capital and securities' markets for private and public institutions; private and government financial institutions—structure, purpose, and policy. *Prerequisite: Junior standing.*

315. Real Estate

3 cr.

Procedures involved in the ownership and transfer of real property, title, liens, mortgages, contracts, brokerage; laws governing real estate.

316. Real Estate Brokerage

1 cr.

Florida brokerage laws, rules, and regulations and operations of the Florida Real Estate Commission. FIN 315 and 316 meet State of Florida real estate Salesman license educational requirements. *Corequisite: FIN 315.*

321. Real Estate Appraisal

3 cr.

Socio-economic and governmental factors influencing real property value; analysis of principles necessary to effective value decisions, including financial aspects, and financial processes. *Prerequisite: FIN 315 and ECO 212.*

351. Business Finance

3 cr.

The establishment and maintenance of a business enterprise including financial management. Performance is analyzed using ratios, cash, operating and capital budgets. The sources and uses, as well as costs, of short, intermediate and long term funds; valuation, reorganization, consolidation and expansion. *Prerequisite: Six*

391. Real Estate Investment Analysis

3 cr.

Techniques of economic and financial analysis and planning for real estate investment. An investigation of current financing methods for profit making and government financed real estate projects. Special emphasis on relationship of planning, financing and development to avoid and solve urban problems. *Prerequisite: FIN 301, 315 or macro economics.*

ACCOUNTING

ACC

211. Principles of Financial Accounting

3 cr.

Introduction to accounting with emphasis on the measurement and communication of financial data about an enterprise. Study of accounting processes applicable to proprietorships, partnerships, and corporations. *Prerequisite: Sophomore standing.*

212. Principles of Managerial Accounting

3 cr.

Introduction to Accounting covering cost concepts, classification, and systems with emphasis on the managerial uses of accounting data. This course is designed for non-accounting majors.

BSL

212. Legal Environments of Business

Fundamentals

3 cr.

Introduction to law and legal procedure. Contracts: nature and requisites, formation, operations, interpretation, discharge and remedies. Sales: Uniform Commercial Code, transfer of title, warranties, rights and remedies of buyer and seller. *Prerequisite: Upper Freshmen.*

MKT

301. Marketing Foundations

3 cr.

Understanding and satisfying consumer needs through product planning, pricing, promotion and distribution. Students identify and analyze marketing problems. Discovery and application of marketing skills are developed by marketing planning assignments, computer simulation and case analysis. *Prerequisite: Junior or senior standing.*

GBM

304 Organizational Behavior

New course

MAS

302. Operations Management Modeling

3 cr.

Formulation and solution of quantitative models for business decisions. Applications to operations and production management. Topics include: decision theory, linear programming, project scheduling, simulation, and inventory management. Selected cases. Computer assisted solutions. *Prerequisite: MAS 201.*

ARCHITECTURE & PLANNING

ARP

205. Development of Architecture

3 cr.

A general introduction to Architecture as a reflection of the cultural, social, economic and technological forces in various periods of civilization from Antiquity to the Renaissance. *Prerequisite: Sophomore standing.* Not applicable towards degree in Architecture.

221. Materials and Methods of Construction I

3 cr.

Introduction to the nature of materials and their use in architecture.

426. Building Construction Costs

3 cr.

Life-cycle costing. Analysis and determination of building construction costs, financing methods, bid proposals and job cost techniques. Theories of estimating, classification of work and quantity surveying techniques. *Prerequisite: ARP 221 or permission of instructor.*

510. Urban Development Financial Analysis

3 cr.

Overview of urban development/investment process, roles and objectives of key public and private sector participants, and basic financial models for property valuation, debt financing, financial feasibility and profitability, and tax implications. Case studies of commercial and residential construction, rehabilitation, historic properties, "Creative financing," and joint development will be included utilizing computer models.

522. Housing Systems

3 cr.

Influences on design and productivity, including materials, construction methods, standards, codes and other regulations, and industry organization. Emerging nature of housing research, including such historical case studies as Operation Breakthrough. *Prerequisite: The first three years of the B.Arch. program or permission of instructor.*

563. The Urban Planning Process

3 cr.

Current theories in Urban Planning Process, planning research, plan formulation and implementation. Emphasis on interdisciplinary aspects of the problem. Students will prepare and discuss papers on case studies. *Prerequisite: ARP 362 or permission of instructor.*

567. Urban and Regional Development Regulations

3 cr.

Introduction to proposing, understanding and administering local statutes and rules in relation to the urban and regional planning process, the plan, and its implementation. *Prerequisite: ARP 363 or permission of instructor.*

NEW COURSES

- ARP 210 Introduction to Land Development and Planning
3 credits.
The nature of land development, the processes of growth and change, and planning responses.
- ARP 201 Principles and Practice of Land Development and Planning I
3 credits
A project oriented course which focuses on the quality of spatial designs, an understanding of graphic skills, and an acquisition of knowledge by studying land development schemes and problem-issues at the urban level. The course emphasizes the quality of spaces, and environmental and landscape planning issues.
Prerequisite: Sophomore standing
- ARP 202 Principles and Practice of Land Development and Planning II
3 credits
A project oriented course which focuses on the quality of spatial designs, an understanding of graphic skills, and an acquisition of knowledge by studying land development schemes and problem issues at the neighborhood level.
Prerequisite: ARP 201
- ARP 301 Principles and Practice of Land Development and Planning III
3 credits
A project oriented course which focuses on the quality of spatial designs, an understanding of graphic skills, and an acquisition of knowledge by studying land development schemes and problem issues for a small lot.
Prerequisite: ARP 202
- ARP 401 Principles and Practice of Land Development and Planning IV
3 credits
A project oriented course which focuses on the quality of spatial designs, an understanding of graphic skills, and an acquisition of knowledge by studying land development schemes and problem issues for problems selected by the student.
Prerequisite: ARP 301

NEW COURSE APPROVED (1985)

- ARP 582 Planning Methods I
4 credits
Introduction to information management for planning. Identification of data sources, data collection methods, (including use of surveys), data analysis, (including descriptive and inferential statistics), and communication, (including written, graphic, and verbal). Three hours lecture and one hour of a laboratory which provides computer-based planning applications, including graphics, mapping and statistical analysis.

MEMORANDA

AND

LETTERS

M E M O R A N D U M

April 9, 1986

TO: Nicholas Patricios
Assistant Dean, School of
Architecture

FROM: Timothy S. Mescon *BSW*
Assistant Dean, School of
Business

SUBJECT: Proposed Bachelor's Degree

I would like to take this opportunity to respond to the latest draft of your Bachelor of Land Development and Planning proposal.

1. Graduates from the proposed bachelor's program would be eligible for admission into the MBA program in the School of Business Administration if they complete the following courses: Accounting 211, Accounting 212, Business Law 212, Economics 211, Economics 212, Finance 301, General Business, Management and Organization 304, Management Science 302, Marketing 301. These courses must be completed with a grade point average of no less than 3.0 with no grade lower than a C.
2. You and I had previously discussed business courses listed in the proposal. The course listings mentioned above represent changes in the basic undergraduate core program in the School of Business Administration. While we noted that some options would be removed, I think this clarifies any other questions regarding the numerical listing of required business courses.
3. While a student receiving a Bachelor of Land Development and Planning degree would not be able to double major in Business Administration, he/she would automatically qualify for receiving a minor in Business Administration.

TSM/tmp

UNIVERSITY OF MIAMI
CORAL GABLES, FLORIDA 33124-8087
Telephone (305) 284-3976

ASSOCIATE DEAN
SCHOOL OF LAW
P. O. BOX 248087

M E M O R A N D U M

April 11, 1986

TO: Dr. Nicolas Patricios, Assistant Dean
School of Architecture

FROM: Dennis Lynch, Associate Dean *DL*
School of Law

SUBJECT: Proposed Bachelor's Degree

This is in response to your memorandum of April 1, 1986, requesting documentation that graduates of the proposed Bachelor's degree program in Land Development and Planning will be eligible to enter the Law School.

Anyone holding a Bachelor's degree is eligible to apply to Law School. Whether an applicant is accepted depends on the student's LSAT score, undergraduate record, and other accomplishments. How a degree in Land Development and Planning will be evaluated by our Faculty Admissions Committee in comparison with other academic programs is not something we can comment on without looking at a specific student's background and interests. There is no reason, however, to conclude that such a degree would be viewed as a negative factor.

The proposed degree looks like an interesting program. We wish the School of Architecture the best of luck with this endeavor.

DOL/sp

cc: Dean Sowle

(404) 894-2352

April 1, 1986

Dr. Nicholas Patricios
School of Architecture
University of Miami
P.O. Box 249178
Coral Gables, FL 33124

Dear Nick:

I am most impressed with the proposal to establish an undergraduate program in Land Development and Planning. This program would be at the cutting edge of planning and development education in the United States. It will address a national need and fulfill the demands for educated persons to work in land development and planning. Given the projected growth of South Florida alone, the future graduates of the program should be sought after eagerly by employers in this industry as well as growth management and planning agencies of government.

I believe the proposal may be unique in that it is the first to focus directly upon land development and planning at the undergraduate level. Programs at the graduate level have recently been started at M.I.T., Columbia, and Texas A & M, and several other planning schools are considering similar programs. Here at Georgia Tech, we will initiate a Masters Degree Program in Land Development within a year. Yet, I believe that the undergraduate program is an appropriate level for such education. In a sense, the graduate program is an attempt to retrain people who have studied other subjects. While that is a real need, it would seem more appropriate to offer such a program to persons in the undergraduate division, especially given the interest and popularity of development. Again, I do not know of any other school that offers such a degree. You are probably the first.

The program appears to be academically sound and the organization is proper. I believe the context of the School of Architecture, working with the other schools, is most fitting. I think you have identified a direction for education and professional development that will set new directions for the field.

You have my full support for this program.

Sincerely,

[Handwritten signature]
Anthony J. Catanese
Director

AJC/jhg

26th Floor, One Biscayne Tower, 2 South Biscayne Boulevard, Miami, Florida 33131, Telex 287773 HATAMCO, (305) 358-1000

W. ALLEN MORRIS, CPM CCIM SIR
President

April 4, 1986

Dr. Nicholas N. Patricios
Assistant Dean
School of Architecture
University of Miami
Post Office Box 249178
Coral Gables, FL 33124

Dear Dr. Patricios:

Thank you for allowing me the opportunity to review the proposed curriculum for the new Bachelor of Physical Planning and Development.

The balance between liberal arts and specialized courses in finance, development and real estate should prove to prepare students for not only the technical aspects of planning and development but also the human considerations. This is most important, for none of us live in a vacuum where concentration on either the technical or the human dynamics can be carried out exclusive of the other.

I'm sure the program will be helpful to our community and to our rapidly growing state.

Extending every good wish, I remain

Sincerely yours,



W. Allen Morris
President

WAM:vcg

SENATE COUNCIL MEETING

April 14, 1986

PRESENT: George Alexandrakis, Vice Chairman, Clifford Alloway, William Awad, Nicholas DeCarbo, Christopher Harrison, Jan Hochstim, John Knoblock, Chairman, Georgie Labadie for Daryl Ries, John McMinn, Donald Randolph, Lanny Streeter, Donald Vance, and Kamal Yacoub.

ABSENT: John Kleinert.

GUESTS: Lori Blum, John Fitzgerald, Malcolm Kahn, William F. Lee, Nicholas Patricios, Edward Rappaport, Thomas Regan, and Barry Zwibelman.

Call to Order and Approval of Minutes

The meeting was called to order at 2:05 P.M. by Vice Chairman Alexandrakis. The minutes of the meetings of February 24 and March 24 were approved as submitted.

School of Architecture Bachelor of Land Development and Planning Proposal

Dr. Nicholas Patricios summarized the issues raised by the Senate Council and the School of Business and presented additional information as requested by the Council. Discussion followed regarding the proposed revised curriculum for the degree. Dean Regan stated that the Visiting Committee members were enthusiastic about the proposed degree program. It was moved by Professor Hochstim, seconded by Dr. Yacoub, to recommend the item to the Senate at its meeting of April 28 for a first reading and on May 5 for the final reading. The motion carried with one abstention.

Peer Review of Tenured Faculty

The Council discussed the procedures currently employed to review tenured faculty. It was felt by Dr. Yacoub that a program of review of tenured faculty could not be instituted until several years had passed to know the results of the non-tenured faculty peer evaluation program. Dr. Alloway suggested that all department chairmen be informed of the Committee on Professional Conduct and its charge. It was moved by Dr. Harrison, seconded by Dr. Awad, to appoint a committee that establishes how schools and colleges evaluate a faculty member's contribution to the University and makes some general

URBAN AND REGIONAL PLANNING PROGRAM
SCHOOL OF ARCHITECTURE
UNIVERSITY OF MIAMI

PROPOSED BACHELOR OF LAND DEVELOPMENT AND PLANNING

Revisions proposed to the Faculty Senate Council

April 14, 1986

NNP/aa

Summary of Revisions

A. CURRICULUM

1. Concept of curriculum - editorial changes to credit hour components
2. Structure of the curriculum - PHY 103 & PHY 109 substituted for PSC 101
- BIL 103 & FSC 104 replace BIL 101 & PSC 102
- ECO 211 & ECO 212 now required
- Required Business courses incorporated as detailed in memorandum from Assistant Dean Mescon dated April 9, 1986.
- Typical semesters in 2nd, 3rd & 4th year of studies balanced between School of Architecture and external courses.
3. Memoranda - School of Business Administration (Assistant Dean Mescon)

- School of Law (Associate Dean Lynch)
4. Review letters - Anthony Catanese, Georgia Institute of Technology (member of the School of Architecture's Visiting Committee, former Provost at Pratt, and Dean at the University of Wisconsin).

- The Allen Morris Company (State-wide Realtors)

VI. CURRICULUM FOR THE PROPOSED BACHELOR OF LAND DEVELOPMENT AND PLANNING
(BLDP)

1. CONCEPT OF THE CURRICULUM

<u>OBJECTIVES</u>	<u>COMPONENTS</u>
(i) Provide a student with a liberal arts foundation and an introduction to land development and planning.	1. General Education courses (English, Arts, Humanities, Mathematics, Natural Sciences, Social Studies Communication, and History of Art & Architecture) <u>43 credit hours</u>
	2. Introductory courses (Development, Planning, Architecture, and Economics) <u>18 credit hours</u>
(ii) Provide a student with basic knowledge and skills in land development and planning with an exposure to related areas.	3. Advanced courses (Development, Planning, and Construction) <u>31 credit hours</u>
	4. Related area courses (Accounting, Business, Finance, and Real Estate) <u>30 credit hours</u>
<hr/> TOTAL	<hr/> <u>122 credit hours</u>

Four courses, Principles and Practice of Land Development and Planning I to IV inclusive, will be project oriented to provide a focus for the synthesis of knowledge and skills in site development type studies and problems. The courses will have an analytical approach to the appreciation of architecture and place land development in its urban, socio-economic, cultural, and public administrative contexts with a sensitivity to the environment and the landscape.

2. STRUCTURE OF THE CURRICULUM

(Course selections between semesters would depend upon class schedules and each student)

FIRST YEAR

<u>Typical Semester</u>	<u>Cr.</u>	<u>Typical Semester</u>	<u>Cr.</u>
ENG 105 Prin. of Prose Expr. I	3	ENG 106 Prin.of Prose Expr.II	3
DRA 105 Intro to Impr.& Role Pl. or MLT 131 Understand Music I	3	DRA 106 Impr. & Role Play. II or MLT 132 Understand Music II	3
PHL 101 Intro to Philosophy or REL 101 Intro to Religion	3	BIL 103 Elementary Ecology or GSC 104 Coastal Env.of Sth.FL	3
MTH 104 Calculus for Soc.Sci.	3	APY 202 Intro to Anthr.II	
PHY 103 General Physics	3	CCS 108 Survey of Speech Com.	
PHY 109 General Physics Lab.	1	GEG 110 Intro to Geography	6
		HIS 131 Dev.Western Civ.I	
		HIS 132 Dev.Western Civ.II	
		PSY 101 Psy.As Bio.Behav.Sci.	
		PSY 102 Psy.As Soc.Behav.Sci.	
		SOC 101 Intro to Sociology	
		SOC 103 Social Problems	
	<u>16</u>		<u>15</u>

NOTE: Students may substitute their own elective for any of the above, particularly if it is a foreign language course, with the approval of their advisors.

SECOND YEAR

<u>Typical Semester</u>	<u>Cr.</u>	<u>Typical Semester</u>	<u>Cr.</u>
*ARP 201 Princ. & Pract. of Land Dev. & Pl. I	3	*ARP 202 Princ. & Pract. of Land Dev.& Pl. II	3
*ARP 210 Introduction to Land Development & Planning	3	ARP 205 Development of Arch.	3
ARP 390 History of the City	3	ARP 306 History of Arch.	3
ARH 231 Survey of Hist.of Art	3	ARH 232 Survey of Hist.of Art	3
ECO 211 Econ. Prin. & Problems	3	ECO 212 Econ. Prin. & Problems	3
	<u>15</u>		<u>15</u>

*New course

THIRD YEAR

<u>Typical Semester</u>	<u>Cr.</u>	<u>Typical Semester</u>	<u>Cr.</u>
ACC 211 Prin.of Fin.Accnting	3	ACC 212 Prin.of Mngrl.Accnting	3
FIN 301 Fin. Inst. & Markets	3	BSL 212 Legal Env.of Bus.Fund.	3
MKT 301 Marketing Foundations	3	GBM 304 Organizational Behav.	3
ARP 221 Materials & Methods	3	*ARP 301 Princ.& Pract.of Land Dev. & Plan. III	3
ARP XXX Directed Elective	3	ARP 426 Bldg. Construct.Costs	3
	<u>15</u>		<u>15</u>

FOURTH YEAR

<u>Typical Semester</u>	<u>Cr.</u>	<u>Typical Semester</u>	<u>Cr.</u>
ARP 510 Urban Dev.Fin.Anal.	3	*ARP 401 Princ. & Pract. of Land Dev.& Pl.IV	3
ARP 563 Urban Planning Process	3	ARP 522 Housing Systems	3
ARP 567 U & R Develop. Regs.	3		
ARP 582 Planning Methods I	4		
FIN 315 Real Estate	3		
		FIN 316 Real Estate Brokerage or FIN 321 Real Estate Appraisal	3
		FIN 351 Business Finance or FIN 391 Real Estate Investment	3
		MAS 302 Oper. Mgmt. Modeling	3
	<u>16</u>		<u>15</u>

TOTALS	62		60
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GRAND TOTAL 122

M E M O R A N D U M

April 9, 1986

TO: Nicholas Patricios
Assistant Dean, School of
Architecture

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Assistant Dean, School of
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TSM/tmp

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Telephone (305) 284-3976

ASSOCIATE DEAN
SCHOOL OF LAW
P. O. BOX 248087

M E M O R A N D U M

April 11, 1986

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School of Architecture

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The proposed degree looks like an interesting program. We wish the School of Architecture the best of luck with this endeavor.

DOL/sp

cc: Dean Sowle

(404) 894-2352

April 1, 1986

Dr. Nicholas Patricios
School of Architecture
University of Miami
P.O. Box 249178
Coral Gables, FL 33124

Dear Nick:

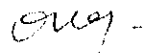
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You have my full support for this program.

Sincerely,


Anthony J. Catanese
Director

AJC/jhg

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W. ALLEN MORRIS, CPM CCIM SIR
President

April 4, 1986

Dr. Nicholas N. Patricios
Assistant Dean
School of Architecture
University of Miami
Post Office Box 249178
Coral Gables, FL 33124

Dear Dr. Patricios:

Thank you for allowing me the opportunity to review the proposed curriculum for the new Bachelor of Physical Planning and Development.

The balance between liberal arts and specialized courses in finance, development and real estate should prove to prepare students for not only the technical aspects of planning and development but also the human considerations. This is most important, for none of us live in a vacuum where concentration on either the technical or the human dynamics can be carried out exclusive of the other.

I'm sure the program will be helpful to our community and to our rapidly growing state.

Extending every good wish, I remain

Sincerely yours,



W. Allen Morris
President

WAM:vcg

Student Honor Code

The Chairman announced that the Student Honor Code passed on the student referendum by a vote of 917 in favor and 541 opposed. He stated that with the principles now accepted, the next step is to develop the procedures. Dr. Knoblock suggested that University Counsel draft appropriate language and that Dr. Alloway serve as liaison for the Council. The draft will be presented to the Senate Council on April 14 then to the Faculty Senate at its last meeting of the year.

Revised Questionnaire for Dean's Evaluation

Dr. Knoblock requested that a sub-committee be appointed to review and revise the dean's evaluation form. Drs. Harrison, Ries, and Yacoub will constitute the committee with Dr. Ries serving as chairperson.

Recent Legislation

Dr. Knoblock announced that pending legislation relating to the grading policy is being discussed by the administration. The Chairman expressed his desire to announce all signed legislation before the close of the academic year.

School of Architecture Bachelor of Land Development and Planning Proposal

Dr. Nicholas Patricios presented the proposal for the School of Architecture's Bachelor of Land Development and Planning. Several questions were raised concerning the proposed curriculum, graduate enrollment, reallocation of courses to better utilize faculty resources, and budget requirements. It was stressed that the proposed degree would be oriented to a developer or general contractor who might eventually be interested in gaining a degree in law or business administration. The Chairman requested that the School of Business verify its arrangement with the School of Architecture to offer courses for the proposed degree. He also requested that when financial arrangements are established between the Provost and the School of Architecture the Senate Council be informed. Dr. Knoblock then called the Council into Executive Session for further discussion on the proposal.

MEMORANDUM

March 21, 1986

TO: Provost William Lee, Professor John Knoblock, President
of the Faculty Senate and members of the Faculty
Senate Council

FROM: Eugene F. Provenzo, Jr., *E. F. Provenzo* Chairman of the Academic
Planning Committee

RE: Proposal for Bachelor of Land Development and Planning
School of Architecture

The Academic Planning Committee met on Wednesday March 5, 1986 and had as its only item the review of the proposed program in urban planning for the School of Architecture. Both Professors Patricios and Dean Regan attended the meeting and provided answers to questions.

Concerns were raised by the committee concerning the cost of the program and needs in terms physical space. Dean Regan indicated that the program could be staffed with current faculty members and that space would be found within existing facilities assigned to the Architecture School. If the program were to be highly successful, it was explained that additional staff would be hired to teach courses from the community. This is evidently desirable since the curriculum that the program will be emphasizing has a strong practitioner orientation.

Suggestions were made by members of the committee involving the expansion of the list of suggested electives that can be taken by students to also include courses in Anthropology and Communications. In particular, it was felt that the course in public communication offered by the Communications Department would be particularly appropriate. This course is evidently a frequent elective for architecture students already. Professor Patricios indicated that he would incorporate these suggestions into the final proposal that would be presented to the Senate Council.

The proposal was unanimously approved by the committee.



Urban And Regional
Planning Program
School Of Architecture
(305) 284-3731
Post Office Box 249178
Coral Gables, FL 33124

TO: Dr. John Knoblock
Chairman, Faculty Senate

FROM: Dr. Nicholas Patricios
Director, Urban & Regional
Planning Program

DATE: March 11, 1986

SUBJECT: Proposed Bachelor of Land Development
and Planning

I enclose eighteen copies of our proposal for a new Bachelor of Land Development and Planning program for the Faculty Senate Council members consideration on March 24.

I also enclose for your consideration a draft revenue analysis for the proposed degree indicating positive net revenues. As the analysis is still being reviewed by central administration I would appreciate it if it is not distributed at this stage.

NP/aa
Enc .

 SCHOOL OF ARCHITECTURE
 PROPOSED BACHELOR OF PHYSICAL PLANNING & DEVELOPMENT
 REVENUE ANALYSIS I

A. TUITION	1985-86	1986-87	
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BASE	\$7,780		[12-18 CREDITS PER SEMESTER,
% INCR 9.9		\$8,550	\$3890 TUITION PER SEMESTER]

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 B. TUITION REVENUE DISTRIBUTION PER STUDENT

YEAR	TOTAL CRS.	TOTAL TUITION	CREDITS OUTSIDE SCHOOL	% OF TOTAL CRS.	45% OF OUTS. CR. TUT.	CREDITS INSIDE SCHOOL	% OF TOTAL CRS.	100% OF TUITION	TOTAL TUITION TO SCH.
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Freshm	30	\$8,550	30	100	\$3,848	0	0	\$0	\$3,848
Sophom	30	\$8,550	9	30	\$1,154	21	70	\$5,985	\$7,139
Junior	31	\$8,550	18	58	\$2,234	13	42	\$3,586	\$5,820
Senior	30	\$8,550	15	50	\$1,924	15	50	\$4,275	\$6,199
	121	\$34,201	72	60		49	40		
			\$20,351			\$13,850			
Tuition Split					\$9,160			\$13,846	\$23,006
TOTAL SCHOOL OF ARCH.									67%

.....

[CHECKS :		\$34,201	
55%		\$11,193	

		\$20,353]

.....

NOTE : RATIO OF CREDITS INSIDE TO OUTSIDE SCHOOL
 B.ARCH. DEGREE 65/35
 BPPD DEGREE 40/60

[NNP 1-31-86]

 SCHOOL OF ARCHITECTURE
 PROPOSED BACHELOR OF PHYSICAL PLANNING & DEVELOPMENT
 REVENUE ANALYSIS II

A.

STUDENTS : 10

YEAR	TUITION TO SCH.	1987-88	1988-89	1989-90	1990-91	1991-92
Freshm	\$3,848	\$38,476	\$38,476	\$38,476	\$38,476	\$38,476
Sophom	\$7,139		\$71,394	\$71,394	\$71,394	\$71,394
Junior	\$5,820			\$58,197	\$58,197	\$58,197
Senior	\$6,199				\$61,989	\$61,989
GROSS	\$23,006	\$38,476	\$109,870	\$168,067	\$230,056	\$230,056
NET		\$18,084	\$51,639	\$78,991	\$108,126	\$108,126

B.

STUDENTS : 15

YEAR	TUITION TO SCH.	1987-88	1988-89	1989-90	1990-91	1991-92
Freshm	\$3,848	\$57,714	\$57,714	\$57,714	\$57,714	\$57,714
Sophom	\$7,139		\$107,092	\$107,092	\$107,092	\$107,092
Junior	\$5,820			\$87,295	\$87,295	\$87,295
Senior	\$6,199				\$92,984	\$92,984
GROSS	\$23,006	\$57,714	\$164,805	\$252,100	\$345,084	\$345,084
NET		\$27,126	\$77,459	\$118,487	\$162,190	\$162,190

C.

STUDENTS : 20

YEAR	TUITION TO SCH.	1987-88	1988-89	1989-90	1990-91	1991-92
Freshm	\$3,848	\$76,952	\$76,952	\$76,952	\$76,952	\$76,952
Sophom	\$7,139		\$107,092	\$142,789	\$142,789	\$142,789
Junior	\$5,820			\$116,393	\$116,393	\$116,393
Senior	\$6,199				\$123,978	\$123,978
GROSS	\$23,006	\$76,952	\$184,043	\$336,134	\$460,112	\$460,112
NET		\$36,167	\$86,500	\$157,983	\$216,253	\$216,253

ASSUMPTIONS :

- * ALL REVENUE PROJECTIONS BASED ON 1986-87 TUITION RATE.
 - * NO ALLOWANCE IS MADE FOR ATTRITION OR TRANSFER OF STUDENTS BUT IT IS ASSUMED FOR SAKE OF ANALYSIS THAT THESE BALANCE OUT.
 - * NET REVENUE (DIRECT EXPENSES) = % OF GROSS REVENUE > 0.47
- *****

M E M O R A N D U M
February 18, 1986

TO: Jack R. Borsting
Dean

FROM: Timothy S. Mescon
Assistant Dean

SUBJECT: Proposal for Bachelor of Physical Planning
and Development Degree

After a careful review of the proposed Bachelor of Physical Planning and Development from the School of Architecture, I would have to endorse this proposal wholeheartedly. The School of Architecture has committed a great deal of thought and effort towards this proposal and it is exhibited in the draft we have received. The selection of business courses is outstanding, and is comparable to the curricula in the Music Merchandising and Marine Affairs.

I also feel that this is yet another opportunity for the School of Business to interact more closely with other schools and colleges.

I recommend support for this proposal.

TSM/tmp

Enclosure

bcc: John T. Regan
Dean, School of Architecture