

**Graduate Council Program Review and Awards Committee**  
**March 26, 2010**  
**10 am, Teaching Academy Rm 420B**

**AGENDA**

Welcome

Upcoming Meeting Dates

All meetings will be in Teaching Academy 420B at 10 am

Jan. 29

Feb. 12

Mar. 5

Mar. 12

Mar. 26

Apr. 9 Review of Graduate Faculty in Physics and Accounting

Apr. 23

Review of M.S. Urban and Regional Planning new degree proposal

Adjournment

**COMMITTEE MEMBERS**

Ahmad Elshennawy (CECS)

David Ratusnik (COHPA)

Debopam Chakrabarti (COM)

H.G. Parsa (RCHM)

Harry Weger (COS)

Karen Aroian (CON)

Lori Boardman (COM)

Michael Caputo (CBA)

Patrick LiKamWa (COP)

Paul Dombrowski (CAH, Chair of Committee)

Richard Gause (Libraries)

Stephen Sivo (CED)

Patricia Bishop (Ex Officio, College of Graduate Studies)

Max Poole (Liaison from College of Graduate Studies)

**Florida Board of Governors**

**Request to Offer a New Degree Program**

University of Central Florida  
University Submitting Proposal

Fall 2010  
Proposed Implementation Date

College of Health and Public Affairs  
Name of College or School

Public Administration  
Name of Department(s)

Urban and Regional Planning  
Academic Specialty or Field

Master of Science Program in Urban and Regional Planning  
Complete Name of Degree  
(04.0301-Proposed CIP Code)

**The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.**

\_\_\_\_\_  
Date Approved by the University Board of Trustees

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chair, Board of Trustees      Date

\_\_\_\_\_  
Vice President for Academic Affairs      Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation  
Timeframe

Projected Student  
Enrollment (From Table 1)

Projected Program Costs  
(From Table 2)

	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	30	16.88	\$91,982		\$5,451
Year 2	30	16.88			
Year 3	60	28.13			
Year 4	30	16.88			
Year 5	60	28.13	\$118,172		\$4,202

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.*

## **INTRODUCTION**

### **I. Program Description and Relationship to System-Level Goals**

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The Urban and Regional Planning master's degree program has three characteristics that make a compelling case for approving this proposal. First, the program takes an interdisciplinary approach to teaching planning reflected in its being developed with colleagues in sociology, political science, engineering, and health professions so that important issues in urban and regional planning can be addressed comprehensively. In addition, the University of Central Florida (UCF) Planning Advisory Board is comprised of leaders in the planning community in both the public and private sectors have provided input for over two years in the development of the curriculum, the delivery model, and in securing commitments for monetary resources and opportunities for internships and scholarships demonstrating that UCF continues to be a premier partnership university. Second, the program offers a holistic focus with concentrations in environmental planning, healthy communities planning, and transportation planning that are important to central Florida communities by combining faculty expertise to study urban problems comprehensively. Third, this perspective is not only unique in the state system but our urban setting provides a unique laboratory for students and faculty to address sustainable communities in a positive way. In particular, the focus on planning healthy communities is unique in the state and only offered in this program.

Lastly, the newly created Center for Public and Nonprofit Management (the Center) within the Department of Public Administration, which in the last year secured close to \$2 million in federal funding for capacity building and community-based research, provides one of many research platforms for the community-based research (these could be service learning projects, internships or other opportunities) that students will be conducting in the capstone course.

The program will offer master's level education for primarily place-bound, part-time individuals in planning theory and techniques through a core curriculum taught by the faculty in the Public Administration Department. Faculty members from several other colleges have helped in developing this proposal and will be teaching the numerous courses selected as electives in the concentration areas of: Environmental Planning, Healthy Community Planning, and Transportation Planning. Drs. Wright and Corzine in the Sociology Department have been members of our UCF Planning Advisory Board for over two years helping to define the curriculum. The majority of the transportation concentration electives were identified by Drs. Reddi and Abdel-Aty from the Department of Civil, Environmental and Construction

Engineering. Lastly, Dr. Dawn Oetjen in Health Professions helped develop the planning healthy community's concentration.

The planning degree program consists of 48 semester hours at the graduate level, including:

- Nine (9) required core courses (27 credit hours) that give all students the essential competencies,
- Three (3) restricted elective courses in one area of concentration (9 credit hours) that will provide more knowledge depth in transportation, healthy communities, or environmental planning,
- Two (2) general elective courses in an area approved by their advisor (6 credit hours) that will satisfy individual student interests,
- One (1) capstone- final product (6 credit hours) course that will solidify topics learned with application to real-world planning problems

The delivery model for the program is a cohort model with a maximum of thirty (30) students being admitted taking two courses every semester for eight semesters (approximately three years for part-time students). This cohort model is a response to the potential student pool of place-bound individuals working in the field and needing additional education to advance in their careers. This delivery model addresses the major objective of this graduate planning degree program, which is to prepare students who are interested in pursuing a master degree in the areas of urban, metropolitan, and regional planning to enhance their analytical skills, managerial knowledge, and career development in the planning profession. The curriculum has been designed not only with the input of our own advisory board but also with regard to the competencies expected of planning professionals as determined by the Planning Accreditation Board..

The Orlando region is comprised of the state's largest concentration of professional planners without direct access to an academic program leading to a degree in planning. Planners active in this market are recruited from all over the United States because of the historic pace of development, the level of regulation, and the demands of new solutions have made it difficult if not impossible, for the state's traditional schools to supply the number of credentialed professionals needed.

Tracy Crowe, President, American Planning Association Florida Chapter, Orlando Metro Section, states, "By developing the State's first Master of Urban and Regional Planning in an urban setting, the University will be broadening the capabilities of our students to apply in assisting the growth of our State in our urban area."

Among the unusual characteristics of this region's planning industry is that it functions almost as a basic industry. That is, the industry's services, talent and experience in complex design and implementation solutions are exported all over the country and to a number of foreign countries. Almost every major national firm engaged in planning practice has a presence in Orlando, including those associated with the newest emerging practices, approaches and technologies.

UCF Planning Advisory Board member, Owen Beitsch, PhD, AICP, CRE, of Real Estate Research Consultants states, “ CH2M Hill is in the forefront of privatizing government planning services, AECOM, which just acquired Glatting Jackson, stands as one of the country’s largest planning and design firms. Also, transportation has become exceedingly important in central Florida, with the Parsons planning firm implementing a high speed rail system with Orlando as a distribution point, and Florida’s high speed rail initiative being one of the few rail systems to be funded nationally at the same time that commuter rail was funded. Several of the largest economic consulting firms in the southeast United States providing guidance and counsel to local governments about the fiscal implications of the build environment are located in Orlando. These employers and their outreach, together with the growth and attention that have come to be Orlando’s blessing and its challenge, does not exist anywhere else in this state, possibly nowhere else in the southeastern United States.

The private sector has made a strong commitment to developing this masters program through participation on our UCF Planning Advisory Board, which has representatives from planning firms, landscape design firms, engineering firms, and real estate consulting firms. Traditionally planning firms offer internships to secure the best graduates for their companies, and local government planning departments hire new graduates at entry level positions. In the public sector there are the following public planning entities in the UCF service area that are potential employers of graduates of this program: 51 community redevelopment agencies, 64 community development districts, 73 local planning departments, and three (3) metropolitan planning organizations. Between the public and private sectors the Orlando job market has a strong planning community which is projected to be stronger still by 2012 when the first students will graduate from the program.

This program is designed to produce graduates for the central Florida region practicing sustainable and socially responsible planning. The purpose of the degree is to prepare individuals for employment in the central Florida region primarily in the public sector working as planners at the city and county level and in the private sector in entry level planning positions. Historically planners are critical to the growth management and zoning of our region, and in the future the areas of environmental planning, transportation planning, and healthy community planning are critical to quality of life in our region.

**B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

The proposed Master of Urban and Regional Planning is consistent with the goals of the Florida Board Governors. The goals encompass access, addressing professional and workforce needs, developing world-class programs, and meeting community needs.

The proposed Masters in Urban and Regional Planning will directly support Goal 1 of the State University System: **Goal 1 - Access to and production of degrees.**

Currently there are three established state university planning programs in the state, with two in northern Florida and one in south Florida. In Figure 1 it is shown that the total enrollment in those programs for the entire state is only 250 students. The proposed degree would provide access to planning degrees primarily for students who are place-bound in the vast central area of the state and the eleven (11) counties that UCF serves. In the public sector alone there are 188 planning agencies or economic development districts in central Florida who need planners on a continuous basis. The primary purpose of the program is to provide local access to a planning program for current professionals in the field to advance their careers and for individuals seeking a new career path.

R. Sans Lassiter, Chair of the Volusia County Association for Responsible Development (VCARD) states, “This program will greatly enhance our region’s ability to enlist qualified, well-educated professionals to help structure our communities for tomorrow- and to fill the staffing needs of the Central Florida’s planning-related corporations. This UCF Masters program also will enable many Central Florida students with an interest in urban planning to obtain their full educational benefits within the community where they live.”

The proposed Masters in Urban and Regional Planning will directly support Goals 2 and 4 of the State University System: **Goal 2 - Meeting statewide professional and workforce needs and Goal 4- Meeting community needs and fulfilling unique institutional responsibilities.**

The state of Florida has a history of growth and that creates a demand for professional planners to manage that growth, and the Central Florida area has since the late 1960s been growing rapidly. In Central Florida there are 73 local government planning departments, 64 community development districts, and 51 redevelopment agencies in our area that are potential employers of our graduates. C. Westmorland, Executive Director, Florida Redevelopment Association, believes that, “There is a continuing and critical need for more professionally trained individuals to serve as urban and regional planners in our communities. We (Florida Redevelopment Association) strongly support the development of the Master in Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of our growing community.”

In the planning profession there is strong support for the development of this program. In a resolution of the Florida Planning and Zoning Association issued in January 2010 they state, “The Florida Planning and Zoning Association sees a critical need for more professionally trained individuals to serve as urban and regional planning in both the public and private sectors.”

This professional support of the program is echoed by Kim-Glas-Castro, President of the Florida Chapter of the American Planning Association (APA), who states “APA Florida, the largest professional planning organization in Florida, works to advance the art and science of planning as well as to increase awareness of the planning process and profession, and the benefits that both can bring to Florida and its communities. The development of the Masters in Urban and Regional Planning program at the University of Central Florida will contribute to the achievement of both of these goals, and elevate the prominence of planning in the Central Florida Region. We support the development of this program.”

The University of Central Florida is a metropolitan university, and the proposed Urban and Regional Planning degree program would be addressing the needs of the region through the education and production of qualified and capable urban and regional planners who together with the community will create the vision and reality of the future in the central Florida region. Orlando has been identified as a laboratory for planners with our history of rapid growth, sprawl, diversity, and urban innovation in communities, such as Celebration and Baldwin Park representing the best new urbanism design creating livable communities. The recent high speed rail and commuter rail initiatives make transportation an area of planning that Orlando needs to address responsibly. Our dedicated UCF Planning Advisory Board believes the time is past due for a planning program to train individuals to tackle the large social planning issues of our community.

The proposed Masters in Urban and Regional Planning will support Goal 3 of the State University System: **Goal 3 - Building world-class academic programs and research capacity.** The interdisciplinary and holistic nature of this program would provide students and faculty with the opportunity to use Central Florida as a laboratory testing this new and innovative approach to traditional planning encompassing all aspects of life from the environment, to transportation, to the economy, and to healthy communities.

The strength of the interdisciplinary faculty members would enhance the research capacity of the program. Kuotsai Liou and Christopher Hawkins in Public Administration have published extensively in the area of economic development and would provide research and mentoring opportunities for students. James Wright in Sociology has conducted research on homelessness and neighborhood improvement expanding the research capacity of the program for future student. As a member of our UCF Planning Advisory Board, Dr. Wright has contributed to the development of the curriculum. Lakshmi Reddi researches groundwater hydrology, soils, site remediation of landfills, and waste stabilization along with use of soils and plants in the human built environment to minimize energy needed for heating and cooling. Opportunities for student research in these areas bring a unique perspective to the proposed program. Mohamed Abdel-Aty of Engineering conducts research on traffic safety analysis, intelligent transportation systems, traffic simulation, transportation demand analysis, transportation planning concepts and methods, and computer and applications in transportation engineering. In health professions Dawn Oetjen and Reid Oetjen conduct research in the areas of quality management in health care, long term care, and medical group management. While Aaron Liberman has focused his research on health insurance and coverage issues addressing broader issues for healthy communities. These diverse perspectives create the potential for world-class research in the areas of planning healthy communities, transportation planning, and in the creation of sustainable communities.

## **Institutional and State Level Accountability**

### **II. Need and Demand**

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for**

**research and service that the program would fulfill.**

It is expected that the program would help fulfill a regional need for additional planning staff capacity and capability. Approximately two years ago the UCF Center for Urban and Metropolitan Studies under the direction of Linda Chapin, commissioned the Penn Design study of the Central Florida region. The study developed several scenarios predicated upon population growth estimates looking at outcomes of growth in our current mode, and the outcome of planned growth addressing large areas of undeveloped land with other areas of urban concentration. The results strongly indicated a need for ongoing growth management, among other planning concerns.

Myregion.org, a regional consortium of public and private agencies predominantly concerned with demographics, economic development, and planning has identified a number of concerns through large community focus groups and surveys to determine how citizens feel Central Florida should grow. The primary finding was the citizens want a high quality of life that includes large areas of undeveloped land for their enjoyment along with programs that address transportation and housing.

Research projects such as those undertaken by the Center for Urban and Metropolitan Studies and Myregion.org highlight the existing and continuing need for responsible planning in each of our communities. Ongoing local governmental comprehensive planning efforts, including future land use plans and maps, further support the need for more planning expertise. It is expected that the program would help fulfill a regional need for additional planning staff capacity and capability. The concentrations in the proposed program address directly the concerns of citizens for Central Florida.

The need for environmental planning was identified as a top priority in both the Penn Design Study and the Myregion.org study with people asking for planners to maintain large areas of Florida's natural beauty. In the Penn Design study the strategy of creating areas of dense urban populations supports the need for healthy community planning and transportation planning to achieve communities that are desirable to live in. Based on the research the concentrations of environmental planning, transportation planning, and healthy community planning are ideal to address the planning needs of the Central Florida region.

With the approval of the commuter rail project and the high speed rail project the focus in Central Florida has turned to the issue of public transit. Consistent with this discussion requests for the proposed program have emanated from a perceived need by several planning departments and agencies in Central Florida, including MetroPlan Orlando, the Orange County Planning Department, and the City of Orlando Planning Department, among others. Evidence of these requests and others are shown by the letters of support for the proposed program that have been received. (See Appendix A for Letters of Support).

Harold W. Barley, Executive Director, MetroPlan Orlando, states, "This program will fill a need in our region for qualified planners to handle many of the challenges that face our region." While



Bill Burns, Project Manager, City of Orlando Department of Public Works, indicates that, “Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities.” Lastly, R. Sans Lassiter, President, Lassiter Transportation Group, Inc, states, “I can tell you that this State needs more of these graduates to help it tackle growth issues in a more responsible approach than has been previously applied”.

Possible changes in how planning is conducted in Florida also require newly trained professionals in land use and long range planning. For example, a statewide initiative known as “Hometown Democracy,” if passed in November 2010 would require major land development proposals to be placed before voters. Whether or not this initiative passes, it strongly indicates the vibrancy of the land use and growth management debate in Florida with the demand for planning professionals undiminished.

Though leveling recently with the economic downturn, U.S. Census data has shown continued emigration to Central Florida. These trends have been underscored by projections based on Census data generated by the University of Florida Bureau of Economic and Business Research. It is anticipated the current leveling is temporary, and the emigration trend will resume with economic recovery. In fact, occupational trend analysis conducted by the Bureau of Labor Statistics (BLS) indicates employment of professional and related occupations at the state and local government level (excluding education and health) will increase by 10.7% between 2008 and 2018. Based on their analysis, BLS notes that “Employment of urban and regional planners is expected to grow 19 percent from 2008 to 2018, faster than the average for all occupations.”

This optimistic outlook for planners is echoed by Susan Caswell, Planning Manager for Orange County Government, who states, “The current recession at the national and state levels has had profound implications for our local community, requiring highly-trained urban and regional planning professionals to work with community and business stakeholders to mitigate the effects of these changes and enhance Orange County’s quality of life.”

Other employers in the area support the need for planners in Central Florida. Richard Goss, Planning Director for City of Ormond Beach states, “Ormond Beach as an employer of planning talent within the Central Florida region has identified a critical need for more professionally training individuals to serve as urban and regional planners in our community.” Also, Cheryl Harrison-Lee, Chief Administrative Officer, City of Eatonville indicates that, “as we developed planning initiatives at the Town of Eatonville, we identified a critical need for more professionally trained individuals to serve as urban and regional planners in our community.

UCF is strategically positioned to provide a program that will produce graduates that can address issues that are especially germane to the Central Florida region, as well as easily transferable to other sections of the country that may be experiencing similar growth related opportunities and constraints as Orlando and surrounding communities. Private sector planning leaders also support the development of this program. Ross Halle, Vice President, Avalon Park Group, indicates that this private planning firm “...supports the development of a Master of Urban and Regional Planning program at the University of Central Florida to meet the need for individuals trained in

Urban and Regional Planning.” Jason McGlashan, Vice President, HDR Engineering, Inc. states that, “As our local, regional and national economy rebounds and construction and growth activities resume, we will need highly skilled planning professionals to meet the future challenges brought about by tighter regulatory restrictions and greater consciousness of sustainable growth and development.”

**B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

As indicated earlier in the Central Florida region there are approximately 183 public agencies that employ professional planners in economic development, redevelopment, planning and zoning. This is a very large potential employer market that the program is seeking to address, and many of the current employees in these agencies do not have a degree in planning which limits their ability to be maximally productive and advance in the field.

The proposed program is being designed to address the local need for professionally trained urban and regional planners through the use of a cohort model. The proposal is to admit 30 students, who will take two classes for eight semesters before completing the program. In order to collect data that provides support for the proposed program, surveys were distributed to all currently enrolled students and graduates of the Urban and Regional Planning Certificate program (N=80) with a 54% response rate. In addition, the planning advisory board distributed surveys through their professional affiliations to solicit interests from planning professionals that do not have a graduate degree or are currently working in a profession other than planning.

The survey questions focused on three main areas. First, the survey was used to identify the education and current employment of potential students. Of the 26 students who indicated their level of education, 16% have received or are currently receiving a Bachelor’s degree in Public Administration. The employment of the survey respondents shows that 18% have been employed between 2-4 years in the planning field. Of the students who currently work for the public sector, nearly 20% are working at the local government level. Although the proposed program will focus on training students to become a planner at any level of government, we suspect most graduates will begin their careers at the local government level. For those students who are already working in planning, a graduate degree will improve their prospects for advancement.

Second, the survey was aimed at collecting information on the respondent’s interest in the proposed program. A significant proportion (46%) of the respondents indicated that they would be interested in starting as soon as possible with another 27% indicating their desire to begin in 1-2 years. Overall the results of the survey indicate there is demand for the proposed program we already have a list of twenty students who would like to be admitted in the first cohort. Comments from the survey respondents provide additional support for the program. For instance, one respondent wrote: “I think it would be great for the Central Florida area to have home-grown planners. This area will continue to grow and change in the years ahead and there will be a need for professionals to plan and manage this growth.” Another respondent indicated that, “I’ve been waiting for UCF to begin this program for the past 6 years. It isn’t feasible to commute to a

nearby university which offers this program while working full time. Please start this program!” Interest has also come from practicing planners. Planners from the City of Orlando, Volusia County, and Osceola County have indicated their interest in the proposed program.

Third, the survey provides some information on the personal goals and the perceived advantages of a Master of Urban and Regional Planning Degree. A large proportion (65%) indicated that they were interested in enrolling in the program to advance their career while another 60% were interested in the program in order to contribute to their community. Another indicator of the demand for the program is the result for the questions on advantages of the proposed program.

Local access to the degree was indicated by 69% of those surveyed. This, we believe, demonstrates that a program at UCF in planning will fill a large void in the courses and degree offerings that students or professionals are seeking but currently have limited access. Another 48% indicated that a graduate degree in planning would provide a mechanism to advance their careers.

**C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

To address these and many more needs, the proposed planning program will complement the current graduate programs in urban planning in Florida. Three public universities in Florida currently offer a masters degree in Urban and Regional Planning - - Florida State University(FSU), University of Florida (UF), and Florida Atlantic University (FAU), all accredited by the Planning Accreditation Board (PAB). In addition, the University of South Florida initiated a graduate planning program last fall and plans to start their program in fall 2010. The Planning Accreditation Board reviews masters degree programs to assure prospective students, employers, and the public that the education and training they provide measure up to the profession’s standards, and that the programs are qualified to train future planners. The PAB is jointly sponsored by the Association of Collegiate Schools of Planning (ACSP) and the American Institute of Certified Planners (see: ACSP Guide to Undergraduate and Graduate Education in Urban and Regional Planning, 14<sup>th</sup> Edition - <http://www.acsp.org/>).

We envision building a graduate program in planning that in five years becomes accredited by the Planning Accreditation Board. The Bureau of Labor Statistics indicates that “a master's degree from an accredited planning program provides the best training for a wide range of planning positions. Experience and acquiring certification lead to the best opportunities for advancement.” Formalizing a graduate program will allow the course offerings to be expanded, which will improve the prospects for accreditation.

Of the three state accredited planning programs, FSU and UF are well established. They have been offering classes since 1965 and 1975, respectively. Moreover, both programs are ranked within the top twenty planning programs nationwide in 2009 (FU at 15 and FSU at 19). These rankings are based on a report entitled The Planetizen 2009 Guide to Graduate Urban Planning Programs.

This report is prepared by Planetizen (<http://www.planetizen.com/topschool>) a public-interest information exchange for the urban planning, design, and development community. The top 25 programs in the U.S are ranked by the editors of Planetizen, who in the process consulted with a special committee of the Association of Collegiate Schools of Planning (ACSP). Over time, this organization has come to be known as a source for comparing planning degree programs as well as a respected outlet for dialogue on planning issues in the U.S.

Although there is significant variation across all national accredited planning programs, FSU, FU and FAU are relatively similar on a number key characteristics. First, the total credit/core hours for each program are 48/21, 48/24 and 52/25. Total credit hours at USF are also 48, but it has fewer core credit hours with 18. Figure 1 provides specific information on course requirements and enrollment.

Second, there are some similarities in the specializations offered by each program (see Figure 2). All four graduate programs have specializations in growth management and environmental planning. Transportation planning is offered as either a stand-alone specialization (FSU), or, is integrated with growth management (UF). The uniqueness of the proposed UCF program comes from two primary areas. First this program offers a holistic focus with concentrations in environmental planning, healthy communities planning, and transportation planning. This perspective is unique in the state system and the focus on planning healthy communities is only offered in this program. Second, this program will be in an urban setting that provides a unique laboratory for students and faculty to address sustainable communities in a positive way.

The existing programs in the state system have been contacted to discuss our proposal and to examine opportunities for shared resources. The Chair of the Planning Program at Florida State, Dr. Chapin states, "I appreciate the e-mail and I'm excited to hear this news about UCF's planning program getting off the ground. I think there is certainly room for more programs in the state (with three accredited programs at FSU, UF, and FAU and programs in development at USF and now UCF), so graduate planning education is clearly on the rise in Florida."

In addition, Dr. Zhong-Ren Peng, Chair and Professor of the Department of Urban and Regional Planning at the University of Florida, states, "Thank you for your call and the e-mail. I would like to talk with you more about how we can help. At the mean time, could you share with me the overview of the curriculum, and some thoughts about how we could partner or share resources together?" We are in communication with Dr. Peng to further our discussion of potential collaboration efforts.

To date we have not received a response from Florida Atlantic University, but we are in contact with Bruce Stevenson at Rollins College to explore ways to work with their proposed new program in New Urbanism, once it is approved.

**Figure 1  
Public Urban and Regional Planning Programs in Florida**

	<b>FAU</b> Fort Lauderdale	<b>FSU</b> Tallahassee	<b>UF</b> Gainesville	<b>USF</b> Tampa	<b>UCF</b> Orlando
<b>Established</b>	1989	1965	1975	Fall, 2009	Fall 2010
<b>National Ranking (top 25)</b>	No	19	14	No	No
<b>PAB Accredited</b>	YES	YES	YES	No	No
<b>Student Enrollment</b> Applied: 2007/2008  Accepted: 2007/2008  Enrolled: 2007/2008  Total Students 2007/2008)	45/40  23/24  15/19  57 (2006/2007)	136/150  69/92  40/60  102	42/38 (2006/07)  41/52 (2006/07)  24/25 (2006/07)  91		Proposed 30
<b>Curriculum</b> Core Studio/Practice Related  Restricted Unrestricted Other  Total	24 9  9 9 6  48	21 3 (Includes Thesis or Research)  12 12 0  48	25-28 6  9 12 0  52	18      48	27 6 (Capstone)  9 6 0  48
<b># of Full Faculty</b>	8	9	10		6
<b>Undergrad. Program</b>	Yes	No	No	No	Minor
<b>Doctoral Program</b>	No	Yes	Yes	No	No

Source: ACSP Guide to Undergraduate and Graduate Education in Urban and Regional Planning, 14<sup>th</sup> Edition

**Figure 2**  
**Comparison of Planning Degree Specializations of Florida Universities**

<b>FSU</b>	<b>UF</b>	<b>FAU</b>	<b>USF</b>	<b>UCF</b>
<b>Ranked 19<sup>th</sup></b>	<b>Ranked 15<sup>th</sup></b>	<b>No Ranking</b>	<b>No Ranking</b>	<b>No Ranking</b>
Growth Management & Comprehensive Planning	Growth Management and Transportation	Sustainable Communities Planning	Growth Management and Transportation	Environmental Planning
Housing and Community Development	Housing and Community Development	Economic Development and Tourism	Urban and community development	Economic Development
Transportation Planning	Information Technology for Planning	Visual Planning Techniques	Applied quantitative and geospatial analysis	Planning Methods Transportation Planning
Environmental & Natural Resource Planning	Urban Design	Environmental Planning	Environmental planning	Urban Design Environmental Planning
Planning for Developing Areas	International Planning			Planning Healthy Communities
<b>Certificates:</b> Conflict Resolution, Real Estate, and Urban Design	<b>Certificate:</b> Historic Preservation (at the College level)	<b>No Certificates</b>	<b>No Certificates</b>	<b>Certificate</b> Urban and Regional Planning

Source: ACSP Guide to Undergraduate and Graduate Education in Urban and Regional Planning, 14<sup>th</sup> Edition

**D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

This program is being proposed for the first five years as a cohort model enrolling 30 students for eight semesters taking two courses each semester. In Table 1 B years one and two have the initial cohort of 30 students with .56 FTE per student taking six classes per year. The total FTE count would be 16.88 for each year.

In year three the first cohort completes the program taking the remaining electives and the

capstone two- semester course. The FTE calculation for this is four (4) classes or .375 FTEs for the initial cohort of 30 students. At this time the second cohort of 30 students will be admitted taking six (6) classes or .56 FTE per student. So for year three there will be 60 students in the program for an FTE count of 28.13. This is calculated with 30 students taking classes for two semesters and another group of 30 students taking classes for three semesters.

Year four will have the number returning to 30 students with those admitted in year three in the second year of the cohort. In year five we will admit the third cohort group and the number of students will be 60 again in this model. Once in place every other year there would be 60 students in the program, one group of 30 students completing the program and a second group of 30 students starting the program.

**Figure 3  
Projected Enrollments**

Semesters	Year 1	Year 2	Year 3	Year 4	Year 5
Fall	30 = 180 SCH	30 = 180 SCH	60 = 360	30= 180 SCH	60 = 360
Spring	30 = 180 SCH	30 = 180 SCH	60 = 360	30= 180 SCH	60 = 360
Summer	30 = 180 SCH	30 = 180 SCH	30= 180 SCH	30= 180 SCH	30= 180 SCH
FTEs	16.88	16.88	28.13	16.88	28.13

**TABLE 1-B**

**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES  
(Urban and Regional Planning Master of Science Degree Program)**

SOURCE OF STUDENTS (Non-duplicated headcount in any given year)*	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/ industries in your service area (e.g., older returning students)	9	5.06	9	5.06	18	8.44	9	5.06	18	8.44
Students who transfer from other graduate programs within the university**	1	0.56	1	0.56	2	0.94	1	0.56	2	0.94
Individuals who have recently graduated from preceding degree programs at this university	15	8.44	15	8.44	30	14.06	15	8.44	30	14.06
Individuals who graduated from preceding degree programs at other Florida public institutions	4	2.25	4	2.25	8	3.75	4	2.25	8	3.75
Individuals who graduated from preceding degree programs at non-public Florida institutions	1	0.56	1	0.56	2	0.94	1	0.56	2	0.94
Additional in-state residents***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Additional out-of-state residents***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Additional foreign residents***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other (Explain)***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Totals</b>	<b>30</b>	<b>16.88</b>	<b>30</b>	<b>16.88</b>	<b>60</b>	<b>28.13</b>	<b>30</b>	<b>16.88</b>	<b>60</b>	<b>28.13</b>

\*List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\*If numbers appear in this category, they should go DOWN in later years

\*\*\*Do not include individuals counted in any PRIOR category in a given COLUMN



**E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

In order to achieve a diverse student body, the UCF Planning Advisory Board has been active in identifying important planning issues that populations of Central Florida may be particularly interested in, such as social equity, empowerment and public participation in the planning process, and access to public decision making. The UCF Planning Advisory Board made recommendations in how to integrate these issues into the curriculum. Their interests in diversity stem from their experiences working in the UCF service area. The communities that comprise Central Florida are extremely diverse, thus the UCF Planning Advisory Board made it a point to keep on the agenda the issue of diversity as the program is developed and implemented. The Board has been particularly concerned with outreach into the Latino, African American and Asian communities. In order to achieve a diverse population in the program, we envision leveraging the resources of two divisions within APA to advance the diversity of the student body.

The planning program faculty and planning advisory board intend to reach out to the Latinos and Planning Division of the American Planning Association to achieve a diverse student body. This division seeks to build a “diverse and supportive national network of planning, community, and policy professionals” to address issues that are related to the Latino community. For example, the division seeks to improve the ways urban planners understand and relate to the needs and desires of Latino communities and empower Latino communities to build and implement plans for their communities.

The Planning and the Black Community Division is another division of APA that provides a forum for planners, administrators, public officials, students, and other interested individuals to address issues of significance to the black community. This division can provide resources to assist the planning program to achieve a diverse student body and provide an important source for the planning program to seek advice in improving its capacity to discuss, conduct research and implement action that is especially relevant for the African-American community.

Steps taken to achieve diversity for this program will include identification and matriculation of a student enrollment representative of community demographics insofar as practicable. Through targeted recruitment at the undergraduate level of students in the Minor in Urban and Regional Planning and in the new Architecture program.

Recruitment of students to the program will likewise reflect such an emphasis. Curriculum content will feature learning relevant to the needs and aspirations of minority groups. Community-based exercises will promote social justice and seek self-determination for and empowerment of minority populations served by the program.

Minority groups will include African- and Haitian-Americans, Hispanic-Americans, Asian-

Americans. Other important identities include gender and sexual orientation.

In addition, we anticipate recruiting from our undergraduate students who are taking the Minor in Urban and Regional Planning. The diversity of our current student base in the Department of Public Administration at the undergraduate level is 17% African American, 22% Hispanic and Latino, 56% Caucasian, and 5 % other, and at the graduate level the diversity of our student base is 21% African American, 11% Hispanic and Latino, 59% Caucasian, and 9% other. We believe the ratio of diverse populations will remain constant in the new graduate program.

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Equal Opportunity Officer

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Date

### **III. Budget**

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

One part of the mission of the Regional Campuses is to foster innovation and to provide support to new programs that are needed by the community. In keeping with their mission, Regional Campus Administration has pledged to fund an Instructor line for the Department of Public Administration to support the new proposed new program. The new Instructor will free existing faculty to teach in the new planning programs cohort model.

For the year one budget, the actual cost for faculty to teach the required 6 core courses is \$67,382 with the initial 30 students. In addition, the other salary expense will be a portion of the time of a departmental Academic Advisor (\$9, 600) to assist in the admission, registration, and advising needs of students. The library is requesting \$7,500 for the purchase of planning books (See Appendix C, Library) for the first three years, and we are factoring in \$5,000 per year for marketing the new program. The total projected budget for year one is \$91,982.00.

In the year five budget, there will be 8 core courses being taught accommodating the overlapping cohort groups for a cost of \$101,072. There will continue to be the cost of the Academic Advisory (\$9,532.50) and the marketing expense (\$5,000) for a total budget of \$118,172.

**TABLE 2**  
**PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source					Subtotal E&G and C&G	Funding Source				Subtotal E&G and C&G
	Reallocated Base * (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	\$67,382	\$0	\$0	\$0	\$0	\$67,382	\$101,072	\$0	\$0	\$0	\$101,072
A&P Salaries and Benefits	\$0	\$9,600	\$0	\$0	\$0	\$9,600	\$0	\$9,600	\$0	\$0	\$9,600
USPS Salaries and Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Personnel Services	\$2,500	\$0	\$0	\$0	\$0	\$2,500	\$2,500	\$0	\$0	\$0	\$2,500
Assistantships and Fellowships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$7,500	\$0	\$0	\$0	\$7,500	\$0	\$0	\$0	\$0	\$0
Expenses	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$0	\$5,000	\$0	\$0	\$5,000
Operating Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Categories	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Costs</b>	<b>\$69,882</b>	<b>\$22,100</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$91,982</b>	<b>\$103,572</b>	<b>\$14,600</b>	<b>\$0</b>	<b>\$0</b>	<b>\$118,172</b>

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base", "enrollment growth", and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

**Faculty and Staff Summary**

Total Positions (person-years)	Year 1	Year 5
Faculty	0.33	0.50
A&P	0.25	0.25
USPS	0	0

**Calculated Cost per Student FTE**

	Year 1	Year 5
Total E&G Funding	\$91,982	\$118,172
Annual Student FTE	16.88	28.13
E&G Cost per FTE	\$5,451	\$4,202

Worksheet Table 2 Budget

**TABLE 3  
ANTICIPATED REALLOCATION OF EDUCATION AND GENERAL FUNDS**

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
18350001 Department of Public Administration	\$1,000,458	\$69,882	\$930,576
<b>Totals</b>	\$1,000,458	\$69,882	\$930,576

Worksheet Table 3 Reallocation

**B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

The proposed Masters in Urban and Regional Planning is being supported by Regional Campuses through funding of an Instructor Line for the Department of Public Administration. The instructor will be teaching a 4:4 load at the primarily undergraduate level allowing the faculty with planning expertise to teach in this new program, primarily in the core courses. Since the faculty are in the same department the reallocation is simply a change in assignment of existing faculty to the new program and an assignment of the instructor to primarily undergraduate coursework.

Any potential impact of the new program on undergraduate students has been mitigated by the new Instructor who will teach primarily at the undergraduate level. In addition, the Minor in Urban and Regional Planning will continue to be taught by designated planning faculty members and highly qualified adjuncts who also serve on the UCF Planning Advisory Board. With a full graduate degree in planning the opportunities for collaborations and for participating in cutting-edge research, increasing internships as partnerships with our Advisory Board are formalized, and increasing research in planning will be shared at our regular biweekly colloquiums to enhance the educational experience of both graduate and undergraduate students. It is anticipated that the new program will also work closely with the newly proposed undergraduate program in Architecture, and provide collaborative opportunities for those students as well. In addition, the new masters program will recruit from the undergraduate students in the minor and in architecture, and from students in the graduate planning certificate.

**C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

The proposed program has three (3) concentrations in environmental planning, transportation planning, and healthy communities planning. Each of the concentrations has multiple courses in other departments for electives, and we have met with each of the departments to secure their approval for listing these electives. It is anticipated that because of the large number of electives that the actual number of students (2-3) in each class outside the Public Administration Department the impact on any one course will be quite low. In our opinion it is the concentrations and multiple electives that provide these students with the holistic and interdisciplinary approach to planning that makes the program unique. Students in the transportation concentration engineering will be required to take the undergraduate transportation class as a prerequisite for the graduate transportation classes. In the other disciplines students seek admission from the instructor. Our colleagues in engineering, sociology, and health

professions are excited about the new program and the holistic approach to planning that is being proposed and welcoming the additional student credit hours.

**D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

In the development of the program our department created the UCF Planning Advisory Board in October 2007, which has been meeting quarterly since then to address resources as well as curriculum and competencies. In addition the College of Health and Public Affairs made this program a funding priority for the Development Officer of the college. A fundraising committee was established for the program comprised of our Dean, Development Officer, and key private and public sector planning community leaders to raise funds to support this program. To date \$6,665.05 has been raised from UCF Planning Advisory Board Members and faculty members. It is the belief of the UCF Planning Advisory Board that once the program is approved, students are enrolled, and the economy improves our ability to raise money from the private planning firms, engineering firms, and developers will dramatically improve as well.

Additional resources have been pledged by the American Planning Association, Florida Chapter, Orlando Metro Section's (FAP OMS). President, Tracy Crowe, states the organization, "will commit to partnering with UCF to assist with student scholarships and contributing our members to courses as guest speakers."

Another professional organization is the Congress for the New Urbanism, which promotes the development of livable communities, such as Celebration. The President of the Florida Chapter of the Congress of New Urbanism, Charles C. Bohl states, "Our CNU-Florida member's value partnership with UCF in offering student internships, contributing to courses as guest speakers and serving on the University of Central Florida's Urban and Regional Planning Advisory Board."

In addition Dr. Bohl states, "Urban planning programs are poised to play a critical role within universities to attract graduate students, enhance the reputation of institutions, and attract research funding for infrastructure and transportation planning, smart growth, economic development, housing, environmental planning, health and human services planning, natural hazard mitigation, and other interdisciplinary areas closely connected with urban and regional planning."

UCF Planning Advisory Board members have also offered their facilities for the student's capstone experience and many are eager to support internships in public sector planning departments and in private planning firms—Orange County, Volusia County, City of Eatonville, City of Oviedo, City of Orlando, and the Orlando Neighborhood Improvement Corporation.

**IV. Projected Benefit of the Program to the University, Local Community, and State**

**Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand"**

**to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.**

### **University Benefit**

The projected benefit of the proposed master's degree in Urban and Regional planning to the university is threefold.

First, the proposed planning program is closely aligned with UCF's mission to become a national leader in preparing students to become creative thinkers and leaders. A graduate degree in urban and regional planning will extend the university's commitment to experience-based learning by providing opportunities for students to comprehensively explore current issues related to urban growth and development throughout the central Florida region, as well as to become leaders in a variety traditional planning subfields (i.e. housing, transportation, economic development, land use and environmental planning, and the planning of healthy communities).

Second, the proposed master's degree in Urban and Regional Planning is based on an interdisciplinary approach to learning and problem solving. The university will benefit from a program that utilizes a variety of departments from across campus. In this manner, the graduate program will leverage a diversity of UCF assets (faculty expertise, student-to-student learning from cross-department engagement, and a comprehensive and multi-faceted perspective on addressing social issues).

Third, a master's degree program will provide an opportunity to raise the profile of the university's advanced professional degree offerings.

### **Local Community and Region**

The proposed Master's degree program will provide a significant benefit to the community. The "planning community" in central Florida is made up of local governments, non-profit organizations, private firms, and regional organizations. The master's degree program will provide direct and indirect benefit to all segments of the planning community. For local governments, the program will produce students that are comprehensively trained to tackle some of the most pressing problems faced by local governments. In addition, local governments will have access to student interns as well as faculty that have expertise in urban in regional planning. The work produced by graduate planning interns, who would complete an internship in the final semester of their course work, can be valued at \$50 per hour for 20 hours per week for 10 weeks is equal to \$10,000 per semester in professional service to the community.

Service learning projects will be completed in at least three of the core courses, where students conduct research or develop community plans that if completed by consultants could cost upwards of \$25,000. One example of a service learning project was completed by Dr. Bryer's Cross-Sectoral Governance class students last summer. The students conducted a network analysis of the Orange County Children's Cabinet that presented recommendations for

collaboration and capacity building based on research and analysis, which would have been very costly if completed by a consultant.

Further, regional organizations, such as MetroPlan Orlando that focuses on economic development and regional growth issues, and quasi-government environmental agencies such as the St. Johns Water Management District will benefit by having a graduate degree program in planning at UCF because students will be engaged in learning and applying their new skills to solve our own regional planning issues. These community partners will benefit extensively from the comprehensive and interdisciplinary nature of the proposed curriculum, which forms the basis for students entering into the non-government organization workplace.

Lastly, residents and businesses that form the basis of “planning communities” will receive the greatest benefit from the proposed graduate program. Students will be encouraged to think comprehensively and consider the social and economic perspectives of decisions of land use, transportation, housing, and natural resource use. Planning firms will have the ability to train future employees and to select the best and brightest from the program for internships and for special planning projects.

## **State of Florida**

The State of Florida will benefit from the establishment and implementation of the graduate degree in Urban and Regional Planning in a variety of ways. First, Florida is a leader in growth management and comprehensive land use planning with 406 municipalities, 67 counties, 67 school districts, and more than 1,150 special government districts, and the need for coordinated action on important social, environmental and economic issues is essential. Urban planners well versed in addressing transportation, environmental, and healthy community planning will be in a unique position to guide the development of our region in a sustainable and responsible way.

Florida, through its assessment of the growth management act, has identified the issue of sustainability as a key policy initiative. Sustainability - whether the Earth's resources will be able to meet the demands of a growing human population that has rising aspirations for consumption and quality of life, while maintaining the rich diversity of the natural environment or biosphere – is especially important in Florida as population continues to increase and the effect of development on the environmental continues to be debated. Just as environmental issues are of major concern for policy makers, so is the need to support state-wide economic growth. Planners can therefore play a crucial role in this debate by improving the sustainability of communities and the resources that support them within the context of these state-wide issues that transcend administrative boundaries.

### **V. Access and Articulation – Bachelor’s Degrees Only**

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)**

Not Applicable



- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

**If the proposed prerequisites they are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “concentration” of prerequisites for that CIP. Additional concentrations may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.**

Not Applicable

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not Applicable

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable

## **INSTITUTIONAL READINESS**

### **VI. Related Institutional Mission and Strength**

- A. Describe how the goals of the proposed program relate to the institutional mission statement as**

**contained in the SUS Strategic Plan and the University Strategic Plan.**

The goals of the proposed program for a masters' degree in Urban and Regional Planning are to:

- Educate and train professional planners to address the issues facing our region,
- Integrate collaboration and partnership with the planning community into the curriculum,
- Foster a holistic and interdisciplinary approach to problem solving in planning issues,
- Instill as sense of duty and service to the community into the new professionals
- Address the need for environmental planning, transportation planning, and the need for planning healthy communities in our region.

These goals directly relate to the goals of the State University System: to provide access to education, to meet the statewide professional workforce needs, to build world-class academic and research programs, and to meet community needs and fulfill UCF's responsibilities to the central Florida community. By preparing professional planners, who are imbued with a sense of duty to the community and who bring a holistic and collaborative approach to planning this program addresses each of these goals directly.

In addition, the goals of the program relate to two of the goals of the University of Central Florida. First UCF strives to be the partnership university, and the program accomplishes this through its interdisciplinary approach in the course content, its holistic approach to the curriculum, and strong community collaboration and partnership found in the UCF Planning Advisory Board. Second, UCF has made a commitment to serve the Central Florida region, and the program is designed to provide a professional contingent that will have a direct impact on the future growth and quality of life in our region.

**B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The proposed program will build on the existing graduate coursework in planning that has been offered by our Department of Public Administration for more than 20 years. The expertise of the faculty has grown in the areas of economic development, urban design, environmental planning, and transportation planning with faculty conducting research in these areas. In addition, the interdisciplinary nature of the program builds on the strength of our colleagues. First, the study of transportation by our colleagues in engineering enhances the concentration in transportation planning. Second, the expertise of our colleagues in sociology, biology, and political science with their research on environmental sustainability and environmental policy strengthens the quality of the environmental planning concentration. Lastly, the expertise of our colleagues in health professions strengthens our ability to offer planning in that unique area of specialization. .

The proposed master of science in Urban and Regional Planning has the support of the faculty of the Department of Public Administration and their strengths in the area of planning, economic development, civic engagement, and administration. The program has the support of the Center for Public and Nonprofit Management (CPNM) lending the research record of the Center securing over \$2 million in federal grants to the planning faculty in securing grants and contracts. The CPNM has created research teams comprised of faculty members, graduate students, and

community leaders to address key research issues in our region. The Community Advisory Council for the CPNM works with the teams to identify a broad research agenda for the region focusing on healthy communities, economic development, and environmental sustainability. The broad research agenda for the CPNM dovetails well with the concentrations in the proposed planning program providing students with excellent opportunities to participate in teams that are researching issues that are of value to our region. Other institutional bodies that will enhance the program include the Department of Health Professions, the Department of Sociology, the Department of Political Science, and the College of Engineering and Computer Science by contributing electives to the three concentrations within the program and contributing to the holistic and interdisciplinary nature of the program.

For the capstone class students will work closely with our community partners and with interdisciplinary faculty members in conducting applied research or in training projects. These projects will be designed to have a significant community impact in the areas of environmental planning, transportation planning, and in the planning of healthy communities. At the completion of these team projects, students will host a Planning Conference sharing their results with the planning community, our UCF Planning Advisory Board, and other students to enhance the planning field.

**C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

The Department of Public Administration has offered classes in planning for the last 15 years with formal programs at both the undergraduate (minor) and graduate levels (certificate). In 2001 a “White Paper” was submitted for approval, however it was denied and resubmitted in 2006 and approved in 2007 by the Provost provided the program became interdisciplinary. In the fall of 2007 the UCF Planning Advisory Board was formed by our department with a broad array of representatives from public, private, and nonprofit sectors. A full listing of UCF Planning Advisory Board Members is found in Appendix A. The criteria used in creating the membership was diversity of thought, diversity of interests, and geographical locations.

The UCF Planning Advisory Board has met on a quarterly basis since the fall of 2007, most recently in January 2010 to develop a comprehensive list and assignment for collecting letters of support for the program. In addition, the UCF Planning Advisory Board assisted our faculty in identifying the competencies and the curriculum for the proposed program. Lastly the board has made a dedicated effort in raising funds and support for the program in the form of internships, scholarships, and studio experiences.

During 2007, 2008, and 2009 at the university level Deans Dorner and Frumkin along with Department Chair Feldheim met with the deans and interested faculty members in the Colleges of Business Administration, Engineering and Computer Science, and Sciences to discuss collaboration in the development of this program. The curriculum evolved into the finalized three (3) concentrations with supporting electives in environmental planning, transportation planning,

and healthy communities planning,

Writing of the implementation plan began in 2009 with the Chair and planning faculty members Drs. Hawkins and Jurie. In early 2010 the proposal will be submitted to the Graduate Council of the College of Health and Public Affairs, the Curriculum Committee of the Graduate Council of the Faculty Senate, the Provost, and The Board of Trustees. It will then be sent to the Board of Governors to be placed on the state inventory. The program will begin in the fall of 2010.

Our plan is to seek accreditation by the Planning Accreditation Board (PAB), which is the primary external accreditation organization. We anticipate applying to the PAB after five years and the graduation of the first two cohort groups of students.

### Planning Process

Date	Participants	Planning Activity
Fall 2006	Feldheim	White Paper Submitted
Spring 2007	Hickey	White Paper Approved
Fall 2007	Dorner, Feldheim, Jurie Advisory Board	Advisory Board Created Identify Program Faculty Competencies Identified Draft Curriculum
Spring & Summer 2008	Dorner, Feldheim	Meetings College of Sciences Meetings College of Engineering and Computer Science
Fall 2008	Frumkin, Feldheim	Meeting College of Business Administration
Spring 2009	Feldheim Jurie, Hawkins, Advisory Board	Began writing the implementation plan
Summer & Fall 2009	Feldheim Jurie, Hawkins, Advisory Board	Writing Implementation Plan
January 2010	Feldheim, Korosec	Meeting with Dean Graduate College on Plan
February 2010	Dorner, Laney, Feldheim	Meeting Regional Campus to seek and receive support for the new program in the form of Instructor Line for department
March 2010	Feldheim, Hawkins, Jurie	Approval Department /College Approval Graduate Council
April 2010	Feldheim, Hawkins, Jurie	Complete Final Draft Send Proposal to BOT
July 2010	Feldheim, Hawkins, Jurie	BOT approval sought

### Events Leading to Implementation

Date	Implementation Activity
May 2010	Prepare Marketing Materials Hold Open Houses to Inform the Community
July 2010	Schedule Classes / Review Admissions
August 2010	Admit first cohort to program
May 2013	Graduate first cohort from program

## **VII. Program Quality Indicators – Reviews and Accreditation**

**Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.**

### **Undergraduate Program Review – 2003-2004**

A program review was conducted in 2003-04 of the undergraduate programs in the Department of Public Administration – the Bachelor of Arts and the Bachelor of Science in Public Administration. There were four major recommendations for the University, the Department, and the Chair that came from the program review.

The first recommendation was for a regular, tenure-track line at the main campus to ensure a higher proportion of regular faculty and to increase continuity at the undergraduate level, maintain accreditation standards for the Masters in Public Administration program, and support the PhD program in Public Affairs. In 2005-2006 an assistant professor line was funded and filled. In addition, in 2005-2006 the department hired an instructor with extensive public sector experience, who served as undergraduate program director enhancing the connection between the academic and practitioner realms.

The second recommendation was for the department to continue to pursue expanding its offerings in the mixed-media and web-based modes to ensure access for a larger student base. Since 2005-2006, each of the undergraduate core courses have been offered online either in the fall or the spring semester using an alternating model of online one semester and face-to-face the next semester. This model of scheduling resulted in a major expansion of course offerings for the undergraduate program.

The third recommendation was that the Department, monitor the undergraduate program to ensure its coherence, quality, and practicality. In response the Department enhanced its undergraduate program through the institutional review process, which has been recognized for its high quality by the college and the university for several years. Previously core courses were not well-aligned or did not clearly identify active and passive competencies. The Department reviewed core syllabi, talked with instructors, and mapped course objectives, identifying gaps. This assessment process resulted in a revision in both syllabi and primary textbooks. In another initiative, grade inflation has been reversed at the undergraduate level without affecting student credit hour production.

The final recommendation was for the Chair to provide for the orientation, training, and supervision of the adjuncts necessary to enhance the quality of the professional degrees offered by the department. Please note that the Department generates less than 25% of its student credit hours through the use of adjuncts, , but it is important to assure that those that are employed deliver quality education. In response the Department has developed a formal Adjunct Handbook to provide every adjunct with the information necessary to perform well in our academic setting. In addition, the Department instituted a mandatory orientation for all new adjunct instructors that

introduced them to all the faculty members, the staff, and to the policies and expectations of the Department. The Chair made the commitment to observe annually all the adjuncts teaching for the Department to provide feedback on teaching quality, on the quality of the syllabus, and on the ability of the adjunct to connect with the students. Annual evaluations are now conducted with all adjunct instructors in the Department.

### **Graduate Program Review 2003-2004**

A program review was conducted in 2003-04 of the graduate program in the Department of Public Administration – the Master of Public Administration (MPA). There were five major recommendations for the University, the Department, and the Chair that came from the program review.

The first recommendation was for a regular, tenure-track line at the main campus to ensure a higher proportion of regular faculty and to ensure that the Department stays within accreditation guidelines at the masters' level. Second, this line would assist the Department in providing resources for the PhD program in Public Affairs. Finally, it would provide enough faculty coverage to enable the Department to permit buy-outs during the academic year when major grants or contracts require substantial commitment of faculty time. In 2005-2006 an assistant professor line was funded and filled. This position has allowed the Department to stay within accreditation guidelines at the master's level and has assisted in supporting the PhD program.

The second recommendation was for the Department to continue expanding its mixed-media mode and web-based modes of delivery to ensure more opportunities for students in the broader region. The Department has placed six (6) of the core courses in the MPA program online, and in the fall of 2010 will offer a completely online Graduate Certificate in Public Administration. However, the faculty have decided to keep a balance of online, mixed-mode, and face-to-face classes in the MPA program to enhance their connection to the students and to meet student demand for all modes of course delivery.

The third recommendation was for the Department to reconsider its graduate admissions standards. Although the standards are not-of-line with national norms they are lower than the best programs. At the time the standards were reviewed and determined to be adequate. However, with the creation of the College of Graduate Studies and the new college standard of requiring a 3.0 undergraduate GPA the Department reviewed the graduate admission standards again. In the spring of 2009, the Department changed the graduate admission standards to: a required GPA of 3.0 or higher, transcripts, a reason statement, three letters of reference, and a resume. The Department no longer requires a GRE score of 1000 or better. This has resulted in the admission of increased numbers of students with a GPA of 3.0 or higher.

The fourth recommendation was for the Department to increase funded technical assistance and research. Since 2005-2006 the Department has been very active in securing funded technical assistance through the Institute of Government, the Center for Community Partnerships, and the new Departmental Center for Public and Nonprofit Management. In 2002-2003 the Department brought in \$109,375 in funded research and technical assistance dollars. Over the next two years

that amount more than tripled to a total of \$461,238. Since then faculty members secured increasing amounts of external funding: in 2006 \$428,096 was secured, in 2007 \$349,223 was secured, in 2008 \$283,411 was secured, and in 2009 faculty secured over \$1.75 million in external funding primarily from the federal level. The Department has exceeded expectations in addressing this recommendation.

The final recommendation was to increase the local and national prominence of the Department. Since 2005, the Department has utilized several strategies to enhance its national prominence resulting in being ranked 90<sup>th</sup> by *US News and World Report* in 2009. The first strategy utilized by the Department is to strongly support junior faculty with limited administrative assignments, provide supportive teaching loads, assign faculty mentors, and send the junior faculty to at least two national conferences per year. In addition, the Department has made a strong commitment to attend our two national conferences every year with at least three to six members presenting papers and serving on national committees. This year Dr. Kuotsai Liou has been elected national vice president of our premier professional organization, the American Society for Public Administration, which means that he will serve as President-Elect next year and serve as the national President in 2012. This is a significant accomplishment for Dr. Liou, and it will be very beneficial for the Department in expanding our national prominence.

All of the five recommendations for the Department have been addressed with strong action plans, and the Department continues to function in a highly productive manner based on these initiatives and the commitment of the faculty and staff to our students, to our research, and to our community.

### **Accreditation of Master of Public Administration Program 2004-2005**

The Master of Public Administration was re-accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) in 2005 after a year of self-study and a site visit in February 2005 by the Commission on Peer Review and Accreditation (COPRA). The final site visit report offered the Department both commendations of excellence and recommendations for improvement, which are listed below.

#### **Commendations:**

1. The Department of Public Administration has a very productive faculty in terms of publications, funded research, and community service.
2. The Department also has a very collegial faculty.
3. The faculty has considerable national visibility through their leadership in roles in NASPAA, ASPA, the Policy Studies Organization, and other public administration and policy organizations.
4. The Department has build very strong relationships with the College of Health and Public Affairs' and other university research centers.
5. The high level of involvement in the College's PhD program in Public Affairs will increase the Department's visibility with the State of Florida and nationally.
6. The high level of collaboration with other units within the College is a strength of the

program and will provide opportunities to expand the MPA program's electives and specializations.

### **Recommendations:**

1. Continue managing growth by reducing commitments, like the Daytona Beach program, to free up faculty and other resources for new commitments.
  - a. The Daytona Beach program was closed in 2005 as recommended.
2. Work with university officials to address the problem caused by using credit hour generation as the predominant measure of productivity and not rewarding community service, sponsored research, and other activities in which the MPA faculty excel, including providing professional education for the University's own employees (i.e., the "unfunded" student issue").
  - a. The Department has tracked the number of "unfunded" student credit hours and the average is 5% per year over five years. State employees may take courses at UCF on a space-available-basis, and the low number of credit hours for state employees is because our courses are primarily full.
  - b. In addition, the University and the College have gone to a new model of funding that does not rely as heavily on student credit hour production and gives increased credit for research and for community service.
3. Consider eliminating the Brevard program to reduce the travel and other demands upon the MPA faculty.
  - a. The Brevard program was closed in 2009 when the faculty member assigned there left, and Regional Campuses are supporting an Instructor Line for the Department to support the new completely online Graduate Certificate in Public Administration.
4. Consider growing your own minority faculty through the Ph.D. program in public affairs.
  - a. The Department has just received approval for a Public Administration track in the doctoral program, and efforts are underway to recruit a talented and diverse student population for the new doctoral track.
5. Eliminate the few courses listed in the catalogue that have not been taught in 2-3 years.
  - a. Some of the courses have been eliminated while other courses have been utilized in new graduate certificate programs. All courses offered at the graduate level at this time are required either for the MPA program or for one of our four graduate certificate programs or our master of Nonprofit Management program.
6. Continue expanding the internship program for pre-service graduate students.
  - a. Dr. Stephanie Krick has become the Departmental Internship Coordinator, and she works closely with our MPA Advisory Board and our other Advisory Boards to secure internships for our students. On average our Department has 20-30 students placed in internships each semester.



7. Continue working with the new MPA Advisory Board.
  - a. The MPA Advisory Board meets quarterly and has been very active in securing internships for our students, in providing input into curriculum development, and in planning and supporting our annual Public Administration Research Conference.
8. Evaluate the impact of online courses on faculty and students.
  - a. The University Course Development and Web-Services Department has conducted a longitudinal study of all online education at UCF that finds that online education produces comparable outcomes to the face-to-face modality of course delivery. Our Department continues to work closely with the researchers on this study.
9. Consider the development of specializations in areas of strength, such as local governance, human resource management, emergency management, and international development.
  - a. The Department has made emergency management our fourth area of specialization. We now offer graduate certificates in emergency management, public administration, nonprofit management, and urban and regional planning.
  - b. In addition, faculty have published several numerous articles on emergency management and secured two federal grants in the area of emergency management making our Department a leader in this field.
10. Determine market level salaries at all faculty ranks to determine what needs to be done to recruit and retain quality faculty.
  - a. This recommendation has been very difficult to address given the severe economic downturn of the economy. Even though we have not been able to increase salaries to reflect the current market level, we have been able to utilize grants and contracts to provide faculty with additional funding for their areas of interest.

In conclusion our Department addressed all of the ten (10) recommendations made by the site visit team in what we believe are very positive ways. Our MPA program will conduct our next self-study in the 2010-2011 academic year, and we are confident that we have maintained and exceeded our expectations for the future.

### **Urban and Regional Planning Program Quality Indicators**

Program quality indicators for the proposed graduate degree program in Urban and Regional Planning come from three primary sources. The first is the UCF Planning Advisory Board, which was established to guide the development of the degree program, including curriculum development and university-community relations. The board is comprised of representatives from local and regional planning organizations, city and county government, and private

planning firms (see Appendix B for a list of members and a list of agendas and meeting minutes).

Quarterly meetings over the previous two years have produced a list of recommendations that the board members have suggested the faculty consider in developing the proposed planning program (see Figure 4). These recommendations link the curriculum to the expectations of local, regional, state, and non-government organizations of the skills a planner is required to possess in order to be successful. In essence, the board suggested that students become a “generalist with a concentration.” Many of the top planning schools in the country have implemented a similar approach to graduate education in planning. Using the board’s input as a guide, the Faculty Planning Committee developed a curriculum that aims to provide students with a well rounded and comprehensive education with opportunities to focus on areas of concentration.

**Figure 4**  
**UCF Planning Advisory Board Curriculum Recommendations**

1. Studio/internship/practical-technical knowledge
2. Sustainability/green
3. Citizen participation/conflict resolution
4. Economics
5. Communication/graphic skills
6. History/theory
7. Land development/redevelopment/land use
8. Infrastructure
9. Design
10. Knowledge of current GM
11. Transportation
12. Law - regulatory/planning
13. Site planning
14. Separation of theory and practice
15. Meshing - political and technical
16. Critical/creative thinking
17. Plan making
18. Research knowledge
19. Urban/regional theory
20. Social/health
21. Planning terminology
22. Readiness for AICP exam
23. Concurrency
24. DRI knowledge
25. Ability to transition to work
26. Ability to implement skills

*Source: UCF Planning Advisory Board*

The second primary source for program quality is the Planning Accreditation Board (PAB),

which is the industry advisory council that provides the input for curriculum development and student assessment. The PAB's primary role is to ensure programs meet minimum standards of educational quality and to connect the programs to a common core of planning knowledge and identity. The PAB is comprised of representatives of Association of Collegiate Schools of Planning who conduct a site visit to ensure the quality of a program for accreditation. The PAB links the professional expectations of the umbrella organization (American Planning Association) to the quality of the program and provides recommendations for improvement to meet the accreditation requirements.

## **VIII. Curriculum**

### **A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

The primary learning outcome demonstrated by graduates of the Master of Urban and Regional Planning program is effectiveness as urban and regional planning professionals. Effectiveness means the application of planning knowledge and skills to facilitate the development of vision and goals, create and implement plans, and solve urban and regional problems. An overarching theme of this learning outcome is the long-term comprehensive perspective that is embodied in local comprehensive plans. In a broad sense, it is expected students will complete the program with a mastery of fundamental concepts involving regional and urban planning, including land use, legal requirements and zoning, comprehensive planning, the built environment, including land development, urban design and transportation, economic development, housing, growth management, natural resources management, and social aspects of the planning process. (See Appendix D, Institutional Effectiveness Plan)

The secondary learning outcome is that graduates have a critical reflective perspective concerning the creation of knowledge, the use of planning skills, and professional practice and ethics. They continually consider their own values and those of their clients and communities in undertaking professional planning. Their reflection considers issues of democratic participation, social justice, and environmental sustainability.

These learning outcomes in general will reflect the principles of APA code of conduct. The APA is the professional association of practicing planners, which maintains professional principles and actions for the practice of urban planning that graduates of the proposed program will use as a backdrop throughout their coursework. For example, the overarching goal of American Planning Association is "building better, more inclusive communities." The UCF Planning Program will provide an opportunity for students to learn how to accomplish this goal. Learning outcomes of courses will be consistent with the APA principle to promote "excellence of design and endeavor to conserve and preserve the integrity and heritage of the natural and built environment" Students will be expected to apply planning tools and processes that "deal fairly with all participants in the planning process", and learn how to craft plans that "have special concern for the long-range

consequences of present actions” and which “pay special attention to the interrelatedness of decisions.”

Moreover, the learning outcomes are based on student knowledge of cities and regions, including the structure and function of urban settlements and their integration into regions, principles of ecological sustainability, the history and theory of planning processes and practices, the administrative, legal, and political aspects of plan-making and policy implementation, and the mastery of a specialized area of planning knowledge (e.g. transportation, environmental planning, healthy communities planning , etc.)

In addition, the expected skills a planner should possess include plan development, problem solving and implementation. Thus the learning outcomes will be focused on problem formulation, research skills, data gathering, and analytic techniques including statistical methods, forecasting, and spatial analysis. The formal Institutional Effectiveness Plan for the Urban and Regional Planning masters program can be found in Appendix D.

#### **B. Describe the admission standards and graduation requirements for the program.**

An applicant must meet Graduate College requirements and all recommended and required deadlines plus the following requirements to be considered for admission to the program.

#### **Graduate College Requirements**

1. **Degree:** Bachelor’s degree from a regionally accredited institution or recognized foreign institution.
2. **Grades:** A minimum undergraduate GPA of 3.0 or its equivalent from a recognized foreign institution. This calculation includes both attempts in repeated coursework.
3. **Transcripts:** one official transcript sent directly to the Graduate College from each undergraduate and graduate school attended. If the student attended UCF as an undergraduate, the College of Graduate Studies will obtain transcripts from the Registrar’s Office.
4. **English Proficiency:** See the Center for International Education’s Graduate Application Requirements.
5. **Reason Statement:** An essential part of the application, the Reason Statement is used to determine the appropriateness of the applicant’s educational and professional goals and serves as an example of their ability to express him or herself in writing. In this statement they must:
  - a. Explain the reasons for pursuing graduate study.
  - b. Describe specific interests and their background in the field.
  - c. List any relevant skills or training they have acquired.
  - d. List relevant academic awards or honors they have received.
6. **Fee/s:** a \$30 base application fee is required of all applicants.

#### **Program Requirements**

1. **Reason Statement:** indicating reasons for pursuing this professional degree
2. **Resume:** indicating education, work experience, volunteer experience, and competencies

3. **Three Letters of Reference:** indicating why this individual would be a good student.

Students are required to maintain a B average in core course work.

### **Requirements for Graduation**

The Master of Science in Urban and Regional Planning degree will be awarded upon completing appropriate prerequisite course work and 48 hours of prescribed graduate study. Credits must be taken in core content areas, in one of the three concentrations and in the capstone project. The student must complete all degree requirements within seven years of initial enrollment.

### **Administration of the Program**

The program will be administered within the Department of Public Administration under the direction of our Program Coordinator for Urban and Regional Planning. Currently, Dr. Jay Jurie serves in that role overseeing the administration of the Graduate Certificate in Urban and Regional Planning and the undergraduate minor in Urban and Regional Planning.

Our Department has an Admissions Committee that meets monthly to make admission and administrative decisions regarding our graduate programs. Currently members include the Coordinator for the masters in Public Administration, the Coordinator for the masters of Nonprofit Management and the Departmental Coordinator for Academic Services. Once the new master of science in Urban and Regional Planning is approved, the Coordinator will become a member of the Admissions Committee. The Admission's Committee will then review applications to make admission decisions regarding students entering the new planning program. Every effort will be made to balance admissions with the concentrations within the program for diversity of study and research. Consultations with our colleagues in other colleges will be utilized when determining the appropriateness of background and qualifications in admitting students to these concentrations.

- C. **Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

### **Philosophy of Curriculum**

This urban and regional planning masters degree program takes an interdisciplinary focus and a holistic approach to preparing effective planners. The curriculum is designed to meet the accreditation standards of the Planning Advisory Board and to prepare graduates for certification by the American Planning Association. The target student audience is working professionals, who will take classes on a part-time basis of two evening classes per semester using a cohort model for eight semesters.

The program will offer graduate education in traditional planning theory and techniques through a core curriculum as well as concentrations in the following areas:

- **Environmental Planning**
- **Health and Human Services Planning**
- **Transportation Planning.**

### **Overview**

The planning degree program consists of 48 semester hours at the graduate level, including:

- Nine (9) required core courses (27 credit hours),
- Three (3) restricted elective courses in one area of concentration (9 credit hours),
- Two (2) general elective courses in an area approved by their advisor (6 credit hours),
- One (1) final product (6 credit hours).

### **Required Core Courses (27 credit hours)**

- PAD 5336 - Introduction to Urban Planning
- PAD 5337 - Urban Design and Land Development
- PAD 5338 - Land Use and Planning Law
- PAD XXX – Planning Methods
- PAD 6825 – Cross-Sectoral Governance
- PAD 5356 – Managing Community and Economic Development
- PAD 6353 – Environmental Program Management and Research
- PAD XXX - Planning Healthy Communities
- PAD 6387 – Transportation Policy

### **Restricted Electives in Concentration (9 credit hours)**

Students are to take three (3) courses or nine (9) credit hours from one primary area of concentration either in: Environmental planning; Health and human services planning; or Transportation planning.

### **Concentration in Environmental Planning**

- **Restricted Electives**
- SYD 5517 – Environment and Society
- SYD 6428 - Poverty, Homelessness and the Cities
- SYD 6515 - Race, Class and Environmental Justice
- SYD 6516 – Human Dimensions of Natural Resource Management
- INR 6405 – International Environmental Law
- PCB 6365 – Environmental Physiology
- PHM 5035 – Environmental Philosophy
- PUP 6208 – Environmental Politics
- PUP 6247 – Contemporary Issues in Environmental Politics
- PCB 6035 – Wetland Ecology
- PUP 6201 - Urban Environmental Policy
- PCB 6328 – Landscape Ecology
- CEG 5700 – Geo-Environmental Engineering
- PAD 6716 – GIS for Public Managers and Planners
- PAD 6397 Managing Emergencies and Crises

## Concentration in Health and Human Services Planning

- **Restricted Electives**
- PAD 6142 - Nonprofit Organizations
- PAD 6397- Managing Emergencies and Crises
- PAD 6716 – GIS for Public Managers and Planners
- SYD 5517 – Environment and Society
- SYO6405 – Sociology of Health and Illness
- SYD 6428- Poverty, Homelessness, and the Cities
- SYD 6515 – Race, Class, and Environmental Justice
- SYD 6516 – Human Dimension of Natural Resource Management
- HAS 6128 – Health Care Services Management
- HAS 6155 – Health Economics and Policy
- HAS 6385- Health Care Quality Management
- HSC 6636 – Issues and Trends in the Health Professions
- HSC 6911 – Scientific Inquiry in the Health Profession
- PHC 6000 – Epidemiology
- PHC 6420 – Case Studies in Health Law
- PHC 6146 - Health Planning and Policy

## Concentration in Transportation Planning

- **Restricted Electives**
  - CGN6655 - Regional Planning
  - ENV 5335 – Hazardous Waste Management
  - TTE 6315 – Transportation Safety Analysis
  - TTE 5805 – Geometric Design of Transportation Systems
  - TTE 6270 – Intelligent Transportation Systems
  - TTE 6625 – Mass Transportation Systems
  - CCE 5205 – Decision Support for Infrastructure Projects
  - CCE 5006 – Infrastructure Systems Management
  - CCE 6036 – Advanced Construction Planning and Control
  - PCB 6328 – Landscape Ecology
  - CEG 5700 – Geo-Environmental Engineering
  - PAD 6716 – GIS for Public Managers and Planners
  - PAD 6397 - Managing Emergencies and Crises
- 
- Please note students who desire to take the transportation classes in the College of Engineering must first take the undergraduate transportation class – **TTE 4004 Transportation Engineering**

## General Electives (6 credit hours)

Students take two (2) general elective courses for six (6) credit hours with the approval of their

Advisor. Generally these courses are taken from the list of restricted electives, from possibly a different concentration, to provide more breadth. Faculty members who conduct research in the area of concentration may serve as advisors in selecting general electives. An internship may be utilized by students to expand their experience in planning.

**Capstone or Final Product (6 credit hours)**

The final product will be a design studio experience for six (6) hours.

- **IDS 6XXX - Capstone Project** – Students work in teams for the final product in the planning degree program under the supervision of a faculty advisor from their areas of concentration – environmental planning, transportation planning, or planning healthy communities. Students work closely with community partners and may work with the Institute for Economic Competitiveness, the Institute for Social and Behavioral Sciences, the Institute of Government, the Center for Public and Nonprofit Management, the Center for Community Partnership, or the Metropolitan Center for Regional Studies in conducting community-based research or training projects. Part of the capstone experience is the presentation of their work at the annual Planning Conference for the community and other planning students.

**D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

<b>A Sample Curriculum for the MURP Program</b>			
	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year One</b>	<p>PAD 5336 Introduction to Urban Planning</p> <p>PAD 5337 Urban Design and Development</p>	<p>65356 Managing Community and Economic Development</p> <p>PAD 5338 Land Use and Planning Law</p>	<p>PAD 6825 Cross-Sectoral Governance</p> <p>Restricted Elective</p>
<b>Year Two</b>	<p>PAD 6XXX Planning Methods</p> <p>Restricted Elective</p>	<p>PAD 6353 Environmental Program Management and Research</p> <p>PAD 6XXX Planning Healthy Communities</p>	<p>PAD 6387 Transportation Policy</p> <p>Restricted Elective</p>
<b>Year Three</b>	<p>General Elective</p> <p>Capstone</p>	<p>General Elective</p> <p>Capstone</p>	



It is typically expected students will satisfy, to the greatest possible extent, core requirements first. Required core courses will be offered on a regular basis so as to fulfill this expectation. Courses in the concentration areas will be offered on a rotational basis in such a fashion that students will be able satisfy this requirement in a timely manner. Descriptions of the core and elective courses are provided below.

**E. Provide a one or two sentence description of each required or elective course.**

**Required Core Courses**

**PAD 5336. Introduction to Urban Planning**

3(3,0). Issues of urbanization, regional development, land use and comprehensive planning, environmental planning, and social planning.

**PAD 5337. Urban Design**

3(3,0). Planning techniques such as planned unit developments, capital improvements planning, and growth management, and planning methods, including needs assessment and graphic design.

**PAD 5338. Land Use and Planning Law**

3(3,0). Review of national and local aspects of the legal underpinnings of urban planning aspects such as zoning, growth management, and environmental regulation.

**PAD 6825. Cross-Sectoral Governance**

3(3,0). PR: Graduate Standing or C.I. Examines the structures, dynamics and processes associated with developing and delivering public services through networks and partnerships involving public, nonprofit, voluntary and private sectors.

**PAD 5356. Managing Community and Economic Development**

3(3,0). PR: Graduate standing or C.I. Overview of economic development activities focusing on policy and managerial issues at the local level.

**PAD 6353. Environmental Program Management Research**

3(3,0). Research of environmental programs, problems, issues, and policies to prepare persons working for or entering government service for environmental program staff or management responsibilities.

**PAD 6387. Transportation Policy**

3(3,0). PR: Graduate status or C.I. An examination of the process of public policy formulation and implementation in the field of transportation.

**Concentration in Environmental Planning**

**SYD 5517. Environment and Society**

3(3,0). PR: Graduate standing or C.I. The application of sociological theory and methods to the relationships between communities, societies, and the environment

Occasional.

**SYD 6428. Poverty, Homelessness and the Cities**

3(3,0). PR: Graduate standing in sociology or related discipline or C.I. Poverty, homelessness and their impact on American cities in the 21st century.

**SYD 6515. Race, Class and Environmental Justice**

3(3,0). PR: Graduate standing or C.I. The sociological study and analysis of the distributional impacts of environmental degradation on poor people and people of color.

Occasional.

**SYD 6516. Human Dimensions of Natural Resource Management**

3(3,0). PR: Graduate standing or C.I. The dynamic relationship between social and ecological systems, and the integral role of natural resource agencies.

Occasional.

**INR 6405. International Environmental Law**

3(3,0). PR: Graduate standing. Examination of the international treaty regime governing the global environment, including biodiversity, the atmosphere, the ocean, and hazardous waste.

Occasional.

**PCB 6365. Environmental Physiology**

3(3,0). PR: Physiology and Ecology or C.I. The effects of major environmental factors on the physiology of plants and animals.

**PUP 6208. Environmental Politics**

3(3,0). PR: Admission to a graduate degree-seeking program or C.I. Examines the political ideas and practices which have shaped environmental politics and practices in the U.S.

**PUP 6247. Contemporary Issues in Environmental Politics**

3(3,0). PR: Graduate standing. A detailed examination of recent developments in one or more areas of environmental politics. Topics may include land and water regulation and pollution control.

**PCB 6035C. Wetland Ecology**

4(3,3). PR: PCB 3044 or equivalent, graduate standing, or C.I. Advanced study of ecological structure, function, and diversity of wetlands. Lectures, discussions, and field-based labs, including management, laws, and restoration.

**PHM 5035. Environmental Philosophy**

3(3,0). PR: PHI 3640, PHI 2630, graduate status or senior standing, or C.I. This course will provide an in-depth examination of the major contemporary positions in environmental philosophy, including deep ecology, ecofeminism, and social ecology.

**PUP 6208. Environmental Politics**

3(3,0). PR: Admission to a graduate degree-seeking program or C.I. Examines the political ideas and practices which have shaped environmental politics and practices in the U.S.

**PUP 6247. Contemporary Issues in Environmental Politics**

3(3,0). PR: Graduate standing. A detailed examination of recent developments in one or more areas of environmental politics. Topics may include land and water regulation and pollution control.

**PUP 6201. Urban Environmental Policy**

3(3,0). PR: Graduate standing or C.I. Covers the relationship between public policy, ecology, and the urban political landscape by tracing the trajectory of its development and prospects for sustainable cities.

**PCB 6328C. Landscape Ecology**

4(3,2). PR: PCB 3044 and STA 2023, and graduate standing or C.I. Influence of spatial heterogeneity on ecological processes. Emphasizes quantitative methods (e.g., GIS, remote sensing and modeling) to characterize landscape patterns and dynamics.

**CEG 5700. Geo-Environmental Engineering**

3(3,0). PR: CEG 4011C. Geotechnical applications to environmental problems, groundwater flow, soil contamination and groundwater contaminate transport, geosynthetics and stability of landfill design, control of contaminated sites.

**PAD 6716. Information Systems for Public Managers and Planners**

3(3,0). PR: C.I. Use of systems concept, software and computers in contemporary public sector management and planning information systems.

**PAD 6397. Managing Emergencies and Crises**

3(3,0). PR: Graduate standing or C.I. Analyzes and integrates the basic crisis management steps: hazard mitigation, disaster preparedness, disaster response, and recovery --building analytical and practical skills necessary to perform effectively in homeland security/emergency management-related positions.

**Concentration in Health and Human Services Planning**

**PAD 6142. Nonprofit Organizations**

3(3,0). PR: Admission to the Master of Nonprofit Management Degree, Nonprofit Certificate or C.I. Synthesis of best practices and research literature in nonprofit organization management. Instruction method is simulation where students act as nonprofit organization Board Members developing policies and procedures.

**PAD 6397. Managing Emergencies and Crises**

3(3,0). PR: Graduate standing or C.I. Analyzes and integrates the basic crisis management steps: hazard mitigation, disaster preparedness, disaster response, and recovery --building analytical and practical skills necessary to perform effectively in homeland security/emergency management-

related positions.

**PAD 6716. Information Systems for Public Managers and Planners**

3(3,0). PR: C.I. Use of systems concept, software and computers in contemporary public sector management and planning information systems.

**SYD 5517. Environment and Society**

3(3,0). PR: Graduate standing or C.I. The application of sociological theory and methods to the relationships between communities, societies, and the environment.

**SYO 6405. Sociology of Health and Illness**

3(3,0). PR: Graduate standing or C.I. Sociological models of health and illness.

**SYD 6428. Poverty, Homelessness and the Cities**

3(3,0). PR: Graduate standing in sociology or related discipline or C.I. Poverty, homelessness and their impact on American cities in the 21st century.

**SYD 6515. Race, Class and Environmental Justice**

3(3,0). PR: Graduate standing or C.I. The sociological study and analysis of the distributional impacts of environmental degradation on poor people and people of color.

**SYD 6516. Human Dimensions of Natural Resource Management**

3(3,0). PR: Graduate standing or C.I. The dynamic relationship between social and ecological systems, and the integral role of natural resource agencies.

**HSA 6128. Health Care Services Management**

3(3,0). PR: Graduate status. Conceptualization and development of customer service in health care organizations. The focus is on the links between theory and practical applications.

**HSA 6155. Health Economics and Policy**

3(3,0). PR: Microeconomics or C.I. Examines how the interests and interactions of patients, providers, insurers, the government, and others impact the allocation and distribution of health care.

**HSA 6385. Health Care Quality Management**

3(3,0). PR: Graduate status. Mechanisms of enhancing quality of service and care.

**HSC 6636. Issues and Trends in the Health Professions**

3(3,0). Exploration of current status, issues, problems, and future trends in the practice and education of health professions.

**HSC 6911. Scientific Inquiry in the Health Profession**

3(3,0). PR: Graduate status or C.I. Research design and statistical evaluation in health professions.

**PHC 6000. Epidemiology**

3(3,0). PR: Graduate status. A study of the distribution and determination of diseases and injuries in human populations.

**PHC 6420. Case Studies in Health Law**

3(3,0). Health law including patient care, liability, malpractice, workmen's compensation, and legal responsibilities of health personnel.

**PHC 6146. Health Planning and Policy**

3(3,0). Review of the determinants of the revolution of the health care system in the United States; analysis of public health, preventive medicine, and therapeutic medicine in terms of quality, access, and cost; methodologies and issues in comprehensive health planning; and trends in health policy development.

**Concentration in Transportation Planning**

**CGN 6655. Regional Planning, Design, and Development**

3(3,0). Project course dealing with planning, design, and development of regional systems, including projections, case studies, design alternatives, environmental impact, etc.

**ENV 5335. Hazardous Waste Management**

3(3,0). PR: ENV 3001 or C.I. Engineering planning and analysis associated with the handling, storage, treatment, transportation, and disposal of hazardous wastes.

**TTE 6315. Traffic Safety Analysis**

3(3,0). PR: TTE 4004 and C.I. Understanding crash research concepts, and identifying factors contributing to traffic crash occurrence.

**TTE 5805. Geometric Design of Transportation Systems**

3(3,0). PR: TTE 4004 or C.I. Study of highway geometric design in the engineering of transportation systems.

**TTE 6270. Intelligent Transportation Systems**

3(3,0). PR: TTE 4004 or C.I. Theories and applications of intelligent vehicle highway systems in transportation engineering.

**TTE 6625. Mass Transportation Systems**

3(3,0). PR: C.I. Planning, design, construction, operation, and administration of mass transportation systems.

**CCE 5205. Construction Methods**

3(3,0). PR: Post-bac status or C.I. This class covers construction project evaluation principles along with construction methods for civil and structural systems.

**CCE 5006. Introduction to Construction Industry**

3(3,0). PR: Post-bac status or C.I. This course introduces students to the construction industry. Topics include project evaluation, project phases, project delivery systems, contracts, estimating

and schedule drawing and specifications. Research paper required.

**PCB 6328C. Landscape Ecology**

4(3,2). PR: PCB 3044 and STA 2023, and graduate standing or C.I. Influence of spatial heterogeneity on ecological processes. Emphasizes quantitative methods (e.g., GIS, remote sensing and modeling) to characterize landscape patterns and dynamics.

**CEG 5700. Geo-Environmental Engineering**

3(3,0). PR: CEG 4011C. Geotechnical applications to environmental problems, groundwater flow, soil contamination and groundwater contaminate transport, geosynthetics and stability of landfill design, control of contaminated sites.

**PAD 6716. Information Systems for Public Managers and Planners**

3(3,0). PR: C.I. Use of systems concept, software and computers in contemporary public sector management and planning information systems.

**PAD 6397. Managing Emergencies and Crises**

3(3,0). PR: Graduate standing or C.I. Analyzes and integrates the basic crisis management steps: hazard mitigation, disaster preparedness, disaster response, and recovery --building analytical and practical skills necessary to perform effectively in homeland security/emergency management-related positions.

**F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

Urban planning is considered a professional degree that requires a set of core competencies, and depending on the student's interests, specialization in a planning subcategory (e.g. housing transportation, land use, economic development, social planning, environmental planning, international planning, etc.). There are four core competencies expected by the Planning Accreditation Board that are integrated into the proposed curriculum. The industry-driven competencies stress a curriculum that trains planners to develop and implement ethical plans, policies and processes. Moreover, the proposed curriculum reflects PAB's requirement that each graduate demonstrate the knowledge, skills and values necessary for competent professional planning in diverse institutional settings. The four criteria below are used to judge the scope and quality of educational outcomes of the proposed planning program by the PAB. (These are based on "The Accreditation Document: Criteria and Procedures of the Planning Accreditation Program", November, 2006, pgs. 14-18, and the Self Study Report Guide that is prepared by each institution for the PAB)

1. An understanding of human settlement as it relates to planning based on knowledge of the relevant concepts and theories
2. An understanding of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories pertaining
3. Possess the skills needed to practice planning in a variety of venues in ways consistent with the ethical norms for planning

4. Understand the different values and ethical standards affecting the practice of planning, demonstrating knowledge

These criteria areas form the basis of education outcomes related to knowledge (comprehension, representation, and use of ideas and information in the planning field), skill, (the use and application of knowledge to perform specific tasks required in the practice of planning), and values (ethical and normative principles used to guide planning in a democratic society). Figure 5 shows the four criteria and the associated knowledge, skills and values associated with each that the PAB expects graduating students to possess. The main headings describe performance criteria. The secondary headings (indicated by letters) describe guidelines for each of these criteria.

Since planning is comprehensive and multi-faceted, the Advisory Board and the planning committee worked to solicit support from a variety of organizations – both regional in scope as well as state-wide – that have a key interest in the success of the program and that the Board members envision will be strong partners of the program. The complete list of letters of support is located in Appendix A.

A diverse set of organizations, including the Sierra Club, offered their support. For example, Mary-Slater Linn, Chair of the Central Florida Chapter, wrote that “Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our Communities”. Support has also come from interests that promote economic development. “Graduates of this program will possess a unique perspective on planning smart and sustainable communities for tomorrow's innovation economy and will be in high demand in the surrounding region's job market,” wrote Randy Berridge, President of the Florida High Tech Corridor Council.

Counties in Central Florida also strongly support the program. In the context of the economic issues that Florida counties are currently confronting, Orange County noted the need for “highly-trained urban and regional planning professionals to work with community and business stakeholders to mitigate the effects of these changes and enhance Orange County's quality of life.” The Smart Growth Director of Osceola County echoed these sentiments: “We strongly support the development of the Master of Science in Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of Osceola County as well as the larger Central Florida community.” At the municipal level, Chery Harrison-Lee, Chief Administrative Officer of the Town of Eatonville stated in her letter that, “We have a great need for locally trained students and professionals in the areas of planning methods, transportation policy, growth management, economic development, and in planning healthy communities.” Similarly, the City of Orland stated in their letter that, “Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities.”

Support for the planning program also comes from regional organizations that are the “face” of planners – both public and private – in Florida. For example, the Florida Chapter of the American Planning Association, a key partner in developing the program offered their strong

support. Tracy Crowe, President of the FL Chapter noted in her letter that, “FAPA OMS strongly supports the development of the Master of Science in Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.” Another key organization, the Florida Planning and Zoning Association, has provided a resolution in support of the proposed program. The resolution reads in part, “the Florida Planning and Zoning Association sees a critical need for more professionally trained individuals to serve as urban and regional planners in both the public and private sectors.” This organization represents a diverse interest of city and county governments, private planning firms, and not for profit and quasi-governmental regional and non-government organizations throughout Florida”.

Also representing the planning community is the Congress for New Urbanism. CNU members include planners, developers, architects, engineers, public officials, investors, and community activists who work to create a livable and sustainable urban community. Charles C. Bohl, Chairman of the FLCNU Chapter, wrote that they are more willing to support the proposed program and become a partner with UCF. Specifically, the Chairman wrote: “Our CNU-Florida members value our partnership with UCF in offering student internships, contributing to courses as guest speakers and serving on the University of Central Florida's Urban and Regional Planning Advisory Board.”



**Figure 5**  
**PAB Accreditation Components: Knowledge, Skills and Values**

<p><b>Human Settlement</b></p> <ul style="list-style-type: none"> <li>(a) Social Sciences</li> <li>(b) Environmental Sciences</li> <li>(c) Design Arts</li> <li>(d) Legal Studies</li> </ul>
<p><b>History and Contemporary Planning Practice</b></p> <ul style="list-style-type: none"> <li>(a) Purpose and Meaning of Planning</li> <li>(b) History of Urban Planning</li> <li>(c) Economic, Social and Political Institutions</li> <li>(d) Methods and Tools</li> <li>(e) Creation, Use and Knowledge of Plans</li> <li>(f) Adoption, Administration and Implementation of Plans</li> <li>(g) Equity and Social Justice</li> <li>(h) Environmental Planning and Resource Assessment</li> </ul>
<p><b>Practice of Planning</b></p> <ul style="list-style-type: none"> <li>(a) Problem Solving Skills</li> <li>(b) Research Skills</li> <li>(c) Written, Oral and Graphic Communication Skills</li> <li>(d) Numerical Reasoning and Computation Skills</li> <li>(e) Collaboration, Mediation, Interpretation and Negotiation</li> <li>(f) Creation of Plans, Programs and Projects</li> <li>(g) Anticipation of Future Changes</li> <li>(h) Techniques for the Adoption and Implementation of Plans</li> <li>(i) Working with Diverse Communities</li> </ul>
<p><b>Values and Ethics</b></p> <ul style="list-style-type: none"> <li>(a) Discriminating Among Competing Goals</li> <li>(b) Forms of Decision Making</li> <li>(c) Social, Historical and Ecological Legacies</li> </ul>

**Source: PAB Criteria and Guidelines for SSR**

The Planning Accreditation Board's goal in conducting accreditation reviews is to evaluate programs according to the goals the programs set for themselves. Thus, rather than force all programs to fit the same mold, the Criteria and Guidelines represent the baseline of the PAB's conception of quality, and provide a vocabulary to help programs articulate their own goals and identities. Thus, the PAB has developed the Self-Study Report guide for institutions seeking accreditation of their planning degree programs. This is a self analysis in the context of the

Planning Accreditation Board’s accreditation preconditions, Criteria and Guidelines. The Self-Study Report (SSR) is one link in the PAB’s continual assessment of a program and it provides a mechanism for a program to describe what it does best and how it could do better in both the immediate- and the long-term. An SSR presents a comprehensive picture of a program’s strengths, challenges and potential. Figure 6 provides the Curriculum Components Matrix based on the Self Study Report document template.

**Figure 6  
Curriculum Components Matrix**

<b>CURRICULUM COMPONENTS MATRIX: <u>KNOWLEDGE, SKILLS AND VALUES</u></b>	<b>REQUIRED COURSES UCF URP</b>									
	<u>COURSE NUMBER AND TITLE (PAD)</u>	<u>5336 INTRO TO URBAN</u>	<u>5337 URBAN DESIGN AND LAND</u>	<u>5338 LAND USE &amp; PLANNING</u>	<u>XXX PLANNING METHODS</u>	<u>6825 CROSS-SECTORAL</u>	<u>5356 COMMUNITY &amp;</u>	<u>6353 ENV. PROGRAM</u>	<u>XXX PLANNING HEALTHY</u>	<u>6387 TRANSPORTATION POLICY</u>
<b>Human Settlement</b>										
(a) Social Sciences		X								
(b) Environmental Sciences			X	X				X		
(c) Design Arts			X						X	
(d) Legal Studies				X						
<b>History and Contemporary Planning Practice</b>										
(a) Purpose and Meaning of Planning		X								
(b) History of Urban Planning		X								
(c) Economic, Social and Political Institutions		X					X			
(d) Methods and Tools					X					
(e) Creation, Use and Knowledge of Plans		X		X	X					
(f) Adoption, Administration and Implementation of Plans				X						
(g) Equity and Social Justice		X			X		X			
(h) Environmental Planning and Resource Assessment								X		
<b>Practice of Planning</b>										
(a) Problem Solving Skills			X	X	X					

(b) Research Skills					X	X				
(c) Written, Oral and Graphic Communication Skills					X	X				
(d) Numerical Reasoning and Computation Skills					X					
(e) Collaboration, Mediation, Interpretation and Negotiation						X				X
(f) Creation of Plans, Programs and Projects			X							
(g) Anticipation of Future Change		X	X							X
(h) Techniques for the Adoption and Implementation of Plans				X		X	X	X		
(i) Working with Diverse Communities						X				
<b>Values and Ethics</b>										
(a) Discriminating Among Competing Goals		X								
(b) Forms of Decision Making						X				
(c) Social, Historical and Ecological Legacies		X								X
<b>Specializations (Optional)</b>										

Source: PAB Criteria and Guidelines for SSR

**G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

### Accreditation Process

**The Planning Accreditation Board (PAB)** is the official accrediting body of the proposed master of science in Urban and Regional Planning. The University of Central Florida's program in urban and regional planning will seek this accreditation in 2015 after the graduation of the first two cohort groups of students. The process does require that students have graduated from the program, which is why there is a five year delay in beginning the accreditation process. However, the curriculum was developed to meet the requirements of the PAB accreditation standards, to make the accreditation process successful.

The PAB's primary role is to ensure programs meet minimum standards of educational quality and to connect the programs to a common core of planning knowledge and identity. The PAB is comprised of representatives of the Association of Collegiate Schools of Planning who conduct a site visit to ensure the quality of a program for accreditation. The PAB links the professional expectations of the umbrella organization (American Planning Association) to the quality of the program and provides recommendations for improvement to meet the accreditation requirements.

## **Learned Societies That Also Have an Interest in this Program**

### **The Association of Collegiate Schools of Planning (ACSP)**

The ACSP is a consortium of university-based programs primarily in urban and regional planning. Acting together, the ACSP member schools are able to express their shared commitments to understanding the dynamics of urban and regional development, enhancing planning practices, and improving the education of both novice and experienced planners. The ACSP promotes education, research, service, and outreach in the United States and throughout the world. It is committed to recognizing the diverse needs and interests in planning. It seeks to strengthen the role of planning education in colleges and universities through publications, conferences, and community engagement as well as through participation in the accreditation process. The ACSP believes that planning education should extend beyond the classroom and into the world of practice working closely with practicing professionals and communities. ACSP promotes education, research, service, and outreach in the United States and throughout the world by seeking to: advance the art, science, teaching, and practice of public and non-profit administration, promote the value of joining and elevating the public service profession, build bridges among all who pursue public purposes, and provide networking and professional development opportunities to those committed to public service values.

### **American Planning Association (APA)**

The American Planning Association (APA) is the professional organization for practicing planners. The APA is concerned with the proposed program because it seeks input from faculty and practitioners on the development and implementation of planning standards, including ethical decision making, best practices in urban planning, and laws and regulations for the advancement of the planning profession. Institutions of higher education provide the foundation for scholarship that informs best practices that APA disseminates to practicing planners. Moreover, the APA is concerned with the development of institutions that produce graduates who will provide support and engage planning colleagues through APA materials.

### **Urban Affairs Association (UAA)**

The Urban Affairs Association is the international professional organization for urban scholars, researchers, and public service providers. The UAA encourages the dissemination of information about urbanism and urbanization, supports the development of university education, research, and service programs in urban affairs, and provides leadership in fostering urban affairs as a professional and academic field. The UAA sponsors the Journal of Urban Affairs, a refereed annual journal, publishing manuscripts related to urban research and policy analysis of interest to both scholars and practitioners of the planning profession.

### **Association of American Geographers (AAG)**

The Association of American Geographers is a nonprofit scientific and educational society for geographers, planners and spatial analysts. The AAG provide a means for scholars and practitioners to debate and apply theory, methods, and practice of geography and space. The AAG conducts educational and research projects that advance geographic understanding,

geographic literacy, and geographic learning that planners use to conduct applied research and inform practice and scholars use for basic and analytic purposes.

### **Florida State and Regional Planning Organizations With Interest in the Program s**

#### **Florida Planning and Zoning Association (FPZA)**

The Florida Planning and Zoning Association is a statewide nonprofit organization that promotes cooperation among official planning and zoning boards or commissions, civic bodies, citizens, technicians and students interested in planning and zoning in the State of Florida. FPZA aims to cultivate and stimulate interest in planning and zoning by local governments and encourage the observance of sound planning and zoning practices. This organization will be concerned with the proposed graduate program in urban planning because it is active in providing and receiving advice and assistance to its members and provides a medium for exchanging information and engaging in research and issue publications on planning and zoning and related matters. It is particularly active in promoting and encouraging the sound development of land, water and natural resources and the elimination of air and water pollution.

#### **The Florida Chapter of the American Planning Association**

The Florida Chapter of the American Planning Association serves APA members as a state-level resource for networking and professional development. The Florida Chapter provides members the opportunity to share experiences with colleagues and to broaden perspectives on urban and regional planning. The APA Florida will be concerned with the proposed planning program at UCF because it is active in conducting legislative programs, sponsoring training workshops, and providing public information to and about the planning profession throughout Florida.

**H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

*Not Applicable*

**I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses; distance/distributed learning technologies, and joint-use facilities for research or internships.**

The proposed program will be offered as a cohort model in the traditional face-to-face classroom setting on the main campus, with the possibility that only some of the classes may be offered online in the future. The program requires two courses be offered every semester for eight consecutive semesters. Collaboration with different colleges at UCF is inherent in the program and the department is in discussions with Rollins College and the University of Florida regarding the use of elective courses to enhance the program. In addition, the department is exploring the

links with the new UCF undergraduate Architecture program and the master's program in Architecture from the University of Florida to find ways to collaborate with regard to studio experience and project completion.

## **IX. Faculty Participation**

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practice, and supervising thesis or dissertation hours).**

This is an interdisciplinary program developed with faculty in sociology, political science, engineering, health professions, and public administration. The program will be administered by the Department of Public Administration, which will provide the required core courses, however our colleagues from the other disciplines through the electives in the concentrations will provide students the diversity of thought and research for a true interdisciplinary perspective.

The qualifications of the faculty in the Department of Public Administration to deliver the core courses in urban and regional planning will be discussed in the following section. It is of importance to note that all of the core courses, except for two new courses- Planning Methods and Planning Healthy Communities, are existing courses that have been developed, approved and taught by Departmental faculty members for several years.

First, Dr. Thomas Bryer has conducted research and published twelve (12) refereed articles during his first three years at UCF focusing primarily on civic engagement, collaboration, and partnerships. As a young scholar, Dr. Bryer has a very impressive record publishing in our top journals and being invited to speak at major conferences nationally and internationally. Dr. Bryer will be teaching the cross-sectoral governance class focusing on the multiple layers of government involved in the urban and regional planning process.

Second, Dr. Mary Ann Feldheim has written and presented extensively on health care policy, and she has thirty (30) years experience in health care management. She served on the steering committee of the Palm Beach Planned Community Health Alliance for three years gaining direct experience in planning healthy communities, in addition to serving on the Caridad Health Clinic Medical Steering Committee addressing the health needs of migrant workers. Dr. Feldheim has developed and will teach the new course on planning healthy communities.

Third, Dr. Christopher Hawkins has his doctorate in urban and regional planning and he has worked as a professional planner in local government for a number of years. Currently, Dr. Hawkins is conducting research on environmental sustainability at the local level, disaster resilience and sustainability in rural communities, and state led sustainability efforts. Based on his education and experience in urban and regional planning, Dr. Hawkins will teach the new

planning methods class, the urban design class, and oversee the capstone experience for students.

Fourth, Dr. Jay Jurie has developed the majority of courses offered by the Department in urban and regional planning over the last several years. In addition, he has coordinated the Graduate Certificate in Urban and Regional Planning in our Department. Dr. Jurie has focused his research and efforts on the environment, and he has worked with local public and nonprofit organizations to raise public awareness of planning issues. Dr. Jurie will teach the introduction to urban planning and the course on environmental program management.

Next, Dr. Wendell Lawther has published twenty-three (23) refereed journal articles and published articles on transportation policy and transportation issues. Also, Dr. Lawther has conducted research for the Florida Department of Transportation regarding the use of the Florida Turnpike, he will be teaching the required course in transportation policy.

Lastly, Dr. Kuotsai Liou has published extensively on economic development and has taught both the graduate and undergraduate economic development courses for several years. Dr. Liou has published forty-nine (49) refereed journal articles in public administration and economic development along with three books on economic development. "The Handbook of Economic Development" is a recognized as an excellent textbook in the field of economic development. Dr. Liou will be teaching the required course in economic development.

Our colleagues in other disciplines also enhance the diversity of the experience for the students. In sociology Dr. James Wright has conducted research on homelessness and neighborhood improvement offering students interesting avenues for future research, and Dr. Penelope Canan researches the ozone layer and global warming policy. These colleagues provide students with both a local and an environmental perspective on the world.

In engineering Dr. Laskshmi Reddi has conducted research on the site remediation of landfills, soils and hydrology, and the use of soils and plants in the human built environment to minimize energy needed for heating and cooling. Dr. Mohamed Abdel-Aty conducts research on traffic safety analysis and on transportation planning.

In health professions Drs. Dawn and Reid Oetjen conduct research on quality health care management, long term care, and medical group management that can provide research opportunities for students in the healthy community planning concentration. In addition, Dr. Aaron Liberman is an expert in health care insurance coverage, which would be beneficial to students researching the broad issues of health care policies and communities.

In political science Dr. Roger Handberg conducts research on energy policy that can have a significant impact on planning the built environment, and Dr. Peter Jacques researches sustainability and global environmental politics providing students in the environmental planning concentration opportunities for research in areas of international significance.

Lastly, we will utilize a very limited number of adjunct faculty members and internship mentors

to contribute particular expertise and who in the past have come from our extensive and highly skilled Planning Advisory Board. The one adjunct on our teaching schedule, Dr. Owen Beitsch, is a member of our Planning Advisory Board, and he has over 34 years of planning experience with the last 20 years as a real estate research consultant providing analytical, strategic, and economic counseling to the planning, design, legal and community development industries. Dr. Beitsch is an excellent example of the quality individuals potentially to be utilized as adjunct instructors and internship mentors. Our board members were selected for their expertise in the planning field and their knowledge of the local community offering a wide-range of learning opportunities for students in the form of internships, studio experiences, and classroom experience.

In conclusion, between the faculty in the Department of Public Administration, our colleagues in the other disciplines identified above, and our UCF Planning Advisory Board members the proposed program provides students multiple perspectives and opportunities for meaningful learning, research, and service-learning applying planning theory to real issues and neighborhoods in our region.



**TABLE 4**

**ANTICIPATED FACULTY PARTICIPATION YEARS 1 and 5**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in the Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Thomas Bryer	Assistant Prof	TE	2010	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Mary Ann Feldheim	Associate Prof	Tenured	2011	12	1.00	0%	0.00	12	1.00	0%	0.00
A	Christopher Hawkins	Assistant Prof	TE	2010	9	0.75	11%	0.08	9	0.75	33%	0.25
A	Jay Jurie	Associate Prof	Tenured	2010	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Wendell Lawther	Associate Prof	Tenured	2011	9	0.75	0%	0.00	9	0.75	0%	0.00
A	Kuotsai Liou	Professor	Tenured	2011	9	0.75	11%	0.08	9	0.75	11%	0.08
<b>Total Person-Years (PY)</b>								0.33		0.50		

Faculty CODE	Source of Funding	PY Workload by Budget Classification		
		Year 1	Year 5	
<b>A</b>	Existing faculty on a regular line New faculty to be hired on a vacant line	<b>Current Education &amp; General Revenue</b>	<b>0.33</b>	<b>0.50</b>
<b>B</b>	New faculty to be hired on a new line	<b>Current Education &amp; General Revenue</b>		
<b>C</b>	Existing faculty hired on contracts/grants New faculty to be hired on contracts/grants	<b>New Education &amp; General Revenue</b>	<b>0.00</b>	<b>0.00</b>
<b>D</b>		<b>Contracts/Grants</b>		
<b>E</b>		<b>Contracts/Grants</b>		
<b>Overall Totals for</b>			<b>Year 1 0.33</b>	<b>Year 5 0.50</b>

**TABLE 4  
ANTICIPATED FACULTY PARTICIPATION YEARS 2, 3 and 4**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in the Program	Mos. Contract Year 2	FTE Year 2	% Effort for Prg. Year 2	PY Year 2	Mos. Contract Year 3	FTE Year 3	% Effort for Prg. Year 3	PY Year 3	Mos. Contract Year 4	FTE Year 4	% Effort for Prg. Year 4	PY Year 4
A	Thomas Bryer	Assistant Prof	TE	2010	9	0.75	0%	0.00	9	0.75	11%	0.08	9	0.75	0%	0.00
A	Mary Ann Feldheim	Associate Prof	Tenured	2011	12	1.00	11%	0.11	12	1.00	0%	0.00	12	1.00	11%	0.11
A	Christopher Hawkins	Assistant Prof	TE	2010	9	0.75	11%	0.08	9	0.75	33%	0.25	9	0.75	11%	0.08
A	Jay Jurie	Associate Prof	Tenured	2010	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
A	Wendell Lawther	Associate Prof	Tenured	2011	9	0.75	11%	0.08	9	0.75	0%	0.00	9	0.75	11%	0.08
A	Kuotsai Liou	Professor	Tenured	2011	9	0.75	0%	0.00	9	0.75	11%	0.08	9	0.75	0%	0.00
	<b>Total Person-Years (PY)</b>							<b>0.36</b>				<b>0.50</b>				<b>0.36</b>

Faculty CODE	Source of Funding	PY Workload by Budget Classification			
		Year 2	Year 3	Year 4	
A	Existing faculty on a regular line	Current Education & General Revenue	0.36	0.50	0.36
B	New faculty to be hired on a vacant line	Current Education & General Revenue			
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants			
E	New faculty to be hired on contracts/grants	Contracts/Grants			
<b>Overall Totals for</b>			<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
			0.36	0.50	0.36

The proposed program will be offered first as a three year (3) cohort model, and out of the required 48 hours for the program, the Department of Public Administration will be responsible for offering 36 hours covering the core courses and the capstone experience. When calculating the percent of faculty time for the cohort model, Figure 7 provides the schematic of faculty teaching. These are represented by semester in the Table 4 column for % Effort Cohort. Please note that adjunct, Dr. Owen Beitsch, will be teaching Land Use and Planning Law, which he has taught for over 4 years. Dr. Beitsch has over 34 years of planning experience with the last 20 years as a real estate research consultant providing analytical, strategic, and economic counseling to the planning, design, legal and community development industries.

**Figure 7**  
**Cohort Model Course Offerings and Faculty Assignments**

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	
<b>Year One</b>	<p><i>PAD 5336 Dr. Jurie</i> <i>Introduction to Urban Planning</i></p> <p><i>PAD 5337 Dr. Hawkins</i> <i>Urban Design and Development</i></p>	<p><i>PAD 5356 Dr. Liou</i> <i>Community and Economic Development</i></p> <p><i>PAD 5338 Dr. Beitsch Adjunct</i> <i>Land Use and Planning Law</i></p>	<p><i>PAD 6825 Dr. Bryer</i> <i>Cross-Sectoral Governance</i></p> <p><i>Restricted Elective</i></p>	
<b>Year Two</b>	<p><i>PAD 6XXX Dr. Hawkins</i> <i>Planning Methods</i></p> <p><i>Restricted Elective</i></p>	<p><i>PAD 6353 Dr. Jurie</i> <i>Environmental Program Management and Research</i></p> <p><i>PAD 6 XXX Dr. Feldheim</i> <i>Planning Healthy Communities</i></p>	<p><i>PAD 6387 Dr. Lawther</i> <i>Transportation Policy</i></p> <p><i>Restricted Elective</i></p>	
<b>Year Three</b>	<p><i>General Elective</i> <i>PAD 6XXX Capstone Part I</i> <b>Dr. Hawkins</b></p>	<p><i>General Elective</i> <i>PAD 6XXX Capstone Part II -</i> <b>Dr. Hawkins</b></p>		

**B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

For the year one budget, the actual cost for faculty to teach the required 6 core courses is \$67,382 for the initial 30 students. In the year five budget, there will be 8 core courses being taught accommodating the overlapping cohort groups for a cost for faculty time of \$101,072.

The program is supported by funding from the Regional Campuses for an Instructor line that frees core faculty for teaching in the cohort program in addition to student credit hours generated from the program.

**C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).**

<b>Faculty Name</b>	<b>Theses</b>	<b>Dissertations</b>	<b>Professional Publications</b>
Bryer, Thomas	0	3	<ul style="list-style-type: none"> <li>• 12 refereed articles</li> <li>• 3 book reviews</li> <li>• 1 book chapter</li> </ul>
Feldheim, Mary Ann	1	6	<ul style="list-style-type: none"> <li>• 12 refereed articles</li> <li>• 2 book reviews</li> <li>• 5 book chapters</li> </ul>
Hawkins, Christopher	0	0	<ul style="list-style-type: none"> <li>• 5 refereed articles</li> <li>• 2 book reviews</li> </ul>
Jurie, Jay	0	0	<ul style="list-style-type: none"> <li>• 12 refereed articles</li> <li>• 4 book chapters</li> <li>• 7 book reviews</li> </ul>
Lawther, Wendell	0	8	<ul style="list-style-type: none"> <li>• 23 refereed articles</li> <li>• 4 books</li> <li>• 5 book chapters</li> </ul>
Liou, Kuotsai	0	1	<ul style="list-style-type: none"> <li>• 49 refereed articles</li> <li>• 5 books</li> <li>• 15 book chapters</li> </ul>

**D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

**Unit Productivity**

Over the last five years the Department of Public Administration has grown in the productivity of faculty, grown in programs offered, students enrolled, and graduated. In 2008 our Masters in Public Administration was ranked 90<sup>th</sup> in the country by *US News and World Report*, one of only five programs at UCF to receive national ranking.

During this time faculty have brought in over \$3 million in grants and contracts, and our department was approved to create the Center for Public and Nonprofit Management (CPNM) in the fall of 2008 as the research arm of our department. Most recently the CPNM was awarded a \$1 million grant from the federal Health and Human Services Agency to build the capacity of 80 nonprofits in Central Florida. In addition the CPNM received \$ 0.5 million from the Department of Education to study the Emergency Management program at UCF and \$ 0.25 million from the National Science Foundation to study team building in emergency management in a metropolitan area. It is anticipated that students in the new masters program will work with faculty in conducting community-based research in planning and related areas of quality of life in central Florida.

**Teaching**

At the undergraduate level our department currently offers a bachelors degree in Public

Administration, a minor in Public Administration, a minor in Urban and Regional Planning, a minor in Nonprofit Management (American Humanics), and a minor in Emergency Management. At the graduate level we offer a masters in Public Administration, a masters in Nonprofit Management, and Graduate Certificates in Public Administration, Nonprofit Management, Emergency Management, and Urban and Regional Planning. The average course load for the faculty is 2-3 per semester.

For the last five years our programs have graduated the following: 215 students from the MPA program, 116 students from the MNM program, 87 students from the BA program, 158 students from the BS program, and 55 students have completed the Graduate Certificate in Urban and Regional Planning. Below in Figure 8 is the total number of students enrolled in our programs each fall.

**Figure (8)**  
**Students Enrolled in Departmental Programs**

Program	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
MPA	138	135	164	167	144
MNM	47	81	96	122	110
BA	83	64	45	39	40
BS	77	68	132	149	157

### Research

Faculty members are actively involved in the publication of articles, book chapters, and books in addition to presentations of research at international, national, regional, and local conferences. There are 12 faculty members in our department, of which 10 are tenured or tenure-earning, with two of those faculty having 12 month administrative contracts. The figure below provides the departmental numbers for peer-reviewed articles, for books, book chapters, and student and faculty publications to demonstrate the research quality and capacity. The average number of publications per faculty member is 2.5 per year for the last four years. In addition our faculty mentor graduate students, as indicated by the number of articles published with students over the years.

**Figure (9)**  
**Faculty Research Productivity**

	2005	2006	2007	2008
Refereed Journal Articles	21	17	20	20
Books	0	2	1	0
Book Chapters	4	5	5	4
Student /Faculty Refereed Journal Articles	0	1	7	5

In addition to publications our faculty members have been very active securing external research funding. In 2006 faculty members secured \$428,096 in external funding working in the areas of capacity building and emergency management. Faculty secured external funding in the amount of \$349,223 in 2007 and \$283,411.57 in 2008. However, with the creation of the Center for Public and Nonprofit Management in 2009 Dr. Kapucu receive \$1 million in funding from the federal

Health and Human Services Agency for capacity building, \$ 0.5million from the federal Department of Education to research and improve the UCF emergency management plan, and \$ 0.25 million from the National Science Foundation to develop emergency management team building in a metropolitan area. In addition Dr. Byer received \$75,000 grant from the UC Election Assistance Commission to increase student participation in the election process.

### **Service**

Our faculty members are productive in teaching and research, and have made significant impact in the area of service primarily through the use of service learning at both the graduate and undergraduate levels. Annually students in our department through service learning classes provide technical assistance in the form of strategic plans, volunteer management policies, evaluation plans, and grant proposals to over 100 public and nonprofit organizations.

Last year Dr. Bryer's Cross Sectoral Governance class worked with the Children's Cabinet to assess their functioning and to provide a detailed report on ways to improve and to restructure their network in a more effective manner. The final report was published and presented by the class to members of the Children's Cabinet.

Students in the proposed program would also work with the community in the development of the capstone project, which is envisioned as being a project needed by a community to assist the current planning department or other agencies. The vision of the program is that students would study central Florida and be instrumental in making recommendations on growth and planning for our region.

## **X. Non-Faculty Resources**

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

The University of Central Florida was compared to the benchmark institutions using the online catalogs of each institution on February 9, 2010. The following chart provides details regarding how the collections compare using specific LC ranges which represent areas of emphasis for this program. The chart indicates title count for each institution and permits analysis of the strength of the library collection at UCF to support the desired program. The subject areas were chosen from the Library of Congress Subject Headings by Dr. Linda K. Colding after closely evaluating the key research areas and course topics provided by Dr. Hawkins. These areas include:

### **SELECTED SUBJECT HEADING COMPARISONS FOR PROPOSED MASTER IN URBAN AND REGIONAL PLANNING**

TOTAL TITLE COUNT AS OF FEBRUARY 9, 2010

Selected Subjects	UCF	UF	FAU	USF	FSU
Urban Sociology	472	856	568	674	733
City Planning	2402	8080	2424	3270	4031
Urban Renewal	778	1356	1453	753	947
City Population	65	57	30	34	10
City Promotion	25	14	12	12	12
Metropolitan Areas	388	5906	2572	3408	2066
Urbanization	690	2485	788	901	1169
Regional Economics	233	936	334	398	534
Regional Planning	1058	6023	1126	1498	2475
Urban Beautification	43	128	41	78	73
Total title count	6154	25841	9348	11026	12050

The chart confirms that the library will need to focus on strengthening the current collection in order to close the gap between UCF and the chosen peers. The UCF Libraries has focused on increasing the purchase of monographs over the past several years and this has dramatically improved the collection in many areas yet this analysis indicates that there are still steps that need to be taken to improve the collection. It is also important to note that strides that have been made in the past decade to improve the collection at UCF are in jeopardy and current year funding levels will not permit the library to purchase any new materials in support of this program, and the expectations for 2009/2010 through 2010/2011 are not encouraging. (See Appendix C, Library) Budget cuts combined with inflation have resulted in large reductions in the number of new monographs purchased across all disciplines. In addition, the library may cancel journals and databases in order to meet university wide budget cuts.

UCF has related degree programs and the library collections that support those programs will also serve faculty and students in the new Master in Urban and Regional Planning program. Some of these programs include:

- Master of Public Administration
- Master of Nonprofit Management
- Bachelor of Arts/Bachelor of Science in Public Administration
- Graduate Certificate in Public Administration, Nonprofit Management, Homeland Security, and Urban and Regional Planning

## JOURNAL AND DATABASE COMPARISON

Dr. Linda K. Colding completed a general search of periodicals in the area of regional planning in order to compare to the peer institutions. The following chart provides a summary of the available journals at each institution in both print and online format.

	UCF	UF	FAU	USF

<b>Total Journals</b>	<b>44</b>	<b>271</b>	<b>56</b>	<b>103</b>
<b>Online</b>	<b>23</b>	<b>49</b>	<b>27</b>	<b>54</b>

This analysis indicates that the UCF Libraries might also need to explore the purchase of some new journal titles in support of this degree program. However, this is not possible given the recurring financial commitment.

The following section provides a list of current periodicals and databases available to faculty and students at UCF.

Print and Electronic access:

[Journal of the American Planning Association](#). Electronic Holdings: 1990-Current. Print Holdings: 1979-2007.

[Journal of Planning Education and Research](#). Electronic holdings: 1981 – current. Print holdings: 2003 - 2005

[Journal of Urban Affairs](#). Electronic Holdings: 1995-Current. Print Holdings: 1982-2004.

[Journal of Urban Economics](#). Electronic Holdings: 1993-Current. Print Holdings: 1974-2004.

[Journal of Urban History](#). Electronic Holdings: 1974-Current. Print Holdings: 1989-2005.

[Journal of Urban Planning and Development](#). Electronic Holdings: 1995-Current. Print Holdings: 1964-2004

[Planning](#). Electronic Holdings: 1993-Current. Print Holdings: 1969-Current.

[Urban Affairs Review](#). Electronic Holdings: 1965-Current. Print Holdings: 1995-2005.

[Urban Studies](#). Electronic Holdings: 1993-Current. Print Holdings: 1964-2007.

Electronic Only:

Entrepreneurship and regional development. Holdings: 1989 - Current

European Planning Studies. Holdings: 1993 – Current

European Urban and Regional Studies. Holdings: 1994 – Current

[International Journal of Urban and Regional Research](#). Holdings: 1997 – Current



Journal of Environmental Planning and Management. Holdings: 1994 – Current

Journal of Planning Literature. Holdings: 1985 – Current

Journal of Planning History. Holdings: 2002 – Current

Papers in Regional Science. Holdings: 1996 – Current

Planning and Theory Practice. Holdings 2000 – Current

Planning, Practice and Research. Holdings: 1990 – Current

Regional and Federal Studies. Holdings: 2001 – Current

Review of Urban & Regional Development Studies. Holdings: 1996 – Current

Urban History. Electronic Holdings: 1999 - current

## DATABASES

The following databases are currently available to support the proposed program.

ABI/Inform

Avery Index to Architectural Periodicals

Academic Search Premier

Business Source Premier

Cambridge University Press Journals Complete

JSTOR

LexisNexis Academic

PAIS International

Social Science Full Text

Taylor & Francis Online Journals

Urban Studies Abstracts

Urban Studies & Planning: A Sage Full-text Collection

Web of Knowledge

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Library Director

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Date

**B. Describe additional library resources that are needed to implement and/or sustain the program**

**through Year 5. Include projected costs of additional library resources in Table 3.**

#### Comparison to Peer Institutions

The following data compares the library holdings of the University of Central Florida Libraries against the holdings of the University of Florida, Florida Atlantic University and the University of South Florida. These benchmark institutions were chosen from the list provided by Dr. Hawkins. The information contained in this proposal will support the total request of \$7,500 per year for three years, for a total of \$22,500, to be used for increasing the strength of the collection and to permit purchasing new materials during the next three years. It should be emphasized that the library will use the requested funding to acquire books over the next three years when the anticipated library budget will not support the purchase of materials for this program. The requested amount will support the acquisition of an average of 75 books per year to improve the retrospective strength of the collection and to allow faculty to selectively acquire new publications that will support the educational and research goals of the program.

**C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The proposed program will be adding two classes per semester needing two additional classrooms on the main campus every semester, except for the elective courses which are currently scheduled courses. The College of Health and Public Affairs will be creating a new computer laboratory with a plotter for printing large maps and ARC View software for planning and other software that is appropriate for planning. Our community partners have made commitments to share planning facilities for our capstone project and for internships.

**D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.**

Our plan is to utilize existing resources or to partner with public and private planning organizations to provide students with the planning resources they need, such as computer aided design (CAD) programs.

**E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

Currently our department has a small planning lab with 6 computers, a printer, and a plotter for printing large maps. In addition we plan to make use of the newly approved COHPA computer lab scheduled to be completed this summer.

**F. Describe additional specialized equipment that will be needed to implement and/or sustain the**

**proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

Training in the latest GIS, urban design, land use mapping, and other techniques is important. This should be funded on an annual basis for professional development of the dedicated planning faculty. Travel support is also needed for faculty to participate in American Planning Association's Annual Conference and related conferences, and for regional and local travel expenses to participate in regional and local seminars sponsored by the Florida Department of Community Affairs, among other agencies. It is anticipated that \$2,000 per year be allocated for travel to conferences that will be budget annually by the department.

**G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

No special categories of resources are requested or projected through year 5.

**H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

The cohort model of two classes per semester does not lend itself to fellowships, since all students will be part-time. However, the UCF Planning Advisory Board has indicated a willingness to assist in creating scholarships for our potential students.

**I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

With regards to instructional opportunities, the program seeks to leverage the local assets of the city and county governments throughout Central Florida. Local governments provide an exceptional opportunity for students to apply the skills of urban planning learned in the classroom to planning issues local governments are currently facing. The capstone project, for instance, will be used as one of the primary learning processes for applying recently acquired skills. The opportunities for using local governments as the "laboratory" are especially germane in planning, especially in Florida, for two reasons.

First, per state law, each local government is required to adopt a local comprehensive plan, which is intended to guide future development. As part of the planning process, local governments identify a variety of planning issues (housing, land development, environmental, etc.) within neighborhoods, development districts and redevelopment areas that may serve as the focus of a studio project. In essence the local government and its businesses and residents serve as a client for the studio project. Since the official planning documents identify areas of concern, there is a large repository of studio projects for students to engage. The following is a list of counties within the Central Florida region which may potentially serve as the client for a capstone project:

**Figure 10**  
**Central Florida Counties – Possible Capstone "Clients"**

Brevard	Marion
Citrus	Orange
Flagler	Osceola
Lake	Seminole
Levy	Sumter
	Volusia

Second, because the UCF Planning Advisory Board has actively sought the participation of local governments and non-government agencies in the process of planning for the proposed program, committee members have suggested numerous topics for students to focus their application efforts. In addition, this advisory group represents the core of the government and non-government sector in Central Florida that may provide opportunities for student internships or "shadowing" opportunities.

**J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

There are no capital expenditures for instructional or research space required at this time or anticipated in the future.

# APPENDIX A

## Letters of Support



WE CREATE LASTING COMMUNITIES

Richard W. Unger  
Rich.Unger@mscwinc.com  
407-893-4769

February 9, 2010

U.S. Mail and E-Mail

Mary Ann Feldheim, Ph.D.  
Chair and Associate Professor  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affairs Building II, Suite 238  
Orlando, FL 32816-1395

Dear Dr. Feldheim:

I wholeheartedly support the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning. Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning and I have had the privilege of teaching some of those classes over the years. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers. This interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique planning perspective and opportunity.

The central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. I strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration and I am pleased to provide my support.

Sincerely,

Richard W. Unger, FAICP  
Planning Manager  
MSCW  
and  
Immediate Past President  
Florida Chapter of the American Planning Association



4750 New Broad Street  
Orlando, FL 32811  
877.672.9788  
407.499.3330  
www.MSCWinc.com



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**Growth and Resource Management  
Planning and Development Services**

February 4, 2010

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

**RE: Letter of Support for Master Program in Urban and Regional Planning**

To Whom It May Concern:

Volusia County Growth and Resource Management Department supports the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF). UCF currently offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master program, the level of student knowledge and service will be expanded beyond what the graduate certificate offers. This interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique planning perspective and provide a locally desired opportunity to meet the needs of growing our community of professionally trained individuals to serve as urban and regional planners.

Sincerely,

A handwritten signature in black ink that reads "Kelli McGee".

Kelli McGee  
Director, Planning and Development Services



February 3, 2010

Dr. Mary Ann Feldheim  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Ste. 238  
Orlando, FL 32816-1395

Dear Dr. Feldheim:

On behalf of the Florida High Tech Corridor Council and its university, economic development and high tech industry partners, I strongly support the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF).

The Florida High Tech Corridor Council (FHTCC) was established by the Legislature to grow high tech industry and innovation through research, workforce and marketing partnerships. This unique economic development partnership merges the strengths of more than 20 economic development organizations, 14 state and community colleges, industry partners and three world-class universities (UCF, the University of South Florida and the University of Florida) to help build the Corridor and our state into a globally recognized place where innovation is cultivated and thriving.

Since its inception in 1996, FHTCC has promoted educational programs that align with our mission to foster a high tech workforce within the 23-county Florida High Tech Corridor. The proposed master's program seeks to expand the current curriculum of the UCF certificate in urban and regional planning by including coursework focused on planning methods, transportation policy, environmental program management and economic development, the key principle of FHTCC's mission. Graduates of this program will possess a unique perspective on planning smart and sustainable communities for tomorrow's innovation economy and will be in high demand in the surrounding region's job market.

The Florida High Tech Corridor Council is pleased to support the University of Central Florida's proposed master's program as a way to develop a highly skilled workforce that will, in turn, continue to drive our state's growth responsibly.

Best regards,

A handwritten signature in cursive script that reads 'Randy Berridge'.


Randy Berridge  
President

1055 AAA Drive  
Heathrow, FL 32746  
PH. 407.708.4630  
FX. 407.708.4635  
[www.FloridaHighTech.com](http://www.FloridaHighTech.com)

A regional economic development initiative of:





**Lassiter Transportation Group, Inc.**  
**Engineering and Planning**

Ref: VCARD Correspondence

February 3, 2010

Dr. Feldheim  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Re: Master of Urban and Regional Planning Program

Dear Dr. Feldheim:

As the owner of a traffic engineering firm, I have had the occasion to hire graduates from both the Undergraduate Civil Engineering program as well as the Master's (of Transportation) program. I have found that UCF students are well educated in both the theoretical aspects of traffic engineering/transportation planning as well as having been exposed to actual applications in this field.

We also hire urban planners who provide capability in GIS and transportation planning, especially as relates to comprehensive plan updates and amendments as required by the Growth Management Act. With UCF's track record in graduating knowledgeable students who make good employees, I can tell you that this State needs more of these graduates to help it tackle growth issues in a more responsible approach than has been previously applied. It seems to me that the planning departments of state and local agencies end up being anti-growth, not realizing the importance of developing diversified, well-rounded new communities because retro-fitting smart growth goals is so very hard to do in downtown areas.

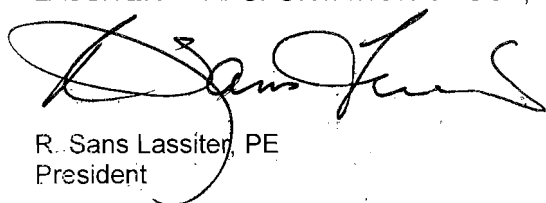
Accordingly, I support the development of a Master of Urban and Regional Planning Program at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning. Currently, UCF offers an undergraduate and graduate certificate in Urban and Regional Planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in planning methods, transportation policy, environmental program management, economic development, and in planning healthy communities.

Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. We strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration.

Sincerely,

LASSITER TRANSPORTATION GROUP, INC.



R. Sans Lassiter, PE  
President

c: Scott McGrath, UCF Planning & Advisory Board Member (SMcgrath@deltonafl.gov)



# TOWN OF EATONVILLE

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*"THE OLDEST BLACK INCORPORATED MUNICIPALITY IN AMERICA"*

Dr. Mary Ann Feldheim  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Boulevard  
Health and Public Affairs Building II, Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

Our organization enthusiastically supports the development of a Master of Urban and Regional Planning at the University of Central Florida (UCF) to meet the need for individuals trained in Urban and Regional Planning. The Historic Town of Eatonville is a small community with significant planning needs. We are on the cusp of development of various planning components. We are embarking on smart growth, transportation, economic development and redevelopment issues. We have a great need for locally trained students and professionals in the areas of planning methods, transportation policy, growth management, economic development, and in planning healthy communities.

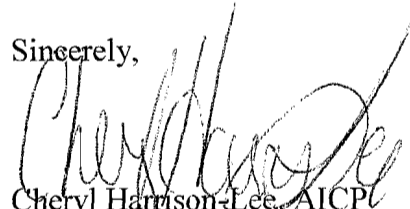
We welcome a partnership with UCF through student internships and by serving as guest lecturers for classes. It has been my pleasure to serve on the University of Central Florida's Urban and Regional Planning Advisory Board and to help establish this excellent opportunity that will transform the Central Florida region with smart growth principles.

As we developed planning initiatives at the Town of Eatonville, we identified a critical need for more professionally trained individuals to serve as urban and regional planners in our community.

We believe training students at the graduate level at UCF will be a great asset. Therefore, we strongly support the development of the Master of Urban and Regional Planning as a way to make Central Florida a more global and competitive community.

Thank you for your consideration.

Sincerely,



Cheryl Harrison-Lee, AICP  
Chief Administrative Officer



1414 Kuhl Ave.  
Orlando, FL 32806  
321.843.7000

orlandohealth.com

February 1, 2010

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

Orlando Health is a private, not for profit, locally governed health service organization and a major provider of healthcare services to the Central Florida region. Our organization is comprised of seven patient care institutions with nearly 1,900 inpatient beds, a major cancer center and a graduate medical education program. We offer a very comprehensive and sophisticated scope of services and have a long track record of involvement with clinical research programs and academic medicine.

The University of Central Florida presently offers undergraduate and graduate certificates in urban and regional planning. A student graduating with a Masters Degree in Urban and Regional Planning will have an expanded level of knowledge, expertise and skills beyond what the graduate certificate provides by virtue of coursework in planning methods, transportation policy, environmental program management, economic development and healthy communities planning. Students matriculating in this interdisciplinary program will be able to focus their academic interests in a variety of concentrations including economic and community development, environmental planning, health and human services planning, and transportation policy.

Orlando Health strongly supports the development of the Master of Urban and Regional Planning at the University of Central Florida (UCF), as a way to meet the specific needs of our growing community. Our recent campus and community planning activities have made us keenly aware of the critical need for more high quality, professionally trained urban and regional planners.

Thank you for your consideration

Sincerely,

Karl W. Hodges  
Corporate Vice President of Business Development

THE FLORIDA CHAPTER OF  
THE CONGRESS FOR THE NEW URBANISM

1223 DICKINSON DR, CORAL GABLES, FLORIDA • 33134  
PHONE: 305-284-4420

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Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

To Whom It May Concern:

The Congress for the New Urbanism, Florida Chapter (CNU-Florida) supports the development of a Master of Urban and Regional Planning (MURP) at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning and the growing need for planning in communities in Florida, the U.S. and abroad. Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a MURP, the level of student knowledge and service will be expanded beyond what the graduate certificate offers by requiring courses in planning methods, transportation policy, environmental program management, economic development, and in planning and designing healthy communities. This interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique planning perspective and opportunity.

As well as serving as the current Chair of CNU-Florida, I hold a MURP and PhD in City and Regional Planning from UNC-Chapel Hill and I am a tenured faculty member in the School of Architecture at the University of Miami where I have directed programs in Community Building, Real Estate Development and Urbanism. Urban planning programs are poised to play a critical role within universities to attract graduate students, enhance the reputation of institutions, and attract research funding for infrastructure and transportation planning, smart growth, economic development, housing, environmental planning, health and human services planning, natural hazard mitigation, and other interdisciplinary areas closely connected with urban and regional planning.

Our CNU-Florida members value our partnership with UCF in offering student internships, contributing to courses as guest speakers and serving on the University of Central Florida's Urban and Regional Planning Advisory Board.

Current initiatives, including the approval of SunRail and the positive results of the myregion.org effort, reveal an increasing need and opportunity for professionally trained individuals to serve as urban and regional planners in our communities. We strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida as a way to meet the specific needs of growing our community.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Charles C. Bohl". The signature is written in a cursive, flowing style.

Charles C. Bohl, Phd  
Chair, Congress for the New Urbanism, Florida Chapter

**About The Congress for the New Urbanism (CNU)**

The CNU is the leading organization promoting walkable, neighborhood-based development as an alternative to sprawl and the key to creating livable, sustainable urban communities. CNU takes a proactive, multi-disciplinary approach to restoring our communities. CNU members are the planners, developers, architects, engineers, public officials, investors, and community activists who create and influence our built environment, transforming growth patterns from the inside out. Whether it's bringing restorative plans to hurricane-battered communities in the Gulf Coast, turning dying malls into vibrant mixed-use neighborhoods, or reconnecting isolated public housing projects to the surrounding fabric, new urbanists are providing leadership in community building.



SIERRA  
CLUB  
FOUNDED 1892

2/2/2016

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

Sierra Club of Central Florida supports the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in planning methods, transportation policy, environmental program management, economic development, and in planning healthy communities. This interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique planning perspective and opportunity.

Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. We strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration.

Sincerely,

Mary-Slater Linn  
Chair, Central Florida Sierra Club  
804#1 Rugby St.  
Orlando, Fl. 32804



February 3, 2010

Dr. May Ann Feldheim  
Chair and Associate Professor  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395



Dear Dr. Feldheim:

The Orlando Neighborhood Improvement Corporation supports the development of a Master of Urban and Regional Planning at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning. Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in planning methods, transportation policy, environmental program management, economic development, and in planning healthy communities. This interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique planning perspective and opportunity.

We value our partnership with UCF in offering student internships, contributing to courses as guest speakers and serving on the University of Central Florida's Urban and Regional Planning Advisory Board. Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. We strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert E. Ansley, Jr.", written in a cursive style.

Robert E. Ansley, Jr., FAICP  
President

REA:fg



# CITY OF ORMOND BEACH

Planning Department • 22 South Beach Street • Ormond Beach, FL 32174 • (386) 676-3238 • Fax (386) 676-3242

February 2, 2010

Dr. Feldheim  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

As Planning Director for Ormond Beach, I would like to express my support for the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF) to meet the needs for individuals training in Urban and Regional Planning. Recently, I had the occasion to interview and hire a person for a Senior Planner position. One of the individuals lived locally and had a graduate certificate in urban and regional planning from UCF. While this individual was exceptional, the minimum qualification was a Master's Degree in the field or like field. It is my best judgment that developing a Master of Urban and Regional Planning will place the student competitively above what the graduate certificate offers currently. By requiring diverse courses such as planning methods, transportation policy, environmental program management, and economic development, the need for generalized planners by local government will be met. I sincerely believe the interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will place UCF students on the cutting edge of an ever changing professional field while providing employers with well prepared planners to meet the continuing growth challenges in Florida.

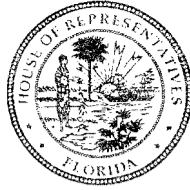
Ormond Beach as an employer of planning talent within the Central Florida region has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our community. I strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration

Sincerely,

Richard P. Goss, AICP  
Planning Director





# Representative Chris Dorworth

Florida House of Representatives, District 34

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1055 AAA Drive, Suite 205  
Lake Mary, FL 32746  
(407) 333-1815  
(407) 333-1817 fax

200 House Office Building  
402 S. Monroe St.  
Tallahassee, FL 32399  
(850) 488-5843

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November 19, 2009

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

To Whom It May Concern:

I would like to voice my support for the development of a Master of Urban and Regional Planning at the University of Central Florida to meet the needs for individuals training in this field and to meet the needs of our state. Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in planning methods, transportation policy, environmental program management, economic development, and in planning healthy communities. This interdisciplinary program will be unique in the state and is necessary as Florida seeks opportunities to grow.

I strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida as a mean to enhance students' knowledge in this field and benefit our community.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Dorworth".

Chris Dorworth  
State Representative

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*Proudly Serving Seminole and Orange Counties as:  
Vice Chair of the Military & Local Affairs Policy Committee;  
and a member of the Finance and Tax Council; Economic Development & Community Affairs Policy Council;  
State Universities & Private Colleges Appropriations Committee; and the Health Care Services Policy Committee*



# Florida House of Representatives

*Representative Steve Precourt*

District 41

**District Office:**  
7009 Dr. Phillips Boulevard  
Suite 270  
Orlando, FL 32819  
(407) 355-5784

**Tallahassee Office:**  
303 House Office Building  
402 South Monroe Street  
Tallahassee, FL 32399  
(850) 488-0256

February 5, 2010

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

I support the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF). Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers. This interdisciplinary program will offer students a unique planning perspective and opportunity.

I strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Precourt".

Steve Precourt  
Florida House of Representatives  
District 41

[Steve.Precourt@myfloridahouse.gov](mailto:Steve.Precourt@myfloridahouse.gov)

**Committees:** Energy and Utilities Policy Committee - *Chair* - General Government Policy Council - Joint Committee on Public Council - Natural Resources Appropriations Committee - Roads, Bridges and Ports Policy Committee



February 3, 2010

Dr. Mary Ann Feldheim  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Boulevard  
Health & Public Affairs Building II – Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

We are very enthused that the University of Central Florida has work underway on the development of a Master's degree in Urban and Regional Planning. We strongly encourage you to continue this effort and offer our full support.

This program will fill a need that exists in our region for qualified planners to handle many of the challenges that face our region. We know there is tremendous public support for managing growth in a responsible manner. This requires well-trained professionals with strong interdisciplinary skills.

We are glad to see the program under development includes concentrations in economic and community development, transportation policy, environmental planning, and health and human services planning. The Central Florida market provides a full range of studio settings for these concentrations to combine classroom learning with practical experience.

We have hired a number of UCF graduates, all of whom have done outstanding work. At the present time, we have one staff member enrolled in the graduate level planning certificate program and two others are looking at options. A Master's program in Urban and Regional Planning would be ideal for them, along with many others in our growing market.

Your work on this program is very much appreciated. This will help government agencies, regional organizations and private firms that hire the program's graduates . . . but the real winners will be the communities and regions that benefit from better planning.

Sincerely,

Harold W. Barley  
Executive Director



**Department of Public Administration**

October 21, 2009

To Whom It May Concern:

I am pleased to support the development of a Master degree in Urban and Regional Planning in the Department of Public Administration at the University of Central Florida to meet the needs in our communities. If you have any question, please let me know.

Sincerely,

A handwritten signature in cursive script, appearing to read 'K. T. Liou'.

Dr. K. Tom Liou  
Professor  
Department of Public Administration

**College of Health and Public Affairs II**  
**Orlando, FL 32816-1395 •407-823-2604 •FAX: 407-823-5651**



# LAND DESIGN INNOVATIONS

Incorporated

Permitting • Planning • Civil Engineering • Landscape Architecture

September 28, 2009

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

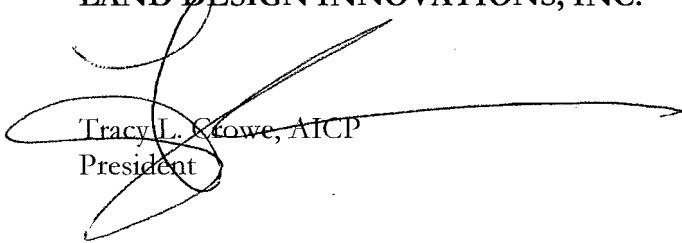
Land Design Innovations, Inc. (LDI) supports the development of a Master of Urban and Regional Planning at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning. Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in planning methods, transportation policy, environmental program management, economic development, and in planning healthy communities. This interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique planning perspective and opportunity.

LDI values its partnership with UCF in offering student internships, contributing to courses as guest speakers and serving on the University of Central Florida's Urban and Regional Planning Advisory Board. The Central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. LDI strongly supports the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration.

Sincerely,

**LAND DESIGN INNOVATIONS, INC.**

  
Tracy L. Stowe, AICP  
President





Community Development Department, 541 South Orlando Avenue, Suite 301, Maitland, FL 32751  
Phone (407) 539-6211 FAX (407) 539-6275 [www.itsmymaitland.com](http://www.itsmymaitland.com)

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October 27, 2009

TO WHOM IT MAY CONCERN:

The purpose of this letter is to express my support for the Florida Board of Governors to institute a feasibility study for a new program at the University of Central Florida offering a Master's Degree in Planning. As a practitioner in the field for 36 years, I have witnessed the legislatively-mandated responsibilities of local government planners in Florida expand from general, zoning-based responsibilities to specific responsibilities that are mandated by Chapter 163 of the *Florida Statutes* and reviewed by state agencies to ensure compliance with rigorous statutory standards. As the needs of the people, communities and businesses of Florida have expanded, the planning responsibilities mandated by Chapter 163 have been expanded by the Florida Legislature to include such additional requirements as school facilities coordination, transportation concurrency/mobility, energy use reduction, and special area studies (e.g., Green Swamp, Wekiwa River Basin). Addressing this broadening range of responsibilities requires Florida local governments and private planning agencies to retain more professional planners who have the sophisticated educational backgrounds necessary to address these issues.

The population of Central Florida, at 3.1 million people, represents about 20% of the population of the State of Florida, yet there are no major university programs offering a Master's Degree in Planning that are located the region. As the economy of Florida recovers and the population of Central Florida continues to grow, I foresee that the demand for employees who are properly educated in planning will grow at a substantial rate. This applies to both public and private sector planning agencies. Since most middle- and upper-level planning positions that are offered by employers require a Master's Degrees in Planning, the need for a Master's Degree program at UCF is evident.

Please feel free to contact me if you would like to discuss this subject further.

Sincerely,

Richard W. Wells, AICP  
Community Development Director  
[dwells@itsmymaitland.com](mailto:dwells@itsmymaitland.com)



To whom it may concern:

Avalon Park Group supports the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning. The requirements of an urban and regional planner are unique, and an educational program must address the areas of resource development, volunteer management, accountability and program evaluation.

Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in financial management, administration, leadership, resource development, program evaluation, strategic planning and grants and contract management.

Avalon Park Group values our partnership with UCF in offering student internships, contributing to courses as guest speakers and serving on the University of Central Florida's Urban and Regional Planning Advisory Board. Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. Avalon Park Group strongly supports the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration

Sincerely,

A handwritten signature in black ink, appearing to read "Ross Halle", is positioned below the word "Sincerely,".

Ross Halle  
VP/Architect/Townplanner



# CITY OF ORLANDO

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October 28, 2009

Department of Public Administration  
University of Central Florida  
Department of Public Administration  
HPA II Suite 238  
Orlando, Florida 32816-1395

Attn: Mary Ann Feldheim, Ph.D., Chair and Associate Professor  
Christopher V. Hawkins, Ph.D., Assistant Professor

RE: Proposed Master of Urban and Regional Planning program at UCF

Dear Chair and Committee:

Our organization supports the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning. The requirements of an urban and regional planner are unique, and an educational program must address the areas of resource development, volunteer management, accountability and program evaluation.

We understand that UCF currently offers an undergraduate and graduate certificate in urban and regional planning. Through the development of a Master of Urban and Regional Planning program, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in financial management, administration, leadership, resource development, program evaluation, strategic planning and grants and contract management.

We value our partnership with UCF in offering student internships, contributing to courses as guest speakers and serving on the University of Central Florida's Urban and Regional Planning Advisory Board. Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. We strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Sincerely,

Bill Burns, AICP, MPA, PE, Project Manager  
City of Orlando Department of Public Works  
Capital Improvement and Infrastructure Division





October 29, 2009

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

To Whom It May Concern:

Our organization is pleased to support the development of a Master of Urban and Regional Planning degree at the University of Central Florida (UCF). The proposed Master of Urban and Regional Planning degree would be an interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy.

All of these concentrations are key to the issues facing Orange County amid changing economic conditions, foreclosure activity, population trends, and environmental concerns such as water supply. The current recession at the national and state levels has had profound implications for our local community, requiring highly-trained urban and regional planning professionals to work with community and business stakeholders to mitigate the effects of these changes and enhance Orange County's quality of life.

Our organization strongly supports development of a Master of Urban and Regional Planning degree program at the University of Central Florida to meet the needs of Orange County's residents, businesses and visitors, as we work together to provide a bright future for Orange County.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Susan E. Caswell". The signature is written in a cursive style.

Susan E. Caswell, AICP  
Planning Manager

SEC:am

PLANNING DIVISION  
SUSAN E. CASWELL, *AICP, Planning Manager*  
201 South Rosalind Avenue, 2nd Floor ■ Reply To: Post Office Box 1393 ■ Orlando FL 32802-1393  
Telephone 407-836-5600 ■ FAX 407-836-5862 ■ [orangecountyfl.net](http://orangecountyfl.net)

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October 28, 2009

Christopher V. Hawkins, Ph.D.  
Assistant Professor  
Department of Public Administration  
University of Central Florida  
P.O. Box 160112  
Orlando, FL 32816-0112

Dear Dr. Hawkins:

This letter is in support of the University of Central Florida's (UCF) effort to establish a Master of Urban and Regional Planning program that can provide for advanced training in urban and regional planning. The requirements of an urban and regional planner are unique, and an educational program must address the areas of resource development, volunteer management, accountability and program evaluation.

Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in financial management, administration, leadership, resource development, program evaluation, strategic planning and grants and contract management.

Osceola County values its partnership with UCF by offering student internships, contributing to courses as guest speakers and serving on the University of Central Florida's Urban and Regional Planning Advisory Board. It is clear to us that, as Central Florida continues to grow, the need for well trained and qualified professional planners that can provide the leadership necessary to address increasingly complex development issues will grow as well. We strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of Osceola County as well as the larger Central Florida community.

Thank you for your consideration.

Sincerely,

Jeffrey Jones, AICP  
Smart Growth Director  
Osceola County, Florida

Osceola  
County

1 Courthouse Square  
Suite 1400  
Kissimmee, FL 34741  
PH: (407) 343-3100  
Fax: (407) 343-3086

RECEIVED NOV 02 2009

October 28, 2009

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

UCF stands for Opportunity! However, it seems ironic that a region so rich in opportunities to practice the professions of urban, regional, community and transportation planning is absent any real opportunity to first acquire the highly specialized skills and education necessary to become a registered and licensed practitioner. A graduate level planning degree program at the University of Central Florida will help fill this critical void.

Our organization supports the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning. Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in planning methods, transportation policy, environmental program management, economic development, and in planning healthy communities. This interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique planning perspective and opportunity.

So much of our planning needs are owed to federal, state and local mandates to plan and anticipate social, environmental and mobility needs resulting from growth and to implement projects, policies and programs that will mitigate these impacts. As our local, regional and national economy rebounds and construction and growth activities resume, we will need highly skilled planning professionals to meet the future challenges brought about by tighter regulatory restrictions and greater consciousness for sustainable growth and development.

HDR Engineering, Inc.

315 E Robinson Street  
Suite 400  
Orlando, FL 32801-1949

Phone: (407) 420-4200  
Fax: (407) 420-4242  
[www.hdrinc.com](http://www.hdrinc.com)

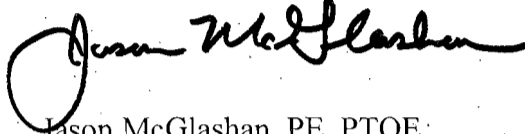
Dr. Feldheim  
Page 2  
October 28, 2009

Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. We strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration

Sincerely,

HDR ENGINEERING, INC.



Jason McGlashan, PE, PTOE  
Vice President

MJM:bl

HDR Engineering, Inc.

315 E Robinson Street  
Suite 400  
Orlando, FL 32801-1949

Phone: (407) 420-4200  
Fax: (407) 420-4242  
[www.hdrinc.com](http://www.hdrinc.com)

October 27, 2009

Dr. Mary Ann Feldheim, Chair  
Department of Public Administration  
College of Health and Public Affairs II  
University of Central Florida  
Orlando, FL 32816-1395

Dear Mary Ann,

As you know from our long relationship, my firm recruits extensively from the state's pool of trained and graduating planners. We have normally looked to students from FSU since it is one of the most established programs but are committed to looking closer to home should the option be available. Consequently, we are very supportive of your department's efforts to launch a program offering a master's degree in Urban and Regional Planning at the University of Central Florida (UCF) to meet the need for such individuals. The requirements of an urban and regional planner are very specific in their scope so an educational program must be directed toward areas of resource development, volunteer management, accountability, and program evaluation.

I am aware, of course, that UCF offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in financial management, administration, leadership, resource development, program evaluation, strategic planning and grants and contract management. In the case of this firm, these are the specializations RERC seeks in its prospective employees.

Through continued interaction as faculty and service on the University of Central Florida's Urban and Regional Planning Advisory Board, I have a particular appreciation for the benefits that will accrue to the community once this program is approved and begins to enroll students. There is no doubt in my mind that the department and the community together have identified a critical need for more professionally trained individuals to serve as planners in the region's developing areas. I personally, and on behalf of RERC, strongly support the implementation of the Master of Urban and Regional Planning at the University of Central Florida.

Let me know how I may further help or advance your efforts.

Sincerely,



Owen Beitsch, PhD, AICP, CRE  
Executive Vice-president  
Real Estate Research Consultants



American Planning Association  
**Florida Chapter**

*Making Great Communities Happen*

September 28, 2009

Dr. Mary Ann Feldheim  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

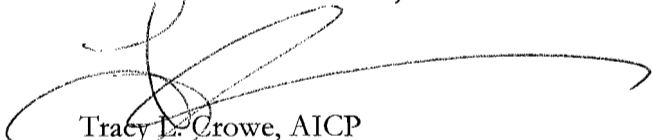
On behalf of the Orlando Metro Section of the Florida American Planning Association I am honored to submit this letter of support for new a Master of Urban and Regional Planning at the University of Central Florida (UCF). By developing the State's **first** Master of Urban and Regional Planning in an **urban setting**, the University will be broadening the capabilities for our students to apply in assisting the growth of our State in our urban areas. This proposed interdisciplinary program in a metropolitan setting with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique urban planning perspective and opportunity.

FAPA OMS will commit to partnering with UCF in assisting with student scholarships and contributing our members to courses as guest speakers. FAPA OMS strongly supports the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration.

Sincerely,

**AMERICAN PLANNING ASSOCIATION  
FLORIDA CHAPTER, ORLANDO METRO SECTION**



Tracy L. Crowe, AICP  
President

2040 Delta Way  
Tallahassee, FL 32303  
P: 850-201-3272  
F: 850-386-4396  
e: fapa@floridaplanning.org  
www.floridaplanning.org

Kim Glas-Castro, AICP  
President

Richard Unger, FAICP  
Past President

Merle Bishop, FAICP  
President Elect

Marcie Stenmark, AICP  
VP, Membership Services

Andre Anderson, AICP  
VP, Professional  
Development

Melissa Zornitta, AICP  
VP, Section Affairs

Wiatt Bowers, AICP  
VP, Conference Services

Allara Mills Gutcher, AICP  
Treasurer

Mindy Heath, AICP  
Secretary

Julia "Alex" Magee  
Executive Director

November 10, 2009

Dr. Mary Ann Feldheim  
Assistant Professor  
UCF Department of Public Administration  
HPA II, Suite 238  
Orlando, Florida 32816

Re: Support for the University of Central Florida's Urban and Regional Planning Masters Program

Dear Dr. Feldheim:

Canin Associates supports the development of a Master Urban and Regional Planning Program at the University of Central Florida (UCF) to produce well trained regional and urban planners for our fast growing area. Central Florida is a leader in the State in Smart Growth Visioning and we will need a well trained cadre of young professional planners to adequately staff and fill positions in the 7 counties and over 80 municipalities that are trying to invest in this new paradigm on how to manage our future growth.

We strongly support the Master of Urban Planning at the University of Central Florida as a way to meet the specific needs and challenges of our growing community.

Sincerely,



Brian C. Canin, AIA, AICP  
President



American Planning Association  
**Florida Chapter**

*Making Great Communities Happen*

December 7, 2009

Dr. Mary Ann Feldheim, Chair  
 Department of Public Administration  
 University of Central Florida  
 4000 Central Florida Blvd.  
 Health and Public Affairs Building II, Suite 238  
 Orlando, Florida 32816-1395

Dear Dr. Feldheim:

The Florida Chapter of the American Planning Association (APA Florida) supports the development of a Masters of Urban and Regional Planning program at the University of Central Florida (UCF) to meet the need for individuals training in Urban and Regional Planning.

Currently, UCF offers an undergraduate and graduate certificate in urban and regional planning. Through the development of a Masters of Urban and Regional Planning program, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in planning methods, transportation policy, environmental program management, economic development, and in planning healthy communities. This interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students the knowledge and training that will allow them to work as professional planners in Florida's challenging environment.

APA Florida, the largest professional planning organization in Florida, works to advance the art and science of planning as well as to increase awareness of the planning process and profession, and the benefits that both can bring to Florida and its communities. The development of the Masters of Urban and Regional Planning program at the University of Central Florida will contribute to the achievement of both these goals, and elevate the prominence of planning in the Central Florida region. We support the development of this program.

Sincerely,

Kim Glas-Castro, AICP  
 President

Cc: Tracy Crowe, AICP

2040 Delta Way  
 Tallahassee, FL 32303  
 P: 850-201-3272  
 F: 850-386-4396  
 e: fapa@floridaplanning.org  
 www.floridaplanning.org

Kim Glas-Castro, AICP  
 President

Richard Unger, FAICP  
 Past President

Merle Bishop, FAICP  
 President Elect

Marcie Stenmark, AICP  
 VP, Membership Services

Andre Anderson, AICP  
 VP, Professional  
 Development

Melissa Zornitta, AICP  
 VP, Section Affairs

Wiatt Bowers, AICP  
 VP, Conference Services

Allara Mills Gutcher, AICP  
 Treasurer

Mindy Heath, AICP  
 Secretary

Julia "Alex" Magee  
 Executive Director



January 16, 2010

Dr. Mary Ann Feldheim  
Chair and Associate Professor  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affairs Building II, Suite 238C  
Orlando, Florida 32816-1395

Re: Letter of Support for the UCF Master's Degree

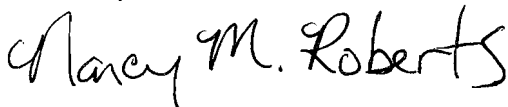
Dear Dr. Feldheim,

As a practicing planner in Central Florida for over 12 years and as Vice President of the Florida Planning and Zoning Association, I would like to express my individual and organization's support (see attached Resolution) for establishing a Master's of Urban and Regional Planning program at the University of Central Florida (UCF). As I understand, UCF currently offers an undergraduate and graduate certificate in urban and regional planning. By developing a Master of Urban and Regional Planning degree opportunity, the level of student knowledge will be substantially expanded beyond what the graduate certificate offers.

An interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy will offer students a unique planning perspective and opportunity. We believe that as the economy rebounds, many graduates of the program will be able to obtain employment locally and throughout the state.

I believe that the central Florida planning community sees a critical need for more professionally trained individuals to serve as urban and regional planners in both the public and private sectors. On behalf of the Florida Planning and Zoning Association, we strongly support the development of a Master's degree program in Urban and Regional Planning at the University of Central Florida. If you have any questions, please feel free to contact me via phone at 407-284-4761 or via email at [nancy.roberts@aecom.com](mailto:nancy.roberts@aecom.com).

Sincerely,



Nancy M. Roberts, Senior Associate  
Planning Manager  
Design + Planning  
AECOM



RESOLUTION JANUARY 2010  
OF THE FLORIDA PLANNING AND ZONING ASSOCIATION

A RESOLUTION OF THE FLORIDA PLANNING AND ZONING ASSOCIATION SUPPORTING THE ESTABLISHMENT OF A MASTER'S OF URBAN AND REGIONAL PLANNING PROGRAM AT THE UNIVERSITY OF CENTRAL FLORIDA.

WHEREAS, the University of Central Florida supports the development of a Master of Urban and Regional Planning program at the University of Central Florida to meet the need for individuals training in Urban and Regional Planning through the establishment of an interdisciplinary program with concentrations in economic and community development, environmental planning, health and human services planning, and transportation policy; and

WHEREAS, this new Master's program will provide the University of Central Florida students with knowledge that will be substantially expanded beyond what the current graduate certificate offers; and

WHEREAS, the Florida Planning and Zoning Association is a statewide nonprofit organization comprised of people dedicated to planning and developing a quality Florida; and

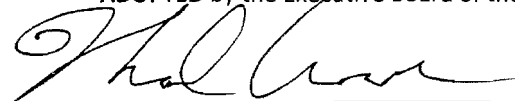
WHEREAS, the official goals of the Florida Planning and Zoning Association are to:

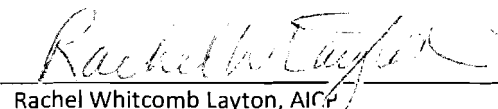
- Promote cooperation among official planning and zoning boards or commissions, civic bodies, citizens, technicians and students interested in planning and zoning in the State of Florida;
- Cultivate and stimulate interest in planning and zoning by local governments;
- Encourage the observance of sound planning and zoning practices;
- Furnish information, advice and assistance to its members and provide a medium for exchanging information, advice and assistance among them;
- Engage in research and issue publications on planning and zoning and related matters;
- Promote and encourage the sound development of land, water and natural resources and the elimination of air and water pollution; and
- Educate the public and elected and appointed officials in matters pertaining to planning and zoning.

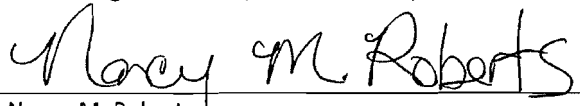
WHEREAS, the Florida Planning and Zoning Association sees a critical need for more professionally trained individuals to serve as urban and regional planners in both the public and private sectors;

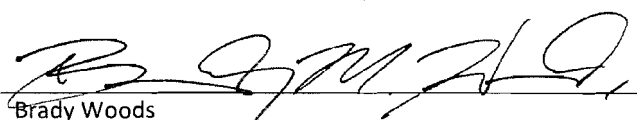
NOW THEREFORE, BE IT RESOLVED, that the 2009-2010 Executive Board of the Florida Planning and Zoning Association fully supports the development of a Master's degree program in Urban and Regional Planning at the University of Central Florida.

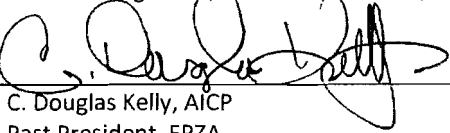
ADOPTED by the Executive Board of the Florida Planning and Zoning Association this 16<sup>th</sup> day of January, 2010.

  
 \_\_\_\_\_  
 Thad Crowe, AICP  
 President, FPZA  
 Planning Manager, City of Daytona Beach  
 301 S. Ridgewood Ave., Room 240, Daytona Beach, FL 32115

  
 \_\_\_\_\_  
 Rachel Whitcomb Layton, AICP  
 President Elect, FPZA  
 Senior Planner, Design Team West  
 435 12th Street West, Bradenton, FL 34205

  
 \_\_\_\_\_  
 Nancy M. Roberts  
 Vice President, FPZA  
 Planning Manager, AECOM  
 150 N. Orange Ave., Suite 200, Orlando, FL 32801

  
 \_\_\_\_\_  
 Brady Woods  
 Vice President, FPZA  
 Senior Planner, Powell, Fragala & Associates, Inc.  
 5130 S. Florida Ave., Ste. 401, Lakeland, FL 33807

  
 \_\_\_\_\_  
 C. Douglas Kelly, AICP  
 Past President, FPZA  
 Planning Manager – Florida, GAI Consultants, Inc.  
 300 E. Pine Street, Ste. 1020, Orlando, FL 32801



# CITY OF ORLANDO

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October 28, 2009

Mary Ann Feldheim, Ph.D.  
Chair and Associate Professor  
UCF - Department of Public Administration  
HPA II Suite 238  
Orlando, Florida 32816-1395

Dear Dr. Feldheim:

As alum of the College of Health and Public Administration with a Master of Public Administration and a Certificate in Urban and Regional Planning and as a prospective student, I would like to share my support for the development of a Master of Urban and Regional Planning program at the University of Central Florida. As a planner for the City of Orlando, I know the requirements of an urban and regional planner are unique, and an educational program must address the areas of resource development, volunteer management, accountability and program evaluation.

By developing a Master of Urban and Regional Planning, the level of student knowledge and service will be expanded beyond what the graduate certificate offers, by requiring courses in financial management, administration, leadership, resource development, program evaluation, strategic planning and grants and contract management. This program will benefit not only future planners but attract many current practitioners as well.

I am honored to support UCF in offering student internships, contributing to courses as guest speakers and to serve on the University of Central Florida's Urban and Regional Planning Advisory Board. Our community perspective on the central Florida planning community has identified a critical need for more professionally trained individuals to serve as urban and regional planners in our communities. I strongly support the development of the Master of Urban and Regional Planning at the University of Central Florida, as a way to meet the specific needs of growing our community.

Thank you for your consideration

Sincerely,

Leo Cruz  
Planner II  
City of Orlando  
leo.cruz@cityoforlando.net

February 10, 2010

Dr. Mary Ann Feldheim  
Department of Public Administration  
University of Central Florida  
4000 Central Florida Boulevard  
Health and Public Affair Building II, Suite 238  
Orlando, FL 32816-1395

Dear Dr. Feldheim:

As you may be aware, the Metro Orlando Economic Development Commission (EDC) is an organization whose mission is the attraction, retention, and addition of high-wage jobs in the four-county region. For us to be successful, we must be able to offer our clients all aspects of a region that will help accelerate their growth plans, including well planned communities and business locations.

With that in mind, our organization fully supports the development of a Master of Urban and Regional Planning program at the University of Central Florida (UCF), which would supplement current offerings. It is especially gratifying to know that there would be a focus on economic and community development; both critically important to this region.

Throughout the region, we are fortunate to work with many capable planners. We know the importance of effective planning departments and firms. We believe the proposed program will further strengthen the region's planning community. To that end, we support the development of the Master of Urban and Regional Planning program at UCF.

Dr. Feldheim, in advance, thank you for considering the establishment of this important program.

Sincerely,



Michael L. Bobroff  
Executive Vice President/COO

1355 Benevolent Street  
Maitland, Florida 32751  
Tel: 407/682-7200 Fax: 407/682-7206  
Email: [saiplans@aol.com](mailto:saiplans@aol.com)  
Web Site: [www.solinplanning.com](http://www.solinplanning.com)

SOLIN AND ASSOCIATES, INC.

February 12, 2010

Department of Public Administration  
University of Central Florida  
4000 Central Florida Blvd.  
Health and Public Affair Building II, Suite 238  
Orlando, Florida 32816-1395

Dear (Dr. Feldheim) or (To Whom It May Concern)


My perspective of Central Florida's need for an accredited Master of Urban and Regional Planning program at the University of Central Florida (UCF) has been influenced by my 36+ years of planning service for over 75 local governments. That Florida-based planning experience has exposed me to a diverse array of planning issues and opportunities for quality of life enhancements within every region of the state. But unfortunately, I also understand that well educated certified professional planners are certainly not evenly or proportionately represented within each of Florida's local communities—particularly in smaller cities or the more sparsely populated non-coastal regions of Florida.

Central Florida needs to attract more well educated young planners in order to successfully implement the State's four decades of leading-edge legislation. Florida's "Local Government Comprehensive Planning and Land Development Regulations" legislative initiative [Chapter 163, Pt. II, Florida Statutes] mandates that all Florida local governments adopt comprehensive plans that foster sustainable communities achieved through dynamic growth management, economic development, and resource conservation initiatives.

I believe that the University of Central Florida is centrally located to vast and diverse region of Florida that can serve as a viable primary market for graduate planning students. Similarly, both urban and non-urban areas, large and small, can substantially benefit from planning partnerships with University of Central Florida students enrolled in a graduate planning program who are well supervised by professional planning practitioners and faculty as well as by specially designed public/private partnerships aimed at community development and redevelopment, especially in some of the more economically distressed communities that frequently suffer from the consequences of unfunded government planning mandates. The University of Central Florida has been a catalyst in advancing coordinated regional planning efforts and has already been involved providing planning services to nearby communities. However, these efforts can be substantially increased and the level of such services can be significantly enhanced with the development of the accredited Master of Urban and Regional Planning.

I served eight years on the AICP Commission and served as on the Site Visitor Pool of the ASCP PAB. I strongly support the proposed accredited Master of Urban and Regional Planning Program at UCF. Thank you for your consideration.

Sincerely,



Lester L. Solin, Jr., FAICP, President  
Solin and Associates, Inc.

# APPENDIX B

## Planning Advisory Board

Planning Advisory Board Members (Update October 29, 2009)					
LAST	FIRST	TITLE/ORG	ADDRESS	CITY, ST, ZIP	EMAIL
Ansley	Bob	Orlando Neighborhood Impr.Corp.	101 S. Terry Avenue	Orlando, FL 32805-2254	<a href="mailto:ansley@orlandoneighborhood.org">ansley@orlandoneighborhood.org</a>
Barley	Harry	Exec. Dir., Metroplan Orlando	315 E. Robinson St., Ste.355	Orlando, FL 32801	<a href="mailto:hbarley@metroplanorlando.com">hbarley@metroplanorlando.com</a>
Beitsch, Dr.	Owen	Real Estate Research Consultants, Inc.	14 E.Washington St., Ste.500	Orlando, FL 32801	<a href="mailto:omb@recinc.com">omb@recinc.com</a>
Bryer	Tom	UCF - Public Admin.	HPA II - 238	Orlando, FL 32816-1395	<a href="mailto:tbryer@mail.ucf.edu">tbryer@mail.ucf.edu</a>
Burns	Bill	Dept of Public Works, City of Orlando	400 S. Orange Avenue	Orlando, FL 32801	<a href="mailto:billburns08@gmail.com">billburns08@gmail.com</a>
Canin	Brian C.	President, Canin Associates, Inc.	500 Delaney Ave., Suite 404	Orlando, FL 32801	<a href="mailto:bcanin@canin.com">bcanin@canin.com</a>
Cardwell	David E.	The Cardwell Law Firm	7380 Sand Lake Road, Suite 500	Orlando, FL 32819	<a href="mailto:dcardwell@cfl.rr.com">dcardwell@cfl.rr.com</a>
Chandler-Marin	Frances	Glatting Jackson Kercher Anglin, Inc.	120 N. Orange Avenue	Orlando, FL 32801	<a href="mailto:Fchandler@Glatting.com">Fchandler@Glatting.com</a>
Corzine	Jay, Dr.	UCF - Department of Sociology	4000 Central Florida Blvd	Orlando, FL 32816	<a href="mailto:hcorzine@mail.ucf.edu">hcorzine@mail.ucf.edu</a>
Crowe	Tracy L.	President, Land Design Innovations, Inc.	140 N. Orlando Ave., Suite 295	Winter Park, FL 32789	<a href="mailto:crowe@landbiz.com">crowe@landbiz.com</a>
Hager	Sandy	Tracy Crowe's Assistant	140 N. Orlando Ave., Suite 295	Winter Park, FL 32789	<a href="mailto:shager@landbiz.com">shager@landbiz.com</a>
Cruz	Leo	Planner II, City of Orlando	400 S. Orange Avenue, 6th Floor	Orlando, FL 32802-4990	<a href="mailto:leo.cruz@cityoforlando.net">leo.cruz@cityoforlando.net</a>
Demostene	Tina, AICP	Planning Department; Osceola County			
Drury	Blake	Sr. Associate, Glatting Jackson	120 North Orange Avenue	Orlando, FL 32801	<a href="mailto:bdrury@glatting.com">bdrury@glatting.com</a>
Feldheim	Mary Ann, Dr.	UCF - Public Admin.	HPA II - 238	Orlando, FL 32816-1395	<a href="mailto:mfeldhei@mail.ucf.edu">mfeldhei@mail.ucf.edu</a>
Frumkin	Michael	Dean, College of Health and Public Affairs, UCF	HPA I, Suite 365	Orlando, FL 32816-2200	<a href="mailto:mfrumkin@mail.ucf.edu">mfrumkin@mail.ucf.edu</a>
Grandin, Jr.	Dean J., AICP	Division Mgr, City of Orlando Planning	400 South Orange Avenue	Orlando, FL 32804-4990	<a href="mailto:dean.grandin@cityoforlando.net">dean.grandin@cityoforlando.net</a>
Guillet	Nicole	Broad and Cassel, P.A.	390 North Orange Avenue	Orlando, FL 32801	<a href="mailto:nquillet@Broadandcassel.com">nquillet@Broadandcassel.com</a>
Halle	Ross	VP Architecturn & Town Planning, Avalon Pk Grp	3680 Avalon Park E. Blvd., Ste 300	Orlando, FL 32828	<a href="mailto:rossh@avalonparkgroup.com">rossh@avalonparkgroup.com</a>
Harrison-Lee	Cheryl	Chief Administrative Officer, Town of Eatonville	307 E. Kennedy Boulevard	Eatonville, FL 32751	<a href="mailto:charrison-lee@townofeatonville.org">charrison-lee@townofeatonville.org</a>
Hawkins	Chris	UCF, Department of Public Administration	HPA II - 238	Orlando, FL 32816-1385	<a href="mailto:cvhawkin@mail.ucf.edu">cvhawkin@mail.ucf.edu</a>
Jones	Jeffrey	Smart Growth Director, Osceola County	1 Courthouse Sq., Suite 4700	Kissimmee, FL 34741	<a href="mailto:jjon3@OSCEOLA.ORG">jjon3@OSCEOLA.ORG</a>
Jurie	Jay, Dr.	UCF - Public Admin.	HPA II - 238	Orlando, FL 32816-1395	<a href="mailto:Jurie@mail.ucf.edu">Jurie@mail.ucf.edu</a>
Lawther	Wendell C.	UCF, Department of Public Administration	HPA II - 238	Orlando, FL 32816-1395	<a href="mailto:lawther@mail.ucf.edu">lawther@mail.ucf.edu</a>
Liou	K. Tom	UCF, Department of Public Administration	HPA II - 238	Orlando, FL 32816-1395	<a href="mailto:kliou@mail.ucf.edu">kliou@mail.ucf.edu</a>
McGlashan	Jason	HDR Engineering, Inc.	315 E. Robinson St., Suite 400	Orlando, FL 32801-1949	<a href="mailto:jason.mcglashan@hdrinc.com">jason.mcglashan@hdrinc.com</a>
McGrath	Scott A.	Principle Planner, City of Deltona	2345 Providence Blvd	Deltona, FL 32725	<a href="mailto:smcgrath@deltonafl.gov">smcgrath@deltonafl.gov</a>
Precourt	Steve		3403 King George Drive	Orlando, FL 32835	<a href="mailto:siprecourt@drmp.com">siprecourt@drmp.com</a>
Sellen	Jim	Ex VP, Miller, Sellen, Conner & Walsh	4750 Broad Street	Orlando, FL 32814	<a href="mailto:james.sellen@MSCWinc.com">james.sellen@MSCWinc.com</a>
Shephard	Kyle	Asst City Attorney	400 South Orange Avenue, PO 4990	Orlando, FL 32801	<a href="mailto:kyle.shephard@cityoforlando.net">kyle.shephard@cityoforlando.net</a>
Solin	Lester L.	Solin and Associates, Inc.	1355 Benevolent Street	Maitland, FL 32751	<a href="mailto:saiplans@aol.com">saiplans@aol.com</a>
Stricklin	Carol	Community Dev. Director, City of Largo	P. O. Box 296	Largo, FL 33779-0296	<a href="mailto:cstrickl@largo.com">cstrickl@largo.com</a>
Teague	Kelley	Metroplan Orlando	315 E. Robinson St., Ste.355	Orlando, FL 32801	<a href="mailto:kteague@metroplanorlando.com">kteague@metroplanorlando.com</a>

Thomas	Carlee	UCF - COHPA Dean's Office	4000 Central Florida Blvd	Orlando, FL 32816-2200	<a href="mailto:carleeth@mail.ucf.edu">carleeth@mail.ucf.edu</a>
Torres	Alissa Barber	AICP - Chief Planner	P. O. Box 1393	Orlando, FL 32802	<a href="mailto:Alissa.torres@ocfl.net">Alissa.torres@ocfl.net</a>
Tyjeski	Kevin	Chief Planning Mgr, City of Orlando Planning Div	400 South Orange Avenue	Orlando, FL 32802-4990	<a href="mailto:kevin.tyjeski@cityoforlando.net">kevin.tyjeski@cityoforlando.net</a>
Unger	Richard	MSCW, Inc.	4750 New Broad Street	Orlando, FL 32792	<a href="mailto:richard.unger@MSCWinc.com">richard.unger@MSCWinc.com</a>
Wells	Richard	City of Maitland Community Dev. Director	541 S. Orlando, Ave., Suite 301	Maitland, FL 32751	<a href="mailto:dwells@itsmymaitland.com">dwells@itsmymaitland.com</a>
Wild	Dena	Urban Designer, Ret.	800 Shady Lane	Orlando, FL 32804-4990	<a href="mailto:shosha@bellsouth.net">shosha@bellsouth.net</a>
Wright	Jim	UCF - Department of Sociology	4000 Central Florida Blvd	Orlando, FL 32816-1360	<a href="mailto:jwright@mail.ucf.edu">jwright@mail.ucf.edu</a>

**Emeritus Members**

O'Malley	Bob	Florida CSX Transportation	500 Water Street, 15 fl	Jacksonville, FL 32202	<a href="mailto:Bob.omalley@embarqmail.com">Bob.omalley@embarqmail.com</a>
Newman	Peter	UCF Facilities Planning	FSC 167	Orlando, FL 32816-3020	<a href="mailto:pnewman@mail.ucf.edu">pnewman@mail.ucf.edu</a>
DeFreese	Duane E., Dr.	UCF - Biology Department	BL 402C 4000 Central Florida Blvd	Orlando, FL 32816-2368	<a href="mailto:ddefrees@mail.ucf.edu">ddefrees@mail.ucf.edu</a>
Chapin	Linda	Metropolitan Center for Regional Studies	UCF - PH 202C	Orlando, FL 32816-0003	<a href="mailto:lchapin@mail.ucf.edu">lchapin@mail.ucf.edu</a>



**Planning Advisory Board Meeting Agenda**  
**University of Central Florida**  
**College of Health and Public Affairs**  
**Building 1, Room 335 (Dean's Conference Room)**  
**Wednesday, October 31, 2007**

- Introductions
  
- White Paper on Masters in Urban and Regional Planning
  
- Brainstorming
  - ✓ What does the board want to see for a planning degree program at UCF?
    - What are the key elements and items?
    - What is the focus most needed for Central Florida?
    - Are there specific academic programs we should emulate, and why?
  - ✓ What will be the content curriculum?
  - ✓ What skill-set should graduates have?
    - Any ideas on best methods and practices to impart the skill-set?
  
- Disciplines involved
  - ✓ Who can be partnering agencies and firms?
  
- Needs assessment
  - ✓ How can we identify people for a needs assessment?
  
- Fundraising
  - ✓ Who are our contacts for fundraising?

➤ Next step(s)

✓ Are there any potential contacts to expand the Advisory Board?

➤ Next meeting

**Attendance:** Allen, Patricia; Ansley, Bob; Barber-Torres, Alissa; Barley, Harry; Beitsch, Owen; Caswell, Susan; Dorner, Joyce; Feldheim, Mary Ann; Height, Cecilia; Jurie, Jay; Liou, Tom; O'Malley, Bob; Schafer, Deborah; Sizemore, Paul; Stricklin, Carol; Teague, Kelley; Waleski, Jacque

Topic	Discussion	Action
<b>Call to Order</b>	Called to order at 3:05 p.m.	
<b>Introductions</b>	Participants introduced themselves with names and professional affiliations/employment.	
<b>Background/White Paper</b>	<p>The PA Department currently has two planning programs; the graduate certificate in urban and regional planning, and the undergraduate minor in urban and regional planning. Interest has been shown from students and the community in developing a master level program in Urban and Regional Planning (MURP).</p> <p>An initial white paper for a master's planning program (the term "white paper" is used when presenting a new program for consideration) was presented and approved in 2001, but with a major change in personnel, it didn't move forward. In 2006 the university again asked for white papers. The department again presented the master's planning program and it was once again accepted. To move forward, the Provost had mandated that the program must be interdisciplinary. It is anticipated that the program will begin in 2010.</p> <p>After approval, potential Planning Advisory Board members were contacted to determine participation interest. This meeting is the inaugural meeting to provide input to the program, add your feedback to the white paper, and determine the skill sets that our graduating students will need to be competitive in the planning market.</p> <p>The white paper is loosely written, and your input may totally change the focus/outlook/conceptualization. It is not at all constrained by the current language, but the final paper must show that the program meets the</p>	

Topic	Discussion	Action
	requirements of UCF, COHPA, the Department, and NASPAA.	
<b>Brainstorming</b>	<p>The proposed program currently shows <b>45 credits</b> – this amount fits within state requirements for accredited program. We have some flexibility with the final product, but it must be within state requirements.</p> <p>There are <b>five main issues in planning</b>. The final product will also fall within American Planning Association accreditation guidelines.</p> <ul style="list-style-type: none"> <li>• Housing</li> <li>• Economics</li> <li>• Environment</li> <li>• Transportation</li> <li>• Social/Health</li> </ul> <p>All of these issues need to be encompassed in the new program. It should be inclusive of all planning areas as well as diverse. Noted that the core would be comprehensive planning studies and students can use electives as well as their “final product” area to create a concentration on one or more of the above areas. Most planning programs are set up this way.</p> <p>Ohio State University’s planning program sets students up with a <b>life mission</b>; that is, when the student graduates, he/she has a determined concentration and knows his/her employment goal/focus.</p> <p><b>Housing development</b> should be seen as an area of focus. Noted that evolution toward that area is planned.</p> <p>Should be more focus on <b>public opinion and politics</b> – this focus is not seen enough in planning programs.</p> <p>Add <b>growth management techniques and theory</b>. Noted that we have such a course but that it hadn’t been offered in recent semesters.</p>	

Topic	Discussion	Action
	<p>Add a <b>fiscal/financial/economic responsibility</b> focus. This would have three sub areas: implementation, planning, and analysis. There is not enough education on how to put a deal together – what skills are needed and what questions should be asked. Noted that UCF is starting a course in Real Estate Economics and we should consider a partnership.</p> <p>Ensure that a <b>research component</b> is in the program – this needs to be a major focus.</p> <p>Students need better <b>writing skills</b>. Students need enhanced listening and public presentation skills. Noted that UCF has technical/business writing courses.</p> <p>Students need to know more about <b>concurrency</b>.</p> <p><b>Program focus &amp; Placement:</b> Need to decide focus of program : policy, economics, budgeting, architecture, transportation, design : and where we want our program placed compared to others.</p> <p><b>Skill sets, knowledge, and understanding</b> students should take away:</p> <ul style="list-style-type: none"> <li>• Scales – hands-on redlining</li> <li>• Plotter</li> <li>• GIS systems and applied capabilities</li> <li>• Basic planning knowledge as well as a secondary level knowledge</li> <li>• Design studio</li> <li>• Presentation skills</li> <li>• Research skills</li> <li>• Fieldwork skills</li> <li>• Developing partnerships – how to “share turf”</li> <li>• Design – exposure to</li> <li>• Highly developed verbal and written skills</li> <li>• Listening/speaking skills</li> </ul>	

Topic	Discussion	Action
	<ul style="list-style-type: none"> <li>• Service-learning &amp; special projects</li> <li>• Green space and green planning</li> <li>• Energy/solar use and conservation</li> <li>• How to capitalize on successes and learn from failures</li> <li>• Geo-technical engineering – putting correct projects in correct spaces</li> <li>• Water tables</li> <li>• Environmental issues and impacts</li> <li>• TMDL – Total Maximum Daily Loads / Water waste &amp; quality</li> <li>• Values – social justice and equity</li> <li>• Critical thinking and analysis</li> <li>• Ethics</li> <li>• Sustainability</li> <li>• Information Fluency</li> <li>• Agricultural extension, native planting, fertilizer rules, organics</li> <li>• Land Development Codes and how they differ between counties</li> <li>• Global, regional, neighborhood versus federal, state, local gov'n't</li> <li>• Land Development and urban design</li> <li>• Environmentally sensitive land – what should &amp; shouldn't be developed</li> <li>• Mechanics &amp; principles of land development</li> <li>• Rural sustainability</li> </ul>	
<b>Disciplines Involved</b>	Tabled to next meeting	
<b>Needs Assessment</b>	<p>Who else do we need to contact for more ideas? These contacts could be individuals or organizations, government organizations, planners, etc. Please send names and contact information to Dr. Jurie (<a href="mailto:jurie@mail.ucf.edu">jurie@mail.ucf.edu</a>). If you have access to these contacts, we may request your help in contacting them.</p>	<p>Dr. Feldheim will send prototype of open-ended questions.</p> <p>Members to send names and contact information of additional sources to Dr. Jurie (<a href="mailto:jurie@mail.ucf.edu">jurie@mail.ucf.edu</a>)</p>
<b>Fundraising</b>	If the program is to have an endowed chair or additional faculty, we will need financial support from groups or individuals. For an endowed Chair,	Members to send names and contact information of potential financial supporters to Dr. Jurie

Topic	Discussion	Action
	<p>the department will need \$1M or more, or each dedicated faculty member, about \$100k per year. The Provost has made a one-to-one commitment for dedicated faculty.</p> <p>Suggested Contacts:</p> <ul style="list-style-type: none"> <li>• Thousand Friends of Florida (Blake Drury)</li> <li>• Glatting-Jackson (Owen Beitsch) – also Dr. Beitsch is aware of several organizations/firms that could be major resources</li> </ul>	<p>(<a href="mailto:jurie@mail.ucf.edu">jurie@mail.ucf.edu</a>)</p>
<b>Next Steps</b>	<p>List-serve of members will be created and forwarded. Please let Dr. Feldheim know if you wish to participate on the UCF Planning Advisory Board. The Board will meet four times per year – a lot of work will be done electronically, and board members will be involved in special projects.</p>	<p>Dr. Feldheim to send list-serve of board members.</p> <p>Meeting participants to advise Dr. Feldheim if they wish to continue on the board (<a href="mailto:mfeldhei@mail.ucf.edu">mfeldhei@mail.ucf.edu</a>)</p>
<b>Next meeting</b>	<p>Wednesday, January 30, 2008, 3-5 p.m. – place tbd</p> <ul style="list-style-type: none"> <li>• Agenda items: <ul style="list-style-type: none"> <li>○ Confirm Advisory Board membership</li> <li>○ Needs Assessment</li> <li>○ Fundraising</li> <li>○</li> </ul> </li> </ul>	<p><b>NOTE: If you need a parking sticker, please RSVP early so we have time to mail it to you.</b></p>
<b>Adjournment</b>	<p>Meeting was adjourned at 4:49 p.m.</p>	

# DEPARTMENT OF PUBLIC ADMINISTRATION

## Current Urban and Regional Planning Courses

Program	Subj	Cat #	Title
<b>URP GRAD CERT</b>	PAD	5336	Introduction to Urban Planning
	PAD	5337	Urban Design
	PAD	5338	Land Use & Planning Law
	PAD	6716	Information Systems for Public Managers & Planners
	<b>An additional three credits from one of the following electives</b>		
	CGN	6655	Regional Planning, Design & Development
	ECP	6605	Economics of Urban & Regional Problems
	PAD	5356	Managing Community & Economic Development
	PAD	6387	Transportation Policy
	PAD	6353	Environmental Program Management Research

Program	Subj	Cat #	Title
<b>URP MINOR</b>	PAD	3330	Urban & Regional Planning
	PAD	4712	Information Systems for Public Managers & Planners
	PAD	4331	Land Use and Planning
	PAD	4334	Urban Design
	PAD	4253	Community & Economic Development
	PAD	4351	Issues in Environmental Program Management
	PAD	4803	Issues in Urban Administration
	<b>Strongly encouraged electives</b>		
	ECP	3433	Transportation Economics
	ECP	4603	Urban & Regional Economics
	TTE	4004	Transportation Engineering



**UCF Department of Public Administration**  
**Planning Advisory Board Meeting**  
**January 30, 2008**  
**Agenda**

**Call to Order:**                   **3:00 PM**

**Introductions:**               **Names and Professions**  
*Sign on Roster*

**Recap**                           **First Meeting Minutes Reviewed**

**Brainstorming**               **Delphi Process to Rank Program Components**

**Next Steps**                   **Meeting with Other Colleges**  
  
**Development of Subcommittees**  
  
**Fundraising - *Volunteers***  
  
**Program – *Volunteers***

**Next Meeting**               **April 30, 2008**  
  
**3 PM to 5 PM**  
  
*Parking Passes*

**Attendance:** Allen, Patricia; Ansley, Bob; Barley, Harry; Burns, Bill; Cruz, Leo; Demostene, Tina; Dorner, Joyce; Drury, Blake; Feldheim, Mary Ann; Grandin, Dean; Guillet-Dary, Nicole; Holmes, Steve; Jurie, Jay; Sellen, Jim; Sizemore, Paul; Teague, Kelley; Tyjeski, Kevin; Waleski, Jacque, Wild, Dena

Topic	Discussion	Action
<b>Call to Order</b>	Meeting called to order at 3:07 p.m.	
<b>Introductions</b>	Self-introductions made and a welcome was extended to all	
<b>Recap of First Mtg</b>	<p>Minutes of the October 31, 2007 meeting were reviewed and recapped. Participants advised that the department needs to know the competencies needed in Master of Urban and Regional Planning (MURP) graduates.</p> <p><b>Q:</b> Can coursework from outside the program be transferred into the program?  <b>A:</b> At UCF, programs generally can accept up to nine credits hours of applicable coursework into a master's program (general rule is 25% or less of outside work).</p> <p><b>Q:</b> Can a visiting professor teach planning if this is his/her area of expertise.  <b>A:</b> Yes.</p> <p>Participants were asked to review the bulleted list within the minutes of the last meeting as well as the bulleted list that was included in the meeting package and add competencies as needed during the following brainstorming session.</p>	
<b>Brainstorming</b>	<p>Stakeholder expectations:</p> <ul style="list-style-type: none"> <li>• Blend theoretical with pragmatic, esp. in development area</li> <li>• Economics of deals</li> <li>• Consensus building skills</li> <li>• Politics of planning – bring divergent needs together</li> <li>• Communication skills – oral, written, and graphic (or know people)</li> </ul>	

Topic	Discussion	Action
	<p>who know graphic communication)</p> <ul style="list-style-type: none"> <li>• GIS knowledge – need to add more rigor to this course</li> <li>• CAD &amp; modeling</li> <li>• Laws of planning</li> <li>• Policy writing</li> <li>• Regulatory process – understanding to be able to write policy</li> <li>• Urban &amp; regional economics versus real estate economics and the difference between the two.</li> <li>• Suburban/rural/regional versus urban/regional</li> <li>• Various ways different jurisdictions look at issues (perspective)</li> <li>• Technical skills – site planning</li> <li>• Planning practice – how to read a site plan</li> <li>• More emphasis on physical planning versus policy planning (noted that we need to decide now what type of planning we will emphasize)</li> <li>• Macro-planning on a regional scale</li> <li>• Technicians or leaders? The best program will blend physical and policy but graduates need both to be successful</li> <li>• Public versus private sector? What type of employee do we want to develop? Noted that the “generalist” planner is most needed now.</li> <li>• Curriculum – do a generalist core and make electives a specialty area? Offer certificates for further specialization areas beyond electives</li> <li>• Focus on physical environment – cause and effect relationships, and teach so that connections can be made</li> <li>• Give students a taste of everything so they can decide their direction</li> </ul>	
<b>Delphi Ranking Process</b>	<p>After reviewing the bulleted lists and adding additional expectations, participants to give the expectation that they considered most valuable. Each participant was limited to one. They are:</p>	<p><b>If not submitted at the meeting, send rank-ordered list of expectations to Dr. Feldheim</b></p>

Topic	Discussion	Action
	<ul style="list-style-type: none"> <li>• Critical and creative thinking and analysis (2 responses)</li> <li>• Technical knowledge/site planning</li> <li>• Readiness to take AICP exam</li> <li>• Knowledge of planning history and theory (3 responses)</li> <li>• Sustainability/Green (2 responses)</li> <li>• Citizen participation</li> <li>• Knowledge of current growth management</li> <li>• Implementation skills</li> <li>• Applied knowledge and planning terminology/vocabulary</li> <li>• Plan making; e.g., a redevelopment, comp. plan</li> <li>• Land development &amp; urban design</li> <li>• How things mesh together (political &amp; technical context)</li> <li>• Urban and regional economics</li> <li>• Physical Design</li> <li>• Communication/Graphic skills</li> <li>• Regulatory/Planning law</li> <li>• Transportation and concurrency</li> </ul> <p>Participants were next asked to review the competencies and rank-order the top twelve areas they felt most critical, then send rank-ordered list to Dr. Feldheim</p>	<p><a href="mailto:mfeldhei@mail.ucf.edu">mfeldhei@mail.ucf.edu</a> as soon as possible</p>
<p><b>Next Steps</b></p>	<p>Dean Dorner and Drs. Feldheim and Jurie will be contacting other colleges and departments to present the MURP and determine partnerships. Probable and potential partners will be invited to the next planning meeting.</p>	
<p><b>Subcommittees</b></p>	<p><b>FUNDRAISING SUBCOMMITTEE:</b></p> <ul style="list-style-type: none"> <li>• The program needs about \$200k for the first and second year to hire faculty and start program. Fundraising Subcommittee members will be identifying potential donors from the planning community. COHPA is hiring a Director of Development who will</li> </ul>	<p>If interested in being on either the Fundraising or Program subcommittee, email Dr. Feldheim <a href="mailto:mfeldhei@mail.ucf.edu">mfeldhei@mail.ucf.edu</a></p>

Topic	Discussion	Action
	<p>be available at the beginning of the fundraising effort and give guidance. <b>Thank you, Mr. Jim Sellen</b> who volunteered as a member of the Fundraising Subcommittee</p> <p><b>PROGRAM SUBCOMMITTEE:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Next meeting</b>	<p>Wednesday, April 30, 2008  3:00 – 5:00 p.m.  Room to be determined</p>	<p><b>NOTE: If you need a parking pass, please notify Donna Mohney (<a href="mailto:dmohney@mail.ucf.edu">dmohney@mail.ucf.edu</a>). Do this early so we have time to snail-mail it to you.</b></p>
<b>Adjournment</b>	<p>Meeting was adjourned at 4:45 p.m.</p>	

**UCF Department of Public Administration  
Planning Advisory Board Meeting  
April 30, 2008  
Agenda**

<b>Call to Order:</b>	<b>3:00 PM</b>
<b>Introductions:</b>	<b>Names and Professions</b> <i>Sign on Roster</i>
<b>Review Minutes</b>	<b>Recap of Process to Date</b> <ul style="list-style-type: none"><li>○ <b>New Hire – Dr. Christopher Hawkins</b></li></ul>
<b>Bylaws Draft</b>	<b>Discussion of Bylaws</b>
<b>Election</b>	<b>Advisory Board Chair &amp; Vice Chair</b>
<b>Competencies</b>	<b>Delphi Results</b> <b>Tracks in Program</b>
<b>Values</b>	<b>Identification from Competencies</b>
<b>Next Steps</b>	<b>New Dean Meeting with Other Colleges</b> <b>Fundraising Committee Meeting</b>
<b>Next Meeting</b>	<b>July 30, 2008</b> <b>3 PM to 5 PM</b> <i>Parking Passes</i>

**Attendance:** Barley, Harry, Bryer, Tom, Cruz, Leo, Feldheim, Mary Ann, Grandin, Dean, Height, Cecilia, Jurie, Jay, Lawther, Wendell, Sizemore, Paul, Teague, Kelley, Torres, Alissa, Waleski, Jacque

Topic	Discussion	Action
<b>Call to Order</b>	Called to order at 3:10 p.m.	
<b>Minutes</b>	Minutes were reviewed. M/S/P to accept as written	
<b>Introductions</b>	Participants introduced themselves with names and professional affiliations/employment.	
<b>Recap and Announcements</b>	Dr. Jurie noted that Bob Ansley was elected as an AICP Fellow. The Board offers it heartfelt congratulations on this accomplishment. Noted that Rich Unger was also elected and recommendation made to invite him to become a member of the Planning Board. Mr. Unger is the President of the APA, Florida Chapter.	Dr. Jurie to contact Rich Unger for possible membership on the Planning Advisor Board.
	Dr. Lawther advised that Christopher Hawkins has been hired as the department's new Associate Professor and will be starting in the fall. Dr. Hawkins has a Ph.D. in Planning from FSU. He will make one of the two planning doctors that we need for the MURP program	
	Suggested that our July meeting be used as a kick-off for community awareness – make it a social event. Alissa Torres advised that the Orlando Metro Section of APA Florida could work with the Department to organize an event that provides AICP Certification Maintenance credits, which get a good turnout of local planners, if Dr. Hawkins can make a presentation.	
<b>Bylaws Draft</b>	Recommended that Planning Advisory Board adopt bylaws to define participation and activities. Copy of PA Advisory Board bylaws presented and participants modified this document to fit the needs of the Planning Board. The modified document will be presented at next Planning Board	Drs. Feldheim/Jurie to presented updated bylaws at next meeting

Topic	Discussion	Action
	meeting for adoption.	
<b>Elections</b>	No elections were held at this meeting.	Elections for Planning Advisory Board Chair and Vice-Chair to be held at next meeting.
<b>Competencies and Delphi Matrix Findings</b>	<p>The Delphi Findings were interesting and there seems to be a fairly well-defined demarcation line of those competencies showing a higher ranking. Noted that those competencies with lower rankings should be addressed somewhere within the course curriculum. Next step is to relate the competencies to the courses in which the competency will be taught. Question was asked if the courses were equal in number across the tracks – answer is not at this time; some tracks have a greater number of courses but there is potential for development if we can show need and student enrollment potential. Currently the white paper shows that the program consists of 45 credits – 10 core classes, 3 elective classes, and 2 studio A/B courses. All courses are three credit hours. A total of nine approved credit hours may be transferred in from other accredited institutions. Discussed possibility of sharing resources (reciprocal agreements) with other universities.</p> <p>Noted that the department should evaluate the competencies versus the appropriate courses as department has knowledge of course content.</p> <p>Noted that competency in ethics and planning violation is lacking – may be able to add as either a separate course or as a module within another course.</p>	Dr. Feldheim to e-mail competency versus course matrix to teaching faculty for their input.
<b>Adjourned</b>	Meeting was adjourned at 4:25 p.m.	
<b>Next meeting</b>	<p>Wednesday, July 30, 2008, 3-5 p.m. – HPA I, Room 335</p> <p><b>NOTE: The October meeting will be at the UCF Downtown Academic Center</b></p>	<b>NOTE: If you need a parking pass, please contact Ms. Donna Mohney at <a href="mailto:dmohney@mail.ucf.edu">dmohney@mail.ucf.edu</a> with your mailing address. Ask early so there is plenty of time</b>



Topic	Discussion	Action
		to get the pass to you.

**UCF Department of Public Administration  
Planning Advisory Board Meeting  
July 30, 2008**

**Agenda**

<b>Call to Order:</b>	<b>3:00 PM</b>
<b>Introductions:</b>	<b>Names and Professions Announcements <i>Sign on Roster</i></b>
<b>Review Minutes</b>	<b>Approval Follow-up on Action Items</b>
<b>Bylaws</b>	<b>Discussion of Bylaws Draft Developed Last Meeting Vote to Approve</b>
<b>Chair &amp; Vice Chair</b>	<b>Recommendations per Bylaws</b>
<b>Partnership Update</b>	<b>College of Science College of Engineering Selected Community Leaders – <i>Carlee Thomas</i></b>
<b>Fundraising</b>	<b>Committee Meeting Next Steps</b>
<b>Vision</b>	<b>Emerging Vision</b>
<b>Case Statement</b>	<b>Developing</b>
<b>Next Steps</b>	<b>Dean Meeting with College of Business Fundraising Committee Meeting Curriculum Committee Meeting Determine Location Next Meeting</b>
<b>Next Meeting</b>	<b>October 29, 2008  3 PM to 5 PM  <i>Location Downtown Orlando</i></b>

**Attendance:** Patricia Allen, Bob Ansley, Harry Barley, Tom Bryer, Leo Cruz, Mary Ann Feldheim, Jay Jurie, Scott McGrath, Jim Sellen, Paul Sizemore, Carol Stricklin, Kevin Tyjeski, Richard Unger, Dena Wild

**Guests:** Dean Michael Frumkin, Spencer Hawkins, Carlee Thomas

Topic	Discussion	Action
<b>Call to Order</b>	Meeting was called to order at 3:05 p.m.	
<b>Guest Speakers</b>	Spencer Hawkins, Chair of the UCF PA Alumni Chapter, is developing a Speakers' Bureau. His focus is to bring real world speakers to PA events and/or classrooms to speak of real world issues. Participants received a handout to complete and return if interested.	If interested in a position on the PA Speaker's Bureau, please complete the return the form to Spencer Hawkins. Contact number and FAX is on the bottom of the form.
	Dean Michael Frumkin began his tenure as the Dean of the College of Health and Public Affairs on July 1. He is thrilled to be working with members of the Planning Advisory Board and PAD to develop new programs and he is thankful for members' participation.	
<b>Introductions &amp; Announcements</b>	Participants self-introduced and provided a brief background	
	Tom Bryer is doing a pilot study on public participation and land use via a small grant. The grant is running out and he may be seeking additional external funding in the near future.	
	Jay Jurie reports that Dr. Chris Hawkins has been hired by the department and his hiring fills a requirement for the program. Dr. Hawkins received his Doctorate in Planning from Florida State.	
<b>Minutes &amp; Follow-up on Action Items</b>	M/S/P (Bryer/Cruz) as written  Action Item: Rich Unger invited to become member of Planning Board and graciously accepted.	If you know of individuals who should be invited to join the Planning Board, send contact info to Mary Ann Feldheim <a href="mailto:mfeldhei@mail.ucf.edu">mfeldhei@mail.ucf.edu</a>

Topic	Discussion	Action
<b>Bylaws</b>	<p>Draft bylaws included in package. Bylaws title needs to be changed to "Urban, Metropolitan, and Regional Planning Advisory Board."</p> <p>Bylaws M/S/P (Sellen/Ansley) as amended</p>	
<b>Chair and Vice Chair</b>	<p>Rich Unger to consider Chair position. Mary Ann Feldheim to follow up with him.</p> <p>The inaugural meeting of the Planning Fundraising Committee was held prior to the Planning Board meeting. It was announced that Jim Sellen and Harry Barley will serve as the Co-Chairs of the committee; Leo Cruz will serve as the Vice Chair</p>	<p>Mary Ann Feldheim to follow up with Rich Unger regarding Chair position</p>
<b>Partnership Update</b>	<p>The department has been extremely active in meeting with other colleges and departments in support of the interdisciplinary approach the MUMRP must take.</p> <p>College of Science personnel were very receptive and asked for an environmental focus. They suggested John Lewis be invited to become a member of the Planning Board. Mary Ann Feldheim will follow up.</p> <p>College of Education is very excited about the transportation portion of the degree and wants to partner. There are prerequisite issues that need to be ironed out. They suggested that Hal Worrell should be on the Planning Board. Mary Ann Feldheim will follow up.</p> <p>College of Business suggested Dr. Snathe as a potential member.</p> <p>More meetings are in process. The next meeting is with Dr. Liebermann in Health Professions. Representatives from other colleges have been invited to the October meeting which will focus on developing the curriculum.</p>	<p>Mary Ann Feldheim to invite John Lewis and Hal Worrell to the board.</p>

Topic	Discussion	Action
	<p>Suggestions:</p> <ul style="list-style-type: none"> <li>• Offer a research track</li> <li>• Get a representative from Port Canaveral on the board. C. David Cooper with his focus on air quality may be a good prospect, or Stan Payne. We need to engage Brevard. Harry Barley will send contact information to Mary Ann Feldheim who will follow up.</li> </ul>	
<b>Emerging Vision</b>	<p>What appears to be emerging from all of the meetings is a holistic approach to planning –we need to give students a holistic overview and a concentration in a specific aspect of planning.</p>	
<b>Case Statement Development</b>	<p>Carlee Thomas, Director of Development, has been meeting with community leaders. From these meetings she realizes that we need to tell “the story.” This will help us obtain outside, private support. Today the participants will help develop a case statement to develop the story. Handout was provided giving the eight key components of a good case statement (title, grabber, case, unique position, flag-waving, reinforcing urgency, making it happen, and benediction).</p>	
<b>Case Statement</b>	<p>The case statement can be used in a variety of marketing ways – brochures, pamphlets, placed on web site. Ours will tell the story in about two pages. It must be short and grab interest but have enough content to cover the important facts – to tell the story.</p>	
CS Brainstorming ideas: Case Statement Title	<ul style="list-style-type: none"> <li>• Practitioner versus knowledge</li> <li>• Building capacity and knowledge</li> <li>• Practice and policy</li> <li>• Unique aspects to area – not very many planners here</li> <li>• Why UCF for Your Planning Needs?</li> <li>• Use “Metropolitan” as a tag word</li> <li>• Metro regionalism</li> <li>• Use word “laboratory”</li> <li>• Planning for Tomorrow Begins Today (at UCF???)</li> </ul>	

Topic	Discussion	Action
	<ul style="list-style-type: none"> <li>• Planning for Tomorrow Begins Here and Now</li> <li>• Building knowledge for the future</li> <li>• Use concept of generations &amp; children’s future</li> <li>• Managing Growth and Building Knowledge</li> <li>• Creating Community for Change</li> <li>• Capturing talent here at UCF needs to be part of title</li> <li>• Taking control of our own future/destiny/stewardship</li> <li>• Wording must mean what we want it to mean within the context – a word can have a different meaning; e.g., “community” will mean the community in which an individual lives but means the same to all – it defines where he/she lives</li> <li>• Add Central Florida in the title – that brings it back to where we are</li> <li>• Purpose – about economy, environment, and quality of life</li> <li>• Defining Communities for Florida’s Future</li> <li>• Vision for Tomorrow</li> </ul>	
<p>CS Brainstorming Ideas: Grabbing the reader</p>	<ul style="list-style-type: none"> <li>• Scary quotes from regional and alternatives/solutions for tomorrow</li> <li>• Holistic approach (economy, transportation, environment, health and human services)</li> <li>• Majority of students already professionals w/practical knowledge</li> <li>• Get degree while working</li> <li>• More internship opportunities</li> <li>• Community</li> <li>• Stakeholders</li> <li>• Incorporate community people and how planning affects their daily experiences</li> <li>• Community experience and what needs to be changed</li> <li>• Community knowledge and feedback will flow into us from this program</li> <li>• Connection to community</li> <li>• PA graduates are all over our 11 counties and beyond</li> </ul>	

Topic	Discussion	Action
	<ul style="list-style-type: none"> <li>• Master program will put us in leading position in future</li> <li>• Design – has potential for strong connection</li> <li>• Software and graphic areas</li> <li>• Good communication skills</li> <li>• In-house planning lab (will revisit and maybe partner with private firms that have availability of such)</li> <li>• Describe what our graduate looks like – what he/she is qualified to do and how he/she is different from other graduates at other colleges</li> <li>• Local graduates know local area and know what Central Florida is.</li> <li>• Critical thinking and ability to transfer flexibility from community to community (this is good for graduates who leave the area)</li> <li>• Better resources to teach</li> <li>• Incoming professors do research and can be part of the lab</li> <li>• No mandatory internship but a mandatory project (Studio Experience) toward the end of the degree.</li> </ul>	
CS Brainstorming Ideas: Need	<ul style="list-style-type: none"> <li>• Review “How Shall We Grow?”</li> <li>• Need knowledge and people to manage change</li> <li>• We want to do it our way – this is our home – not people from outside of the area with their ideas of how we should be</li> <li>• Need to create solutions</li> <li>• Local, independent research and results of that research</li> <li>• Think locally, act globally mentality</li> <li>• Sustainability</li> <li>• Crafting/creating our own destiny</li> <li>• We have the urban laboratory</li> <li>• Focus on satellite schools and how to serve them – regional focus</li> <li>• Focus on web</li> </ul>	
CS Brainstorming Ideas: Urgency	<ul style="list-style-type: none"> <li>• Shortage of planners</li> <li>• What we do now will determine direction</li> </ul>	

Topic	Discussion	Action
	<ul style="list-style-type: none"> <li>• Research (metro local) is urgent need</li> <li>• Also need global research – there is a global urgency</li> <li>• Increasing population and population override</li> <li>• Increasing development</li> </ul>	
CS Brainstorming Ideas: Unique Position	<ul style="list-style-type: none"> <li>• Location</li> <li>• Research</li> <li>• We are a laboratory</li> <li>• We are experiencing population growth</li> <li>• We are known as progressive</li> <li>• We have interdisciplinary aspect which ties to other colleges and research centers</li> <li>• Connectivity/collaboration</li> </ul>	
<b>Miscellaneous</b>	Students need to learn and understand the political side	
<b>Good of the Order</b>	None	
<b>Adjourned</b>	Meeting was adjourned at 4:50 p.m.	
<b>Next meeting</b>	<p>Wednesday, October 29, 2008, 3-5 p.m.  Place to be confirmed and directions sent before meeting  The October meeting will focus on program curriculum</p>	



**UCF Department of Public Administration  
Planning Advisory Board Meeting  
October 29, 2008**

**Agenda**

<b>Call to Order:</b>	<b>3:00 PM</b>
<b>Introductions:</b>	<b>Names and Professions Announcements <i>Sign on Roster and Confirm Information</i></b>
<b>Review Minutes</b>	<b>Approval Follow-up on Action Items</b>
<b>Fundraising</b>	<b>Committee Meeting Update – <i>Carlee Thomas</i> Next Steps</b>
<b>Curriculum</b>	<b>Task Force Report – <i>Chris Hawkins</i> Review of Draft Curriculum and Recommendations</b>
<b>Next Steps</b>	<b>Fundraising Committee Meeting Curriculum Committee Meeting Graduate College – Develop Implementation Plan Determine Location Next Meeting</b>
<b>Upcoming Meetings</b>	<b>January 29, 2009 April 29, 2009 July 29, 2009 October 28, 2009  3 PM to 5 PM – <i>Place to be determined</i></b>



Topic	Discussion	Action
	<p>Suggestion was made to review company matching; for example, a company matches dollar-for-dollar what its employees donate, or other matching processes.</p> <p>We have approximately 50 potential funders – suggested that we invite them to a social event such as a cocktail party, and talk about MUMRP development there. Taken under advisement.</p> <p>Ms. Thomas has lists of companies from <i>The Book of Lists</i> that may have funders. She will send the lists to board members for review. If company members are known to any board members, let Ms. Thomas know.</p> <p>Suggested that we consider other companies with corporate offices outside of this area, but who may work in this area.</p> <p>Ms. Thomas noted that she had visited with EDSA, Inc in Fort Lauderdale where she promoted the program. They advised that they would like to see a design component in the program and have been wanting to partner with universities.</p> <p>Noted that Shelly Locke may be a good resource for prospects</p> <p>Question about establishment of leadership levels – advised that this is under development.</p> <p>Noted that greencities.org will be holding a statewide convention here in spring 2009 and we may want to pre-solicit for funding.</p> <p>Suggested that we solicit organizations before they develop their budgets as this will allow them to write in an amount for the program.</p> <p>Marketing materials are available and will be forwarded to participants prior to sending. Ms. Thomas can help with template letters and emails, fact</p>	<p>C. Thomas to forward lists to members for review</p> <p>Members to advise C. Thomas if they have contacts per above</p>

Topic	Discussion	Action
	<p>sheets, letters and other marketing materials. Please let her know your needs. She also has brochures on giving that she will bring to next meeting. Standard is 1:4 - ask four prospects and one will give.</p> <p>Anticipated start date is fall 2011. As reported before, the university has approved the program as an interdisciplinary program. Next step is the implementation plan which takes about one year. Dr. Feldheim and Dr. Bishop will collaborate on development. The Program needs letters of support from community members. The curriculum that we discuss today will become part of the implementation plan, but please be aware that the implementation plan must go through several layers and it may be changed at any one of them – the starting implementation plan may be changed as it is elevated through the clearance process.</p>	
<b>Curriculum</b>	<p>Dr. Chris Hawkins presented a curriculum draft and discussion followed:</p> <p>Curriculum changed from 45 → 48 hours. A Theory/History of Planning course was added for accreditation concerns. Concentrations may change. Curriculum was developed after review of several other educational planning programs. The capstone experience as either a studio or thesis option still needs consideration – not sure how it will evolve.</p> <p>Most programs have multi-concentrations and that is how this curriculum is designed. There was no indication of the maximum number of concentrations allowed but most schools had six or seven. More than that would begin to cannibalize the core area of the program. Additionally, an excess of concentrations may dilute the program if there are not adequate financial and faculty resources.</p> <p>Sustainability Science would uniquely place our program to bring in students – we may want to use this as a core consideration because it is</p>	

Topic	Discussion	Action
	<p>where planning is heading. Sustainability crosses all areas and all issues in a multi-disciplinary program. Our current program core shown today is traditional and does not foster this. Perhaps we could add a sustainability course within each existing concentration (but would that then separate it from the holistic approach?).</p> <p>Unique opportunity to look at multi-modal transportation planning within our area – water, air, land.</p> <p>Should tie in the tourism aspect with its own issues of traffic congestion and environment.</p> <p>Program is lacking the health and human services aspect, but should this be a part of this program? Should that piece go to College of Nursing or the medical school? Typically, planners don't have the health piece, but keeping it may give us an advantage, building into creating the "healthy community" issue. Noted that FSU has a health planning specialization that may be a good research resource.</p> <p>Growth management is not in program as core or concentration and this is highly appropriate for Central Florida.</p> <p>Public outreach and involvement missing.</p> <p>Framework of literacy is missing – communication skills.</p> <p>Analytical Techniques I &amp; II deal with quantitative analysis and not qualitative. Qualitative would be better suited to profession. Maybe to drop one of these and add a qualitative analysis course would be better. Several departments have qualitative analytical techniques and perhaps requirement could be changed to "Planning Methods" and students could be given a choice of course A, course B, or course C – dependent on content. Noted that current PAD courses require student to set up a study</p>	

Topic	Discussion	Action
	<p>of an existing public problem in the first course and collect data, learn an analysis technique and analyze the data in the second course. There would be no problem translating current PAD analytic technique courses to planning. Both courses are geared toward critical thinking processes.</p> <p>We will be furthering existing partnerships and creating new partnerships with other departments to find courses that will fit into the program and address some of the issues and provide and more interdisciplinary aspect.</p> <p>The program must be brought up and maintained using existing funding and faculty/staff to teach/administer the program. In a perfect world, we would be able to cover all areas with existing or new courses – to start this program now we need to use existing courses and create new ones that will address any accreditation issues that arise. New courses and/or concentrations may be added later if resources increase. Noted that it is more challenging to get approval for new courses in a new program than in new courses for an existing program.</p> <p>The Curriculum Subcommittee will meet to rework. Committee members:</p> <p>Dr. Chris Hawkins  Mr. Bob Ansley  Dr. Jay Jurie  Dr. Mary Ann Feldheim</p>	
<b>Adjourned</b>	Meeting was adjourned at 4:32 p.m.	
<b>Next meetings</b>	<p><b>January 29, 2009</b>                      <b>All meetings from 3 – 5 p.m.</b></p> <p><b>April 29, 2009</b></p> <p><b>July 29, 2009</b>                              <b>Meeting sites: tbd</b></p> <p><b>October 28, 2009</b></p>	

**UCF Department of Public Administration**  
**Planning Advisory Board Meeting**  
*Held at Metroplan Orlando*  
**January 29, 2009**

**Agenda**

- |                          |  |
|--------------------------|--|
| <b>Call to Order:</b>    | <b>3:00 PM</b>   |
| <b>Introductions:</b>    | <b>Names and Professions</b><br><b>Announcements</b><br><i>Sign on Roster and Confirm Information</i>  |
| <b>Review Minutes</b>    | <b>Approval</b><br><b>Follow-up on Action Items</b>  |
| <b>Fundraising</b>       | <b>Committee Meeting Update – Carlee Thomas</b><br>Next Steps  |
| <b>Curriculum</b>        | <b>Task Force Report – Chris Hawkins</b><br>Follow-up Task Force Meeting   |
| <b>Next Steps</b>        | <b>Graduate College – Develop Implementation Plan</b><br><b>Determine Location Next Meeting</b>  |
| <b>Upcoming Meetings</b> | <b>Determine Day of Week</b> ( <i>Wednesday or Thursday</i> )<br><b>April 29, 2009</b> ( <i>Wednesday</i> )<br><b>July 29, 2009</b> ( <i>Wednesday</i> )<br><b>October 28, 2009</b> ( <i>Wednesday</i> )<br><br><b>3 PM to 5 PM – Place to be determined</b> |

In Attendance:

Bob Ansley, Harry Barley, Jay Corzine, Leo Cruz, Mary Ann Feldheim, Michael Frumkin, Ross Halle, Cheryl Harrison-Lee, Chris Hawkins, Jay Jurie, Scott McGrath, Carlee Thomas, Kevin Tyjeski, Rich Unger, Dena Wild,

Topic	Discussion	Action
<b>Call to Order</b>	Called to order by Rich Unger, Vice Chair	
<b>Minutes</b>	M/S/P (Corzine/Cruz) as written	
<b>Introductions</b>	Introductions w/short description of organization made	
<b>OLD BUSINESS</b>		
<b>Fundraising</b>	<p>The Planning Board has a fundraising goal of \$350k by September 2009. A one-page brochure has been designed and is under review, and a one-page letter to send to donors is under development. Ms. Thomas brought a <i>Book of Lists</i> from which potential donors will be identified.</p> <p>Members discussed the merits of submitting a press release</p> <p>Suggestion was made by Harry Barley that each member of the Planning Board makes a personal donation to start the program fund. This would be an important publicity issue by denoting that all board members have contributed – this would be a serious statement to have when soliciting for funding.</p> <p><b>M/S/P</b> (Barley/Jurie) – “Every member of the Board will be asked to make an individual or business donation to the program formation.” A date of April 29<sup>th</sup> was set for member donations.</p>	<p>Members to send Ms. Thomas feedback on brochure.</p> <p>Ms. Thomas will research press release</p> <p>Co-Chair of Funding Committee, Harry Barley, to develop information letter to board members and send.</p>
<b>Curriculum</b>	Chris Hawkins and Rich Unger gave a synopsis of the task force process to develop curriculum. There was some changes to the core course area.	Task Force to meet again to finalize a curriculum draft for distribution. All are invited to attend the meeting
<b>Implementation</b>	<b>M/S/P</b> (Harrison/Cruz) to proceed with development of the implementation plan.	Dr. Feldheim will meet with Dr. Bishop to begin the implementation plan.



Topic	Discussion	Action
		This item to be placed on next meeting's agenda
<b>Rollins</b>	<p>Rollins College will be offering a graduate program in Urban Planning called "New Urbanism and Environment." The program will have a lab emphasis. Bruce Stevenson was instrumental in the approval process of that program, which will start in one or two years.</p> <p>Rollins is interested in sharing resources and have been in contact with educational institutions in Portland, Oregon, and Miami/</p>	Harry Barley to arrange meeting with Bruce Stevenson and Dr. Feldheim to discuss collaboration between the two programs.
<b>Adjourned</b>	Meeting was adjourned	
<b>Next meetings</b>	<p>All meetings from 3 – 5 p.m.</p> <p><b>Wednesday, April 29, 2009 – MetroPlan Orlando</b></p> <p><b>Wednesday, July 29, 2009 – UCF Campus</b></p> <p><b>Wednesday, October 28, 2009 – Orlando City Hall</b></p>	

**UCF Department of Public Administration**  
**Planning Advisory Board Meeting**  
*Held at MetroPlan Orlando*  
**April 29, 2009**

**Agenda**

<b>Call to Order:</b>	<b>3:00 PM</b>
<b>Introductions:</b>	<b>Names and Professions</b> <b>Announcements</b> <i>Sign on Roster and Confirm Information</i>
<b>Review Minutes</b>	<b>Approval</b> <b>Follow-up on Action Items</b>
<b>Fundraising</b>	<b>Committee Update – Carlee Thomas</b> Next Steps
<b>Board Composition</b>	<b>Review Members – Dean Grandin &amp; Jay Jurie</b>
<b>Curriculum</b>	<b>Task Force Report – Chris Hawkins &amp; Jay Jurie</b> Review Proposal Discussion of Constraints
<b>Next Steps</b>	<b>Graduate College – Develop Implementation Plan</b> <b>Determine Location Next Meeting</b>
<b>Upcoming Meetings</b>	<b>July 29, 2009 (Wednesday) UCF Orlando</b> <b>October 28, 2009 (Wednesday) Orlando City Hall</b>  <b>3 PM to 5 PM</b>

In Attendance:  
 Bob Ansley, Harry Barley, Owen Beitsch, Bill Burns, Leo Cruz, Mary Ann Feldheim, Dean Grandin, Chris Hawkins, Jay Jurie, Alissa Torres, Kevin Tyjeski, Richard, Unger, Carlee Thomas

Topic	Discussion	Action
<b>Call to Order</b>	Called to order by Dean Grandin, Chair, @ 3:15 p.m.	
<b>Minutes</b>	M/S/P (Unger/Tyjeski) as written	
<b>Introductions</b>	Introductions w/short description of organization made	
<b>OLD BUSINESS</b>		
<b>Fundraising</b>	Carlee Thomas reported that a solicitation letter had been sent to the Board. A foundation account has been started and the current balance of \$4,100 was donated by Advisory Board members. The Board seeks \$350,000 per year for three years to fund the MMURP program for three years, after which funding should come from student credit hours.	Board members to meet with potential donors
	The members of the Fundraising Committee will call Board members to confirm commitment and desire to remain on the Planning Board, and solicit members for donations to the MMURP fund.	F/R committee members to call Board members to reaffirm list & request donations

Topic	Discussion	Action
<b>NEW BUSINESS</b>		
<b>Membership Committee</b>	<p>M/S/P (Jurie/Beitsch) to form a subcommittee to identify potential gaps. Volunteers are Owen Beitsch (chair), Jay Jurie, Bill Burns, Alissa Torres, and Carlee Thomas (ex-officio).</p> <p>Membership committee members are to look for "gaps" in membership and identify groups that are absent and make recommendations of people to fill those gaps. For example, the Board is currently lacking members from law firms, AICP Chapter, and the area of transportation (Hal Worrell is a recommended contact)</p>	<p>All to look for "gaps" in Board membership areas</p> <p>Dr. Feldheim to review her email list for potential gaps</p>
<b>Curriculum</b>	<p>Proposed Curriculum (Draft 2) presented by Jay Jurie and Chris Hawkins for review of curriculum and program competencies. Members noted lack of passion/focus in some areas. Need to include more info on:</p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Socially responsible planning</li> <li>• Central Florida as a living laboratory</li> <li>• Partnerships with the community</li> </ul> <p>Discussed curriculum modifications as follows:</p> <ul style="list-style-type: none"> <li>• Area 1: Five core courses (15 CH)</li> <li>• Area 2: Three courses selected from the Required Concentration Courses area (9 CH)</li> <li>• Area 3: Three restricted electives selected from a single</li> </ul>	<p>Dr. Feldheim to develop Draft 3 of the MMURP curriculum (see attached)</p>

Topic	Discussion	Action
	<p>concentration area (9 CH)</p> <ul style="list-style-type: none"> <li>• Area 4: Three general restricted electives (9 CH)</li> <li>• Area 5: Capstone or final project (6 CH)</li> </ul> <p><b>TOTAL PROGRAM CREDIT HOURS = 48</b></p> <p>Notes: Restricted general electives may be taken from any of the concentrations, but cannot be used for both the concentration area and the general elective. A studio experience may be used in the restricted general electives, but that does not negate a second studio experience as a capstone.</p> <p>Discussed developing ongoing training/Special Topics which will provide CE credits as well as information that students need to prepare for the AICP certification testing. AICP members or current senior planners could teach and various strategies could be used such as weekend for mini-semesters. This would require negotiation</p>	
<b>Adjourned</b>	Meeting adjourned at 5:05 p.m.	
<b>Next meetings</b>	<p>All meetings from 3 – 5 p.m.  <b>Wednesday, July 29, 2009 – UCF Campus</b>  <b>Wednesday, October 28, 2009 – Orlando City Hall</b></p>	

**UCF Department of Public Administration**  
**Planning Advisory Board Meeting**  
*UCF Health and Public Affairs Building II Room 247*  
**July 29, 2009**

**Agenda**

<b>Call to Order:</b>	<b>3:00 PM</b> <i>Dean Grandin, Chair</i>
<b>Introductions:</b>	<b>Names and Professions, Announcements</b> <i>Sign on Roster and Confirm Information</i>
<b>Review Minutes</b>	<b>Approval &amp; Follow-up on Action Items</b>
<b>Fundraising</b>	<b>Committee Update – Carlee Thomas</b>
<b>Board Composition</b>	<b>Review Members – Owen Beitsch &amp; Jay Jurie</b>
<b>Implementation Plan</b>	<b>Curriculum – Mary Ann Feldheim</b> <b>Needs Assessment</b> <b>Letters of Support</b>
<b>Next Steps</b>	<b>Complete Implementation Plan</b> <b>Raise Initial Funds</b>
<b>Upcoming Meetings</b>	<b>October 28, 2009 - Orlando City Hall</b> <b>January 27, 2010 - TBD</b> <b>April 28, 2010 - TBD</b>

In Attendance:

Bob Ansley, Harry Barley, Owen Beitsch, Bill Burns, Tracy Crowe, Leo Cruz, Mary Ann Feldheim, Dean Grandin, Nicole Guillet, Chris Hawkins, Jay Jurie, Ronnie Korosec, Kyle Shephard, Carol Stricklin, Carlee Thomas, Richard Unger

Topic	Discussion	Action
<b>Call to Order/ Introductions</b>	Called to order by Dean Grandin, Chair	
<b>Minutes</b>	M/S/P (Cruz/Feldheim) as written	
<b>OLD BUSINESS</b>		
<b>Fundraising</b>	The program needs \$1 million - \$350,000 a year for three years. We are making good progress toward that goal.	
	The Advisory Board is asking that all board members contribute toward that goal – the amount needn't be large – to show that we are 100% dedicated to the program. You can give via check, credit-card, or online. A “please give now” button will be added to the PAD website which will allow individuals to give online directly into the Planning Foundation account.	Giving: Send checks to Ms. Thomas Credit card form is in brochure “Give Now” button will be added to website for online giving
	Fundraising committee members continue their visits to funding prospects. In general, the reactions are positive from those contacted. Let Mr. Barley or Ms. Thomas know of any additional prospects (individuals or corporations/firms). These leads will help increase our prospect database (want to get it to about 450-500 prospects). Historically, one in four will give, so the larger the database, the better	Those interested in participating on the Funding Committee, please contact Mr. Barley
	(Dr. Korosec) Department’s financial outlook: The University has lost 25% of its operating budget and had to cut programs, staff, and faculty. The financial outlook is not currently positive. Programs are evaluated on <ul style="list-style-type: none"> <li>- Centrality</li> <li>- Quality</li> <li>- Cost</li> <li>- Demand</li> </ul>	

Topic	Discussion	Action
	<p>- Competitive advantage</p> <p>All PA programs rate high on these evaluation factors and the proposed Master of Planning has been approved to move forward as it also rates high. Kudos given to Dr. Feldheim for her forward-thinking and for her continued efforts to move the program along to fruition</p> <p>Concern expressed that this program may be cut in the future – not likely as the program has full buy-in from the provost and other UCF administrators.</p> <p>If endowed (can be via pledges), the state will match dollar for dollar.</p> <p>Program can be deferred to a following semester if funding is not obtained timely.</p> <p>Sans funding, the program can also start small by not offering every core course each semester – maybe considering a limited access cohort program where the department guarantees that students can complete the course in “X” number of semesters, and then offering courses to achieve this end.</p> <p>The program will be an evening program – concern raised that the department’s infrastructure will not support another evening program. With our current faculty staffing, we cannot; however, the program is down by two faculty lines and if those are filled, we would be okay (and especially if the cohort option is followed).</p>	
<b>Board Composition</b>	<p>Drs. Jurie and Beitsch have been working on this issue. Expertise, geographical locations, and position levels were considered.</p> <p>Dr. Beitsch contacted several individuals who expressed interest in being</p>	<p>Dr. Beitsch to contact new members – Dr. Feldheim to send welcome letter</p>







Topic	Discussion	Action
	<p>board.</p> <p>Question asked if certificate credits can be used in Masters of Planning - yes, they can if they are no more than three years old.</p> <p>An accreditation outline, prepared by Dr. Hawkins was in the meeting package. The outline addresses the goals for the program, department, college, and university.</p>	
<b>Adjourned</b>	Meeting was adjourned at 4:57 p.m.	
<b>Next meetings</b>	<p>All meetings from 3 – 5 p.m.</p> <p><b>Wednesday, October 28, 2009 – Orlando City Hall</b></p> <p><b>Wednesday, January 27, 2010 – location tbd</b></p> <p><b>Wednesday, April 28, 2010 – location tbd</b></p>	

**UCF Department of Public Administration**  
**Planning Advisory Board Meeting**  
*Held at Orlando City Hall*  
**October 28, 2009**

**Agenda**

- Call to Order:**                    **Advisory Board Chair, *Dean Grandin***  
**3:00 PM**
- Introductions:**                **Names and Professions**  
   **Announcements**  
   *Sign on Roster and Confirm Information*
- Review Minutes**                **Approval**  
   **Follow-up on Action Items**
- Fundraising**                    **Committee Update – *Carlee Thomas***  
   Next Steps
- Board Composition**            **Membership Review – *Dean Grandin & Jay Jurie***
- Curriculum**                    **Implementation Plan Update – *Mary Ann Feldheim***  
   *Letters of Support*  
   *Potential Student Interest*  
   *Comparison of Programs*
- Upcoming Meetings**            **January 27, 2010 – location to be determined**  
   **April 28, 2010 – location to be determined**  
  
**3 PM to 5 PM**

In Attendance:

Bob Ansley, Bill Burns, Brian Canin, Tracy Crowe, Leo Cruz, Mary Ann Feldheim, Michael Frumkin, Dean Grandin, Cheryl Harrison-Lee, Chris Hawkins, Jay Jurie, Jason McGlashan, Kyle Shephard, Carol Stricklin, Carlee Thomas, Alissa Torres, Kevin Tyjeski, Richard Unger, Richard Wells, Dena Wild

Topic	Discussion	Action
<b>Call to Order/ Introductions</b>	Called to order by Dean Grandin, Chair at 3:15 p.m.	
<b>Minutes</b>	M/S/P (Unger/Wild) as written	
<b>Fundraising</b>	Carlee Thomas advised that there is close to 100 percent donation participation from Planning Advisory Board members	C. Thomas to continue to meet with potential donors  C. Thomas to send fund calculator to members  Members to send names of potential donors to C. Thomas
	Our goal is \$1 million to start the program. Noted that UCF/Provost will match funds up to \$500,000. The program may start with a phased-in funding potential by starting smaller or with a cohort process and increasing the program in scope as funding increases.	
	Carlee Thomas put out call for new member donation.	
	Members received explanation of how student credits hours contributed to program funding at UCF.	
<b>Board Composition</b>	Noted that there was a lack of members in the environmental area. Dean Wild will make connections, including with the Audubon and Sierra societies.	D. Wild to contact prospective board members within the environmental arena

In Attendance:

Bob Ansley, Bill Burns, Brian Canin, Tracy Crowe, Leo Cruz, Mary Ann Feldheim, Michael Frumkin, Dean Grandin, Cheryl Harrison-Lee, Chris Hawkins, Jay Jurie, Jason McGlashan, Kyle Shephard, Carol Stricklin, Carlee Thomas, Alissa Torres, Kevin Tyjeski, Richard Unger, Richard Wells, Dena Wild

Topic	Discussion	Action
<b>Call to Order/ Introductions</b>	Called to order by Dean Grandin, Chair at 3:15 p.m.	
<b>Minutes</b>	M/S/P (Unger/Wild) as written	
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	Carlee Thomas put out call for new member donation.	
	Members received explanation of how student credits hours contributed to program funding at UCF.	
<b>Board Composition</b>	Noted that there was a lack of members in the environmental area. Dean Wild will make connections, including with the Audubon and Sierra societies.	D. Wild to contact prospective board members within the environmental arena

Topic	Discussion	Action
<b>Curriculum</b>	<p>Program may start as a cohort with two courses being offered each semester in a lock-step program. This process would take students 2 years and 2 semesters to complete. By doing this, the program would be phased in, giving more time for fundraising.</p> <p>The program can apply for accreditation after five years.</p>	
<b>Implementation</b>	<p>Letters of support are being solicited from the community. Between 15 – 25 letters of support are needed, with at least five being from key people in the community.</p> <p>Members brainstormed potential support areas:</p> <ul style="list-style-type: none"> <li>• Private Development</li> <li>• Employers <ul style="list-style-type: none"> <li>○ All counties covered by UCF</li> <li>○ Cities</li> <li>○ State</li> </ul> </li> <li>• Professional Societies <ul style="list-style-type: none"> <li>○ APA</li> <li>○ FPCA</li> <li>○ UCI</li> <li>○ EDC</li> <li>○ OIA</li> </ul> </li> <li>• Redevelopment Associations <ul style="list-style-type: none"> <li>○ Homebuilders</li> <li>○ CMU</li> <li>○ Bar Association</li> </ul> </li> <li>• City Managers – FCCMA</li> <li>• Environmental – Audubon, Sierra</li> <li>• Citizen groups <ul style="list-style-type: none"> <li>○ A Thousand Friends</li> <li>○ League of Cities/Counties</li> </ul> </li> </ul>	<p>M. Feldheim, D. Grandin, and C. Thomas to:</p> <p>Create Excel list of potential supporters &amp; send to board members.</p> <p>When list received, members will indicate who they will contact to avoid multiple contacts. One week response time is requested</p> <p>Draft sample letter &amp; clear through board members. Final letter to be sent to board members.</p>

Topic	Discussion	Action
	<ul style="list-style-type: none"> <li>○ My Region</li> <li>○ Council of Leaders</li> <li>○ School boards</li> <li>○ Regional Planning Council</li> <li>● Orlando Business Journal</li> </ul>	
<b>Student Interest</b>	Survey to determine student interest to be placed/sent: <ul style="list-style-type: none"> <li>● PAD website</li> <li>● E-mailed to students and alumni.</li> <li>● UCF College of Graduate Studies</li> <li>● Valencia Architecture</li> <li>● Seminole</li> <li>● Planetizen (<a href="http://www.planetizen.com">www.planetizen.com</a>)</li> <li>● Board members' contacts</li> </ul>	M. Feldheim to develop survey and send to board members to forward.
<b>Plea for Pledges</b>	Request made that each board member contact at least five people and ask for pledges and that members “chat it up” at social events such as the APA Social on December 3.	
<b>Adjourned</b>	Meeting was adjourned at 4:50 p.m.	
<b>Next meetings</b>	All meetings from 3 – 5 p.m. <b>Wednesday, January 27, 2010 – Orlando City Hall</b> <b>Wednesday, April 28, 2010 – location tbd</b> <b>Wednesday, July 28, 2010 – location tbd</b> <b>Wednesday, October 27, 2010 – location tbd</b> <b>Wednesday, January 26, 2011 – location tbd</b>	



# APPENDIX C

## Library Report

## University of Central Florida Libraries

To: Dr. Mary Ann Feldheim  
Chair and Associate Professor  
Department of Public Administration  
College of Health and Public Affairs

From: Michael A. Arthur  
Head of Acquisitions & Collection Services

Date: February 11, 2010

RE: Program Proposal for Master of Urban and Regional Planning

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Please find attached the information you requested regarding the ability of the library to provide resources to support a proposed Master of Urban and Regional Planning degree. Please append the attached document to your degree proposal.

The analysis was completed on February 9, 2010, and the results indicate that the library will need to strengthen the collection in specific subject areas in order to support this program. The collection at UCF was compared to selected institutions in the State of Florida including UF, FAU, USF and FSU. The results of the analysis can be found in the report included with this letter.

I suggest that an amount of \$7,500.00 per year for three years, for a total of \$22,500.00, be included in the program budget to enable the library to purchase additional monographs and other academic materials to strengthen our holdings in support of this program. This will also ensure that some materials can be purchased during the next few budget cycles when library funding may be negatively impacted by the budget crisis.

Please let me know if you have any questions.

Enclosure:

cc: Barry Baker, Director of Libraries  
Dr. Mary Ann Feldheim, HPA2, 238  
Dr. Patricia J. Bishop, Vice Provost and Dean, College of Graduate Studies  
Dr. Linda Colding, Reference Librarian



## MEMORANDUM

TO: Barry Baker, Director of University Libraries

FROM: Michael A. Arthur, Head, Acquisitions & Collection Services  
Dr. Linda K. Colding, Reference Librarian

DATE: February 11, 2010

SUBJECT: Program Proposal for Master of Urban and Regional Planning

This memorandum is being submitted for your review and approval. As library resources are essential to any new degree program, an analysis of library holdings was conducted at the request of Dr. Mary Ann Feldheim, Chair and Associate Professor in the Department of Public Administration, in the College of Health and Public Affairs. Dr. Feldheim is in the process of completing a new degree proposal for a Master of Urban and Regional Planning. This proposal includes an analysis of the strength of the current collection and provides a list of the journals and databases available for supporting the program.

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### Comparison to Peer Institutions

The following data compares the library holdings of the University of Central Florida Libraries against the holdings of the University of Florida, Florida Atlantic University and the University of South Florida. These benchmark institutions were chosen from the list provided by Dr. Feldheim. The information contained in this proposal will support the total request of \$7,500 per year for three years, for a total of \$22,500.00, to be used for increasing the strength of the collection and to permit purchasing new materials during the next three years. It should be emphasized that the library will use the requested funding to acquire books over the next three years when the anticipated library budget will not support the purchase of materials for this program. The requested amount will support the acquisition of an average of 75 books per year to improve the retrospective strength of the collection and to allow faculty to selectively acquire new publications that will support the educational and research goals of the program.

The University of Central Florida was compared to the benchmark institutions using the online catalogs of each institution on February 9, 2010. The following chart provides details regarding how the collections compare using specific LC ranges which represent areas of emphasis for this program. The chart indicates title count for each institution and permits analysis of the strength of the library collection at UCF to support the desired program. The subject areas were chosen from the Library of Congress Subject Headings

by Dr. Linda K. Colding after closely evaluating the key research areas and course topics provided by Dr. Feldheim. These areas include:

SELECTED SUBJECT HEADING COMPARISONS FOR PROPOSED MASTER IN URBAN AND REGIONAL PLANNING

TOTAL TITLE COUNT AS OF FEBRUARY 9, 2010

Selected Subjects	UCF	UF	FAU	USF	FSU
Urban Sociology	472	856	568	674	733
City Planning	2402	8080	2424	3270	4031
Urban Renewal	778	1356	1453	753	947
City Population	65	57	30	34	10
City Promotion	25	14	12	12	12
Metropolitan Areas	388	5906	2572	3408	2066
Urbanization	690	2485	788	901	1169
Regional Economics	233	936	334	398	534
Regional Planning	1058	6023	1126	1498	2475
Urban Beautification	43	128	41	78	73
Total title count	6154	25841	9348	11026	12050

The chart confirms that the library will need to focus on strengthening the current collection in order to close the gap between UCF and the chosen peers. The UCF Libraries has focused on increasing the purchase of monographs over the past several years and this has dramatically improved the collection in many areas yet this analysis indicates that there are still steps that need to be taken to improve the collection. It is also important to note that strides that have been made in the past decade to improve the collection at UCF are in jeopardy and current year funding levels will not permit the library to purchase any new materials in support of this program, and the expectations for 2009/2010 through 2010/2011 are not encouraging. Budget cuts combined with inflation have resulted in large reductions in the number of new monographs purchased across all disciplines. In addition, the library may cancel journals and databases in order to meet university wide budget cuts.

UCF has related degree programs and the library collections that support those programs will also serve faculty and students in the new Master in Urban and Regional Planning program. Some of these programs include:

- Master of Public Administration
- Master of Nonprofit Management
- Bachelor of Arts/Bachelor of Science in Public Administration
- Graduate Certificate in Public Administration, Nonprofit Management, Homeland Security, and Urban and Regional Planning

## JOURNAL AND DATABASE COMPARISON

Dr. Linda K. Colding completed a general search of periodicals in the area of regional planning in order to compare to the peer institutions. The following chart provides a summary of the available journals at each institution in both print and online format.

	UCF	UF	FAU	USF
Total Journals	44	271	56	103
Online	23	49	27	54

This analysis indicates that the UCF Libraries might also need to explore the purchase of some new journal titles in support of this degree program. However, this is not possible given the recurring financial commitment.

The following section provides a list of current periodicals and databases available to faculty and students at UCF.

### Print and Electronic access:

[Journal of the American Planning Association](#). Electronic Holdings: 1990-Current. Print Holdings: 1979-2007.

[Journal of Planning Education and Research](#). Electronic holdings: 1981 – current. Print holdings: 2003 - 2005

[Journal of Urban Affairs](#). Electronic Holdings: 1995-Current. Print Holdings: 1982-2004.

[Journal of Urban Economics](#). Electronic Holdings: 1993-Current. Print Holdings: 1974-2004.

[Journal of Urban History](#). Electronic Holdings: 1974-Current. Print Holdings: 1989-2005.

[Journal of Urban Planning and Development](#). Electronic Holdings: 1995-Current. Print Holdings: 1964-2004

[Planning](#). Electronic Holdings: 1993-Current. Print Holdings: 1969-Current.

[Urban Affairs Review](#). Electronic Holdings: 1965-Current. Print Holdings: 1995-2005.

[Urban Studies](#). Electronic Holdings: 1993-Current. Print Holdings: 1964-2007.

### Electronic Only:

Entrepreneurship and regional development. Holdings: 1989 - Current

European Planning Studies. Holdings: 1993 – Current

European Urban and Regional Studies. Holdings: 1994 – Current

[International Journal of Urban and Regional Research](#). Holdings: 1997 – Current

Journal of Environmental Planning and Management. Holdings: 1994 – Current

Journal of Planning Literature. Holdings: 1985 – Current

Journal of Planning History. Holdings: 2002 – Current

Papers in Regional Science. Holdings: 1996 – Current

Planning and Theory Practice. Holdings 2000 – Current

Planning, Practice and Research. Holdings: 1990 – Current

Regional and Federal Studies. Holdings: 2001 – Current

Review of Urban & Regional Development Studies. Holdings: 1996 – Current

Urban History. Electronic Holdings: 1999 - current

## DATABASES

The following databases are currently available to support the proposed program.

ABI/Inform

Avery Index to Architectural Periodicals

Academic Search Premier

Business Source Premier

Cambridge University Press Journals Complete

JSTOR

LexisNexis Academic

PAIS International

Social Science Full Text

Taylor & Francis Online Journals

Urban Studies Abstracts

Urban Studies & Planning: A Sage Full-text Collection

Web of Knowledge

# APPENDIX D

## Institutional Effectiveness Plan



## **Master of Urban and Regional Planning Appendix D - Institutional Effectiveness Plan**

### **Mission:**

The Master of Urban and Regional Planning program seeks to provide quality graduate training to current and prospective professionals in public, private, and non-profit urban planning organizations. The proposed program is designed to address the local need for professionally trained planners. The curriculum focuses on an interdisciplinary approach towards creating opportunities for students to explore current issues related to urban growth and development and become leaders in planning subfields, such as transportation, planning of healthy communities, and environmental planning.

### **Process:**

Institutional Effectiveness (IE) was discussed during the quarterly meetings of the UCF Planning Advisory Board (PAB). The PAB is comprised of professional planners in public and non-public organizations and faculty of the Department of Public Administration. The strategic issues addressed at the meetings included identifying core competencies expected of graduating students from a masters degree program in Urban and Regional Planning. Another strategic initiative was to develop a culture of partnerships and shared learning among students engaged in class projects and members of the planning community, especially members of the UCF Planning Advisory Board. The IE plan entails an evaluation of community partnerships, in particular the fulfillment of goals and objective of student projects conducted through the capstone course.

The IE Data Collection System, maintained by the UCF Department of Public Administration Office Assistant, will be utilized to keep records of the percent passing each of the projects and outcomes identified in the IE plan. This system has been used successfully by the other programs in the department.

### **Outcomes and Measures for Masters of Urban and Regional Planning**

**Outcome: 1** Students will be able to apply to planning practice the theory and practice of contemporary urban planning.

- **Measure: 1.1** Students will be able to apply urban planning theory and practice to real-world case studies with 80% accuracy or better using the assigned scoring rubric in PAD 5336 Introduction to Urban Planning.
- **Measure 1.2** Eighty percent (80%) of students will indicate on the “Graduating Student Survey” that the URP program helped them to apply theory and practice to contemporary planning projects.

**Outcome: 2** Students will demonstrate knowledge of economic, social and political institutions that influence plan development and the skills necessary to develop and implement plans, programs and projects for comprehensive local economic development.

- **Measure: 2.1** Students will be able to conduct an assessment of local development plans by using professional planning mechanisms and by applying research and problem solving skills with 80% accuracy or better using the assigned scoring rubric in PAD 5336 Community and Economic Development.
- **Measure 2.2** Eighty percent (80%) will indicate on the “Graduating Student Survey” that the URP program helped them to conduct an assessment of local development plans.

**Outcome: 3** Students will demonstrate the fundamentals of cooperative planning and governance and collaborative forms of decision making and plan implementation within diverse communities.

- **Measure: 3.1** Students will be able to identify values and ethical dilemmas in the collaboration, mediation and interpretation of plan making with 80% accuracy or better using the assigned scoring rubric in PAD 6825 Cross Sectoral Governance.
- **Measure 3.2** Eighty percent (80%) will indicate on the “Graduating Student Survey” that the URP program helped them to identify values and ethical dilemmas in the collaboration, mediation and interpretation of local development projects.

**Outcome: 4** Students will demonstrate be able to apply an understanding of environmental planning related to resource assessment and environmental impact at the local government level.

- **Measures 4.1** Students will apply principles of resource management and environmental planning methodologies individually or with a group to assess local environmental issues and alternative solutions with 80% accuracy or better using the assigned scoring rubric in PAD 6353 Environmental Program Management.
- **Measure: 4.2** Eighty percent (80%) of students will indicate on the “Graduate Student Survey” that the Graduate Planning Program helped them to apply principles of resource management and environmental planning methodologies to local government projects.

**Outcome: 5** Students will be able to apply the theory and practice of contemporary urban design in the creation and use of urban design plans.

- **Measure: 5.1** Students will be able to apply the theory and practice of contemporary urban design in the creation and use of urban design plans with 80% accuracy or better using the assigned scoring rubric in PAD 5337 Urban Design. .
- **Measure: 5.2** Eighty percent (80%) of students will indicate on the “Graduate Student Survey” that the Graduate Planning Program helped them to apply urban planning theory and practice in their professional activities.

**Outcome: 6** Students will be able to integrate their knowledge of land use and planning law into the adoption, administration, and implementation of urban or regional design plans.

- **Measure: 6.1** Students will demonstrate their ability to integrate their knowledge of land use and planning law into the adoption, administration, and implementation of regional and urban designs with 80% accuracy or better using a scoring rubric with the course PAD 5338 Land Use and Planning Law.
- **Measure: 6.2** Eighty percent (80%) of students will indicate on the “Graduate Student Survey” that the Graduate Planning Program helped them to integrate their knowledge of land use and planning law into the adoption, administration, and implementation of urban or regional design plans.

**Outcome: 7** Students of the Urban and Regional Planning program will demonstrate numerical reasoning and computation skills used to anticipate future changes and methods of contemporary planning practice.

- **Measure: 7.1** Eighty percent (80%) of students will be able to apply numerical reasoning and techniques for identifying community change and development using the assigned scoring rubric indicated in PAD 6XXX Planning Methods.
- **Measure 7.2** Eighty percent (80%) will indicate on the “Graduating Student Survey” that the URP program helped them to demonstrate numerical and computational skills.

This Institutional Effectiveness Plan for the proposed masters in Urban and Regional Planning was developed by the faculty in the spring of 2010 base on the competencies identified by the UCF Planning Advisory Board and the standards of the Planning Accreditation Board.

## Analysis Summary for New Degree Authorization

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____

	<b>Criteria</b>	<b>Proposal Response to Criteria</b>
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____