Master in Land Development
Program Review
Part 3
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Department of Landscape Architecture and Urban Planning
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1. HISTORY OF THE PROGRAM

The Master of Science in Land Development (MSLD) program is one of the oldest programs of its type in the United States. It is delivered through the Department of Landscape Architecture and Urban Planning in the College of Architecture at Texas A&M University. Despite its long history, the program has traversed periods of strength and stability, and weakness and possible termination. The faculty teaching in the program has changed since its inception bringing with these changes both opportunities and challenges. The purpose and core values of the program have changed little over the past 20 years and are described in the program’s marketing descriptor, “Where design meets business”. Unlike MBA real estate programs that focus on finance and investment analysis, the MSLD program seeks to expand and balance real estate finance and investment with the knowledge and skills necessary to identify, conceptualize, design, deliver (including financing), market, and manage high quality real estate assets. This purpose is explicitly stated in the MSLD’s Mission Statement: 

To become the leader in Land and Real Estate development education with undergraduate, Master, and two-degree programs with curricula that are centered on physical-financial decision support systems, a commitment to sustainability, and attention to student leadership development through extra-curricular enrichment, and linkage to former students and industry leaders. (Source: Texas A&M University WEAVEon-line Detailed Assessment Report 2008-2009, Master in Science in Land Development)

Historically, Texas A&M University's MSLD program has produced Real Estate Development Industry leaders - a proud tradition and accomplishment that the program continues to build through quality teaching, focused research, and effective outreach and community service.

1.1 Evolution of the Master of Science in Land Development Program

Phase One: Origins of the Master of Science in Land Development Program

Dr. Wolfgang Roeseler, formerly the head of a World War II German Panzer Tank Division, initiated the program in 1977 by establishing an emphasis area in Land Development under the Master of Urban Planning Program. A specific degree program was worked out in cooperation with Dr. Wayne Etter from the Finance Department in the Mays College of Business and several other faculty members. The program became very popular with business college graduates as an option for graduate study while also appealing to planners in the graduate planning program. An effort was made in the early years to overcome the sometimes “hostile” relationships between public planners and business-oriented developers by requiring some of the courses to be taken by both groups. Courses in Law and Legislation and Transportation in City Planning were key courses to accomplish this end, while other courses such as Land Development Practice and Land Development Law were used to attract planners. The other courses were taught in the College of Business and included accounting, finance, management, and marketing courses with a high degree of cooperation to the extent that additional sections were created to accommodate students as necessary.

The program grew to 20 to 30 students a year by the early 1980s without the existence of a formal program. In 1984, Dr. Roeseler recommended a formal program to create the Master of Science in Land Development graduate degree that was approved by the Texas A&M University Administration and the Texas State Board for Colleges and Universities. At the same time, MIT established a similar degree, which was followed years later by USC and Columbia. The Urban
Land Institute first recognized the MSLD program in its 1989 Directory of Real Estate Programs as one of the only real estate-related programs in the United States not housed in a business school.

Notwithstanding its demonstrate need and demand, the proposed MSLD program had to be carefully framed so as not to duplicate existing programs at Texas A&M University and other educational institutions in the state of Texas. At that time there was only one other similar program in the United States at MIT. The MSLD program would be the second program in the U.S., and the only program in the south. Closer to home, many institutions provided a real estate emphasis as part of an MBA degree. These MBA programs emphasized financial issues related to real estate and failed to focus on the physical and managerial concerns of the entrepreneur. Additionally, the Department of Agricultural Economics offered a graduate concentration in real estate with an emphasis on the economic and other business aspects of the industry. Within the College of Architecture, the Master of Urban Planning degree focused on preparing students for future public-sector positions. Given the growth of metropolitan areas in Texas during this time, there was no program offered in the state that addressed the issue of land development.

Moreover, Texas A&M’s strategic plan at the time, Target 2000, stressed the importance of the university playing a prominent role in the urban affairs of Texas and metropolitan areas. The inception of the MSLD program would enable the university to better fulfill the stated objectives under Target 2000.

The MSLD program’s prime objective was to strengthen the private business sector by providing competent people to deal with the effective conversion of raw land into a wide variety of urban uses in a manner responsive to market forces, mindful of social responsibilities and fully cognizant of the competitive investment market. For successful land development, knowledge of the physical relationships of land requirements to infrastructure and site characteristics ultimately determined the success or failure of any development project. The MSLD program enabled Texas A&M University to respond to a demonstrated need in Texas and surrounding regions by producing competent developers and managers.

The original MSLD program was designed to prepare individuals for careers in land development entrepreneurship. The minimum requirements for the degree were the completion of 36 hours of course work and satisfactory completion of a final examination. The curriculum emphasized conceptualizing feasible projects, physical planning and programming, and project execution. It consisted of 24 hours of core courses and 12 hours of designated electives. The culmination of the program coursework is a comprehensive laboratory which was sponsored by a land development company, with the company working with students on a designated project to provide a real-life business environment. Most students with bachelor’s degrees in managerial sciences, the social sciences or in the design professions were best prepared to go directly into graduate courses for the MSLD degree. Students outside of these degrees were required to take prerequisites to be competitive with other applicants. The program operated with few changes from its original blueprint until 1990.

Phase Two: Program Redirection in the 1990s
The College of Architecture slated the MSLD Program for redirection as part of its 1990-1995 strategic plan, with projected completion in three to four years. In the MSLD program’s short history before 1990, the program focused on real estate and physical planning in relation to land development. The redirection of the program included adding environmental, ecological, health,
hazards and visualization aspects to the program. At the time of the redirection proposal, there was also a national search in progress for a new coordinator for the MSLD program. Dr. Atef Sharkawy was hired as program coordinator in summer 1991 and charged with implementing the redirection of the program beginning in the fall 1991 semester. The redirection recommended changes at a qualitative and quantitative level by expanding the curriculum and increasing enrollment and funding levels.

An environmental assessment was conducted to define opportunities and limitations regarding the program. The opportunities included the need to promote economically feasible development that is socially and environmentally responsible; the need to integrate the area of project management in the program’s emphasis and curriculum; the need to expand the program in the related areas of public/private development, integrated land, real estate, and economic development, and urban redevelopment; the opportunity for building a reputation in international development already underway via Memoranda of Agreement with the University of Hong Kong, and the University of Buenos Aires; the opportunity for integrating the use of advanced computer technology in the curriculum in order to enable students to capitalize on computer technology skills; and capitalizing on the topic of case studies in land and real estate development, which was strengthened by Dr. Sharkawy acting as Director of the International Real Estate Case Study Clearinghouse.

There were two limitations which included measures on how each limitation was being overcome. The first limitation revolved around the inadequate allocation of faculty and funds for the program despite its growth. Overcoming this limitation required: leveraging all available courses offered in the department, college, and university that could fit in with the redirected curriculum; recruiting faculty who could match the defined needs of the program and department, with the immediate need in the MSLD and MUP programs for teachers in the areas of urban redevelopment, public/private development, and economic development; fundraising efforts within the industry for research assistantships and international initiatives; and, fundraising efforts among MSLD alumni to provide small scholarships to offset some expenses and attract better students.

The second limitation was the impact of reduced career opportunities for graduates of the program coupled with reduced corporate recruitment in the field. This highlighted the need to prepare graduates for more diverse career opportunities. Additionally, the program needed to maintain a dynamic quantitative and qualitative balance between enrollment in the program and market conditions. To overcome this limitation: the number of international students was significantly increased; the number of students intending to pursue Ph.D. degrees was also increased; the numbers of women and minorities in the program were also increased; the program was widely promoted within the industry (via direct mail, career placement efforts, invited presentations by industry executives, field trips, and meeting with industry executives); and, through the establishment of the dual degree programs to give graduates greater career flexibility and competitive advantage.

The program redirection analysis identified opportunities to create a competitive advantage through: leveraging existing Texas A&M University resources; meeting the need for graduate level education in both real estate design and finance (as business schools failed to address project design and venture structure in a framework inclusive of economic, environmental, and social facets of land and real estate development); providing an international program complete
with study abroad opportunities and coursework on land, real estate, and economic development from an international perspective; and, the potential to offer dual degree programs from Texas A&M University and partnering peer international universities.

To resource these initiatives the College’s existing offer had to be leveraged. The Department of Construction Science, was tapped to offer coursework on Design Economy bridging design with financial decisions; the capstone course was developed to provide a multidisciplinary experience for other Master’s level programs in the college, thereby drawing upon expertise existing within the disciplines of Landscape Architecture and Urban Planning; and, existing courses in the MUP and MLA program were incorporated in the MSLD program. Several of these courses were modified and adapted and then identified with the “LDEV” course designation, identifying them as courses at the core of the MSLD program. Several of them had previously had the planning (PLAN) or construction science (COSC) designation. Four additional courses on sustainable development, urban redevelopment, communication technology, and international development were added to those offered by the Department of Landscape Architecture and Urban Planning.

To meet the needs of the MSLD program the range of courses then taught within the College of Architecture had to be expanded, notwithstanding the limited resources available within the College. This need was satisfied through the identification of a range of other courses at Texas A&M then available in property finance, law, real estate, and other development-related topics that could be incorporated in a revised MSLD curriculum. It was determined that the program’s visibility at the university level could be elevated through more comprehensive listing in the university catalog and class schedules. The Real Estate Development Association, the program’s student organization was identified as the vehicle to roll out a lecture series, field trips, and other educational and outreach initiatives to the development industry. This was designed to promote both the reputation and quality of the program in the eyes of potential employers and future students.

**Phase Three: Emphasis Areas and New Faculty**

The evolution of the MSLD program and establishment of the core curriculum led to looking beyond the program for opportunities regarding emphasis areas. Emphasis areas focused on certain development types or methods and included residential development, commercial development, public-private development, and international development. The purpose for establishing emphasis areas was to use core courses as the basis for education and utilize existing university courses to further enhance a student’s education of that topic. As an example, a student specializing in international development could take courses on international development offered in the MSLD program, international policy courses from the Bush School of Public Policy, and international finance from the Mays Business School to further solidify their knowledge base of international development.

At the same time these emphasis areas were developed, the program underwent several transitions as professors came and went over a short period of time, resulting in a program with a tenuous existence at times. Beginning in 2002 with the departure of Dr. Fred Forgey, a steady stream of professors came and went, including the departure of Dr. Chengri Ding in 2003, Dr. Michael McCarthy in 2004, Dr. Teow Kwa in 2007, and Dr. Kimberly Winson-Geideman in 2007. All of these professors were charged with teaching core MSLD courses. In July, 2009, Dr. Atef Sharkawy resigned after 18 years with the program. The current MSLD program core
Phases of the MSLD faculty development plan included a comprehensive review process that involved both internal and external evaluations. The faculty consists of Dr. Kent Anderson, Dr. Cecilia Giusti, Dr. Jesse Saginor, and incoming program coordinator Geoffrey Booth.

**Phase Four: Informal 2004 Program Review**

In 2004, Dr. Forster Ndubisi, who was then the new department head of Landscape Architecture and Urban Planning, requested that the MSLD program undergo an external review to provide recommendations for the present and future of the program as a pre-cursor to developing a strategic plan. Additionally, the program was at a low point due to faculty departures and low enrollment. Unlike a typical, accreditation-type review where a team evaluates a program, the review was conducted solely by Dr. Donald Epley, who at the time was the Lyon Distinguished Professor of Real Estate at Washington State University.

Dr. Epley’s review contained two major sections, with the first section focused on recommendations and observations from a campus visit and the second section pertaining to printed material provided for review. Graduates emphasized the importance and relevance of the course material in relation to their actual job duties. Current students mentioned that the only reason they decided to attend Texas A&M University was the MSLD program. Alumni and current students emphasized the importance of interdisciplinary coursework, including the benefits of continuing to offer two-degree graduate programs. Critical program observations included the lack of a mission statement and goals for the program, likely contributing to the need to re-evaluate the program curriculum to solidify the overall structure of the program. Furthermore, the creation of a mission statement and long-term goals could ultimately lead to renaming the program.

One noteworthy recommendation mentions adding at least one senior faculty member possessing qualifications matching the body of knowledge offered in the program while also complementing the existing staff. The ideal candidate should be well-versed in urban economics and research demonstrating a level of expertise in the field. This person should also possess research experience from recent publications in real estate, be able to teach and conduct research in issues influencing land development, and be professionally designated. A faculty member possessing these characteristics would provide immediate credibility with other faculty, alumni, and industry supporters. This recommendation, originally made in 2004, was implemented with the appointments of Dr. Kent Anderson and Geoffrey Booth to the MSLD faculty.

The campus visit yielded a continuing debate that has a long history concerning the MSLD program’s perception by its alumni, faculty, and students versus non-MSLD faculty within the College of Architecture regarding whether it is best as a separate, stand-alone degree versus an emphasis area in another program existing within the College of Architecture. People with a direct affiliation to the MSLD program strongly advised Dr. Epley that it should remain a separate program—requiring dedicated resources and sufficient permanent faculty both to teach the required courses and mentor individual students.

Dr. Epley’s review provided three important reasons for the continuation of the MSLD program as a separate degree, which are provided verbatim from the original report. The first was the strong alumni and industry support for the relevance of the material taught to their careers and expectations of future employment. The second reason was the long history of the degree that would be under-emphasized, and perhaps lost, if transferred. The third reason was the research income and endowment potential for this program and the College of Architecture might not
have the same market appeal if the MSLD program is moved into another program as an emphasis area.

The second part of Dr. Epley’s review focused on the mission statement, strategic plan, and measurable goals for the program. Lacking any coherent mission statement at the time, the review recommended that all program stakeholders be called upon to create an informative mission statement for the program. The need to update the existing strategic plan, originally written in 1990, noted that all program stakeholders needed to be utilized in optimizing the participation and buy-in by all parties. Combining the written documentation provided to him and the interviews he conducted, Dr. Epley painted a picture of a program containing largely untapped potential. The goal of updating the strategic plan provided an opportunity for the program to solidify the program’s future by drawing on largely untapped potential by reconnecting with stakeholders.

**Phase Five: New Curriculum and Future Direction**

The current strategic plan completed in 2005 and still in the process of being implemented, is discussed in greater detail in Section 2 of this report on the MSLD program vision and strategic plan. This strategic plan included: a change of program name “Master of Land Development”; enhancement of the existing curriculum; and, formalization of course names and numbering.

The future direction of the program has been reinforced in fall 2009 with the appointment of Geoffrey Booth to the position of MSLD Program Coordinator and Youngblood Endowed Professor of Land Development following the retirement of Dr. Atef Sharkawy. Geoffrey Booth was immediately prior to his appointment to Texas A&M University, the Senior Fellow in Sustainable Development at Environmental Resources Management (ERM). In this capacity Geoffrey formerly advised the South Carolina Public Service Authority (Santee Cooper) on the sustainable development of its extensive real estate portfolio; the City of Alexandria, VA., on sustainable development and green building policy development and implementation; the City of Rockville, MD., on Parks, Recreation, and Open Space Plan formulation and implementation; and, the World Bank on Global City Indicators. Recruited from Australia by the Washington based Urban Land Institute in late 1999, Geoffrey left the Institute in July, 2006 as its Vice President of Global Development having expanded ULI into Asia and Latin America and established the partnership with the World Bank. In his thirty year career he has conceptualized, developed, financed, leased, managed and sold real estate projects and portfolios; run real estate joint venture companies and trusts, drafted, administered and defended public policy and legislative initiatives; provided leadership and direction to public, private and not-for-profit organizations; authored and edited a range of books, publications and opinion pieces; been a keynote speaker at conferences in Australia, Asia, the Americas, and Europe; and, has enriched the corporate lives and cultures of a wide range of organizations.
2. **VISION AND GOALS**

The most recent strategic plan for the MSLD program was based on Dr. Epley’s review findings and a three-round Delphi study undertaken by Dr. Sharkawy to inform strategic planning and propose curriculum enhancement. Both the external review and the Delphi study were completed by the fall of 2005. The strategic plan created core values, distinguishing characteristics, goals, strategies, challenges and opportunities for the program. This strategic plan reinforces the strategic directives of the department as well as several of the imperatives discussed in Texas A&M University’s Vision 2020 Strategic Plan which have been outlined in Part 1, Sections 3.1 and 3.2 and are further detailed in Part 3 Section 2.2 of this self study report.

2.1. **2005 Strategic Plan – MSLD**

The strategic plan for the MSLD program which originated in 2005 and was completed in 2006, provides a road map for the program long-term. Prior to the creation of this strategic plan, the program had: no recorded vision or mission statement and its focus were one of survival in difficult times. Preparation of the strategic plan involved extensive input from former students and faculty. It set out a blueprint for the program’s future and addressed the concerns raised by the external review conducted in 2004. The strategic plan’s implementation began in fall 2006, and it is ongoing.

2.1.1 **Overview of the Strategic Planning Process**

The strategic plan for the program began with trends scanning in the fall of 2005 and the strategic plan and curriculum enhancement were completed by summer of 2006. Involvement in the process by former students and current faculty came from a three-round Delphi study. The first round of the study included only open-ended questions, with the second and third rounds of the study consisting of Likert-scale questions. Results from the three-round study were then compared to two national real estate industry trend studies, The Urban Land Institute’s 2010 Trend Projections and Lend Lease’s 2015 Megatrend Projections. Based on responses from MSLD stakeholders, and triangulation from the two trend studies, three broad trend categories resulted with underlying subcategories. Contextual trends included topics related to demographics, technology, land use regulation, and ecology. Urban trends encompassed live/work uses, housing, retail, and development location. Business trends focused on development costs, project financing, acquisitions and alliances, business skills & services, and international real estate. The purpose of this entire study process aimed to determine the future direction of the MSLD program in terms of timely new course offerings to best prepare students to excel in the development industry upon graduation.

2.1.2 **Vision, Mission, and Core Values of the MSLD Program**

The Delphi study begun in 2005 and completed in 2006 provided the MSLD program with a coherent vision and mission statement. The vision statement has two aims:

- To create an exciting and intellectually stimulating interdisciplinary environment that is superior to our peer institutions, which are all internationally recognized top-level brand names.
• To become the leader in real estate development education, scholarship and service, integrated with the other College of Architecture's academic programs and with both College and University research units.

The mission statement echoes the themes in the vision statement, namely:

• To become the leader in land development education with undergraduate, Master, and two-degree programs, with curricula that are centered on physical-financial decision support systems, a commitment to sustainability, and attention to student leadership development through extra-curricular enrichment, and linkage to former students and industry leaders.

The core values of the MSLD program are as follows:

• A commitment to understanding both physical form and financial venture in land development in a manner that fits site ecology and market economy with entrepreneurial and community interests and regulatory guidelines;
• A commitment to sustainable development, defined as environmentally sensible, socially responsible and financially feasible land development;
• A commitment to the interdisciplinary nature of development which should be reflected in the skill sets and experience of the faculty, the content of the curriculum, the attitude of students, and the integrated nature of program options.

2.1.3 Distinguishing Characteristics of the Program regarding Core Teaching and Scholarship Principles

The distinguishing characteristics of the program are the core teaching and scholarship principles which provide:

• Intellectually stimulating activities that are responsive to current & projected land & real estate development trends.
• Broad coverage of the development process, its procedures, and related issues and problems for both unit sales and Income property development.
• Detailed coverage of sound physical-financial decision support systems and the needed analytical tools.
• A symbiotic combination of academic activities by faculty, extracurricular enrichment activities by the student association, and a close link between theory and practice.
• Close linkage and networking with alumni with particular emphasis on the Development Industry Advisory Council (DIAC).

2.1.4 Challenges and Opportunities

Challenges and opportunities facing the program include:

• Overcoming the limitations of location in a small real estate market, which hinders recruitment and reduces industry involvement;
• Expanding the curriculum to provide students with both a broad perspective and detailed analytical, technical, and leadership skills; and,
• Strengthening the program by drawing on the full range of diversity and knowledge within the College of Architecture, Texas A&M University, and beyond.

The conversion of these challenges into opportunity will require a coordinated and targeted marketing and recruitment program.

The first challenge requires some discussion here, because there is no specific goal included in the strategic plan directly addressing the challenging geography faced by Texas A&M University. The Bryan-College Station metropolitan area has a population of approximately 250,000. It is located on a highway that provides direct access to Houston nearly 100 miles away. The Dallas-Fort Worth metropolitan area is nearly three hours away, as is San Antonio. Austin is also nearly 100 miles away. Texas has three of the ten largest metropolitan areas in the United States, but the Bryan-College Station area is not within or proximate to any of them. This geographic separation limits access to large organizations and former students.

The program has sought to overcome this isolation through an adjunct faculty program which brings former students and industry leaders into the classroom for guest lectures as well as teaching part of the capstone course offered in the summer. A second way that the program attempts to bridge the divide is by field trips to visit former students’ and other developers’ projects throughout Texas. A third way the program attempts to bridge the divide is by attendance at ULI events, mainly in Houston due to its proximity and direct access by highway. Unfortunately, though, many ULI events conflict with courses, meaning that a student who wants to attend an event might do so missing class given the three-hour, round trip via highway and the length of the event itself. A final way the program attempts to reconnect with former students is by the recent change in the alumni banquet. Previously, this banquet was held on campus, but the issues related to transportation by air and highway led to proposing that the alumni banquet rotate among the major metropolitan areas in Texas. The first banquet was well-attended and held at The Woodlands Marriott Hotel and Conference Center, in the Houston metropolitan area. Future banquet locations are proposed to include Austin, Dallas-Fort Worth, and San Antonio, and not just limited to the Texas A&M campus in College Station.

With Geoffrey Booth taking the helm as the new program coordinator another possibility is outreach to former students to introduce himself, re-introduce the program, and update the strategic plan based on the changing nature of the development industry. This process likely requires setting up meetings with former students in major cities in Texas to solicit input and re-engage these graduates. In the past, this activity has been limited. The new program coordinator has also been charged with: broadening the outlook and reach of the program; the emphasis on detailed analytical, technical, and leadership skills; and, strengthening the program by drawing on the full range of diversity and knowledge within the College of Architecture, Texas A&M University, and beyond.

2.1.5 Goals and Strategies Underlying the MSLD Strategic Plan
The goals and strategies of the program are outlined below. There are six main goals outlined in the strategic plan presently in the process of implementation. The timeline for complete incorporation of these goals into the program was approximately five years, but faculty departures and retirement resulted in the need to hire new faculty before revisiting
the strategic plan and its implementation based on the skills of the new faculty hired. Once the current faculty and the incoming program coordinator get acclimated in the coming year, a likely revision of the strategic plan will enable a fine-tuned approach to implement any remaining goals and objectives. The six goals guiding the strategic future of the program are as follows:

1. To develop and actively promote a brand identity for “Land Development”.
2. To provide high-quality courses for advanced analytical skills, and incorporate practical knowledge associated with the latest real estate development trends.
3. To position the program with multiple interdisciplinary options.
4. To develop a team spirit with new faculty and ensure program succession and continuity.
5. To expand demand for the program with continuing education.
6. To expand international reach, particularly in Latin America.

**Develop and Actively Promote a Brand Identity for “Land Development”**

One of the major issues facing the program is deciding an effective strategy to convey exactly what “Land Development” entails and its relationship to the overall real estate development process. Changing the name of the program poses complex problems due to the university’s strict requirements about which programs can teach which classes and issue which degrees. The words “Real Estate” cannot be used to teach a program outside of the Master of Real Estate program housed in the Mays Business School. Issues also arise with the word “Finance” for similar reasons. Appraisal and land economics courses are taught largely by the Agricultural Economics Department. The possibility of using the word “sustainable” along with land development might provide some clarification, but the core issue remains of developing and actively promoting a brand identity for the program.

Regardless of the program’s name, the focus on essential physical-financial attributes could differentiate the program from several similar programs located largely in business schools throughout the United States that focus solely on the financial attributes of the development process without incorporating the physical implications of that specific development. Capitalization rates are an integral part of any real estate finance program, but capitalization rates can change drastically over time if the physical structure is not built from a sustainable standpoint and becomes obsolete after a few years. Moreover, the role and importance of finance in development is obvious, but overall, finance is just one part of the entire development process. A program that can address the physical aspects of development and effectively demonstrate the role that the physical attributes have on the financial attributes provides greater insight into the development process than a program focusing only on either the physical or the financial attributes.

Within this realm of the physical and financial intersection is the focus on emphasis areas, expanding and restructuring the curriculum, and reorganizing the course sequencing. Due to professor turnover, the expansion, restructuring, and course sequencing aspects of the strategic plan had to be put on hold as the ability to provide course offerings rests on the available staff. Stabilizing the core faculty will enable the program to revisit the process of course sequencing, expansion, and possible restructuring.
of course content. The core faculty can then identify new emphasis areas as well as strengthen the existing courses.

Fostering stronger ties with alumni and students will serve to improve the quality of the program and strengthen its competitive advantage. Fostering these ties will also provide a chance to generate financial support for students via matching funds for departmental tuition waiver scholarship and attract out-of-state and international students.

The reach of the branded identity would be enhanced by drawing upon and creating a sense of “ownership” on the part of the program’s stakeholders. This branding would require the overhaul of the current MSLD website which is outdated. As the program’s window to the world, the website provides opportunities to market the program. Advertising our program and dual-degree possibilities provide other tools to recruit a diverse range of students to the program. Posting internships and jobs on the website would enable networking between current students, former students, and faculty.

The final aspect of branding would be third party program accreditation. While accreditation by an external entity does not in and of itself lead to branding, the importance of accreditation provides a mechanism outside of the university to evaluate the program on a regular basis. The only currently viable accreditation organization is the Royal Institution of Chartered Surveyors (RICS), which has temporarily suspended accreditation of any new universities due to cost-related issues. Once the accreditation program is active again, the impact of RICS accreditation at the international level could increase the program’s visibility outside of the United States. Having a strong brand identity and RICS accreditation could further the mission of the MSLD program and help to extend its international reach and appeal.

Provide High-Quality Courses for Advanced Analytical Skills and Incorporate Practical Knowledge Associated with the Latest Development Trends

There is an obvious need, especially given the current economic climate, for MSLD students to be well-versed in finance and financial modeling so as to enhance their core knowledge and core competencies. Previously the program relied on the Mays Business School to teach finance to our students—many of whom had no prior exposure to finance. Consequently, there have been problems enrolling MSLD students in some of the Mays Business School courses. The development of courses within the College of Architecture dealing with finance and financial modeling will increase these students’ level of understanding and reinforce concepts taught in the business school. One course currently offered relates to public-private funding, which teaches basic spreadsheet skills in development feasibility, sensitivity analysis and investment return. Future and existing courses will focus more on teaching students the theory and finance relevant to property development.

Graduates of the MSLD program who are now leaders in the property development industry serve as adjunct professors in the capstone course. Bringing practicing professionals into the classroom, links development finance with real estate asset creation. Over the course of the academic year, several of these former students also participate as guest lecturers in the MSLD program—thereby achieving the learning outcomes arising from this goal. Employers have consistently stressed the importance
they place on our MSLD graduates possessing core knowledge and core competency in development finance.

**Position the Program with Multiple Interdisciplinary Options**
The MSLD program focus on an interdisciplinary education is achieved through a series of integrated actions. The first is by harnessing other academic offerings available throughout the department, college, and university. MSLD students have the potential to obtain an additional Master’s degree in Architecture, Construction Management, Finance, Landscape Architecture, Marketing, Real Estate, and Urban Planning. There are also several certificate programs throughout the college and university that can be undertaken in conjunction with the MSLD degree to maximize the value of a student’s education and better position them to secure employment upon graduation.

The second way that the college achieves this multidisciplinary teaching outcome is to team the MSLD students with students from other disciplines in property industry related competitions and projects. The most recent example of this combined an MSLD student, a Master of Landscape Architecture student, and four Master of Real Estate students to compete in the George Washington University/Edens and Avant Real Estate Investment Development Organization Case Competition. Out of 36 teams, the Texas A&M’s team was one of only six teams declared a finalist. The students and professors from the represented programs interacted extensively to prepare for this competition. Prior to the event the students gave a presentation of their development concept for classmates and professors from the MSLD and Master of Real Estate program. Funding from the College of Architecture and the Mays Business School offset student travel costs to Washington, D.C. for the final presentation. The success of this multidisciplinary partnership between the two colleges has established a precedent which will encourage future students to compete in similar competitions.

The third way that the MSLD program implements this goal is through mentoring Master’s and Ph.D. students from other programs, within the College and the University, who are conducting research with a real estate development focus. MSLD Faculty serves as committee members in other departments within and outside the College. Dr. Giusti regularly serves as a committee member for students in the Master of Urban Planning Program. Drs. Anderson and Saginor have served as committee members on student committees in the Departments of Construction Science as well as Architecture. Ph.D. committees chaired by the MSLD faculty included dissertations on public-private partnerships using options for toll road development, valuation of neighborhood subdivision development using traditional hedonic price modeling as well as hierarchical linear modeling to demonstrate issues related to subdivision amenities, and metropolitan and neighborhood issues related to the current foreclosure crisis. This demonstrates the multidisciplinary contribution of faculty from the MSLD program to the College and the University.

By utilizing university resources in other programs, students both within and outside the MSLD program can pursue niche development specializations through emphasis areas. These emphasis areas build on core MSLD subjects and include residential development, commercial development, public/private partnerships, and international development. They provide more direction on the chosen niche development specialization and
enhance employment prospects upon graduation. The residential development emphasis area includes coursework in construction project scheduling, finance, plan implementation, and dispute resolution. The commercial development emphasis area incorporates coursework on partnership and real estate taxation, negotiation, and neighborhood revitalization. In the future, a certificate program could expand this multidisciplinary offer to a wider market.

**Develop a Team Spirit with New Faculty and Ensure Program Success and Continuity**

With the hiring of incoming program coordinator Geoffrey Booth, the professional experience of Dr. Kent Anderson, and the recent, successful third-year reviews of tenure-track faculty Dr. Cecilia Giusti and Dr. Jesse Saginor, the program has a solid core of established faculty to build a foundation for the future of the MSLD program. The program must harness the collaborative energy of the current faculty, staff, students and alumni to invigorate the program. This commitment will drive the program’s future success.

**Expand Demand for the Program with Continuing Education**

Efforts to create and expand demand for the MSLD program with continuing education courses and executive certificate programs have been minimal due to a lack of faculty resources. To date, MSLD faculty have focused on basic program delivery rather than developing continuing education programs. There is a potential market for distance learning courses as part of an MSLD continuing education offer. Realization of this potential will depend on College and Departmental priorities.

**Expand International Reach, Particularly in Latin America**

Expanding the international reach of the MSLD program has been initiated with a focus on Latin America. A program is being developed with the Universidad de Francisco Marroquin (UFM) in Guatemala City, Guatemala. The proposed structure of this program involves a student exchange where students from either university can earn a Master’s degree and/or certificate in Land Development from Texas A&M as well as a degree in Project Management from UFM. This program is to formally begin in the coming year. A distance education program may also comprise part of this joint program. Latin America, due to its proximity and economic links, is a logical focus for Texas A&M University partnerships in educational and research programs. The MSLD program had memoranda of agreements with universities in Mexico City, Mexico which could also be revisited. The success of such partnerships will be dependent on the provision of adequate resources. In addition to the potential for partnerships in Latin America it is noted that the MSLD program has also had memoranda with universities in East Asia, including South Korea and Taiwan—markets from which the MSLD is currently drawing increasing student numbers.

**2.2 Relationship to Vision, Mission, Goals, and Objectives to both the Department and Texas A&M University**

Vision 2020 established 12 imperatives to achieve Texas A&M University’s goal of becoming a top ten public university by 2020. While the creation of the current strategic plan of the MSLD program occurred independently of Vision 2020, the underlying values of the program closely
mirror the imperatives inherent in Vision 2020. The 12 imperatives outlined in Vision 2020 are as follows:

1. Elevate our faculty and their teaching, research, and scholarship;
2. Strengthen our graduate programs;
3. Enhance the undergraduate academic experience;
4. Build the Letters, Arts, and Sciences core;
5. Build on the tradition of professional education;
6. Diversify and globalize the A&M community;
7. Increase access to intellectual resources;
8. Enrich our campus;
9. Build community and metropolitan connections;
10. Demand enlightened governance and leadership;
11. Attain resource parity with the best public universities; and
12. Meet our commitment to Texas.

The mission of the Department of Landscape Architecture and Urban Planning in the College of Architecture facilitates and complements Vision 2020. The department's mission statement is to:

Create and disseminate knowledge to enhance functional, healthy, and sustainable human environments through instruction, research, and service among landscape architecture, urban planning, land development, and allied disciplines. The mission embodies the tri-partite mission of the Texas A & M University---teaching, research, and service.

The department's strategic directions derive from the mission, vision, core values, and defining characteristics of the department. The implementation of these strategic directions has seven specific directives:

1. Offer the best learning experiences
2. Strengthen infrastructure for delivery of academic programs
3. Lead in the creation and dissemination of knowledge (Research and Scholarship)
4. Lead in the active integration, application, and dissemination of knowledge (Outreach)
5. Reward productivity and achievements
6. Nurture supportive climate via governance and communication
7. Build and sustain partnerships

The MSLD program contributes to both the Department and the realization of Vision 2020 by: offering “the two-degree program” either within Texas A&M University or in partnership with other national and international peer institutions; the advancement and incorporation of professional skills in the classroom; outreach activities beyond our borders; opportunities for continued education; and finally, student and alumni activities.

2.2.1 Two-Degree Programs at Texas A&M and Abroad
The establishment of “the two-degree program” here and abroad reinforce Vision 2020 imperatives 2,3,6,8, and 12 as well as departmental strategic objectives 1,2,4,6, and 7. Stand-alone graduate programs provide students with a relatively narrow focus that enables students to become well-versed in a narrowly-defined area of knowledge. The two-degree program provides program graduates with enhanced core knowledge and core competencies—a competitive employment advantage in today’s depressed economic
climate. The two-degree program diversifies and globalizes the A&M community by offering unique two-degree programs that no other university can offer.

The mix of programs housed in the College of Architecture is strongly interdisciplinary. Few universities could offer degrees that combine the MSLD with degrees in Architecture, Construction Science, Landscape Architecture, Urban Planning, or Visualization.

Bachelor of Science in Urban and Regional Science (BS-URSC) graduates interested in entering the MSLD program will soon be able to select undergraduate courses which prepare them for entry into this Masters degree. The BS-URSC + MSLD program combination is still in its planning stages. Future students will have the opportunity to graduate in five years with an undergraduate and graduate degree once the BS-URSC course sequencing is operational.

2.2.2 Advanced Professional Skills
Two new graduate courses, due diligence and entitlement, expanded core knowledge and core competencies in contract evaluation and development entitlement, conditions and approvals. These courses were developed in response to the alumni survey results, which informed the MSLD Strategic Plan. Additional new courses will be added and existing courses refined to ensure the MSLD program meets the imperatives of Vision 2020, the Department's Strategic Plan, and MSLD graduate needs to secure employment in the property development industry.

2.2.3 International Outreach in Central America
In recent years, Dr. Sharkawy established ties between Texas A&M University and the Universidad Francisco Marroquin (UFM) in Guatemala City, Guatemala. This led to the negotiation of a memorandum of agreement with UFM in 2008 which was approved and signed by the two universities in 2009. A partnership has been created that links the MSLD program and the Master of Administration in Project Management degree offered in the UFM business school. This partnership provides opportunities for students from both programs, which include: expanded research and learning; off-campus opportunities such as internships and study-abroad; and, service-learning activities. Through this partnership, students will broaden their education in land development practices to another country. This core knowledge and these core competencies will allow MSLD graduates to be competitive in the global economy.

This outreach program meets the imperatives of Vision 2020 by partnering with an international peer university and enables faculty from both universities to elevate teaching, research, and scholarship. It strengthens the MSLD graduate program by offering an opportunity for educational specialization on land development practices in Central America. The location of the program, and the collaboration of these universities, provides the A&M community with greater strength and diversity.

2.2.4 Continued Education
The international outreach presently underway with the Universidad Francisco Marroquin (UFM) in Guatemala City, Guatemala is the first step in strengthening off-campus offerings via internships, study-abroad, and service-learning. Once the program with
UFM is underway, international certificates in land development are to be offered to a wider audience including current and former students. The first two courses of the program will be offered at UFM in fall of 2009. The full five-course program will be implemented in 2010. A web-based international continued education program in Central America is under consideration. If successful, this continuing education program could be extended throughout the United States.

2.2.5 Student and Alumni Activities
The MSLD program has two outreach groups which foster leadership skills, promote information exchange, and strengthen ties between students, faculty, former students, and members of the real estate development industry. The Real Estate Development Association (REDA) is the student group, while the Development Industry Advisory Council (DIAC) is the program's alumni group. By-laws define the role of each organization. These two groups generate opportunities for learning, networking, and information sharing through a variety of activities, which include a guest speaker series, an annual banquet, and tailgating in the fall. REDA also organizes field trips to cities throughout Texas, to see and learn from the real estate developments of former students. REDA members attend two national conferences: the Urban Land Institute's annual meeting and the International Council of Shopping Center's annual convention. DIAC delivers a leadership and service agenda, by mentoring students and providing financial support to students through scholarships.

The activities of DIAC and REDA build leadership skills; a sense of community; and metropolitan, and development industry partnerships and connections. These outcomes not only enhance student learning experiences, but help faculty stay up to date with the current trends and needs of the real estate development industry. This is essential to ensure that course planning, development and refinement is of the highest quality. The activities of DIAC and REDA accord with, and assist in the delivery of the objectives of Vision 2020, the mission of the Department of Landscape Architecture and Urban Planning in the College of Architecture, and the MSLD strategic plan.
3. MASTER OF SCIENCE IN LAND DEVELOPMENT GRADUATE PROGRAM
DESCRIPTION

The Master of Science in Land Development is an entrepreneurship-oriented program of study combining MBA-type courses with physical planning, design, and construction within an international context. It deals with development of physical form and financial venture in a manner that matches site ecology and market economy with entrepreneurial interests and regulatory guidelines. The MSLD program dissolves the boundaries between planning, construction and environmental issues, and between finance, accounting, and market issues. It adds computer skills and a global perspective to give MSLD graduates a competitive edge in today’s international marketplace.

The program accepts students from all disciplines, and utilizes individually-tailored curricula to bridge the physical and financial dimensions in ecologically sensible, socially responsible and financially feasible land development ventures. The academic content is complemented by a program for leadership development that enhances communications and interpersonal skills through professional industry networks, through activities facilitated by the Real Estate Development Association and the MSLD Development Industry Advisory Council.

The program is uniquely focused on integrating both the physical and financial dimensions into sustainable development and a creative venture structure. Academic skills are advanced with rigorous courses taught by distinguished faculty and practitioners, while personal skills are advanced by student-initiated activities and by the proud “Aggie” traditions of Texas A&M University.

3.1 Program Requirements

The MSLD curriculum addresses the physical, legal and financial aspects of land development; relates project design and venture structure to site ecology and market economy; and stresses entrepreneurial interests of private enterprise and regulatory guidelines of public entities. The program aims to provide students with a thorough understanding of the land development process from both the physical and the financial perspective.

3.1.1 Admissions Requirements

Admission to graduate studies at Texas A&M University is a prerequisite to admission to the MSLD program. Applications are required to provide all information in accordance with the most recent edition of the University’s catalog. University requirements include an application, application fee, official transcripts, GRE or GMAT scores, and TOEFL scores for international applications which must have a minimum score of 550. Beyond the university requirements, the Department of Landscape Architecture and Urban Planning, where the MSLD program is housed, has several additional requirements. All applicants must also submit a resume with academic and professional experience. While the resume is critical, three letters of recommendation must also accompany each application. Equally important is a statement of interest not to exceed two pages explaining why the student wishes to participate in the program. In some cases, a professional portfolio demonstrating experience and/or skills may be submitted as part of the application. Applicants submitting a portfolio often have architecture backgrounds or experience where a portfolio is as common as the resume.
Acceptance into the program requires at least two of the three professors reviewing the application to recommend admission. Factors considered include examination of the undergraduate record (subject choice, rigor, failures, and drops); the age and experience of the applicant (particularly relevant for students long out of school), diversity (race, ethnicity, and socio-economic background), the letters of reference, and the statement of interest.

The MSLD program strives to achieve geographic diversity based on an applicant's region of residence. While it is important--as a state institution of higher learning--to serve the residents of Texas, it is equally important for students to interact with other students of diverse backgrounds and origins. The goal of the MSLD program is to have a student body as diverse as the global community in which students will ultimately seek employment.

The letters of reference help to gauge the likely success of a student. This is particularly true; when the core of the recommendation relates to the applicant's ability (during an internship or employment) to successfully apply classroom material to the workplace.

The statement of interest provides applicants with an opportunity to identify their long-term goals and explain how an MSLD degree would help them achieve those goals. When the applicant's statement of interest does not correlate with the learning outcomes of an MSLD degree, students are generally referred to the program that most closely resembles what they are looking for.

### 3.1.2 Required Courses: Leveling, Core, Emphasis & Capstone

Individual curricula are designed for each student depending on the student's background, experience, desired emphasis area and future interests. The curriculum for a first Master's degree includes 45 credits. Each individual curriculum may include 6 to 8 credits in leveling courses as needed to round out a student's background, 30 credits in core courses, 6 to 9 credits in emphasis area courses, and 6 credits in capstone courses. Leveling courses are dependent on each respective student's background. Students with architecture or related design backgrounds are required to take graduate-level courses on accounting and finance, either before their first semester or during their first semester in the program.
First Year

Fall Semester  (12 Credits)

FINC 676  Commercial Real Estate Law
LDEV 664  Market Analysis for Development
LDEV 667  Land Development Process
FINC 670  Real Property Analysis

Spring Semester  (12 Credits)

LDEV 661  Site Analysis & Construction for Land Development
LDEV 665  Land Development Trends
LDEV 668  Residential Land Development
LDEV 671  Sustainable Land Development

Summer Semester  (9 Credits)

LDEV 688  Land Development Design & Feasibility Capstone (Summer I)
LDEV 693  Professional Study (Summer I)
LDEV 684  Professional Internship, or
    Leveling/Emphasis area courses (Summer II)

Fall Semester  (12 Credits)

LDEV 669  Income Property Land Development
LDEV 672  Public Private Land Development
LDEV 687  Due Diligence in Land Development
    Leveling/Emphasis area courses

45 Total Credits

Leveling Courses (6 credits)

ACCT 640  Accounting Concepts and Procedures
FINC 635  Financial Management for Non-Business Graduate Students

Core Courses

Thirty six credits of courses are required:

LDEV 661  Site Analysis & Construction for Land Development
LDEV 664  Market Analysis for Land Development
LDEV 665  Land Development Trends
LDEV 667  Land Development Process
LDEV 668  Residential Land Developments
LDEV 669  Income Property Land Development
LDEV 671  Sustainable Land Development & Planning
LDEV 672  Public Private Land Development
LDEV 687  Due Diligence for Land Development
LDEV 688  Land Development Design & Feasibility
FINC 670  Real Property Analysis
FINC 676  Commercial Real Estate Law

3.1.3 Emphasis Areas
Emphasis areas include at least two courses at the graduate level. A wide variety of emphasis area courses are available at Texas A&M in finance, construction management and planning, among others, depending on each student’s education, experience, interests, and future plans. Emphasis courses could include some of the following courses, among others, to provide a student with a focus area of study:

COSC 601 Construction Practices
COSC 602 Construction Estimating
COSC 603 Construction Scheduling
COSC 689 Facility Management
ARCH 646 Historic Building Preservation
FINC 672 Real Estate Finance
FINC 642 Analysis of Money & Capital Markets
PLAN 610 Structure and Function of Urban Settlements
PLAN 664 Planning Theory and Practice

3.1.4 Capstone Course
The capstone course, Development Feasibility & Design (LDEV688), links the MSLD curriculum with developer-sponsored projects. It focuses on the development of team working skills, and is anchored by lectures and field trips with program alumni and industry leaders. These projects range from master planning a large tract of land, to site-specific development projects, which vary according to the sponsor. Representative projects resulting from this capstone course include Campus Pointe, Scott & White, and the Howell Building. A brief overview of each of these projects is included to demonstrate the scope and scale of the LDEV688 course.
Campus Pointe (August 2005)
The Community Development Concept described in this Executive Summary involved working with a team of Graduate Students in the Land Development “Design & Feasibility” Studio, on a University-funded study of a TAMU-owned 12-acre site next to campus. The team followed the Sharkawy-Graaskamp Real Estate Development Process Model (1974) to systematically analyze urban dynamics and market trends, and creatively synthesize project design with venture structure and financial analysis.

Objectives
The proposed concept sought to:

- Create an environment which serves interests of both Texas A&M University and the B/CS Community.
- Provide Texas A&M with a minimum of 300,000 sq ft. of Academic Facilities for lease in 2008 at minimum rates.
- Enable the City of College Station to accelerate redevelopment of Northgate, and achieve its goal of building a City Convention Center.
- Achieve a Socially Responsible, Environmentally Sensible, Financially Feasible Public Private Partnerships.
- Limit contributions by Texas A&M in a Public Private Partnership to only the land, and contributions by College Station to only currently committed funds for the Convention Center.
- Utilize Campus Pointe studies in teaching and research to provide students with a hands-on real-life experience as members of a community development team.
Scott & White into the 21st Century (August 2004)
Expanding the physical facilities on the Scott & White Temple campus to serve the fast growth of the Scott & White organization had been guided in the past by a sequence of “master plans,” which coincided with major construction activities. Recognizing the need to update Scott & White’s master plan, an agreement was reached in 1992, between Scott & White and Texas A&M’s Graduate program in land development to generate a “Master Development Plan” for the 58.4 acre Scott & White campus. This study recommended developing a complete continuing care retirement community (CCRC), and an “options” health fitness and education center, and possibly a first class conference hotel and a specialty retail center on the Scott & White West Campus.
The Scott & White west side campus embodied a commitment to three concepts, merged into one cohesive landscape architecture. Its conference hotel, with its terraced form anchors the development and provided a transition from the institutional scale of the main campus to the residential scale of the proposed retirement community. Its stream and ponds separate the private domain of its residents from that of its hotel and conference visitors. And its specialty retail center provides a context for residents and visitors to interact and integrate with the wider community.
The Howell Building (Summer 1999)
This project included the preparation of a development feasibility study for the Howell Building located in the Downtown Historic District of Bryan, Texas. The project provided a “real-life”, “hands-on” experience for six graduate students in Texas A&M’s Master of Science in Land Development Program, and was used in the Program’s 1999 summer capstone project.

This study considered the feasibility of creating a mixed-use facility consisting of office, retail and/or restaurant, and possibly residential uses. The report included a market analysis, study of urban linkages, design solutions and financial feasibility.

The Howell Building is located in an area of increasing activity within the Historic Downtown Bryan District. The proposed redevelopment of this building will promise a unique environment providing a revitalized downtown, which is perceived by its people as an emblem of community.

In this study, the project team made two proposed schemes of design to test the feasibility of the project.

1. Mixed-use of restaurant and office development
2. Mixed-use of restaurant, office and residential development
3.1.5 Professional Paper

The professional paper in the Master of Science in Land Development program in the College of Architecture at Texas A&M University is a practical, professional report related to land development. This paper provides students the opportunity to conduct in-depth research on relevant aspects of land development by critically and intellectually analyzing a topic. It is an academic experience intended to sharpen the analytical and communications skills of students.

The professional paper builds on required courses and enables students to further explore a topic of interest. It is important for students to schedule courses accordingly if they know their topic early in the first semester of study. The paper is to incorporate coursework with additional information to explore and analyze the land development process. The professional paper therefore is a written document that highlights an aspect of land development covering applicable theory or theories, research via case studies, and practical circumstances.

Students are required to successfully write about their topic and present their analysis to a professional paper committee during the semester they plan to graduate from the program. A professional paper committee consists of three faculty members with a professor from the department serving as a chair or co-chair and two additional members. Of the three committee members, at least one member must be from outside of the Department of Landscape Architecture & Urban Planning. Depending on the focus of a student’s paper, the non-departmental committee member in the past has most often been from another department within the College of Architecture, the Mays Business School, or the Department of Agricultural Economics.
A professional paper should meet certain criteria:

- It should focus on a relevant land development issue or problem;
- It should help the student learn how to collect industry data and analyze it;
- It should be sufficiently broad and complex to require a student to formulate a conceptual framework for examining the land development process and/or problem;
- It should demonstrate the student’s capacity to apply knowledge gained through research, literature searches, and coursework in researching land development to the actual land development process; and
- It should serve as a prelude to a rationale basis for critically evaluating an aspect of land development.

Topics may range from strategic planning to operational issues. They can focus on analysis, evaluation, implementation, administration, organization or design. Recent professional paper topics covered developing sustainable planned communities, financing mixed-use town centers, financing transit-oriented development through public-private partnerships, market analysis and trends for multi-family development, residential development in China, mixed-use redevelopment strategies for grayfields, and condominium conversions.

For example, a student writing a professional paper focusing on infill development might deal with all of the following aspects of this type of development:

- Examining how the public and private sector partner on the project;
- Economic development programs utilized by the developer;
- The success and failure of infill development to determine best practices;
- Financial aspects related to this type of real estate development; and
- Market analysis since infill may not conform to the existing environment.

The combination of applied analysis and interpretation can give a professional paper great range and allow the student to achieve a variety of goals. The skills acquired facilitate the student’s transition from the academic to the professional environment. The analytical problem-solving skills required to write a successful professional paper are very similar the skills needed to continue that success in the field of land development. The goal of the professional paper develops and strengthens academic, professional, and personal goals of the student.

**Academic**

- Integrates foundation knowledge from coursework with one another topic, e.g., development, policy, management, finance, and economics.
- Application of concepts and methods to clarify, if not resolve, a practical problem of policy and/or management.
- Acquisition of greater knowledge and command of a substantive topic.
- Discovery of limitations of analysis in analyzing issues and framing solutions.
- Sensitivity to the interplay of theory and practice.
• Enhance and support the student’s ability to innovate.

**Professional**

• Demonstrable capacity to analyze and/or solve problems.
• Ability to conceive of a project and bring it to completion.
• Negotiation in identification of an issue or problem and ensuing activities necessary to complete the project.
• Capacity to frame feasible as well as ideal solutions.
• Ability to translate academic analysis to practical vocabularies.
• Clarity and brevity in verbal and written expression.
• Implement an innovation and propose changes associated with it.
• Enhance and strengthen presentation skills.

**Personal**

• Tangible evidence of accomplishment and personal growth.
• Example in a student’s portfolio of competencies: a product.
• Enhancement of student’s career market value.

Students have successfully obtained employment in some cases solely on the strength of their professional papers. In other cases, students made important professional networking contacts by calling people to find out information related to their professional papers. While the capstone class provides a studio-like, class-wide exercise in the development process, the professional paper is an individual pursuit of knowledge based on each student’s specific development interest.

3.2 Brief Description of Key Courses

**LDEV 661: Site Analysis & Construction for Land Development.**
Land development in the context of environmental sustainability, human well-being and business profitability to foster a restorative economy; environmental easement and site analysis; state, federal and international regulatory issues; and human ecology and the future of land development. Prerequisite: Graduate classification.

**LDEV 664 Market Analysis for Land Development**
Techniques and data sources for market analysis for development; analysis for housing development; trade area analysis and market analysis for retail development; analysis for office, industrial parks and for specialized development. Prerequisite: Graduate classification.

**LDEV 665: Land Development Trends (3 Credits)**
Exploration of a variety of specialized topics associated with emerging trends in the land development industry. Prerequisite: Graduate classification.

**DEV 667 Land Development Design & Feasibility**
Interface between the physical and financial dimensions in the real estate design and development process to achieve building and project economics; and to create a physical product
and a financial venture that responds to social and environmental concerns and to market economy and finance. Prerequisite: Graduate Classification

LDEV 668 Residential Land Development (3 Credits)
Strategies, methods and Practices in residential property development including: Financial analysis, venture structure, product types and characteristics, strategies and organization, marketing and community governance. Innovation in residential land development and trends in master planned communities such as sustainable development, healthy communities, neo-traditional development and walkable communities. Prerequisite: LDEV 667 or approval of instructor.

LDEV 669 Income Property Development (3 Credits)
Strategies, methods and techniques for income property development; particularly mixed-use development. Topics involve: Development trends, product types, organization, development strategies, planning and design, venture and capital structures, financial analysis, marketing & leasing and property & asset management. Prerequisite: LDEV 667 or approval of instructor.

LDEV 671 Sustainable Land Development and Planning (3 Credits)
Sustainability perspectives about values, rights, property and what constitutes an optimum human environment; sustainability principles and case studies emphasizing on-the-ground, incentive-based land development that balances economic growth with environmental quality. Prerequisite: Graduate classification.

LDEV 672 Public Private Land Development
Development finance and related issues in public-private projects. The course explores structuring, valuing and managing projects and investigates the interaction between suppliers, operators, lenders and contractors. Students will be introduced to financial tools and will become familiar with TIFs, BIDs, and other special districts and with related financial models. Prerequisite: Graduate Classification

LDEV 673 International Land Development Planning (3 Credits)
International variations in urban growth and land development strategies: savings, aid and trade policy options for cities and regions; international co-development programs; application of planning and urban land development professions in contemporary global context. Prerequisite: Graduate classification.

LDEV 681 Seminar
College of Architecture research activities pertaining to land and real estate development; preparation and presentation of required final paper for MS in Land Development examination. Prerequisite: Graduate classification in land development.

LDEV 684 Professional Internship
Professional practice under approved arrangement with public or private land or real estate development agencies in the United States or abroad. Prerequisites: Approval of committee chair and program coordinator.
LDEV 685 Directed Studies
Individual and group problems dealing with application of strategic plan development theory in practice: opportunities to select international or domestic development projects of special interest. Prerequisite: Approval of instructor.

LDEV 687 Due Diligence for Land Development
Due diligence and entitlement activities before committing to site acquisition for any project. Geo-Tech & Flood investigations, Environmental and Traffic studies, Conveyances, Title documents, Easements, Surveys, Insurance, and Regulatory approval documents, and financial analysis tools will be examined and evaluated. Prerequisite: Graduate Classification

LDEV 688 Development Feasibility & Design
Plans and venture structures for selected residential and non-residential development projects of varying size analyzed by student multidisciplinary teams with respect to the following: economic feasibility and cash flow and site and design plans and costs. Prerequisite: LDEV 687 or approval of instructor.

LDEV 689 Special Topics in...
Selected topics in an identified area of land development. May be repeated for credit. This course number is often used for a course before that course is approved and given a permanent number. Prerequisite: Approval of instructor.

LDEV 693: Professional Study
Approved professional case study of project organization in the USA or abroad undertaken as terminal requirement for the Master of Science in land development degree, non-thesis option. Prerequisites: Approval of committee chair and associate department head.

FINC 670: Real Property Analysis
Provides the economic and financial tools used to analyze real estate investments, new property developments and the redevelopment of existing properties. Prerequisite: Graduate classification.

FINC 676: Commercial Real Estate Law
Commercial real estate law including legal ownership interests in oil and gas law, real estate sales contacts, financing, instruments and closings, commercial leases and real estate regulations and taxation. Classification 6 students may not enroll in this course. Prerequisite: Graduate classification.

3.3 Program Administration
Responsibility for the MSLD program rests with Dr. Forster Ndubisi, the Head of Department of Landscape Architecture and Planning in the College of Architecture at Texas A&M University. The day-to-day management and direction of the program is the responsibility of the Program Coordinator. Geoffrey Booth was appointed to this position and commenced duties on September 1, 2009.
3.4 Demographics
The two largest segments of the program are white students and international students. The MSLD program has traditionally had a large segment of its international students from south Asian countries such as India and South Korea. Despite dormant agreements with Konkuk University in South Korea and the University of Hong Kong, the pipeline for recruiting international students is a bottom-up phenomenon by the students as opposed to a top-down approach based on program faculty. Students with architecture backgrounds from India and Thailand have directly recruited students from their native countries into the MSLD program. These are students who have excelled in the program as well as in the workplace.

![MSLD Students by Ethnicity, 1999-2008](image)

**Historical Overview of Graduates**
Since 1985, approximately 330 students graduated from the MSLD program. The number of graduates each year has fluctuated.
Of these 330 MSLD graduates, current employment information is held for 313. Of these 313 former students, 87 percent currently work or live in the United States, while 13 percent work elsewhere. A majority of graduates (57 percent) stay in Texas upon graduation with a smaller number of graduates settled in California, Colorado, Florida, and Georgia. Former students working internationally were not necessarily international students who attended the MSLD program. In other words, a handful of domestic students that are native Texans are currently working overseas in various development capacities and several international students currently work in the United States. Of the 40 former students employed internationally, 14 work in Thailand, nine work in South Korea, five work in Taiwan, with the remainder scattered mostly throughout Asia.

<table>
<thead>
<tr>
<th>MSLD Graduates by Location</th>
<th>MSLD Graduates by Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Number</td>
</tr>
<tr>
<td>Texas</td>
<td>188</td>
</tr>
<tr>
<td>California</td>
<td>15</td>
</tr>
<tr>
<td>Thailand</td>
<td>14</td>
</tr>
<tr>
<td>Colorado</td>
<td>9</td>
</tr>
<tr>
<td>Florida</td>
<td>9</td>
</tr>
<tr>
<td>South Korea</td>
<td>9</td>
</tr>
<tr>
<td>Georgia</td>
<td>6</td>
</tr>
<tr>
<td>Taiwan</td>
<td>5</td>
</tr>
<tr>
<td>Illinois</td>
<td>4</td>
</tr>
<tr>
<td>North Carolina</td>
<td>4</td>
</tr>
<tr>
<td>Arizona</td>
<td>3</td>
</tr>
<tr>
<td>Arkansas</td>
<td>3</td>
</tr>
<tr>
<td>Louisiana</td>
<td>3</td>
</tr>
<tr>
<td>New York</td>
<td>3</td>
</tr>
<tr>
<td>Virginia</td>
<td>3</td>
</tr>
</tbody>
</table>

The MSLD graduates by industry data suggests that a large percentage of our graduates obtain employment in the industry best matching the material taught in coursework. The representation
of MSLD graduates in the development industry ranges from small, start-up development companies to real estate development giants such as KB Homes, Toll Brothers, and Trammell Crow. The second largest industry sector involves financial and other advisory services such as brokerage, consulting, legal, management, market analysis, and other aspects of the development process without strictly being developers. Companies in this category include CB Richard Ellis, Clarke & Wyndham, Cushman & Wakefield, Goldman Sachs, Jones Lang LaSalle, and related companies. Thirteen of our former students have pursued either work in academia in a research capacity or obtained a Ph.D. and serve as professors. Of the thirteen graduates who work in government, the occupations range from city and county work to U.S. military branches.

3.5 Student Awards
In 2008 two MSLD students participated in external multidisciplinary competitions designed to refine their skills in development team leadership. While they did not win either of these competitions, on-going participation in such awards programs should be a priority for the MSLD program.

3.6 Leadership & Network Development (REDA, DIAC)
The Real Estate Development Association (REDA) is a student group for members of Texas A&M University interested in both the physical and financial aspects of real estate development, with primary membership coming from students in the MSLD program. The mission of REDA is to serve as a vital link between Texas A&M University, students, the real estate market, and its members. REDA is a university-sanctioned organization that has by-laws and the advisor for the organization is most often the MSLD program coordinator. The primary goal of the organization is to strengthen the relationship between students, faculty, alumni, and real estate professionals interested in development issues through professional and social interaction. To accomplish this goal, the organization takes field trips, obtains guest speakers, and attends conferences to gain insight into the real estate industry. Past field trips included Austin, Dallas, Fort Worth, Houston, San Antonio, and The Woodlands to tour development projects with former students and real estate professionals. Additionally, REDA is the driving force behind the success of the annual banquet. Refer also to Section 2.2.5.

The Development Industry Advisory Council (DIAC) was initiated in 2005 to serve as a profession development organization based largely on alumni as well as experts in the real estate development industry. The objectives and purposes of DIAC are to:

- Promote and improve the land development profession by education and through development of the body of land development knowledge.
- Advance and support the highest quality faculty, educational facilities, and graduate programs for the students enrolled in the Master of Science in Land Development (MSLD) and the related two-degree programs.
- Provide liaison between the land development industry and the Department of Landscape Architecture & Urban Planning.
- Develop and implement innovative programs which will benefit the MSLD Program and the development industry.
The responsibilities of DIAC promote connections between the land development industry beyond the university and the students and faculty at the university. In achieving this end, DIAC:

- Assists the MSLD program, the Department and the College to achieve excellence in teaching, research, and service activities involving environmentally sensible, socially responsible, financially feasible and politically acceptable land & real estate development.
- Participates in the further development and refinement of the MSLD Program’s vision, mission, and a five-year strategic plan.
- Acts as a sounding board for activities proposed by faculty or administration relative to the growth and development of the MSLD program.
- Conducts an annual program review: including meeting with students, faculty, department head and dean, and report findings and recommendations regarding ways the College and its MSLD program can be of greatest service to its students in their career preparation.
- Provides a link between the MSLD program and the industry, including assistance with recruitment of students, mentoring of degree candidates, placement of graduates, co-teaching of courses, identification of potential “cap-course” projects, and designation of research and continued education topics of interest to Former Students and to the industry.
- Defines individual and corporate memberships, and decide on annual fees in amounts within members’ ability, to fund special programs to benefit students (scholarships, etc.), faculty (professional development, etc.), and other activities needed to maintain and enhance the quality of the MSLD program.
- Coordinates opportunities for networking among MSLD Alumni/Former Students, including an updated electronic directory and annual reunion/banquet events, and MSLD Connection-Deal Market on the MSLD’s revamped website, among other activities.
- Assists in identifying and seeking donors for major contributions to the MSLD program (endowed scholarships, endowed professorships, and endowed chairs), and oversee the expenditure of donor, DIAC, and MSLD-Connection Deals funds.

DIAC serves to strengthen the MSLD program from beyond the university as a professional organization giving back to the program via fundraising for scholarships, guest lecturing in classes, student recruitment and several other aspects.

3.7 Dual Degree Programs
MSLD Plus plans provide dual Master’s degree options that cross disciplinary lines and/or national borders. An interdisciplinary and/or a transnational two-degree option enables a graduate student to pursue two complementary degrees, or a Master degree and a Certificate. The MSLD dual degree program originally began in the mid-1990s to provide a unique recruiting tool that maximized the College of Architecture’s resources as well as resources elsewhere at Texas A&M University. A majority of early students who seized the opportunity to get two Master’s degrees paired the MSLD with Construction Management. More recently, students have paired the MSLD degree with Architecture, Finance, Landscape Architecture, Marketing, Real Estate, and Urban Planning. Future opportunities exist with the recently formed Department of Visualization Sciences which provides a Master of Science in Visualization Sciences.
The dual degree program's success is contingent on the coordinators from each Master program working closely together to ensure that the student takes the correct classes based on the sequencing for each respective program. Required credit hours in the dual degree program are less than the two degrees taken separately, with more integrated content. The MSLD, as a second master degree requires only 36 credits during one year of study (Fall + Spring + Summer). The 36 credits in the MSLD program consist of all classes without the 9 hours of electives.

In addition to the dual degree interdisciplinary options, there are also several certificate options at Texas A&M that students can use to enhance their education and strengthen their emphasis area. Current certificates available in the College of Architecture include Environmental Hazard Management, Facility Management, Health Systems and Design, Historic Preservation, Sustainable Urbanism, and Transportation Planning. Each of the certificate programs requires students to take no less than four classes to obtain the certificate.

**MSLD/Master of Architecture Dual Degree Program**

One of the dual degree programs worth mentioning specifically is the MSLD/Master of Architecture (MSLD/M.Arch) program. In January, 2009, the Texas A&M University Faculty Senate formally approved the MSLD/M.Arch dual Master program, making it the first formally recognized dual Master program at Texas A&M University. The foundation for this dual program began over a decade ago, but faculty turnover, program instability, lack of clear academic policy regarding dual programs, implementation issues, and coordinating difficulties all contributed to prevent the dual degree program from becoming a reality.

A main issue related to the current dual graduate-level programs at the university is that students have to officially graduate with one degree before completing their studies and getting the second degree. This process requires students to graduate, file paper with their intent to transfer back into a program, department, or college, and then file again to graduate with the other degree. It is a somewhat imperfect process because the timing of the degrees often delays students from graduating with both degrees due to the need to have a semester of separation between the two degrees. The approval of the dual degree program with minimal university-level debate provides a blueprint for formalizing additional partnerships in the future.

To obtain the two degrees separately would require 97 credits, but the dual degree program requires 76 credits by allowing students not to have to take any electives and streamlining the process without sacrificing the core courses for each degree. Students have to submit a separate degree plan for each individual program and also need to have different graduate committee chairs. In the case of the MSLD/M.Arch. dual degree program, an MSLD professor will serve as chair of the MSLD program portion and as a member of the committee for the M.Arch. program portion and vice versa for the M.Arch. professor. This process provides a working relationship between the student and at least one professor from the MSLD program and another professor from the M.Arch. program to ensure that the student stays on track. This framework also strengthens the relationship between the individual programs to the benefit of the current and future students. Perhaps the most important aspect of the dual degree program for students is that the formalized program enables them to graduate once with two graduate degrees.
The table below provides the curriculum from each program that is included in the joint degree requirements:

<table>
<thead>
<tr>
<th>MSLD</th>
<th>HRS</th>
<th>M.ARCH</th>
<th>HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDEV 681 DEV. &amp; ENVIRONMENT</td>
<td>3</td>
<td>ARCH 605 STUDIO I</td>
<td>6</td>
</tr>
<tr>
<td>LDEV 684 MARKET ANALYSIS/DEV.</td>
<td>3</td>
<td>ARCH 606 STUDIO II</td>
<td>6</td>
</tr>
<tr>
<td>LDEV 685 LAND DEV. TRENDS</td>
<td>3</td>
<td>ARCH 607 STUDIO III</td>
<td>6</td>
</tr>
<tr>
<td>LDEV 687 DESIGN &amp; DEV. ECONOMY</td>
<td>3</td>
<td>ARCH 631 ARCH. STRUCTURES</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 688 LAND DEV. PRACTICE</td>
<td>3</td>
<td>ARCH 633 ENVIRON. SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 671 SUSTAINABLE DEV.</td>
<td>3</td>
<td>ARCH 638/9 ARCH HISTORY/THEORY</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 697 DEV. FEAS. &amp; DESIGN I</td>
<td>3</td>
<td>ARCH 657 PROFESSIONAL PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 698 DEV. FEAS. &amp; DESIGN II</td>
<td>3</td>
<td>ARCH 695 DIR.STUDY/FIN. ST. PROP.</td>
<td>1</td>
</tr>
<tr>
<td>FINC 633 FINANCIAL MANAGEMENT</td>
<td>3</td>
<td>ARCH 693 FINAL STUDY</td>
<td>6</td>
</tr>
<tr>
<td>FINC 670 REAL PROPERTY ANAL</td>
<td>3</td>
<td>ARCH 694 INTERNSHIP</td>
<td>3</td>
</tr>
<tr>
<td>FINC 676 COMMERCIAL R E LAW</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 640 ACCOUNTING I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

The table below provides the full curriculum for each program, if they were to be undertaken separately.

<table>
<thead>
<tr>
<th>MSLD</th>
<th>HRS</th>
<th>M.ARCH</th>
<th>HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDEV 681 DEV. &amp; ENVIRONMENT</td>
<td>3</td>
<td>ARCH 605 STUDIO I</td>
<td>6</td>
</tr>
<tr>
<td>LDEV 684 MARKET ANALYSIS/DEV.</td>
<td>3</td>
<td>ARCH 606 STUDIO II</td>
<td>6</td>
</tr>
<tr>
<td>LDEV 685 LAND DEV. TRENDS</td>
<td>3</td>
<td>ARCH 607 STUDIO III</td>
<td>6</td>
</tr>
<tr>
<td>LDEV 687 DESIGN &amp; DEV. ECONOMY</td>
<td>3</td>
<td>ARCH 631 ARCH. STRUCTURES</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 688 LAND DEV. PRACTICE</td>
<td>3</td>
<td>ARCH 633 ENVIRON. SYSTEMS</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 689 COMM. DEV. PRACTICES</td>
<td>3</td>
<td>ARCH 638/9 ARCH HISTORY/THEORY</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 671 SUSTAINABLE DEV.</td>
<td>3</td>
<td>ARCH 657 PROFESSIONAL PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>LDEV 695 PUB./PRIV. PROJ. FIN.</td>
<td>3</td>
<td>ARCH 695 FINAL STUDY</td>
<td>1</td>
</tr>
<tr>
<td>LDEV 697 DEV. FEAS. &amp; DESIGN I</td>
<td>3</td>
<td>ARCH 693 FINAL STUDY</td>
<td>6</td>
</tr>
<tr>
<td>LDEV 698 DEV. FEAS. &amp; DESIGN II</td>
<td>3</td>
<td>SPECIALIZED ELECTIVES</td>
<td>9</td>
</tr>
<tr>
<td>EMPHASIS AREA COURSES</td>
<td>3</td>
<td>FREE ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td>LEVELING COURSES</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINC 670 REAL PROPERTY ANAL</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINC 676 COMMERCIAL R E LAW</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>
The first two students in the formalized dual degree program will graduate in December 2009. They will be the first two students from Texas A&M University to be conferred two Master's degrees at the same graduation ceremony. More importantly, the formalization of this dual degree program creates a precedent for future dual degree programs between MSLD and other programs in the College of Architecture and other Colleges and peer institutions.

### 3.8 Placements
Little in-depth data exists for MSLD students before 1999. Data regarding the type, ethnicity, and grade point average of students is available for the period since 1999. Half the students admitted to the MSLD program had graduated with bachelor degrees at Texas A&M and other universities and colleges. The other half were graduates who after a period of employment decided to return to university to gain a masters degree.
MSLD Program Admission Type, 1999-2008

Total Number of MSLD Students, 1999-2008
Overall, the recent caliber of the students entering the MSLD program remains strong. At times when the number of students enrolled declined, such as in 2002 and 2003, admissions requirements were relaxed to ensure that the program would have enough students. In the last five years, the incoming grade point ratios have remained steady at around 3.3.
4. FUNDING FOR MSLD

4.1 Graduate Student Funding
There are several financing assistance options for which students may apply at Texas A&M University. Several of the MSLD students are currently taking advantage of these sources.

There are three types of graduate assistantships available through academic departments and colleges, along with agencies and administrative offices. These appointments are for teaching, research and non-teaching activities. Most of these positions require service of 20 hours per week. Students serving in these roles are eligible for insurance benefits and may pay tuition and fees at the in-state rate.

Several different fellowships are available through departments, colleges, and the Office of Graduate Studies. Ordinarily, graduate students holding fellowships are not required to perform any services. Many competitive fellowships of $1,000 or greater per academic year also allow students to pay tuition at the in-state rate. Fellowships packages vary from $1,000 to over $30,000 and some do include funds for insurance, tuition, and fees.

4.2 GANT, TA Support
The chart set out hereunder details the Departmental supported GAT and GANT's from 2005-2009. Awards were given prior to 2005 but the departmental databases do include this information.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of GAT's</th>
<th>Total funding for GAT's</th>
<th>GANT's</th>
<th>Total funding for GANT's</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>2</td>
<td>$15,300</td>
<td>1</td>
<td>$7,650</td>
</tr>
<tr>
<td>2006</td>
<td>2</td>
<td>$15,300</td>
<td>1</td>
<td>$7,650</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>$15,300</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>$15,300</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>$15,300</td>
</tr>
</tbody>
</table>
5. THE FACULTY RESOURCES & PROGRAM INVOLVEMENT

5.1 Faculty Research Interests
There are four core faculty members that teach a majority of courses available in the MSLD Program. These faculty members appear in bold and italics in the following table. In addition to the core faculty, professors in the department from other programs teach courses to provide a well-rounded curriculum. Many professors teach in multiple programs or departments. As an example, Dr. Sam Brody teaches the LDEV 671 Sustainable Development class, but a majority of his teaching load is in the Master of Urban Planning Program. Similarly, Dr. Chanam Lee teaches the LDEV661 Site Analysis course with a majority of her teaching load occurring in the Landscape Architecture Program. Dr. Cecilia Giusti has previously taught graduate courses in the Master of Urban Planning Program and undergraduate level courses. Dr. Sagarin has taught undergraduate courses in the recently approved Bachelor of Science in Urban and Regional Science program. Only Drs. Sharkawy and Anderson have all of their teaching assignments in the MSLD program. Geoffrey Booth, the incoming program coordinator, will also have all of his teaching assignments in the MSLD program as well as responsibility for administration of the program.

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>% MSLD</th>
<th>% Admin</th>
<th>% Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atef Sharkawy, Professor (Retired as Coordinator as of 1/31/09)</td>
<td>.75</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>Geoffrey Booth, Associate Professor (Coordinator as of 9/1/09)</td>
<td>.75</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>S. Kent Anderson, Executive Professor of Practice</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cecilia Giusti, Assistant Professor</td>
<td>.75</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>Jesse Sagarin, Assistant Professor (Interim Coordinator 2/1/09-8/31/09)</td>
<td>.75</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>Sam Brody, Professor</td>
<td>.25</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>Chanam Lee, Associate Professor</td>
<td>.25</td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>3.75</td>
<td>.25</td>
<td>2.00</td>
</tr>
</tbody>
</table>

5.1.1 Professor Geoffrey Booth, Coordinator and Associate Professor
Geoffrey Booth’s background includes achievement and expertise in real estate development, finance, investment, city policy and planning. He held senior executive positions in Australia’s largest metropolitan government, the Brisbane City Council; Tobishima Corporation of Japan; founded and ran his own company, Planning Australia Pty. Ltd., was recruited in late 1999 to the Urban Land Institute in Washington, D.C., and is the Youngblood Endowed Professor of Land Development and Program Coordinator of the MSLD Program.

In his ten years at the Brisbane City Council, Geoffrey ran the City’s development assessment branch; negotiated major urban development projects; developed the Town Plan as a prospectus for economic growth; and, integrated urban policy into the city budget. He held various positions in the Department of Planning and Co-ordination; the Lord Mayor’s Office; and, founded the Office of Economic Development. In 1985 as
Hon. Federal Secretary of the Royal Australian Planning Institute, he devised the Institute’s first corporate plan.

After a 1987 career shift to the private sector, Tobishima Corporation of Japan appointed Geoffrey to the position of Director of their Australian subsidiary companies. The appointment of a non-Japanese national to this position was unusual and indicates a high level of respect and trust. Geoffrey took over responsibility for financing, development management, leasing, marketing, and property management of Tobishima’s AUD $300 million retail, office, industrial and residential property portfolio; and, its property trusts (REITs), which included the Aushima Australia Property Fund. In 1994, Geoffrey reviewed Tobishima’s U.S. property portfolio.

On his return to Australia, Geoffrey established the real estate development and planning advisory firm Planning Australia Pty Ltd.; became the inaugural Chair of the Property Council of Australia Planning and Development Committee; and accepted an invitation to become a foundation member of a State Government Ministerial Taskforce, the Minister’s Taskforce to draft Queensland’s Integrated Planning Act.

Geoffrey’s experience and achievements are unusually wide and varied. He has undertaken a range of development management, negotiation, and troubleshooting roles to assure the successful delivery of Australian real estate projects. He has made numerous appearances as an expert witness in Australian Court Appeals on development projects and participated in several American Advisory Services panels. He has also written major public policy and urban planning documents such as the Brisbane World Expo Site Redevelopment Guidelines; the Place Making Code for the Gold Coast City Council; and, the Centers Policy for the City of Brisbane.

Geoffrey is the principal author of the retail mixed use development/place-making books, Transforming Suburban Business Districts and Ten Principles for Reinventing Suburban Business Districts. As Project Director of the ULI flagship retail publication Dollars and Cents of Shopping Centers, 2002, Geoffrey developed the first electronic edition of this publication. His articles, speeches, and papers on real estate development; real estate capital markets; and cities policy are widely published. He has been quoted in the New York Times, Washington Post, and other major US newspapers, as well as the Financial Times and the Australian Financial Review. Geoffrey is an accomplished speaker and has given keynote addresses at conferences in Australasia, North America, and Europe. In 2002, Geoffrey was inducted into Lambda Alpha International—the Honorary Land Economics Society.

In 2003, Geoffrey was tasked by ULI President Richard Rosan to devise and deliver its programs in Asia, Japan, and South America; grow membership; and, increase sponsorship support. He achieved this by reorganizing the ULI Japan operation, and by establishing ULI representative offices with coordinators in Hong Kong and Singapore. In addition, he laid the foundations for ULI expansion into China through applied research; focused strategic planning; and, effective network development. In Latin America, Geoffrey focused ULI’s program on Brazil and Mexico. To accelerate ULI’s global expansion and contribution to real estate wealth creation, Geoffrey initiated and developed a relationship between the World Bank and ULI. This led to the signing of a
Memorandum of Understanding and their co-operation on the inaugural World Cities Forum held in London in 2005.

After devising the ULI fund raising/product awareness program—KNOW ULI—and having better aligned ULI products and services with the global needs and demands of ULI's corporate partners, Geoffrey left ULI in July 2006 as Vice President, Global Development. Prior to his acceptance of the position at Texas A&M University in mid 2009, Geoffrey was the Senior Fellow, Sustainable Development at ERM, the global environmental firm.

Geoffrey has a First Class Honors (summa cum laude) degree in Regional and Town Planning from the University of Queensland, Australia; a Graduate Diploma in Applied Finance and Investment from the Securities Institute of Australia; and a Masters degree in Public Administration from the University of Queensland.

5.1.2 Dr. S. Kent Anderson, Executive Professor of Practice

Dr. Kent Anderson is the program's Associate Professor of Practice, combining his academic background with his real-world expertise in the real estate industry to bring hands-on experience into the classroom. He began teaching in the program in 2008 and teaches many of the advanced development courses, including but not limited to commercial and residential development. His career actually began as an educator, teaching industrial arts in Garland, Texas for five years before transitioning into real estate in the late 1970s. Early on, he started his own company that focused specifically on designing, developing, and remodeling high-end homes in Dallas. After running his company successfully for several years, he worked part-time at Texas A&M University's Economic Development Outreach Center while pursuing his Ph.D. degree. His role at the center was to provide business consulting for economic development corporations in small Texas communities. He graduated with his Ph.D. in Urban and Regional Science with an emphasis in real estate finance and development as well as economic development. His dissertation examined industrial supply chains and total factor productivity in analyzing growth in Mexican manufacturing from 1975-1985.

Upon graduation from Texas A&M, Dr. Anderson went back into the real estate sector as a project manager for a residential homebuilding company to manage a new product line. Soon after he transitioned to a multifamily acquisition and development company where he completed the rehabilitation of over 1,000 residential units located in California and Texas. With experience, he continued to move up in companies, eventually becoming the Vice President of Land Development for Legacy Homes where he completed over 3,000 single family lots in 18 separate subdivisions in the Dallas/Fort Worth metroplex. From 2003 to the present, he serves as president of SKA Development, L.P., a residential lot development company. His company has successfully completed over 3,900 single family and town home lots in 24 separate subdivisions in the Dallas/Fort Worth metroplex. In each of these projects, Dr. Anderson served largely as owner, general partner, and/or fee developer.

In addition to the Ph.D. he obtained from Texas A&M University, Kent also has a Bachelor of Arts and Master of Arts degree in Industrial Education from Sam Houston
State University. Beyond his academic degrees, he is also a licensed Texas real estate broker.

5.1.3 Dr. Cecilia Giusti, Assistant Professor
Dr. Cecilia Giusti teaches courses on international real estate and economic development drawing from her background, career, and research interests in Latin America and border-related Mexico-U.S. issues. Her professional background began as an economist in the Office of the Peruvian Prime Minister and later on as an economist for the Central Bank of Peru. Her academic background began at the University of Texas in Austin in the mid-1990s where she served as an assistant instructor in the Department of Spanish and Portuguese while conducting research on her dissertation. Dr. Giusti’s dissertation examined urban restructuring in Latin America using Mexico and Peru as case studies with a focus on economic restructuring and its spatial implications.

Dr. Giusti served as a visiting assistant professor from 2001-2005 in the program and currently serves as an assistant professor. In her time at Texas A&M University, she has served as a primary investigator, co-primary investigator, or researcher on over $500,000 in external research. She currently has three peer-reviewed publications and another four under review, in addition to three peer-reviewed book chapters. Her research has appeared in Journal of the Community Development Society, Projections, and Urban Studies. She is a Fellow at two research centers housed in the College of Architecture: the Center for Housing and Urban Development and the Hazard Reduction & Recovery Center.

Cecilia received her Ph.D. in Latin American Studies from the University of Texas at Austin in 2001. She has a Master of Arts in Development Studies from the Institute of Social Studies in the Netherlands as well as a professional degree and a Bachelor of Arts degree in Economics from Catholic University in Lima, Peru.

5.1.4 Dr. Jesse Saginor, Assistant Professor
Dr. Jesse Saginor teaches courses on infrastructure, land development, and public-private partnerships and development. His professional background as an independent consultant includes real estate development work involving tax-increment finance districts, historic preservation tax credits, adaptive re-use of commercial and residential structures, the use of eminent domain for economic development, municipal laws and their impacts on neighborhood housing markets, market analyses for commercial and residential development, economic impact analyses, and the impact of environmental contamination on real estate values. His academic background began at Cleveland State University where he taught or co-taught courses on microeconomics, market analysis, urban issues, and urban development. Dr. Saginor’s dissertation focused on the underlying characteristics of the use of eminent domain for economic development.

Dr. Saginor has three peer-reviewed publications and several others under review. Additionally, he has co-authored four peer-reviewed book chapters. His research has appeared in the International Real Estate Review, the Journal of Real Estate Literature, and the Journal of Real Estate Research. He is a Fellow at the Hazard Reduction & Recovery Center where he is analyzing the impact of hurricanes on real estate markets.
Jesse received his Ph.D. in Urban Studies and Public Affairs from Cleveland State University in 2006. He has a Master of Public Administration with a concentration in regulatory policy and economics from the Ohio State University and a Bachelor of Arts degree in Political Theory & Constitutional Democracy from Michigan State University.

5.2 Faculty Reputation
Based on the faculty research interests mentioned in the previous section, continued research and publications in each faculty member's area of expertise, as well as collaborative research within the program and outside the program, will continue to elevate the reputation of each faculty member as well as the overall MSLD program reputation.
6. INPUT FROM CURRENT & FORMER STUDENTS

No continuous metric has been applied to measure student satisfaction with the program. Input from former students was sought by way of surveys undertaken in the formulation of the most recent strategic plan in 2005. Several current students and recent graduates have expressed a desire for incorporation of financial modeling in the teaching program. This is currently being addressed through the inclusion of financial analysis techniques in core courses where relevant.
7. PROGRAM EVALUATION AND ANALYSIS

7.1 Performance Relative to Objectives
Current Policies and Practices which Encourage and Recognize Good Teaching, Research, and Service
Salary increases for faculty at Texas A&M University, the College of Architecture, and the Department of Landscape Architecture and Urban Planning are merit-based in nature. Merit is based along the three pillars of research, teaching, and service required for all faculty to succeed at Texas A&M University. Each year, all professors undergo an annual review that requires all professors to submit an updated curriculum vitae as well as a document specifically focusing on their activities over the past year since their previous annual review. The measurement of faculty productivity with the LAUP Department utilizes a three-page benchmark of performance evaluation criteria to determine the level of merit increases provided to faculty.

Teaching Performance Evaluation Criteria
The teaching performance evaluation criteria are divided into seven different subgroups based on university requirements and department requirements. Every course taught at Texas A&M University has student evaluations based on university guidelines that are administered towards the end of every semester. Participation on graduate student committees is required of all graduate-level faculty. Faculty are evaluated on their performance. Roles include chairing a professional paper committee and/or dissertation committee or as a committee member.

The criterion of teaching innovation gives the professor an opportunity to discuss classroom innovations that might not be apparent in student evaluations or committee work. These innovations range from: noteworthy teaching evaluations based on methodology; the development of a new or web-based courses; teaching a web-based course; courses taken from the Center for Teaching Excellence for training and improvement; and, other miscellaneous teaching-related contributions. Innovation must be included in their submission packet for their annual review to be considered a teaching innovation.

While most professors mentor students during class, it is often their mentoring outside of class that provides added value to a student's education. One measure of this mentoring is the number of students that work with a professor via directed independent study work to gain knowledge in an area where a semester-long course does not yet exist. Additional mentoring outcomes include the presentation and/or publication of a co-authored paper with a student, funding graduate students, and holding office hours during the semester.

Other parameters included in the teaching performance evaluation criteria focus on special recognition, course load, and miscellaneous teaching contributions. Special recognition stems from an award or other recognition of a professor's teaching abilities: Course load ranges from teaching a larger number of students, to the teaching of certain labor-intensive courses, to stepping up in order to fill an unexpected teaching need for the department.

Research & Creative Scholarships Evaluation Criteria
Research at a Tier I research university is of fundamental importance. The highest benchmark focuses on peer-reviewed publications. First and foremost is the number of articles published in a refereed journal. Other parameters for research include authoring or editing a book, publishing
in a monograph, writing a book chapter, and other research-related contributions that fall under the purview of peer review. This benchmark is the primary means for evaluating research and creative scholarship contributions, but there are several other benchmarks due to the diverse nature of the department combining professors with backgrounds in land development, landscape architecture, and urban planning.

Highlighting the diverse nature is that many professors participate in juried creative scholarship that, due to its artistic nature, is not able to be measured by peer-reviewed publications but instead peer-reviewed juried competition. This includes juried competition awards based on the number of competitions entered and the number of awards. Juried exhibitions and performances are also accounted for in the evaluation, as are any other juried artistic creations.

The next three categories of research and creative scholarship evaluation cover peer reviewed national and international presentations, peer review editorial contributions, and peer review grants and contracts. To qualify for the category of presentations, the presentation or paper submitted for the conference must undergo a peer review process. In some cases, the presentation will also be published in a conference proceeding. Editorial contributions include either serving in an editorial capacity for a journal or a special edition of a journal. Reviews for books and articles also fall into this category. Grants and contracts must clearly state the role of peer review in being awarded. Grants are more likely to be peer-reviewed due to the nature of funded research and organizational oversight. Contracts are most often not peer-reviewed, but the possibility exists that in some cases contracts can qualify for this category.

Non-peer reviewed publications and creative scholarship include several different print mediums. These include technical reports and policy papers for agencies, government, and other entities. The varied areas of expertise may also result in the possibility of an encyclopedia entry. Commentaries and columns in non-peer reviewed print also fall into this category. Articles in non-refereed journals that are largely professional or trade journals are accounted for at this level of evaluation.

The final category is any special achievements and recognition that anything in the research and creative scholarships list garnered. If a peer-reviewed article also won an award, it is important to discuss it in this section. Moreover, whether it is a minor award or major award warrants classification. Any other special research awards or recognition, along with any special refereed publication such as a book, can be included in this section.

**Service and Outreach Evaluation Criteria**

Service and outreach are a third dimension of annual faculty evaluation. Service includes service to the department, college, and university; professional service; and community service. For each type of service, any special achievement or recognition gained as a result of service should be mentioned. Finally, for professors who are department heads, program coordinators or have other related leadership roles, their administrative duties are also evaluated under this category. Departmental service includes both leadership and active participation on departmental committees and task forces. This also includes student advising, mentoring junior faculty, and guest lectures conducted within and outside the university. College and university service includes similar leadership and active participation on committees outside of the department. Additionally, it is possible to exert leadership throughout the university without directly serving on a formal committee.
Professional service looks at leadership positions, reviewer participation, and/or panel organization. Leadership positions held by faculty can be at the national and regional leadership position. This professional service may be in the hierarchy of the organization or in relation to organization a national or regional meeting. Reviewing may come in the form of manuscripts, grants, or panel review. Being a panel organizer, participant, commentator, or discussant also falls into this category. Other contributions include newspaper editorials or op-ed columns, community talks, service on boards, serving on other community organizations all fall under service and outreach criteria.

**Benchmarks used by graduate faculty to determine whether goals are being met**
Since 2005, the program has been reviewed on an annual basis to ensure progress in implementation of the strategic plan of the MSLD program, the strategic directives of the department, and Vision 2020. The MSLD curriculum is reviewed on an on-going basis by the Land Development Program Committee, comprised of all core MSLD professors along with Elise Bright from the Master of Urban Planning program, Michael Murphy from the Landscape Architecture program, Don Sweeney of the Bachelor of Science in Urban and Regional Science program, and Department Head Forster Ndubisi. Bi-weekly meetings allow members to gauge the program’s progress and provide guidance and supervision on areas for improvement within the program.

**7.2 Program Ranking**
There is no program ranking mechanism in place at the current time to compare the MSLD program with peer programs. Real estate development programs housed in business schools are ranked as an area of specialization within business school rankings. Real estate development programs outside business schools are located in schools ranging from architecture to planning. Accordingly there are few programs directly comparable to the MSLD program. As there is no national accreditation body for MSLD type programs, no standard curriculum or metric exists to rank them.

**7.3 Student Quality**
The quality of incoming students has increased gradually since 2002 to approximately a 3.3 grade point ratio over the last five years. To elevate the program from an academic perspective, the ideal student would have a grade point ratio of 3.5 or higher. Attracting these students will require stronger marketing and recruitment strategies.

**7.4 Quality of Faculty**
The current MSLD faculty has a record of achievement in the areas of research, service, and teaching. Drs. Giusti and Saginor will continue conducting research with the goal of being awarded tenure. As faculty research elevates the program, the opportunities for marketing and recruitment will expand.

Faculty members are engaged in a range of service activities at the international, national, state, and/or local level as well as throughout the university, college, and department. From a teaching perspective, faculty attends courses at the Center for Teaching Excellence to fine-tune their teaching skills.
7.5 Strengths of the Program
The strength of the program is the alignment of the curriculum to the current needs of the market which it serves and the diverse background, experience and skills of the core MSLD faculty. The MSLD program being located within the College of Architecture is ideally placed to draw up a broad range of interdisciplinary skills to ensure optimum student learning outcomes and research excellence.

7.6 Program Weaknesses
The program's weakness is a hangover from the period when it was chronically under-resourced and threatened with termination. This focus on survival led to a deterioration in the links between the MSLD program and peer institutions, other real estate programs, alumni, employers, real estate industry groups and bodies.

7.7 Challenges and Opportunities
The current economic conditions are challenging. Despite this adversity, there is an opportunity to implement a marketing and recruitment strategy to attract students with real estate development experience looking to secure a graduate degree to improve their job prospects. The branding of the program can position the MSLD for growth in student enrolment and raise its profile. The links that were allowed to deteriorate can now be re-established through outreach and engagement.

7.8 Areas of Improvement by the Program/Faculty
New MSLD Program Coordinator and Updating the 2005 Strategic Plan
Incoming program coordinator Geoffrey Booth brings new energy to a program that has seen its share of challenges over the last 20 years. As Professor Booth gets acclimated to his new role and his colleagues, the mission and vision of the program may require refinement in regards to the strategic plan. The current strategic plan was underpinned by the expertise of several faculty members who are no longer with the program due to retirement or turnover. With a new group of faculty in place, the strategic plan should be fine-tuned to harness current faculty strengths.

Review Program Focus to Incorporate an Emphasis on Sustainability
With sustainability a long-term trend in the real estate development industry, strengthening this component of the program would benefit graduates and meet the future needs of the development industry. This will be particularly important as the economy moves from recession to recovery. It will involve: fine-tuning existing syllabus; the creation of new courses to be taught by MSLD professors; and, tapping into courses and research from other areas of the college and university, including the Bush School of Public Policy, the College of Agriculture, and the Mays Business School.

Refining the Professional Paper Experience
The professional paper provides the opportunity for MSLD students to undertake supervised, individual research on a topic of their choosing, based on their emphasis area, research interest, and/or employment post graduation. While the professional paper preparation involves a rigorous process, it is not a Master’s thesis. It is a professional paper that focuses on real estate development practice. Developing a handbook to outline the process would be beneficial to both faculty and students as it would provide guidelines and direction on the overall process.
8. PROPOSED ACTIONS TO IMPROVE THE MSLD PROGRAM

To utilize the university's Vision 2020 plan, the department's mission and strategic directions, and the MSLD program's strategic plan all work to provide the best possible program and learning opportunities for students by maximizing and harnessing scarce resources to provide for the continued improvement, branding, and subsequent elevation of the program. See also Section 2.1.4.
9. LIST OF OTHER RESOURCES

9.1 Graduate Program Website
The web address for the MSLD program is as follows:
www.archone.tamu.edu/laup/Programs/MSLD.html
www.archone.tamu.edu/LAUP/Programs/MSLD_index.html
10. CONCLUSION

The MSLD program now operates with four permanent core faculty, one of whom is the recently recruited Program Coordinator. This program is one of four Texas A&M University teaching and/or research resources relating to real estate development and investment. The other three are the MRE program in the Mays Business School (that focuses on teaching real estate finance and investment); the Real Estate Centre attached to the Mays Business School (that focuses on data collection, analysis, and applied real estate industry research); and the Department of Agricultural Economics (that focuses on teaching and research with respect to land values, appraisal, and valuation techniques and practices).

The MSLD program by virtue of its location within the College of Architecture is uniquely placed to teach and research real estate development conceptualization, design, delivery, and management. This is critical as we enter a period of economic recovery where the future performance of the real estate industry and our cities will be depend on the quality of the underlying real estate assets that are created and less so, on exotic financial engineering and products that led to the recent recession. This report demonstrates that the conceptual foundation and potential for further development of the MSLD program is strong. The report has detailed the quality and size of the program; established a need for future resources; identified the student market; and, canvased both the strengths and weakness of the program together with its potential for further development. The MSLD program actively supports and contributes to the mission and purpose of Texas A&M University.