

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: Clemson University

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

Reduce the total number of credits required for the Ph.D. in Planning, Design and the Built Environment from 76 to 61 to align the requirements of this program with similar ones offered nationally and allow students the time to publish original program-based research.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

PhD in Planning, Design, and the Built Environment (PDBE)

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

PhD in Planning, Design, and the Built Environment (PDBE) [No Change]

Program Designation:

- | | |
|---|---|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input checked="" type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2019

CIP Code: 040401

Current delivery site(s) and modes: Clemson University Main Campus

Proposed delivery site(s) and modes: NA

Program Contact Information (name, title, telephone number, and email address):

Dr. Mickey Lauria, Professor and Director, 864-656-0520, mlauria@clemson.edu;

Dr. Jeremy King, Associate Provost for Institutional Effectiveness, 864-656-4592, jking2@clemson.edu

Institutional Approvals and Dates of Approval:

Graduate Curriculum Committee Approval - April 13, 2018

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Board of Trustees Approval - Oct 19, 2018

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

We request approval for a reduction in the PhD curriculum from 76 to 61 credits. This reduction would better exercise the comparative strengths of this program in recruiting Construction Science Management and Design students, thereby becoming more competitive with peer institutions. In particular, as an interdisciplinary program, prospective students with a construction science or design background consider programs with fewer course requirements than students coming from planning programs. A key component of the Clemson *FORWARD* strategic plan is increasing doctoral production by 50% over 10 years; the goal of this modification is aligned with this objective.

Clemson University's mission is to educate our students to think deeply about and engage in the social, scientific, economic and professional challenges of our times. This PhD in Planning, Design, and the Built Environment within the College of Architecture, Arts and Humanities draws from fields of architecture, city and regional planning, construction, historic preservation, landscape architecture, and real estate development to provide a unique body of knowledge for addressing contemporary issues related to the built environment. Furthermore, the foundation of Clemson University's mission is the generation, preservation, communication, and application of knowledge that develop the material resources of the state of South Carolina. This PhD in Planning, Design, and the Built Environment is the only one of its kind in the state of South Carolina and can be compared to similar programs nationally, therefore furthering Clemson University's mission.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

The Planning, Design, and the Built Environment is a transdisciplinary doctoral program comprising faculty affiliates from the School of Architecture, the Department of Construction Science Management, and the Department of City Planning and Real Estate Development. To maintain a competitive position with peer institutions, Clemson needs to reduce the number of required program credits from 76 to 61. In the comparison table below, it is clear that comparable Ph.D. programs are diverse in credit hour requirements, resulting from different conventions in related fields. In recent years, we have not seen strong demand from students with a planning background or with planning oriented interests that require more coursework than the other fields. Thus, by reducing the coursework, the program will align better with its largest demonstrated student demand, while remaining a practical option for planning students.

There are no similar programs within the state of South Carolina but there are programs nationwide that can be compared to the PhD in PDBE. The objective of making this comparison is to remain competitive at a national level.

University Comparison	Credit Hours
Clemson University – Ph.D. in Planning, Design and the Built Environment	76
University of Washington – Ph.D. in The Built Environment	73

University of Colorado, Denver – Ph.D. in Design and Planning	66
Kansas State University – Ph.D. in Environmental Design and Planning	60
University of Maryland – Ph.D. in Urban and Regional Planning and Design	48
University of Florida – Ph.D. in Design, Construction, and Planning	46

This change will also enable more students to complete the program in a timely fashion, without reducing the quality of the experience, thereby supporting the College of Architecture, Arts and Humanities’ goal of doubling Ph.D. graduates.

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

None

Description of the Program

The Ph.D. in Planning, Design, and the Built Environment program admits students in the fall semester due to core course sequencing. Exceptions are made for applicants with extenuating circumstances, but they are informed that out-of-sequence admission will likely lead to an increase in their time in the program. Students making expected progress complete their course work in four semesters, take their comprehensive examination and defend their dissertation proposal during the summer after their second year or in the fall of their third year in the program. The program is averaging 3.5 years to degree. A new cohort enrolls each year, which means there are 3 or 4 entering cohorts in the program at any given time.

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2019	10	35		35		35
2020	10	40		40		40
2021	10	40		40		40
2022	10	40		40		40

Explain how the enrollment projections were calculated.

The 2019 projected enrollment numbers are based on our current admissions expectations based on historical yield. Student enrollment is expected to admit 10 new students each year and graduate approximately 10 students each year starting in 2020 for a total net increase of 10 students to the program. Post-2019 enrollment is based on our prior experience in recruiting and our enrollment goals. The enrollment goals are based on current resources for assistantships and expected future external funding for research assistantships. The most recent five years of cohort data suggests a four-year attrition rate of less than 5%.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

Please see the attached proposed curriculum map.

	First Year	Credits
Fall		
PDBE 8010	Advanced Theory	3
PDBE 8050/60/70/80/90	Readings in the Fields of Architecture, Planning, Landscape Architecture, Construction Science, or Real Estate Development	3
PDBE 8120	Planning, Design, and the Built Environment Colloquium	1
STAT 8010 (example)	Advanced Methods Course	3
	Total Fall Semester Credits	10
Spring		
PDBE 8050/60/70/80/90	Readings in the Fields of Architecture, Planning, Landscape Architecture, Construction, or Real Estate	3
PDBE 8120	Seminar	1
STAT 8030 (example)	Advanced Methods Course	3
	Area of Specialization Course	3
	Total Spring Semester Credits	10
	Second Year	
Fall		
PDBE 8120	Seminar	1
PDBE 8150	Research Design	3
	Area of Specialization Courses	6
	Total Fall Semester Credits	10
Spring		
PDBE 8120	Seminar	1
PDBE 8200	Instructional Design Delivery	3
PDBE 8160	Research Design	3
	Area of Specialization Course	3
	Total Spring Semester Credits	10
	Total Credits (minimum shown)	40

Third Year		
PDBE 9910	Research/Work on Dissertation (must be registered for at least nine credit hours to be on an assistantship)	21

Curriculum Changes

Based on student representative reports at faculty meetings, graduating student exit interviews, and faculty affiliate review reports, faculty have proposed:

- Eliminating the course Contemporary Issues in the PDBE 8100 Planning, Design and Built Environment (3 credit hours) as a core course requirement, as its content is duplicative and covered by other courses in the program as per student feedback;
- Decreasing the suggested curriculum map course-load to 10 credit hours per semester;
- Decreasing the number of required credits for course work prior to dissertation research through reduced credit requirements for specialization courses and elimination of required credits through electives; and
- Reducing the number of credit hours required of dissertation research from 24 to 21.

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
PDBE 8100 Contemporary Issues in the Planning, Design and Built Environment (3 credit hours)	None	Credits required for specialization courses within and outside college reducing from 15 to 12 credit hours
Electives (6 to 9 credit hours)		Credits required for dissertation reducing from 24 to 21 credit hours

New Courses

List and provide course descriptions for new courses.

NA

Similar Programs in South Carolina offered by Public and Independent Institutions.

There are no similar programs within the state of South Carolina but there are programs nationwide that can be compared to the PhD in PDBE. The objective of making this comparison is to remain competitive at a national level. Below are the comparisons that are also presented within the 'Assessment of Need' section.

University Comparison	Credit Hours
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Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new resources needed.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

No new resources needed

Library Resources:

Equipment:

Facilities:

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

Financial Support

Ph.D. PDBE Estimated Sources of Financing for the New Costs						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	63,800	65,714	67,685	69,716	71,807	338,723
Program-Specific Fees	-	-	-	-	-	-
Special State Appropriation	-	-	-	-	-	-
Reallocation of Existing Funds	-	-	-	-	-	-
Federal, Grant, or Other Funding	-	-	-	-	-	-
Total	63,800	65,714	67,685	69,716	71,807	338,723
Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration, Faculty and Staff Salaries (including graduate assistantships)	61,600	63,430	65,316	67,261	69,267	326,874
Facilities, Equipment, Supplies, and Materials	2,000	2,000	2,000	2,000	2,000	10,000
Library Resources	-	-	-	-	-	-
Other (specify)	-	-	-	-	-	-
Total	63,600	65,430	67,316	69,261	71,267	336,874
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	200	284	369	455	540	1,849

Budget Justification

All courses outlined in the request are currently taught. The program modification seeks to reduce the total amount of credit hours needed to complete the program by 15 credit hours, which will mean reallocated faculty workload back to the department from the PhD program to other programs. There will be a total of 10 new students enrolling in the program of which 5 will be paying tuition and 5 will be on paid graduate assistantships. The annual budget for this program modification is based on the new students that enroll in the program each year.

Tuition Funding:

The program tuition rate is projected as Tier 2 or \$638 per credit hour, escalated approximately 3 percent each year. Student enrollment is expected to admit 10 new students each year and graduate approximately 10 students each year for a total net increase of 10 students to the program. Tuition revenue estimates are based on a total of 10 credit hours taught each fall and spring. The program will offer tuition waivers for 5 students resulting in net revenue for only 5 students. Therefore, the revenue generated will be for a total of 20 credit hours for a year (Fall and Spring) for 5 students at the rate of \$638 per credit hour.

Program Administration, Faculty, and Staff Salaries (including graduate assistantships):

Due to the increased enrollment in the program, the department expects to offer 5 additional graduate teaching assistantships each year at half time. The estimated annual stipend is \$11,000 per teaching assistant with fringe calculated at the published rate of 12%. Expenditures are escalated at 2.75% each year. The graduate assistantships will be covered through E&G and other externally funded sources.

Facilities, Equipment, Supplies and Materials:

The program requires \$2k annually to provide marketing and promotional materials needed to recruit students.

Evaluation and Assessment

The program modification will not change the SLO's being assessed or the program objectives with which they are associated

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
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Prepare a new generation of academics and professionals to deal with the diverse and complex issues related to human settlement patterns and the built environment.	Upon graduation students will be able to synthesize and evaluate the literature and theory from their specific areas of specialization. Upon graduation students will generate an original contribution of skills and/or knowledge to an area of specialization. Upon graduation students will be able to demonstrate the effective utilization of research skills and knowledge.	Students will pass comprehensive exams that evaluate their understanding of history and theory of planning, design, and the built environment, research design and methods, their transdisciplinary of concentration, and their dissertation research. Successful defense of written and oral dissertations.
Program will prepare graduates to obtain employment within three months of graduation.	NA	Graduating student placement after three months of graduation.
The program will attract and retain a diverse cohort of students.		Cohort percentage of women, people of color, in- and out-of-state students.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes
 No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes
 No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
 No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes

ACAP
06/20/2019
Agenda Item 3c
 No