

**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.):

**We are merging the 1) Travel and Tourism, and 2) Parks and Conservation Area Management concentrations within the BS Parks, Recreation, and Tourism Management program into a modified extant Community Recreation, Sport, and Camp Management concentration and renaming that concentration Parks, Recreation, and Tourism. The modification ensures alignment of the concentration curricula with a common student curriculum experience in the BS program, and achieves greater efficiency for students and faculty in meeting and delivering course requirements.**

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

**BS Parks, Recreation, and Tourism Management**

- **Community Recreation, Sport, and Camp Management Concentration** [CRSCM; to be modified]
- **Travel and Tourism Concentration** [TT; to be merged with CRSCM]
- **Parks and Conservation Area Management Concentration** [PCAM; to be merged with CRSCM]
- **Recreational Therapy Concentration** [no change]
- **PGA Professional Golf Management Concentration** [no change in this proposal]

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

**BS Parks, Recreation, and Tourism Management**

- **Parks, Recreation, and Tourism Concentration** [renamed CRSCM concentration that merges extant CRSCM, TT, and PCAM concentrations]
- **Recreational Therapy Concentration** [no change]
- **PGA Professional Golf Management** [no change in this proposal]

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input 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: **August 2020**

CIP Code: **31.0301** [no change]

Current delivery site(s) and modes: **50104 Clemson University Main Campus**

Proposed delivery site(s) and modes: **50104 Clemson University Main Campus** [no change]

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

**Bob Brookover, PRTM Undergraduate Program Coordinator; 864.723.5917; [bob@clemson.edu](mailto:bob@clemson.edu)**

**Jeremy King, Associate Provost for Institutional Effectiveness; 864.656.4592; [jking2@clemson.edu](mailto:jking2@clemson.edu)**

Institutional Approvals and Dates of Approval:

**University Undergraduate Curriculum Committee: 18 December 2018**

**Provost: 19 March 2019**

**Clemson University Board of Trustees: 11 October 2019**

### **Background Information**

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

The proposed change is a repackaging of existing concentration areas and courses. In combining the three concentration areas, the existing lower-level core curricula are modified and unified, while upper level options across the modified and renamed Parks, Recreation, and Tourism concentration area are created (see curriculum section below). From a student perspective, this change will make the curriculum easier to navigate while allowing for flexibility to pursue a minor and other extra-program coursework to supplement discipline-related knowledge, skills, and abilities.

The Clemson *FORWARD* strategic plan has strengthening the academic core as one of its four key goals. This modification supports that plan element by eliminating duplication of courses/topic areas that were offered in each of the three separate concentration areas. This will also create efficiencies that allow for strategic reallocation of teaching loads that can impact class sizes, supplemental learning experiences and student engagement, and additional scholarly research—enhancing student engagement and strengthening research impact and productivity are two additional key goals of Clemson *FORWARD*. Additionally, the streamlined curriculum will streamline student advising, and provide motivated students (who complete some summer coursework) with the opportunity to graduate in 3-3.5 years.

### **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 need for this change is based on an internal review of the curriculum that uncovered duplication of upper level courses/topics across the degree programs' concentrations. Additionally, as the discipline and workforce needs of Parks, Recreation, and Tourism have evolved, the lines between the knowledge, skills, and abilities students need to become successful leaders and managers within differing agencies, organizations, and businesses providing programs, facilities, and services has blurred. Convention and visitors bureaus, local parks and recreation agencies, and state and national park systems often work together to host events, cross-promote –brand and –market opportunities, and develop new facilities, amenities, and programs.

As a result of this crossover, advisors in our concentration areas began encouraging students to take other concentration areas courses (e.g. - Parks and Conservation Area Management encouraged students to take a Community Recreation Finance course, Community Recreation encouraged students to take Travel and Tourism courses, etc). Input from recently hired Professors of Practice and other faculty with strong ties to and experience in the field confirms that the proposed change will provide the appropriate knowledge, skills, and abilities students need to be successful in the field. The new curriculum will be easier for students to navigate and complete while allowing them to explore and gain knowledge in other related fields of study by completing a minor or other coursework.

### **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**

<i>Projected Enrollment- Detailed Model</i>												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2019-20	85	155	2	15	13	223	3	52	8	181	1	22
2020-21	86	166	2	15	13	235	3	52	8	193	1	22
2021-22	86	178	1	15	14	248	3	53	8	206	1	23
2022-23	87	190	1	15	14	261	4	54	8	217	1	24
2023-24	88	200	1	15	14	272	4	54	8	228	1	24

<b>Projected Enrollment- CHE</b>						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2019-2020	85	240	13	236	8	189
2020-2021	86	252	13	248	8	201
2021-2022	86	264	14	262	8	214
2022-2023	87	277	14	275	8	225
2023-2024	88	288	14	286	8	236

*Explain how the enrollment projections were calculated.*

The enrollment projection begins with our enrollment (still unofficial for CHE reporting purposes as of the date of submission of this proposal) in Fall 2019. Because enrollment growth is neither a driver nor aspirational goal of the modification, we assume new student enrollment each fall will be near that seen in Fall 2019 with some modest growth in line with recent University undergraduate enrollment; indeed, the proposed modifications will create the capacity to absorb modest growth. Attrition and graduation numbers are based on historical norms for each semester as provided by the coordinator of our core curriculum immersion program and our central advising office representative. The semester-by-semester sources and sinks of student enrollment are laid out in the first Detailed Model enrollment table above. These sources and sinks are then combined to yield the values in the standard CHE Projected Enrollment table above.

Notes:

“New” headcount refers to newly enrolled students each semester (which may include changes of major or readmitted students previously lost), and not an expected incremental gain over current new incoming enrollment each semester. Summer Headcount carries through those students continuing after the previous spring semester to the subsequent fall semester even if they are not “actively” enrolled in summer coursework.

The BS PRTM program has intentionally controlled its undergraduate program enrollment for several years. Most students, whether enrolled as new freshman, transfer students, or changes of major begin their coursework in PRTM in the fall of each year through our core curriculum immersion semester, which consists of a package of 15 credits of coursework (in this proposed curriculum those courses are PRTM 2000, 2200, 2260, and 2290). We have limited the seats in the core immersion semester courses to 125 to control the number of students in the major. In addition to the fall semester, approximately 20 students choose to take the 15 credits of core coursework during the spring semester through a study abroad option or in summer sessions. Therefore, we have approximately 145 students enter the core curriculum each year. Before we began to control the number of seats in the core courses, we regularly had 165+ students enter our core curriculum semester each year. This historical demand suggests modest growth would be possible as the efficiencies in the curriculum and its delivery are created by this modification.

### Curriculum

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

See curriculum sheet on pages 7-8

### Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
PRTM 1980 – Creative Inquiry in PRTM (1 credit)	PRTM 2000 – The Profession and Practice in PRTM	PRTM 2000 is existing course that was modified from 1 credit to 3 credits
PRTM 2270/2271 – Provision of Leisure Service Experience (5 credits)	PRTM 2220/2221 – Program and Event Planning in PRTM + Lab	
PRTM 4040 – Field Training I (1 credit)	PRTM 3200 – Recreation Policymaking	
	PRTM 3030 – Professional Preparation in PRTM	
	PRTM 4090 – Methods of Recreation Research I	

Note: The above contains changes to the extant CRSCM concentration (to be renamed under this modification), into which the TT and PCAM concentrations are being subsumed.

### New Courses

*List and provide course descriptions for new courses.*

**PRTM 2000 The Profession and Practice in PRTM:** Introduces students to the Parks, Recreation and Tourism Management field. Covers the history and development of the PRTM profession, including professional organizations, current issues and trends, ethical principles and professionalism, and professional competencies and development.

**PRTM 2220/2221 Program and Event Planning + Lab:** Introduces concepts, principles, and skills necessary to plan, implement, and evaluate leisure and recreation programs and events. Topics include assessing needs, developing goals and objectives, selecting programs, events, and resources, marketing, venues, implementation, evaluation, group dynamics and leadership techniques.

**PRTM 3200 Recreation Policymaking:** Structures and processes for public park and/or recreation policy formation in the United States. Students must have a 2.0 cumulative grade-point average to enroll in this course.

**PRTM 3030 Professional Preparation in PRTM:** This course prepares students for their Parks, Recreation and Tourism Management field placement experience and their post-graduation employment search and career development.

**PRTM 4090 Methods of Recreation Research I:** Analysis of the principal methods of recreation research, the application of descriptive statistics to recreation research, and the development of a research proposal.

<b>Freshman Year</b>			
Fall		Spring	
3	CCA/STS/Other Gen. Ed Req. <sup>1</sup>	3	English Composition Req. <sup>1</sup>
3	Mathematics Req. <sup>1</sup>	3	Oral Communication Req. <sup>1</sup>
3	Social Science Req. <sup>1</sup>	3	Arts & Humanities (Non-Lit) Req. <sup>1</sup>
3	Social Science Req. <sup>1</sup>	3	Mathematics or Natural Science Req. <sup>1</sup>
4	Natural Science w/ Lab Req. <sup>1</sup>	3	Electives
<b>16</b>		<b>15</b>	
<b>Sophomore Year</b>			
Fall		Spring	
3	PRTM 2000 - The Profession and Practice in PRTM	3	PRTM 2220/2210 – Program and Event Planning in PRT + Lab
3	PRTM 2200 - Conceptual Foundations of PRTM	3	PRTM 3030 – Professional Preparation in PRTM
6	PRTM 2260 – Foundations of Management and Administration in PRTM	3	Concentration Area – Supporting Coursework <sup>2</sup>
3	PRTM 2290 – Distributed Competency Integration in PRTM	3	Administration/Leadership/Organizational Culture Req. <sup>3</sup>
		3	Arts and Humanities (Literature) Req. <sup>1</sup>
<b>15</b>		<b>15</b>	
<b>Summer</b>			
<b>1</b>	PRTM 2060 – Practicum I	<b>1</b>	PRTM 2070 – Practicum II
<b>Junior Year</b>			
Fall		Spring	
3	PRTM 3200 – Recreation Policymaking	3	PRTM 3250 – Global Perspectives in Leisure, Recreation, and Tourism
9	Concentration Area – Supporting Coursework <sup>2</sup>	3	Concentration Area – Supporting Coursework <sup>2</sup>
3	Stakeholder Engagement/Marketing/Promotion/Communication Req. <sup>4</sup>	3	Risk Management/Legal Aspects Req. <sup>5</sup>
		3	Finance/Funding Strategies Req. <sup>6</sup>
<b>15</b>		<b>12</b>	
<b>Summer</b>			
<b>6</b>	PRTM 4050 – Field Training II		
<b>Senior Year</b>			
Fall		Spring	
3	PRTM 4090 – Methods of Recreation Research I	12	Electives
9	Concentration Area – Supporting Coursework <sup>2</sup>		
<b>12</b>		<b>12</b>	

**120 Total Credits**

Footnotes:

1 – See Undergraduate Catalog and consult advisor for General Education Requirements. Students must complete 31 credits of General Education Courses.

2 – Concentration Area Supporting Coursework:

Students choose one of the following groups depending upon interest:

- Community Recreation and Sport Management: Take PRTM 3090, 4030, 4410, and, in consultation with an advisor another 3-credit PRTM 3000-4000 level course related to community recreation, tourism, even, sport, or camp management plus 12 additional credits from any 3000-4000 level courses offered at Clemson.
- Parks and Conservation Area Management: Take PRTM 2700, 3300, 4030, and 4740 and, in consultation with an advisor, choose 12 additional credits from any 3000-4000 level courses offered at Clemson.
- Travel and Tourism: Take PRTM 3420, 3450, 4460, and 4470 and, in consultation with an advisor, choose 12 additional credits from any 3000-4000 level courses offered at Clemson.

3 – Administration/Leadership/Organizational Culture Requirement 3 Credits - Choose one of the following: PRTM 3080, MGT 2010, or NPL 3030.

4 – Stakeholder Engagement/Marketing/Promotion/Communication Requirement 3 Credits – Choose one of the following: PRTM 3440, MKT 3010, NPL 3010, or NPL 3050.

5 – Risk Management/Legal Aspects Requirement – Choose one of the following: PRTM 3050, LAW 3220, or NPL 3040.

6 – Finance/Funding Strategies Requirement – Choose one of the following: PRTM 4210, FIN 3060, or NPL 3020.

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

Identify the similar programs offered and describe the similarities and differences for each program.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Recreation and Sport Management	120	Coastal Carolina	Core management topic areas of finance, marketing, law/risk management, etc.	Clemson focuses on community-based sport and amateur athletics; CCU has focus on professional sport
Hospitality, Resort, and Tourism Management	120	Coastal Carolina	Core management topic areas of finance, marketing, law/risk management, etc.	Clemson's focus is on tourism development and destination management/marketing; CCU has focus on restaurant, hotel, and hospitality
Hotel, Restaurant, and Tourism Management	120	USC	Core management topic areas of finance, marketing, law/risk management, etc.	Clemson's focus is on tourism development and destination management/marketing; USC has focus on restaurant, hotel, and hospitality
Sport & Entertainment Management	120	USC	Core management topic areas of finance, marketing, law/risk management, etc.	Clemson focuses on community and amateur sport; USC's focuses more on professional sport
Hospitality and Tourism Management	60+ (major only)	College of Charleston	Core management topic areas of finance, marketing, law/risk management, etc.	Clemson's focus is on tourism development and destination management/marketing; C of C has focus on hospitality
Hospitality Management	120	USCB	Core management topic areas of finance, marketing, law/risk management, etc.	Clemson's focus is on tourism development and destination management/marketing; C of C has focus on hospitality

### **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 faculty are necessary to implement these changes at current and projected enrollment levels. However, we are exploring the need for a staff position to act as an in-house advisor to provide high quality and consistent advising to students in this concentration area as well as to act as an internship coordinator.

### **Resources**

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

**Library Resources: None**

**Equipment: None**

**Facilities: None**

### **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**

<b>Estimated Sources of Financing for the New Costs</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding						
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds	\$ 178,008	\$181,568	\$186,205	\$190,976	\$195,884	\$ 932,640
Federal, Grant, or Other Funding						
<b>Total</b>	\$ 178,008	\$181,568	\$186,205	\$190,976	\$195,884	\$ 932,640
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries	\$ 154,045	\$156,467	\$159,801	\$163,229	\$166,755	\$ 800,297
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)						
<b>Total</b>	\$ 154,045	\$156,467	\$159,801	\$163,229	\$166,755	\$ 800,297
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	\$ 23,963	\$ 25,101	\$ 26,404	\$ 27,747	\$ 29,130	\$ 132,344

### **Budget Justification**

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

### **Revenue Highlights:**

This program modification will eliminate 7 credit hours of coursework requirements, then create an additional requirement of 15 new credit hours within the department, for a net increase of 8 credit hours within the current 120 credit hour requirement. The CRSCM concentration represents 70% of the total students serviced by the department of Parks, Recreation and Tourism Management. No new courses will be created to meet the added requirements, only increased capacity in described new requirements. The re-working of course requirements creates a more streamlined, easily managed program that creates a small amount of resources to be allocated back to the department.

- **Reallocation of Existing Funds:** No new faculty resources are needed. All courses are currently taught, with the exception of PRTM 3030 (Professional Preparation in PRTM). The reallocation of resources will come from the elimination of PRTM 1980, 2270/2271 and PRTM 4040. Two of the three eliminated courses represent approximately 10 courses each and 150 students for fall semester, 1 course and 15 students each for spring and summer, approximately 70% of PRTM students taught in the current courses belong to the combined CRSCM concentration. The capacity created by the 3-course elimination will be used to accommodate additional enrollment in PRTM 2000 (1 to 3 credit hours) and the increased enrollment in PRTM 2220/2221, PRTM 3200, PERTM 3030 and PRTM 4090.

### **Expense Highlights:**

- **Program Administration, Faculty and Staff Salaries:**
  - All courses listed as an additional requirement are already taught within the existing program, the only additional cost will be due to increasing the number of course offerings. The instructional cost is shown as a reallocated expense since the faculty are already in place (i.e., the instructional faculty neither represent new incremental revenues nor costs). The calculation of these costs is the same as the 'reallocation of existing funds.
- **Facilities, Equipment, Supplies, and Materials:**
  - No new facilities, supplies or materials are needed to eliminate current courses requirements or add additional capacity to currently taught courses that will be a part of the new requirement.
- **Other Costs:**

This is an undergraduate program where tuition broadly supports administration across the university. No additional other direct costs are needed to support this program.

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
<b>Entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.</b>	Same as objective	Multiple assignments, a project, an oral mid-term exam, and an essay final exam.
<b>Ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</b>	Same as objective	A comprehensive program plan project that includes a written plan, an implementation plan and exercise, and a program evaluation plan and report.
<b>Knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.</b>	Same as objective	An administrative case study assignment based on a problem or issue presented by a local agency and complete essay and objective portions of a final examination. In addition, the written portion of the program plan includes sections covering personnel, finance/budget, risk management, and marketing.
<b>Demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.</b>	Same as objective	1) Completion field training requirements including 400+ clock hours over a minimum of 10 weeks, weekly reports, mid-term and final evaluations of the internship by the student, and a final portfolio. 2) Evaluation of interns by the agency

Note: The Parks, Recreation, and Tourism Management Program at Clemson is accredited by the Council on Accreditation for Parks, Recreation, Tourism and Related Professions. These outcomes/objectives are the outcomes/objectives required for accreditation.

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  
 No