

**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.): **Add a new site location (Clemson Design Center in Charleston) for the Master of Real Estate Development program; declare as concentrations two curricular pathways in the MRED program that have been operating since the 2016/17 academic year.**

Current Name of Program (include degree designation and all concentrations, options, and tracks):  
**Master of Real Estate Development**

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):  
**Master of Real Estate Development [Experienced Development Professional; Entry Level Early Career]**

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input checked="" 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 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: **52.1501**

Current delivery site(s) and modes: **50118 (Clemson University @ Greenville One), traditional**

Proposed delivery site(s) and modes:

**50118 (Clemson University @ Greenville One), traditional [no change]**  
**71126 (Clemson Design Center (701 E. Bay Street)), traditional and blended/hybrid (25-49% online) [new]**

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

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- **Dr. Robert Benedict, Charleston MRED Coordinator; [benedic@clemson.edu](mailto:benedic@clemson.edu); 864.420.1677**

- **Dr. Jeremy King, Associate Provost for Institutional Effectiveness; [jking2@clemson.edu](mailto:jking2@clemson.edu) ; 864.934.3554**

Institutional Approvals and Dates of Approval:

**Graduate Curriculum Committee: 13 November 2015 [curriculum]**

**Provost approval: 15 December 2015 [curriculum]; 16 March 2018 [site location addition]**

**Board of Trustees approval: 20 April 2018**

### **Background Information**

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

Real estate is a capital-driven industry, and developers must have a firm understanding of the workings of capital markets, financial instruments, and other financial parameters such as valuation, taxation, and tax policies. However, the complexities and dynamics of today's forward-looking wisdom-based real estate industry demand professionals who view themselves as stewards of our world's fragile resources, and who believe in responsible land use. Clemson University's Master of Real Estate Development (MRED) program, creates and/or develops future development entrepreneurs who will produce innovative, quality projects respecting environmental and economic sustainability, design excellence, and financial feasibility within a risk-reward framework.

The Clemson MRED program closely follows the principles of the Urban Land Institute, which believes that development is a public-private partnership—reflecting both the public and private goods and good that are products of such development—and that quality development requires integrating the perspectives of community, environment, economics, and finance. The MRED program carefully balances inside-the-box, real world development applications with outside-the-box thinking about future development practices. Inside the box, MRED coursework emphasizes the financial pro forma and the bottom line. Gap financing tools and techniques for public-private partnerships, including various tax credit and incentive programs, are thoroughly analyzed. Outside the box, students learn about quality design and sustainability and how to develop new capital streams to attract adequate sources of equity and debt financing.

The program serves two broad populations of students: extant professionals with significant experience in real estate development, and early career students who aspire for a career in the profession or may have just begun one. Accordingly, students are placed on one or two curriculum tracks, both of which share: the same 32 credit hours coursework, and an additional 6 experiential or practicum credits of entering summer work. The 18-month Entry Level Early Career curriculum track that requires, on top of the 38 common credit hours, an additional 18 credit hours of work covering introductory finance and accounting, real estate principles, residential and commercial practicums, strategic planning, and mixed use development for a total of 56 credit hours. The 12-month Experienced Development Professional curriculum track requires, on top of the 38 common credit hours, and additional 3 credit hour elective (either strategic planning or mixed use development) for a total of 41 credit hours.

Placement on the Experienced Development Professional track is a rigorous decision made by MRED faculty as part of the admissions process, and requires: an interview, competence in basic accounting and finance as evidenced by a salesperson's license or undergraduate coursework; consideration of any transfer courses; documentation of 3 years of direct development work experience; a personal statement describing academic and professional preparation; recommendations from developers and other related professionals; and evaluation of a portfolio that includes examples of work and projects (market analyses, feasibility studies, case studies, investment committee submissions, architectural portfolio, project administration reports, etc).

The program has thus far attracted some 250 students from 96 collegiate institutions, 28 states, and Austria, Brazil, China, India, Iran, Saudi Arabia and S. Korea. Roughly 28% of program students come from design/construction backgrounds, 48% from business/finance, and 24% from other areas such as planning, public administration, history, and environmental studies. The program is aligned with the University's Clemson *FORWARD* strategic plan, which calls for a strengthening of our academic core. The Academic Core Strategic Priority of Clemson *FORWARD* specifically recognizes that securing the best jobs and solving critical challenges in the 21<sup>st</sup> century can require specialized skills and knowledge available through graduate education. Accordingly, one of the plan's core strategies is the provision of robust graduate education by building ensuring high-quality, relevant, and nationally-prominent programs. Another of the plan's core strategies is to ensure robust capacity for, and supply of, interdisciplinary academic programs; in recognition of its interdisciplinary nature, the MRED program is jointly offered by our College of Architecture, Arts and Humanities and our College of Business.

### **Assessment of Need**

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

#### Site Location

Currently, the 12-month Experienced Development Professional track is offered concurrently with the 18-month Early Career track at the Greenville One site. After consideration of the best means to deploy finite resources while maximizing impact on students and workforce partners, we believe that moving the Experienced Development Professional track to Charleston in light of the dramatically growing urban professional market there is a decision in the best interests of the program, prospective students, and external partners.

The City of Charleston is a large, growing, and under-realized market for future professional graduate education. It is the largest urban area in the state (548,404 residents per 2010 U.S. Census) and the 9<sup>th</sup> fast growing “mid-sized economy in the nation. Charleston is also home to the largest number of real estate development firms that hire Clemson MRED students in the SC. Many of these development firms are internationally- and nationally-recognized for their projects and portfolios. It is significant that Greystar, East West Partners, The Beach Co., and Daniel Island Co. are major real estate firms having high profile developments and hiring MRED alumni. Additionally, the vast majority (over 75%) of 12-month MRED students are not from South Carolina. The one-of-a-kind historically significant urban context combined with dramatic costal resources of Charleston will draw more national students to the 12-month MRED program in comparison to Greenville.

#### Curricular Concentrations

The two curricular tracks to serve two general populations of students were approved by our Graduate Curriculum Committee and Provost in December 2015 (and is folded into the site location approval by our Board of Trustees in April 2018). During this time, leadership over academic program compliance at Clemson was in flux, leadership changes were in motion in the Department of City Planning and Real Estate Development, and the programmatic change came to be viewed internally as: 1) retaining the originally approved MRED program as the Early Career track, and 2) providing an admissions mechanism to place students with significant professional experience in an abbreviated appropriate curriculum. While this internal view is ostensibly true and correct, this proposal recognizes that formal approval of this change is needed under current CHE policy and procedures to ensure integrity of our academic programs and the appropriate consistent recording of concentrations by the Commission and University.

The two concentrations under the same degree differ by 15 credit hours in their content, so justifying the integrity of the degree program for all students is important. As noted in the *Background*, the tracks differ out of a desire to serve two distinct broad populations of students, one of which includes experienced development professionals. As noted there, the admissions application evaluation needed to be placed on the Experienced Development Professional concentration is robust, broad, redundant, and backed by multiple forms of evidence. As a result of this rigorous documented evaluation, we believe that students in the two concentrations complete the degree with skills, learning, and professional preparation justify the integrity of a single degree program that is a professionally-oriented credential/award. In other disciplines (e.g. engineering), the division into a professional degree (e.g. MEngr) and a research-oriented academically-oriented degree (e.g. MS) would be a more typical structure. In the present case, however, we are focused on the development, education, and preparation of professionals (some with more workforce experience than others) to a common baseline level that uniformly serves their workforce aspirations and the benefits of a uniform baseline of skills and preparation to employers.

### **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 12-month, 41 credit hour Experienced Development Professional track of the MRED curriculum starts in our second summer semester and ends the following first summer semester. This track is designed for extant professionals who have a minimum of three years, full-time, documented direct experience in the private real estate development sector. The intent of this track is to develop and provide the workforce with professionals who, by the combination of academic credentials and recognized professional experience, can document and apply their competence, knowledge, and experience with a broad holistic process of private real estate development versus a narrow aspect of the discipline.

A detailed enrollment model, showing detailed sources and sinks of enrollment each semester, is shown in the first below, and immediately followed by the standard CHE summary enrollment table that results from this model.

<i>Projected Enrollment- Detailed Model (Experienced Development Professional track)</i>												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2020-21	0	0	0	0	0	0	0	0	2	0	0	0
2021-22	0	2	0	0	0	2	0	0	4	2	0	2
2022-23	0	4	0	0	0	4	0	0	8	4	0	4
2023-24	0	8	0	0	0	8	0	0	10	8	0	8
2024-25	0	10	0	0	0	10	0	0	10	10	0	10
2025-26	0	10	0	0	0	10	0	0	10	10	0	10

<b>Projected Enrollment- CHE (Experienced Development Professional track)</b>						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-2021	0	0	0	0	2	2
2021-2022	0	2	0	2	4	6
2022-2023	0	4	0	4	8	12
2023-2024	0	8	0	8	10	18
2024-2025	0	10	0	10	10	20
2025-2026	0	10	0	10	10	20

*Explain how the enrollment projections were calculated.*

The projection assumes a modest ramp up in the Charleston location over 4 years to an enrollment level equivalent to the level of the Greenville One location in the past 3 years. While we expect the Charleston site to attract a greater number of students than the Greenville site, this is a conservative assumption to ensure the budget model strongly supports financial sustainability.

An independent plausibility check was conducted using the Public Use Microdata Sample datasets from the US Census Bureau's most recent 5-year American Community Survey (ACS). We filtered the untabulated individual microdata records for the number of 24-30 year olds in SC, NC, and GA (where most of our graduate program applications originate) holding a bachelors degree as their highest degree, and holding a job in the Real Estate industry group within the finance, insurance, real estate, rental and leasing industry subsector. Our long-run instantaneous enrollment (10) represents 0.1% of this prospective population (9060) that is almost certainly underestimated because it does not count individuals working in the broad real estate development sector who might have placed themselves instead within occupation subsectors related to construction, finance, environmental compliance, etc in the ACS survey.

## Curriculum

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

### **Experienced Development Professional track (Clemson Design Center, Charleston) ; 41 credit hours**

#### Summer II Semester

ARCH 8200 Building Design and Construction Principles (3cr)

#### Fall Semester

MBA 8410 Real Estate Finance (3cr)

CRP 8020 Site Planning and Infrastructure (3 cr)

Elective Approved MRED, MSHP, MRUD, CSM, MBA courses (3cr)

RED 8000 Real Estate Development Process (3cr)

RED 8100 Real Estate Seminar Roundtable (1cr)

RED 8010 Real Estate Market Analysis (3cr)

#### Spring Semester

RED 8030 Public-Private Partnership Development (3cr)

LAW 8480 Law for Real Estate Professionals (3cr)

MBA 8330 Real Estate Investments (3cr)

Elective Approved MRED, MSHP, MRUD, CSM, MBA courses (3cr)

RED 8150 Construction Operations in Real Estate Development or HP 8030 Building Technology and Pathology (3cr)

RED 8120 Real Estate Technology (1cr)

#### Summer I Semester

RED 8040 Practicum in Residential Development (3cr)

RED 8050 Practicum in Commercial Development (3cr)

### **Entry Level Early Career track (Greenville One); 56 credit hours**

#### Summer II Semester

ARCH 8200 Building Design and Construction Principles (3cr)

RED 8890 Introduction to Accounting and Finance [via Selected Topics] (3cr)

#### 1<sup>st</sup> Fall Semester

MBA 8410 Real Estate Finance (3cr)

CRP 8020 Site Planning and Infrastructure (3 cr)

MBA (FIN) 8360 Real Estate Principles (3cr)

RED 8000 Real Estate Development Process (3cr)

RED 8100 Real Estate Seminar Roundtable (1cr)

RED 8010 Real Estate Market Analysis (3cr)

#### Spring Semester

RED 8150 Construction Operations in Real Estate Dev (3cr)

RED 8030 Public-Private Partnership Development (3cr)

LAW 8480 Law for Real Estate Professionals (3cr)

MBA 8330 Real Estate Investments (3cr)

Elective (MBA 8420 Valuation or RED 8160 Preservation) (3cr)

RED 8120 Real Estate Technology (1cr)

#### Summer I Semester

RED 8020 Real Estate Development Field Tour Seminar (3cr)

RED 8110 Summer Internship in Real Estate Development (3cr)

2<sup>nd</sup> Fall Semester

- RED 8040 Practicum in Residential Development (3cr)
- RED 8050 Practicum in Commercial Development (3cr)
- RED 8130 Real Estate Development Strategic Planning (3cr)
- Elective (RED 8170 Mixed Use or approved course from MRED, MSHP or MRUD)

**Curriculum Changes**

*Experienced Development Professional track*

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>	<b>Core Courses Modified</b>
CRP 8000 Human Settlement (3) MBA 8360 Real Estate Principles (3) RED 8890 Intro Acct & Finance [via Special Topics] (3) RED 8020 Real Est Developmt Field Tour Seminar (3) RED 8110 Summer Intern in Real Est Developmt (3) CSM 8660 Contractor Role in Developmt (3) replaced by RED 8150 or HP 8030 MBA 8420 Real Estate Valuation (3) RED 8130 Real Estate Developmt Strat Planng (3)	RED 8150 Construction Operations in Real Estate Developmt (3) HP 8030 Building Technology and Pathology (3)	

*Entry Level Early Career track*

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>	<b>Core Courses Modified</b>
CRP 8000 Human Settlement (3) CSM 8660 Contractor Role in Developmt (3) replaced by either RED 8150 or HP 8030 MBA 8420 Real Estate Valuation (3) but remains an elective choice in spring semester	RED 8150 Construction Operations in Real Estate Developmt (3) HP 8030 Building Technology and Pathology (3)	

**New Courses**

*List and provide course descriptions for new courses.*

RED 8150 *Construction Operations in Real Estate Development* (3cr)- Principles of the construction industry and the relationship of the real estate developer with the general contractor.

HP 8030 *Building Technology and Pathology* (3cr)- An advanced lecture course that focuses on the physical properties of modern building materials, mechanisms of failure, and alternatives for conservation interventions

**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>
BS/AB Commercial Real Estate Finance		College of Charleston	Focus on real estate	-Not a graduate degree -Takes a finance approach to real estate instead of a development approach
Real Estate Minor		College of Charleston	Focus on real estate	Undergraduate minor
BS Finance with a concentration in Real Estate		University of South Carolina	Focus on real estate	-Undergraduate degree -Takes a finance approach to real estate instead of a development approach

### 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 personnel are needed to implement the two tracks (which are offered already) or the implementation of the Experienced Development Professional track at the Clemson Design Center. An existing MRED program faculty member will (voluntarily) move to Charleston to teach and coordinate the 12-month professional track.

### Resources

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

**Library Resources:** None

**Equipment:** None

**Facilities:** Office and teaching space at the Clemson Design Center in Charleston will be utilized. Clemson's School of Architecture currently has space at the East Bay Street site and has extra office and teaching space to accommodate the 12-month program. MRED and School of Architecture have been working closely for the last 6 months to make sure the 12-month MRED space can easily work with the School of Architecture instructional resources and needs.

### 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

In accord with the reasoning for moving the 12-month professional track to Charleston, we expect that enrollment in the 12-month MRED program will rise. Current personnel and capital resources are sufficient to handle significantly expanded enrollment.

**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	\$14,664	\$125,866	\$259,284	\$486,054	\$605,164	\$1,491,031
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds	\$254,239	\$262,619	\$271,297	\$280,283	\$289,589	\$1,358,027
Federal, Grant, or Other Funding						
<b>Total</b>	<b>\$268,903</b>	<b>\$388,485</b>	<b>\$530,581</b>	<b>\$766,336</b>	<b>\$894,753</b>	<b>\$2,849,058</b>
<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	\$254,239	\$262,619	\$271,297	\$280,283	\$289,589	\$1,358,027
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)	\$2,933	\$25,173	\$51,857	\$97,211	\$121,033	\$298,206
<b>Total</b>	<b>\$257,172</b>	<b>\$287,792</b>	<b>\$323,153</b>	<b>\$377,493</b>	<b>\$410,622</b>	<b>\$1,656,233</b>
<b>Net Total</b>	<b>\$11,731</b>	<b>\$100,693</b>	<b>\$207,427</b>	<b>\$388,843</b>	<b>\$484,131</b>	<b>\$1,192,825</b>

**Budget Justification**

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

The program leverages current teaching and administrative capacity in the program (treated as internal reallocations), some of which will voluntarily relocate to Charleston. Program revenues are based on the enrollment model presented in the proposal and assume 3% growth per annum in tuition. The program also takes advantage of extant Clemson facilities in Charleston, thus requiring no new related capital expenditures.

**Revenue Highlights:**

- **Tuition Funding:** The program uses a specialized program tuition of \$1,222 per credit hour. Tuition funding for this program is estimated at \$15K in Year 1 and \$605K by Year 5. The program will not accept students for the first Fall and Spring semesters, therefore only receiving tuition during summer of Year 1.
- **Reallocation of Existing Funds:** Resources will be reallocated from the existing program to cover the Faculty and Staff salaries of the requested program modification. Reallocated resources total \$254K in Year 1 and \$290K by Year 5. Because these represent an apportionment of sunk personnel costs, they are offset on the cost side of the budget.

**Expense Highlights:**

- **Program Administration and Faculty and Staff Salaries:** The reallocated resources will be used to support the existing faculty and staff salaries at an estimated cost of \$10K plus fringe per 3 credit hour offering. The personnel costs are approximately \$254K in Year 1 and \$290K by Year 5. There are no new real net expenses associated with the requested program modification as the personnel costs are sunk and will be expended whether the program moves its site location or not.
- **Administrative Overhead:** Administrative Overhead is calculated as 20% of tuition revenue and supports overhead costs associated with the program at both the College and University level.

**Evaluation and Assessment**

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p><b>Understanding of Real Estate process and development</b></p>	<p>Demonstrate an understanding of the real estate development process and possess the skills to prepare a feasibility analysis for development</p>	<p><b>Capstone Project</b>                      Capstone (Practicum) is a measure of what students have learned from previous coursework and projects. Students are graded by faculty and outside practitioners who comprise a jury with a scoring sheet to evaluate team presentations. Faculty grade a submission book with detailed sections covering site analysis, market overview, financial analysis and a comprehensive development proposal.</p> <p>Source of Evidence: Capstone course assignments measuring mastery</p>

		<p><b>Placement success</b>                  Place all 1st year students in internships prior to end of the spring semester. This has been accomplished the past 4 years. Ensure all graduating students have sufficient training and networking opportunities to land relevant permanent positions.</p> <p>Source of Evidence: Job placement data, esp. for career/tech areas</p>
		<p><b>Capstone competency</b>                  Student competency from learning opportunities shall be demonstrated in the Practicum course (capstone). 80% or higher of the students shall obtain a grade of B or higher.</p> <p>Source of Evidence: Capstone course assignments measuring mastery</p>
<p><b>Executing Analysis, financial and project management</b></p>	<p>Exercise a real estate development process including site analysis, market analysis, Valuation, financial skills and project management capability</p>	<p><b>Capstone Project</b>                  Capstone (Practicum) is a measure of what students have learned from previous coursework and projects. Students are graded by faculty and outside practitioners who comprise a jury with a scoring sheet to evaluate team presentations. Faculty grade a submission book with detailed sections covering site analysis, market overview, financial analysis and a comprehensive development proposal.</p> <p>Source of Evidence: Capstone course assignments measuring mastery</p>
		<p><b>Capstone competency</b>                  Student competency from learning opportunities shall be demonstrated in the Practicum course (capstone). 80% or higher of the students shall obtain a grade of B or higher.</p> <p>Source of Evidence: Capstone course assignments measuring mastery</p>
		<p><b>Practicum course</b>                  Practicum course evaluations by practitioners comprising the jury. The threshold for an acceptable measure shall be grades of B or higher for the Practicum.</p> <p>Source of Evidence: Capstone course assignments measuring mastery</p>
		<p><b>Market Analysis Project</b>                  MRED students will evaluate an asset class for market feasibility as</p>

		<p>part of a semester-long project. Students will be expected to demonstrate the viability of a proposed development based upon their findings.</p> <p>Source of Evidence: Written assignment(s), usually scored by a rubric</p>
<b>Oral, written communication skills</b>	<p>MRED students will be challenged to develop their oral and written communication skills through a variety of activities (essays, presentations, etc.). It is expected that MRED graduates will be prepared to communicate strongly in their future careers.</p>	<p><b>Capstone Project</b>          Capstone (Practicum) is a measure of what students have learned from previous coursework and projects. Students are graded by faculty and outside practitioners who comprise a jury with a scoring sheet to evaluate team presentations. Faculty grade a submission book with detailed sections covering site analysis, market overview, financial analysis and a comprehensive development proposal.</p>
		<p><b>Capstone competency</b>          Student competency from learning opportunities shall be demonstrated in the Practicum course (capstone). 80% or higher of the students shall obtain a grade of B or higher.</p>
<b>Integrate engagement activities as a MRED program initiative</b>	<p>Engage students in one large fall and one spring community service project each year. Have students identify smaller, individual projects to complement areas of interest throughout the academic year.</p>	<p><b>Student engagement activities</b>          MRED will require students to engage the community in various settings. Student participation shall demonstrate a holistic approach to one of the MRED Program missions of educating future developers who will enhance the community. Students are required to reflect on their activities / engagement through various formats such as essays and / or presentations that spotlight their community service projects.</p>
<b>Engagement with professional community</b>	<p>Faculty and students to attend events organized by Urban Land Institute, International Council of Shopping Centers, National Association of Industrial and Office Properties and Society of Industrial and Office Realtors among others. Increase membership opportunities for students in these organizations and others related to career objectives. Engage more firms in internships and class projects.</p>	<p><b>Student engagement activities</b>          MRED will require students to engage the community in various settings. Student participation shall demonstrate a holistic approach to one of the MRED Program missions of educating future developers who will enhance the community. Students are required to reflect on their activities / engagement through various formats such as essays and / or presentations that spotlight their community service projects.</p>
		<p><b>Capstone Jury participation</b>          The professional community will help comprise the Capstone (Practicum) jury which is charged</p>

		with evaluating student presentations.
		<b>Advancement Board activities</b> Students and Advancement Board members will organize professional development events in conjunction with Advancement Board meetings.
<b>Promote and expand experiential learning opportunities</b>	The MRED program will promote and expand experiential learning opportunities for students with the expectation that these learning opportunities will enhance and expand in-class learning.	<b>Placement success</b> Place all 1st year students in internships prior to end of the spring semester. This has been accomplished the past 4 years. Ensure all graduating students have sufficient training and networking opportunities to land relevant permanent positions.

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