UTAH SYSTEM OF HIGHER EDUCATION

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Utah State University – Doctor of Philosophy in Landscape Architecture</u>

Issue

Utah State University (USU) requests approval to offer a Doctor of Philosophy (PhD) in Landscape Architecture effective in fall 2017. The institutional Board of Trustees approved the degree on March 3, 2017.

Background

The proposed degree would be an interdisciplinary program based in the Department of Landscape Architecture and Environmental Planning (LAEP), with advanced elective requirements primarily met outside the LAEP program in other colleges. The proposed 60-credit program would include 6 credits of core landscape architecture courses, 14 credits of statistics and research design, 3 credits of instructional design, 3 hours of grant proposal development, 12 credits of advanced electives in a focus area, 3 credits of academic applied learning experiences, 7 credits of academic professional product experiences, and 12 credits of dissertation. New courses would be developed to meet the applied learning and professional product requirements in the program; otherwise, existing courses, funding, library and information resources, and personnel at USU are sufficient to offer the proposed PhD program. Graduates would be prepared to serve as future leaders and faculty in landscape architecture and to engage in creative intellectual work contributing to the theory and practice of the discipline.

Only three universities in the United States offer a PhD in Landscape Architecture, while 18 other institutions offer PhDs in allied disciplines with an emphasis in landscape architecture. It is anticipated the proposed USU program may collaborate with the PhD program in Metropolitan Planning, Policy, and Design at the University of Utah, although these two in-state programs would fundamentally serve different purposes that are complimentary and not competing. Finally, the USU proposal cites strong labor market demand for faculty in landscape architecture, so it is expected there would be ample opportunities for graduates of the proposed PhD program to be hired into postdoctoral and other academic positions.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Utah State

University's request to offer a PhD in Landscape Architecture. There are no additional policy issues relative to approval of this program.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the request by Utah State University to offer a Doctor of Philosophy in Landscape Architecture.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Section I: The Request

Utah State University requests approval to offer the following Doctoral degree(s): Doctor of Philosophy in Landscape Architecture effective Fall 2017. This program was approved by the institutional Board of Trustees on March 3, 2017.

Section II: Program Proposal

Program Description
Present a complete, formal program description.

Utah State University (USU), College of Agriculture and Applied Sciences, proposes to offer an interdisciplinary doctoral program in Landscape Architecture. The mission of the doctoral program in Landscape Architecture is to (1) prepare leaders and future faculty in landscape architecture, and (2) engage in creative intellectual work that contributes to the theory and practice of landscape architecture. Students will apply critical theories and methods in landscape architecture to address the dynamic issues and scales of natural and built landscapes in the context of human systems. This mission will be accomplished through a core set of landscape architecture courses, research methods courses, advanced electives, and scholarly experiences. The program will produce experts in experimental and applied design research across a variety of academic disciplines.

Consistency with Institutional Mission
Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ .

The proposed doctoral program in Landscape Architecture is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs" (R312, 4.1). This program specifically addresses USU's goals and objectives for strengthening the graduate program. In addition, the goals of discovery and promotion of excellence in research and scholarship are consistent with this program's focus on producing strong researchers and future faculty in the field of landscape architecture.

The proposed program will benefit the institution by adding to the doctoral program offerings. Given that USU is focused on increasing graduate enrollments, specifically doctoral enrollments, this program will benefit USU. In terms of benefits to USHE and the state, as noted in the section above, the doctoral program in Landscape Architecture will serve the public through learning, discovery, and engagement through a new cadre of leaders and researchers who can advance discoveries in landscape architecture to solve problems in the design, planning, and management of natural and built landscapes across the intermountain west and around the world.

Section III: Needs Assessment

Program Rationale
Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The demand for landscape architecture is strong, with projected growth of 5% between 2014 and 2024 (www.bls.gov/ooh/architecture-and-engineering/landscape-architects.htm). Yet, numerous studies continue to confirm that the profession of landscape architecture is growing at a rate well below that needed to meet expected demand. The profession and its professional society, the American Society of Landscape Architects (ASLA), continue to challenge the academic community to accelerate the expansion of education programs to address the shortfall. This, compounded by the shift in the academic environment where landscape architecture faculty success is based increasingly on research performance and behaviors, is resulting in increased demand for doctoral-level graduates to fill a growing number of research, teaching, and practice positions in universities. Faculty position announcements reflect this need, as the vast majority indicates a preference for applicants who

possess PhDs.

In a recent paper that appeared in Landscape Research Record, Christensen and Michael noted a critical need for greater preparation of the landscape architecture academy in conceptualizing, acquiring support for, conducting, and reporting meaningful research (thecela.org/wp-content/uploads/LRR-5_revised_1_21_17.pdf). Doing so will lead to greater success in the academic environment, support for evidence-based professional practice, and provide a much-needed theoretical foundation for the future of landscape architecture. Landscape architecture has much to offer educational attitudes and approaches, and USU believes it is poised to be at the forefront of this exciting new movement.

A 2008 ASLA study suggests that there is strong student demand for landscape architecture doctoral programs, with few opportunities (www.asla.org/uploadedFiles/CMS/Education/COEModelsofEdSurvey05082008.pdf). Within the intermountain region, there is a PhD landscape architecture program at the University of Oregon and a PhD program with an emphasis in landscape architecture at the University of Colorado Denver. Student demand and the desire to provide programs that students are interested in is leading to greater interest in creating PhD programs in research universities like USU. However, presently there remain few existing programs in the United States and particularly in the intermountain region.

As one of Utah's two state-supported research universities, Utah State University has focused on hiring strong faculty who conduct cutting-edge research. The proposed PhD program in Landscape Architecture, in addition to adding research strength to the University with a new PhD, will also complement and strengthen current University programs in the Emma Eccles Jones College of Education and Human Services, the College of Engineering, the College of Natural Resources, and the College of Agriculture and Applied Science. Faculty and students across departments in these colleges are already collaborating on research. The PhD program in Landscape Architecture will bring these faculty and students together into one program, increasing opportunities for cross-disciplinary learning and collaboration.

Labor Market Demand
Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

In September 2016, indeed.com listed 77 landscape architecture faculty jobs that were available in the U.S. The Council of Educators in Landscape Architecture (CELA) listed 10 available faculty positions in landscape architecture as of September 2016. These were largely full-time tenure-track openings in university departments of landscape architecture, architecture, or planning, but they were also in private industry and research institutes.

The proposed PhD program in Landscape Architecture will respond the growing need for landscape architects with expertise in applying basic research methodologies and educational training. Given the current job market demand and scarcity of PhD programs, it is expected that graduates of USU's program will be well-positioned to move into postdoctoral and other academic positions.

Student Demand
Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

There is strong student demand for landscape architecture doctoral programs from students seeking opportunities in academia according to ASLA's 2008 study (www.asla.org/uploadedFiles/CMS/Education/COEModelsofEdSurvey05082008.pdf). Three schools in the United States offer a PhD in landscape architecture, and an additional eighteen schools offer PhD programs in allied disciplines with an emphasis in landscape architecture. The closest landscape architecture PhD program is at the University of Oregon, with the closest PhD with an emphasis in landscape architecture at the University of Colorado-Denver in Architecture. Excepting the University of Colorado Denver, there are no landscape architecture PhD programs in the intermountain west.

The graduate programs of faculty participating in this proposed Landscape Architecture PhD program contain students who are

interested in obtaining knowledge and research skills in landscape architecture. There is a need for a doctoral degree that will enable these students to receive advanced research and academic experiences. More students wanting a PhD degree in landscape architecture will be able to stay in Utah rather than go out of the intermountain west. This change will help to keep more talented students in Utah for their doctoral degrees.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

There is no similar PhD program in landscape architecture within the USHE. The closest program is the PhD program in Metropolitan Planning, Policy and Design at the University of Utah. The doctoral degree helps meet society's need for researchers, scholars, teachers, and leaders to make metropolitan areas sustainable and resilient. The degree is managed by the Department of City & Metropolitan Planning and is designed to facilitate the interdisciplinary culture of the University of Utah. Depending on the nature of prior graduate work, the doctoral degree will require between 61 and 83 credit hours, or more, and extend a minimum of six full-time semesters of course work. The degree includes core, dissertation field, qualifying examination, and dissertation benchmarks. The core is composed of a sequence of semester-long doctoral seminars in metropolitan planning, metropolitan policy, metropolitan design, research design, technical writing, and teaching methods for a total of 21 credits. Doctoral students also complete a minimum of 18 credits in a dissertation field including courses outside the Department.

The significant difference between the program at the University of Utah and the proposed program at Utah State University is that the curriculum and research experiences at the UofU are focused primarily on metropolitan planning, policy, and design (urban issues). The program at USU will primarily focus on the dynamic issues and scales of natural and built landscapes in the context of human systems. This focus encompasses urban issues, which may be addressed according to students' interests. However, USU faculty and students are currently studying such issues as landscape design, landscape planning, research methodology, social equity, instructional technology, landscape history, urban planning and design (the only overlap), community branding, landscape visualization, landscape representation, GIS application, sustainable development models and assessment, campus planning, ecosystem services, green infrastructure, stormwater management, and recreation environments.

There is a need for a program that addresses landscape-scale issues, including rural and wildland contexts.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

No impacts on other USHE institutions are expected. It is expected that faculty and students of the PhD in Landscape Architecture may collaborate with the faculty and students of the PhD in Metropolitan Planning, Policy and Design.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

As it is not the intent of the Landscape Architecture PhD program to prepare students to practice landscape architecture, the PhD will not be an accredited degree for practice. There are currently no agencies or associations that accredit programs such as this one. No external consultants were involved in the development of the proposed program, although the doctoral program was modeled on the interdisciplinary Disability Disciplines doctoral program in the College of Education and Human Services at Utah State University, which program has a focus on academic professional preparation.

Section IV: Program Details

Graduation Standards and Number of Credits

Students entering the program with a master's degree will be required to earn a minimum of 60 credits for graduation. All students will complete 6 hours of core landscape architecture courses, 14 credit hours of statistics and research design, 3 hours of instructional design, 3 hours of grant proposal development instruction, 12 hours of advanced electives in support of the student's focus area, 3 hours of academic applied learning experiences, 7 hours of academic professional product experiences, and 12 hours of dissertation credits for a total of 60 credits post masters. The total credit requirement meets the minimum requirement for a doctoral degree at USU of 60 semester credits in addition to a master's degree. This credit requirement is consistent with other doctoral programs across the nation, the average credit requirement of which is 61 credits.

This doctoral program in landscape architecture has a different focus than other programs in the United States, in that one significant objective is faculty preparation. While academic products are expectations of other programs, they are requirements of this doctoral program in landscape architecture. These academic products (conference presentation, writing for journal publication, grant writing, and literature review) are approached as applied learning experiences with assigned faculty mentors in the process. As students will collaborate closely with a faculty member on each applied learning experience, with defined and assessed learning objectives, participation for credit, albeit modest, is warranted and reflects the time commitment of both the faculty and the student. This approach is modeled on an existing and successful doctoral program in Disability Disciplines at Utah State University which is also focused heavily on the preparation of future academic professionals.

Admission Requirements

Admission to the PhD program will be granted to a small number of highly-qualified individuals each year. Prospective students will submit the standard graduate school application through the School of Graduate Studies. Admissions criteria will be consistent with USU's School of Graduate Studies requirements, including a GPA for the last 60 credits of at least a 3.0 and GRE scores for the verbal and quantitative areas at the 40th percentile or above. Applicants should have completed a master's degree in an allied field to landscape architecture, such as planning, landscape architecture, or architecture, before entering. Applicants will also need to demonstrate, through their statement of interest/letter of intent, fit and research interests that are consistent with current faculty in the program.

Curriculum and Degree Map

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

Current administrative structures that support graduate programs, including supports from the Office of Research and Graduate Studies as well as college and departmental infrastructures that are already in place, will be used to support this program. No new supports or organizational structures are needed. This Landscape Architecture PhD program will be administratively housed in the Landscape Architecture and Environmental Planning department. The staff resources (e.g., Graduate Program Director) already in place will be used to support this program. This proposed program will have minimal impact on the delivery of undergraduate courses, likely confined to the participation of PhD students as instructors in select undergraduate courses as part of their academic preparation internship/practicum experience. The proposed program will have greater impact on the delivery of graduate courses in LAEP. Some of the graduate courses currently being taught with master-level students will be

part of this program (LAEP 6880, 6740, 6910, and 6930). These courses will see increased rigor as necessary to support doctoral students, which will benefit the master's students as well. LAEP 6740 has already transitioned to a greater focus on landscape architecture theory, anticipating the need for such within the graduate program as a whole. Similarly, LAEP 6880 continues to expand the breadth and depth of its coverage of design research methods to support increasing graduate student scholarship. The remaining courses are journal reading seminars where a more robust discussion is expected with the inclusion of doctoral-level students.

Faculty
Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/ graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

USU is perfectly poised to offer the state and region's only doctoral program in landscape architecture with its wide range of expertise in research, education, design, engineering, natural resources, and social systems - all essential to the design, planning, and management of natural and built landscapes. Further, USU's Department of Landscape Architecture and Environmental Planning (LAEP) is the only landscape architecture program in Utah, the faculty of which, reflecting national trends, has undergone a shift to faculty with doctoral training.

Members of the core faculty are strongly interdisciplinary and actively engaged in the discovery, application, and integration of knowledge, as well as artistry that creates insight and understanding. These scholarly activities are in the areas of design, planning, research methodology, social equity, instructional technology, landscape history, urban planning and design, community branding, visualization, representation, GIS application, sustainable development models and assessment, campus planning, ecosystem services, green infrastructure, stormwater management, and recreation environments. In addition, LAEP faculty collaborate widely across each college at USU, as well as within LAEP's home College of Agriculture and Applied Sciences.

LAEP department faculty will support the Landscape Architecture PhD program. However, given the interdisciplinary nature of this program, faculty outside LAEP will also be involved in the program, primarily faculty in the College of Education and Human Services whose current PhD courses emphasizing research methods and instructional design are applicable to the mission of this program.

No new lines are required for this program as existing faculty can cover program needs. However, additional faculty lines would strengthen the program in terms of diversity of course offerings and design research experiences. Opportunities for targeted hires will be explored over time.

Staff
Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Existing staff will be utilized to provide support to the Landscape Architecture PhD program. Although interdisciplinary, the program will be housed in the LAEP department where the current staff can provide support for admissions, student tracking, etc. As with all doctoral-level program advising, advising duties will be carried by individual faculty mentors, as well as the program steering committee, which will be comprised of all faculty involved in the Landscape Architecture PhD program.

Student Advisement
Describe how students in the proposed program will be advised.

Students will be assigned a faculty advisor, based on aligned scholarly interests, at the time they are admitted to the program. This faculty member will remain the student's primary advisor through the student's time in the program. In addition to their faculty advisor, each student's progress in the program will be reviewed annually by all program faculty in an annual student review meeting. Students will receive written feedback on their progress following this meeting. The feedback will address progress in the areas of:

- Research skills and progress

- Progress toward completion of the program
- Didactic coursework
- Internship performance
- Other accomplishments and/or concerns

Library and Information Resources
Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No additional library resources will be needed to support this program. Key journals in the Landscape Architecture area (e.g., Landscape Journal, Journal of Landscape Architecture, Landscape and Urban Planning, Journal of the American Planning Association, Landscape Research Record, etc.) are available digitally through USU's library.

Projected Enrollment and Finance
Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment
Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The overall goal of this program is to produce landscape architecture PhD graduates who will be successful in research and academic settings post-graduation. Data on placement rates of students will be an important metric of success. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program success.

Student Standards of Performance
List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The profession and its professional society, the American Society of Landscape Architects (ASLA), continue to challenge the academic community to accelerate the expansion of education programs to address the shortfall in trained landscape architects and market demand. This, compounded by the shift in the academic environment where landscape architecture faculty success is based increasingly on research performance and behaviors above, is resulting in increased demand for doctoral-level graduates to fill a growing number of research, teaching and practice positions in universities. Faculty position announcements reflect this need, as the vast majority indicates a preference for applicants who possess PhDs.

The Landscape Architecture PhD program in Utah State University's College of Agriculture and Applied Sciences will train the next generation of university educators and leaders to both engage in creative intellectual work that contributes to the theory and practice of landscape architecture and prepare future practitioners to address the dynamic issues and scales of natural and built landscapes in the context of human systems.

Students in the Landscape Architecture PhD Program will learn the theoretical, conceptual and methodological issues involved in design research. Upon completion of the program, students will be prepared to design and conduct design research that employs a variety of methods and that contributes to the theory and practice of landscape architecture. Students will also participate in applied learning experiences and products to prepare them for the professoriate, such as grant writing, writing for publication, and university teaching. Completion of the PhD program will help students maximize their marketability for academic positions at graduation or contribute significantly to the professional development of current academic faculty.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
		General Education Courses (list specific courses if recommended for this program on Degree Map)			
				General Education Credit Hour Sub-Total	
		Required Courses			
+	-	LAEP 7800	X	Introduction to the Professoriate	1
+	-	LAEP 6740		Landscape Architecture Theory and Methods	3
+	-	LAEP 6910		Journal Reading Group 1	1
+	-	LAEP 6930		Journal Reading Group 2	1
+	-	LAEP 6880		Design Research Methods	2
+	-	EDUC 6600		Measurement, Design and Analysis 1	3
+	-	EDUC 7610		Measurement, Design and Analysis 2	3
+	-	EDUC 6770		Qualitative Research Methods 1	3
+	-	EDUC 7770		Qualitative Research Methods 2	3
+	-	PSY 7700		Grant Writing	3
+	-	ITLS 6350		Instructional Design Process 1	3
+	-	LAEP 7810	X	Applied Learning Experience: Research Internship	1
+	-	LAEP 7820	X	Applied Learning Experience: College Teaching Internship - Seminar	1
+	-	LAEP 7830	X	Applied Learning Experience: College Teaching Internship - Studio	1
+	-	LAEP 7910	X	Professional Product: Conference Presentation	1
+	-	LAEP 7920	X	Professional Product: Writing for Publication	2
+	-	LAEP 7930	X	Professional Product: Grant Writing	2
+	-	LAEP 7940	X	Professional Product: Review of Literature	2
+	-	LAEP 7970	X	Dissertation Research	12
				Choose of the following courses:	
+	-				
+	-				
				Required Course Credit Hour Sub-Total	48
		Elective Courses			
+	-	Advanced Electives		Electives in support of student's focus area	12
				Choose of the following courses:	
+	-				
+	-				
				Elective Credit Hour Sub-Total	12
				Core Curriculum Credit Hour Sub-Total	60

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

An interdisciplinary aspect of the doctoral program in Landscape Architecture at USU is the inclusion of advanced elective requirements which will be primarily met outside of the LAEP program. Given the current focus of LAEP's curriculum on practitioner preparation through a bachelor's or first professional master's degree, many of the department's current courses available as electives would be repetitive to a doctoral student who already holds an accredited degree from an allied field to landscape architecture. Rather, doctoral students will be expected to seek electives in support of their research and/or interest area. The selection of electives to support the candidate's emphasis area will be done in consultation with the instructors in the external program of interest to identify the options which would best meet the candidate's objectives. For example, a doctoral student may seek electives in management from the Huntsman School of Business to prepare for leadership in an academic environment. Another doctoral student may seek electives in the S.J. & Jessie E. Quinney College of Natural Resources to support a research interest in ecosystem services-focused land planning. Another doctoral student interested in rural community development may seek electives in rural sociology through the College of Humanities and Social Sciences. However, these are not the only possible emphases, with other possibilities reflecting the expertise of the Landscape Architecture doctoral program faculty and the institution. Each doctoral student will propose electives for their program of study under advisement with their faculty chair, dissertation committee, and external departments as appropriate to their research interests.

Example Program Schedule

Year 1

Fall Semester - 10 credits
LAEP 7800 Introduction to the Professoriate - 1
LAEP 6740 Landscape Architecture Theory and Methods - 3
EDUC 6600 Measurement, Design and Analysis 1 - 3
Elective - 3

Spring Semester - 9 credits
LAEP 6880 Design Research Methods - 2
EDUC 7610 Measurement, Design and Analysis 2 - 3
PSY 7700 Grant Writing - 3
LAEP 6910 Journal Reading Group 1 - 1

Summer Semester - 3 credits
ITLS 6350 Instructional Design Process 1 - 3

Year 2

Fall Semester - 10 credits
EDUC 6770 Qualitative Research Methods 1 - 3
LAEP 6930 Journal Reading Group 2 - 1
LAEP 7810 Research Internship - 1
LAEP 7820 College Teaching Internship - Seminar - 1
LAEP 7930 Grant Writing - 2
LAEP 7940 Review of Literature - 2

Spring Semester - 10 credits
EDUC 7770 Qualitative Research Methods 2 - 3
LAEP 7830 College Teaching Internship - Studio - 1
LAEP 7910 Conference Presentation - 1
LAEP 7920 Writing for Publication - 2
Elective - 3

Year 3

Fall Semester - 9 credits
Electives - 3
Dissertation Research - 6

Spring Semester - 9 credits
Electives - 3
Dissertation Research - 6

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	4	4	0	
Faculty: Part Time with Doctorate	1	0	0	
Faculty: Full Time with Masters	4	2	0	
Faculty: Part Time with Masters	0	0	4	
Faculty: Full Time with Baccalaureate	0	0	0	
Faculty: Part Time with Baccalaureate	0	0	0	
Teaching / Graduate Assistants	////	////	0	
Staff: Full Time	8	6	0	
Staff: Part Time	1	0	4	

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	David	Anderson	T	MLA	Utah State University	5%	
	Bo	Yang	T	PhD	Texas A&M University	5%	
	Keith	Christensen	T	PhD	Utah State University	40%	
	David	Evans	TT	MUD	University of California Berkeley	5%	
	Ben	George	TT	PhD	Utah State University	5%	
	Todd	Johnson	Other	MLA	Harvard	5%	Instructor
	Caroline	Lavoie	T	MLA	University of Southern California	5%	
	Shujuan	Li	T	PhD	Texas A&M University	5%	
	Carlos	Licon	TT	PhD	Arizona State University	5%	
	Sean	Michael	T	PhD	Virginia Polytechnic University	5%	
	Ole	Sleipness	TT	PhD	Clemson University	5%	
	Barty	Warren-Kretzschmar	TT	PhD	Leibniz University Hannover	5%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/////////	/////////			
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.
Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	21	24	27	28	28	29
# of Majors in Proposed Program(s)	///////	2	3	4	4	5
# of Graduates from Department	6	7	6	8	10	9
# Graduates in New Program(s)	///////	0	0	0	2	1
Department Financial Data						
		Department Budget				
		Year 1	Year 2	Year 3		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.						
Personnel (Faculty & Staff Salary & Benefits)	$1,243,694	$0	$0	$0		
Operating Expenses (equipment, travel, resources)	$27,173	$0	$0	$0		
Other:						
TOTAL PROGRAM EXPENSES	///////	$0	$0	$0		
TOTAL EXPENSES	$1,270,867	$1,270,867	$1,270,867	$1,270,867		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation						
Appropriation	$1,270,867					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)	$0	$1,180	$1,770	$2,360		
PROPOSED PROGRAM FUNDING	///////	$1,180	$1,770	$2,360		
TOTAL DEPARTMENT FUNDING	$1,270,867	$1,272,047	$1,272,637	$1,273,227		
Difference						
Funding - Expense	$0	$1,180	$1,770	$2,360		

Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.
Budgets in other programs will not be impacted. Many of the classes taught in this program are already being offered in existing programs, and there is verified capacity for additional students. Although faculty engaged in the Landscape Architecture PhD program may have additional advisees, this load will be spread out over multiple faculty members with little or no implications for budgets. The additional courses, representing applied learning (7800 series), professional product experiences (7900 series), and dissertation research advising (7970), will be added for this program, but these courses will be incorporated into teaching loads of existing faculty. These new courses (applied learning, professional product, and dissertation research) represent faculty mentoring, not classroom instruction. One new seminar course will be added, LAEP 7800 Introduction to the Professoriate (1 credit), but will be incorporated into the teaching loads of existing faculty, as well.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.
The Landscape Architecture PhD program will utilize existing faculty and courses at USU. No additional funding is required for this program. No reallocation of funds will be needed to support this program. The Landscape Architecture PhD program will generate new differential tuition.

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.