January 27, 2015

Dear CofC Curriculum Committee:

Please find attached a request to create a new course housed within the Urban Studies Program, a syllabus for this course, as well as a change of major form to accommodate this new course within the concentrations. This new course, URST 250 “Sophomore Student Ambassadorship,” is the first of three linked courses that the URST Program is seeking to create to administer a credit-bearing community problem solving immersion program open to all majors. Applications for URST 350 “Junior Student Ambassadorship” and URST 450 “Senior Student Ambassadorship” will be forthcoming in subsequent Curriculum Committee meetings. (The sophomore class is immediately needed for the inaugural class of Ambassadors in fall 2015.)

The complete mission for this new program is provided within the formal application, but in general the Ambassador Program seeks to link undergraduate students with a community mentor to work on community problem-solving issues over the course of 3 years. The linkages will be guided by close consultations with faculty members, primarily the director of Urban Studies (currently Kevin Keenan) and the director of the Joseph P. Riley Center for Livable Communities (currently Kendra Stewart). However, the program will be completely open to other faculty that want to get involved.

An additional goal of this program is to provide a structured venue for Mayor Joe Riley to engage with and mentor CofC students who are interested in civic and community issues in the City of Charleston and in the Lowcountry. (Of course, this is contingent on his desire to do so.) The structured, credit-bearing portion of this program ensures the close engagement of roster faculty, and student accountability via the formal grading function. The Urban Studies Program, in conjunction with the School of Humanities and Social Sciences, is also seeking a philanthropic gift so support this program.

Thank you for considering this application. I will be available at your meeting on February 20, 2015 to answer any questions.

Sincerely,

[Signature]

Kevin Keenan, Ph.D., AICP
Director, Urban Studies Program
Hi Bonnie, thanks for asking this question. This reflects a question that Cathy asked, so I'm going to paste a modified version of my response to her. Please let me know if you have any other questions:

I don't think a prerequisite structure is really part of the foundational aspects of this Ambassador Program, particularly given the small number of students who will be in this program, the admissions requirement (students can't just enroll in this), and the tracking "Approval of URST director" and direct registration functions to manage who gets into these classes and that they progress (or leave the program if they lose interest). The program will be clearly communicated to the students, as noted in the "contract signing" ceremony on the first day, and it will be included in all application materials etc. The overall number in the class will be very small (10 or less in the sophomore year).

What is key to the foundational philosophy of this program is the temporal dimension – that students explore this content over time, in a structured way. I don't envision the content of the sophomore ambassadorship as suitable for separate classes, but rather that content is a continuation of engagement over time with a structure that students (and faculty) are used to (this would be an academic course, with books, concepts, discussion and research applied to the community). If you look at the syllabus in its entirety, the academic content (3 books, research project, etc.) corresponds to what students would get in a regular class. However, to create a deeper learning via the experiential part, we (Kendra and I) wanted them first to get the lectures on community problems facing Charleston, followed by dialogues with us to ensure that they link policy speak with conceptual apparatus. This must come first, because the problems of growth in Charleston are intertwined and they are foundational. Understanding these issues will affect what the students do in the community organizations that comes in the spring. (For example, housing developments affect traffic patterns and congestion; entertainment zones affect tax revenues and congestion too etc. etc.). The course is viewed as initially providing the big picture by the policy lectures, followed by immersion into solving these problems via existing community structures (i.e., serving in nonprofit organizations in the spring semester). These are not separate ideas or separate content, but rather will take longer to deliver than a traditional 3 month period given the experiential component. My sense is that the variable credit option signals this to students by allowing this course to spread over the year, and that the option to limit the total credits to 3 allows us to achieve both objectives sought: administrative efficiency and insurance of the student not getting too many credits, while also signaling to students that solving community problems often takes sustained attention beyond 3 months.

So, I don't think a dual course structure is the right frame for this particular effort to link our students to the world of Charleston. The notation as "Approval of URST Director", direct registration, and the limit of 3 total credits ensures that students progress through the program correctly and don't get any extra credits, while keeping the total the number of courses created to a minimum, as well as ultimately allowing us to achieve our goal - a very careful and deliberate exploration of the City of Charleston as a learning laboratory over time.
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

- Add a new course form ~ creation of URST 250 “Sophomore Student Ambassadorship”
- Change a major form ~ change the URST major to include credits for URST 250 under each concentration

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   ________________________________ Date: 1-27-15

2. Signature of Academic Dean:

   ________________________________ Date: 1-27-15

3. Signature of Provost:

   ________________________________ Date: 2/10/15

4. Signature of Business Affairs (only for course fees):

   ________________________________ Date: ________________  □ fee approved on __________

5. Signature of Curriculum Committee Chair:

   ________________________________ Date: 2/20/2015

6. Signature of Budget Committee Chair (only for new programs):

   ________________________________ Date: ________________

7. Signature of Academic Planning Committee Chair (only for new programs):

   ________________________________ Date: ________________

8. Signature of Faculty Senate Secretary:

   ________________________________ Date: ________________

Date Approved by Faculty Senate: ________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Kevin Keenan Phone: 953-5679 Email: KeenanK@cofc.edu

Department or Program: Urban Studies Program School: HSS

Subject Acronym and Course Number: URST 250

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

In partnership with the School of Humanities and Social Sciences, and the Joseph P. Riley Center for Livable Communities, the Urban Studies Program is proposing to create a credit-bearing Student Ambassador Program. The mission of the Student Ambassador Program is stated directly below this paragraph. The Program will provide supervised and structured application of social science concepts to experiential learning of community problems and solutions to such problems. The program will provide a sequential progression of sustained student engagement over the course of 3 years, under the guidance of both a faculty member and a community mentor. This structure and sustained experience is not possible within a traditional course iteration. Approximately 10 students will be admitted to the program each year. Students may be admitted from any major at the College.

Student Ambassador Program ~ College of Charleston

Mission Statement

The mission of the Student Ambassador Program at the College of Charleston is to engage students and surrounding communities in productive, sharing dialogues and service activities that effectively advance vibrant civic life in Charleston. There are four specific program goals:
First, create structures whereby mutual exchange of information, ideas, and learning occurs amongst the students, student mentors, local communities, and institutions.

Second, provide experiential learning activities for students in communities, by which the students will become empowered to join with these communities in solving local issues. In so doing, the students will acquire lifelong, effective community engagement skills.

Third, facilitate conversations with students and communities that incorporate the multi-faceted problems and prospects facing Charleston: social justice, economic development and management, transportation and mobility, and civic planning amongst many others. This program will be responsive to engaging students with the community’s needs as those needs arise and are defined by the community.

Fourth, continue to position the College of Charleston in service to the community by investing the College’s most treasured assets: the intellectual and service-oriented capabilities and passions of the students.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The Student Ambassador Program will provide opportunities for students within the Urban Studies Program and in other majors to participate in structured civic engagement and problem solving. The Urban Studies Program will permit and encourage other majors to add the ambassadorship courses to their formal programs so that students in those programs can achieve major credit too. However, unless initiated by other programs, there will be no impact on existing majors other than Urban Studies by creating the Student Ambassador Program.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 

School: 

Subject Acronym: 

Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study

Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? 3

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Urban Studies  

School: HSS  

Subject Acronym: URST Course Number: 250

Credit hours: Variable  

Contact hours: Variable

Course title: Sophomore Student Ambassadorship

Course description (maximum 50 words, exactly as it appears in the catalog):

This course utilizes community-based experiential learning under the guidance of a faculty member and a community mentor to help students solve community issues. Students will identify actors in the civic, philanthropic, and business sectors, describe their roles relative to the community issue, and explore the existing relationships and decision-making processes.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Approval of URST Director

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no

If so, which course? __________________

If equivalent, will the newly-created course replace the existing course? □ yes □ no

Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): __________________

Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? 3
Is there an activity, lab, or other fee associated with this course? □ yes ☒ no What is the fee? $_____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no prima facie costs associated with the creation of this course or the Student Ambassadorship Program as a whole. The Director of Urban Studies and the Director of the Riley Center will be primarily responsible for arranging the speakerships and managing the students enrolled in this program. However, having a budget to enrich such a program via marketing, food for events, application procedures, and other support will undeniably help advance the mission of the College, the Urban Studies Program, and the education of our students. As such, the Urban Studies Program is currently in conversation with a potential donor to fund extra-curricular aspects of the program, and with the Dean of HSS to provide a standing budget to provide marketing and other enrichment services for the students in the program.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify and explain the importance of at least one issue facing the community.</td>
<td>In the Fall semester of the sophomore year, the students will attend bi-weekly seminars on community issues, networks, life in Charleston – organized through the Riley Center and the Urban Studies Program. At the end of this semester, the students will write a policy briefing memo that explores in depth one topic that they found interesting. A standard rubric will be issued, and all students must pass all dimensions of this rubric.</td>
</tr>
<tr>
<td>2. Identify significant actors in each of the sectors (civic, philanthropic, and business) and describe their role relative to the community issue selected.</td>
<td>SLOs 2 and 3 will be assessed using the following group volunteer project, which will be completed during the spring semester: Nonprofit volunteer work – 3-5 nonprofits will be selected and as a group students will engage with each organization for 3-4 weeks. Students will be required to individually complete a basic organizational and community ethnography for each institution and surrounding community. In the ethnography, the student will be prompted to identify and describe the actors in these organizations and communities, as well as the relationships that facilitate their decision-making processes. A standard rubric will be issued, and it is expected that students will evidence satisfactory performance</td>
</tr>
<tr>
<td>3. Describe relationships and decision-making processes that exist across the three sectors.</td>
<td></td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The Urban Studies Program recently defined Student Learning Outcomes for each of its concentrations. Those learning outcomes are as follows.

For the Urban Policy and Social Problems concentration, the SLO is:

- By completing this concentration, students can identify and solve the social problems that affect urban environments.

For the Urban Planning and Administration concentration, the SLO is:

- By completing this concentration, students can manage the planning process in urban or rural environments.

The proposed class UYST 250 “Sophomore Student Ambassadorship” will count as an elective in each of these concentrations. Participation in the Student Ambassador Program at the sophomore level clearly aligns with the SLO for the Urban Policy and Social Problems Concentration. Students in the ambassadorship will essentially identify community issues, and they will begin thinking about ways to solve these issues. In the second concentration—the Urban Planning and Administration concentration—participation in the ambassadorship will help students understand the multi-faceted community issues that can derail even the best plans for an area. The experiences in the ambassador program will help students gain real-world experience under the guidance of a mentor that will help them become effective future managers of cities and regions.

Because nearly all of the humanities and the social sciences deal with social problems and issues in some form or another, and because nearly all of the departments within HSS have courses that count towards the Urban Studies Program, it is expected that the proposed UYST 250 will align with at least some dimensions of most HSS programs. The UYST Program Director will assist other programs in determining how the ambassadorship may contribute to their student learning goals, should other programs want to add credits for their students to participate and earn credits towards a major other than UYST. (Students will also be eligible to participate in this program even if their home program does not offer major credit; the credits will count towards the institutional hours.)

The goal of this program is experiential learning, and the experiences will be introduced to the students at the sophomore level. The experiences of working with a community issue, using both existing literature as well as data gained from observation and from the community, are expected to be novel for the student at this stage of his or her education.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This form was last updated on 12/13/13 and replaces all others.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
URST 250

Sophomore Student Ambassadorship

Fall Semester (1 credit)

Bi Weekly: Mondays and Wednesdays, 2:00 p.m. to 3:15 p.m.

Instructors

Kevin Keenan, Ph.D., AICP
26 Coming Street, Room 101
(843) 953-5679
KeenanK@cofc.edu
Office Hours: TBD each semester

Kendra Stewart, Ph.D.
The Joseph P. Riley Center for Livable Communities
284 King Street
StewartK@cofc.edu
Office Hours: TBD each semester

PART 1: Fall Semester Portion of URST 250 (1 credit)
(PART 2: Spring Semester Portion of URST 250 (2 credits) is outlined in the 2nd half of this syllabus.)

Course Description for Fall Semester (1 credit)

The URST 250 “Sophomore Student Ambassadorship” 1 credit course taken in the fall semester provides an in-depth exploration of 7 major issues facing one or more communities within the Lowcountry of South Carolina. The focus will be on issues within the City of Charleston, but the course will open to emergent, intertwined issues originating throughout the region (including in surrounding towns and rural areas). Issues will range from housing and policing, to economic development and managing entertainment zones. Students will attend seminars and lectures given by local community leaders experienced in working with communities to solve problems, and students will then participate in follow-up dialogues with faculty. This 1-credit course is the first portion of a yearlong exploration of community issues, social and policy problems and opportunities, and the structural causes and solutions that exist. The student will continue his or her exploration of these issues in more depth in the spring semester. The primary goal of the introductory course is to lay the foundation for understanding the basics of contemporary community issues in the region. This 1 credit course must be understood in relation to the 2 credit spring course.
Course Objectives for Fall Semester (1 credit)

Upon completion of the first segment of the Sophomore Student Ambassador Program, the students will be able to:

1) *Identify* and *explain* the importance of at least one issue facing the community.

This objective is the first of three that the student will achieve upon completion of 3 credits of URST 250, with the remaining 2 credits being earned in the spring semester.

Course Philosophy for Fall Semester (1 credit)

The over-arching philosophy for the URST 250 “Sophomore Student Ambassadorship” is threefold. First, the course is informed by ideas of *sustained experiential learning*, which will take place over three years. This will allow the student to fully experience and engage with a local community as that community seeks to address social and civic problems over time. The course philosophy recognizes the high-impact learning opportunity of sustained study that deals with emergent complexity in the real world. Further, the course philosophy seeks to immerse students in the relationship networks that are vital to the operation of the professional world beyond the College. Second, the course adopts the *translational liberal arts* as an underpinning philosophy. This philosophy asks students to bring to bear concepts from other courses in order to understand and solve the community and civic issues they encounter in the ambassadorship. The course adopts the framework that the liberal arts are not oppositional to the workplace, but are rather directly relevant for solving complex issues. This course asks students to practice translating their knowledge into their life’s work. Third, the *instructors of this course are conceptualized as mentors*, along with community sponsors who will also be mentors. As such, the ‘instructors’ will engage students in structured dialogues to help them understand both the issue at hand, but also how the student relates to these issues given their accumulating knowledge and maturity.

- The fall semester is foundational. Students will learn about community issues in both structured and semi-structured formats.

Course Texts for Fall Semester (1 credit)

There is one main text for this course, which is available in the campus bookstore.


Additional policy or community documents will be posted on the course OAKS site as the semester progresses.
Assignments for Fall Semester (1 credit)

Attendance at bi-weekly seminars given by community leaders and policy experts: Every other week, a seminar will be scheduled that deals with a pressing topic or issue affecting a community here in the Lowcountry. This means that there will be seven seminars over the course of the semester. You are required to attend each of these seminars. Attendance at these seminars is worth 30% of your overall grade in the fall semester course.

Dialogue sessions with faculty mentor: Following each seminar, the sponsoring faculty members will host a dialogue session with the students. The purpose of these sessions is to help the students reflect on the content of the seminar, and to link concepts from their majors and other courses to the seminar topics. As such, students must come to the dialogue sessions prepared with a list of defined concepts from their other courses that help them understand the topic under consideration. Please see Rubric 1 “Preparing Concepts for Dialogue Sessions” for specific instructions regarding how to prepare these concepts, as well as the guidelines that the faculty will use to assess your work. The dialogue sessions are worth 30% of your overall grade in this course.

Policy briefing memo: At the close of the semester, you are required to submit a policy brief that outlines in depth a community issue that you find interesting, and that was covered in one of the seminars. The purpose of this policy memo is for you to engage in an in-depth review of an issue, and explain in summary format the major aspects of the issue. Please see Rubric 2 “Preparing the Policy Briefing Memo” for specific instructions regarding how to prepare the memo, as well as the guidelines that the faculty will use to assess your work. The policy briefing memo is worth 40% of your overall grade in this course.

Your final grade for the course will be calculated using the following grade distribution (percentage of total score of all assignments).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 87.4</td>
</tr>
<tr>
<td>B-</td>
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</tr>
<tr>
<td>C+</td>
<td>77.5 – 79.9</td>
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<tr>
<td>C</td>
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<tr>
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<td>D+</td>
<td>67.5 – 69.9</td>
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<td>D</td>
<td>62.5 – 67.4</td>
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<tr>
<td>D-</td>
<td>60 – 62.4</td>
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<tr>
<td>F</td>
<td>0.0 – 59.9</td>
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</tbody>
</table>

Policies and Procedures for Fall Semester (1 credit)

- **Statement on Academic Integrity:** The College of Charleston regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of
intellectual honesty. The College is committed to enforcing the Student Honor Code and the Code of Conduct. The College will pursue cases of academic dishonesty.

Complete information about the College of Charleston’s academic integrity policies is available through the Office of Student Services. Please see the following document, available online: http://studentaffairs.cofc.edu/honor-system/.

- **Student Email**: Students are required to have a College of Charleston email account and to check it at least once per day. All notices regarding the course will be sent to the College of Charleston account.

- **Faculty Email**: The professor uses KeenanK@cofc.edu and will check it at least once per day. Immediate responses via email should not be expected, but can generally be expected within a 24-hour period.

- **Cell phones and pagers** may be left on during the seminars and dialogue sessions, but they must be turned to silent mode.

- **Texting in the seminars and dialogue sessions** is rude. It also hinders your learning. Please do not do it.

- **Chatting online, or checking Facebook** while the seminar is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Special needs or concerns**: Any students who have special learning needs or concerns are urged to speak with me during the first week of the semester if accommodations are needed. The Center for Disability Services provides a comprehensive list of accessibility resources available at the College on the following website: http://spinner.cofc.edu/~cds.

- **Mutual respect for differing questions and ideas**: The College is a place for open inquiry and exchange of ideas. All members of the College should treat all other members of the College and members of society with mutual respect and appreciation.

Schedule for Fall Semester (1 credit)

- **Week 1**: Introductions and Ambassador Covenant Signing Ceremony: This ceremony represents the start of your 3-year journey as a Student Ambassador. The ceremony
involves a review of the expectations for the Ambassador Program, and the signing of a contract between the Ambassador and the sponsoring faculty, community stakeholders, and mentors.

- There is no dialogue session this week.

- **Week 3:** Understanding Neighborhoods
  - Dialogue session with faculty member

- **Week 5:** Affordable housing
  - Dialogue session with faculty member

- **Week 7:** Entertainment districts in Charleston
  - Dialogue session with faculty member

- **Week 9:** Policing
  - Dialogue session with faculty member

- **Week 11:** Planning
  - Dialogue session with faculty member

- **Week 13:** Transportation
  - Dialogue session with faculty member

_Last week of the semester:_ Policy briefing memo is due.
Instructions:

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A. CONTACT/COURSE INFORMATION.

Name: Kevin Keenan  Phone: 953-5679  Email: KeenanK@cofc.edu

Department or Program: Urban Studies Program  School: HSS

Subject Acronym and Course Number: URST 251

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

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- Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  - Course Number (you must submit a course deactivation request for the old course number)
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EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? 3

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Urban Studies 
School: HSS 
Subject Acronym: URST 
Course Number: 251

Credit hours: seminar 2
Contact hours: seminar 2

Course title: Sophomore Student Ambassadorship

Course description (maximum 50 words, exactly as it appears in the catalog):

This course, a continuation of URST 250, utilizes community-based experiential learning under the guidance of a faculty member and a community mentor to help students solve community issues. Students will identify actors in the civic, philanthropic, and business sectors, describe their roles relative to the community issue, and explore the existing relationships and decision-making processes.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Approval of URST Director

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? □ yes □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? 3

This form was last updated on 12/13/13 and replaces all others.
Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no What is the fee? $______

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no prima facie costs associated with the creation of this course or the Student Ambassadorship Program as a whole. The Director of Urban Studies and the Director of the Riley Center will be primarily responsible for arranging the speakerships and managing the students enrolled in this program. However, having a budget to enrich such a program via marketing, food for events, application procedures, and other support will undeniably help advance the mission of the College, the Urban Studies Program, and the education of our students. As such, the Urban Studies Program is currently in conversation with a potential donor to fund extra-curricular aspects of the program, and with the Dean of HSS to provide a standing budget to provide marketing and other enrichment services for the students in the program.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when,</td>
</tr>
<tr>
<td></td>
<td>and how often? How well should students be able to do on the</td>
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<tr>
<td>2. Identify significant actors in each of the sectors (civic, philanthropic, and business) and describe their role relative to the community issue selected.</td>
<td>assessment?</td>
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<tr>
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<td>SLOs 2 and 3 will be assessed using the following group</td>
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<td>volunteer project, which will be completed during the</td>
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<td>spring semester:</td>
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<tr>
<td>3. Describe relationships and decision-making processes that exist across the three sectors.</td>
<td>Nonprofit volunteer work - 3-5 nonprofits will be selected</td>
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<td>and as a group students will engage with each organization</td>
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<td>for 3-4 weeks. Students will be required to individually</td>
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<td></td>
<td>complete a basic organizational and community ethnography</td>
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<td>for each institution and surrounding community. In the</td>
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<td>ethnography, the student will be prompted to identify and</td>
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<td>describe the actors in these organizations and communities,</td>
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<td>as well as the relationships that facilitate their decision-</td>
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<tr>
<td></td>
<td>making processes. A standard rubric will be issued, and it is</td>
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<td></td>
<td>expected that students will evidence satisfactory performance</td>
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<tr>
<td></td>
<td>on each dimension.</td>
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</tbody>
</table>

This form was last updated on 12/13/13 and replaces all others.
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The Urban Studies Program recently defined Student Learning Outcomes for each of its concentrations. Those learning outcomes are as follows.

For the Urban Policy and Social Problems concentration, the SLO is:

- By completing this concentration, students can identify and solve the social problems that affect urban environments.

For the Urban Planning and Administration concentration, the SLO is:

- By completing this concentration, students can manage the planning process in urban or rural environments.

The proposed class URST 251 “Sophomore Student Ambassadorship” will count as an elective in each of these concentrations. Participation in the Student Ambassador Program at the sophomore level clearly aligns with the SLO for the Urban Policy and Social Problems Concentration. Students in the ambassadorship will essentially identify community issues, and they will begin thinking about ways to solve these issues. In the second concentration—the Urban Planning and Administration concentration—participation in the ambassadorship will help students understand the multi-faceted community issues that can derail even the best plans for an area. The experiences in the ambassador program will help students gain real-world experience under the guidance of a mentor that will help them become effective future managers of cities and regions.

Because nearly all of the humanities and the social sciences deal with social problems and issues in some form or another, and because nearly all of the departments within HSS have courses that count towards the Urban Studies Program, it is expected that the proposed URST 251 will align with at least some dimensions of most HSS programs. The URST Program Director will assist other programs in determining how the ambassadorship may contribute to their student learning goals, should other programs want to add credits for their students to participate and earn credits towards a major other than URST. (Students will also be eligible to participate in this program even if their home program does not offer major credit; the credits will count towards the institutional hours.)

The goal of this program is experiential learning, and the experiences will be introduced to the students at the sophomore level. The experiences of working with a community issue, using both existing literature as well as data gained from observation and from the community, are expected to be novel for the student at this stage of his or her education.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This form was last updated on 12/13/13 and replaces all others.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
URST 251 Sophomore Student Ambassadorship
PART 2: Spring Semester (2 credits)

Bi Weekly Meetings: Wednesdays, 2:00 p.m. to 3:15 p.m.

Instructors

Kevin Keenan, Ph.D., AICP
26 Coming Street, Room 101
(843) 953-5679
KeenanK@cofc.edu
Office Hours: TBD each semester

Kendra Stewart, Ph.D.
The Joseph P. Riley Center for Livable Communities
284 King Street
StewartK@cofc.edu
Office Hours: TBD each semester

Course Description for Spring Semester (2 credits)

The URST 250 “Sophomore Student Ambassadorship” 2 credit course taken in the spring semester provides an in-depth exploration of 3 non-profit organizations that exist within the Lowcountry, particularly in the City of Charleston. These organizations grapple with community-level problems, and seek innovative solutions. These problems will range from housing and community development to jobs training and education. The spring semester portion of the Sophomore Student Ambassadorship will also be open to emergent, intertwined issues originating throughout the region (including in surrounding towns and rural areas). This 2 credit course is the second portion of a yearlong exploration of community issues, social and policy problems and opportunities, and the structural causes and solutions that exist. The primary goal of the secondary course is to immerse the student in the organizational approach to solving social and civic problems. This 2 credit course must be understood in relation to the 1 credit fall course.

Course Objectives for Spring Semester (2 credits)

Upon completion of the second segment of the Sophomore Student Ambassador Program, the students will be able to:

1) Identify significant actors in each of the sectors (civic, philanthropic, and business) and describe their role relative to the community issue selected.

2) Describe relationships and decision-making processes that exist across the three sectors.

These objectives are the last two of three that the student will achieve upon completion of 3 credits of URST 250, with the remaining 1 credit being earned in the previous (fall) semester.
Course Philosophy for Spring Semester (2 credits)

*The Course Philosophy for the Spring Semester is the same as the philosophy for the fall semester.*

The over-arching philosophy for the URST 251 "Sophomore Student Ambassadorship" is threefold. First, the course is informed by ideas of *sustained experiential learning*, which will take place over three years. This will allow the student to fully experience and engage with a local community as it seeks to address social and civic problems over time. The course philosophy recognizes the high-impact learning opportunity of sustained study that deals with emergent complexity in the real world. Further, the course philosophy seeks to immerse students in the relationship networks that are vital to the operation of the professional world beyond the College. Second, the course adopts the *translational liberal arts* as an underpinning philosophy. This philosophy asks students to bring to bear concepts from other courses in order to understand and solve the community and civic issues they encounter in the ambassadorship. The course adopts the framework that the liberal arts are not oppositional to the workplace, but are rather directly relevant for solving complex issues. This course asks students to practice translating their knowledge into their life’s work. Third, the *instructors of this course are conceptualized as mentors*, along with community sponsors who will also be mentors. As such, the ‘instructors’ will engage students in structured dialogues to help them understand both the issue at hand, but also how the student relates to these issues given their accumulating knowledge and maturity.

- The spring semester is an immersion semester. Students will immerse themselves in volunteer work in nonprofit organizations in the region. The goal of this immersion is to provide an in-depth understanding of the way that organizations function to solve community problems.

Course Texts for Spring Semester (2 credits)

There are two texts for this course, both of which are available in the campus bookstore.


Additional policy or community documents will be posted on the course OAKS site as the semester progresses.

Assignments for Spring Semester (2 credit)

**On-site supervisor evaluation of group volunteer work:** Your onsite supervisor will issue an evaluation of the group’s overall contribution to the organization. The dimensions that will be used in the assessment are as follows: (1) Professionalism; (2) Ability to innovate; (3) Execution of tasks; (4) Ability to work as a team; and (5) Overall contribution to the organization. Each of
these dimensions is defined in detail in “Rubric 1 On-Site Evaluation by Supervisor.” Please carefully review this rubric for the specific dimensions that will be used by your on-site supervisor to assess your group. Each on-site supervisor evaluation is worth 10% of your overall grade.

**Group evaluation of volunteer work:** Your group will convene at the end of each volunteer experience and assess your group’s performance using the rubric dimensions available in Rubric 2 “Group Evaluation of Volunteer Work.” This rubric asks for your group assessment on the following dimensions: (1) Ability to work as a team; (2) Ability to introduce new ideas to solve tasks; (3) Execution of tasks; and (4) Overall contribution to the organization. The group evaluations for each organization will be worth 10% of your overall grade.

**Ethnography:** An ethnography is a narrative that results from living with a community and learning about the various structures, people, and relationships that help that community operate. You are required to produce an ethnography of one organization in which you volunteered. The ethnography will describe how the organization functioned to solve or alleviate community problems. Your work on this portion of the class should be your own. (You do not write a group ethnography.) Please see Rubric 3 “Evaluating the Ethnography of a Community Organization” for specific instructions regarding how to conduct the ethnography, as well as the guidelines that the faculty will use to assess your work. The ethnography is worth 30% of your overall grade in this course.

**Integrative presentation:** At the close of the semester, you will present your ethnography to the other ambassadors, key stakeholders from the organization that you chose to write your ethnography about, and several community members and program mentors. There are specific dimensions that are involved with successful presentations (e.g., identification of problem, visualization, recommendations etc.), and these are listed in Rubric 3 “Evaluating the Integrative Presentation.” The presentation should outline not only how the organization functions, but also some concepts you identified in the first part of the Sophomore Student Ambassadorship that help you understand the organization. The integrative presentation is worth 10% of your overall grade in this course.

**Your final grade for the course will be calculated using the following grade distribution (percentage of total score of all assignments).**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92.9</td>
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<tr>
<td>B+</td>
<td>87.5 – 89.9</td>
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<tr>
<td>B</td>
<td>82.5 – 87.4</td>
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<tr>
<td>B-</td>
<td>80 – 82.4</td>
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<td>C+</td>
<td>77.5 – 79.9</td>
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<td>C</td>
<td>72.5 – 77.4</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
<td>60 – 62.4</td>
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<td>F</td>
<td>0.0 – 59.9</td>
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</tbody>
</table>
Policies and Procedures for Spring Semester (2 credits)

- **Statement on Academic Integrity:** The College of Charleston regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the Student Honor Code and the Code of Conduct. The College will pursue cases of academic dishonesty.

Complete information about the College of Charleston’s academic integrity policies is available through the Office of Student Services. Please see the following document, available online: [http://studentaffairs.cofc.edu/honor-system/](http://studentaffairs.cofc.edu/honor-system/).

- **Student Email:** Students are required to have a College of Charleston email account and to check it at least once per day. All notices regarding the course will be sent to the College of Charleston account.

- **Faculty Email:** The professor uses KeenanK@cofc.edu and will check it at least once per day. Immediate responses via email should not be expected, but can generally be expected within a 24-hour period.

- **Cell phones and pagers** may be left on, but they must be turned to silent mode during the seminars.

- **Texting in professional settings or while someone is talking to you** is rude. It also hinders your learning. Please do not do it.

- **Chatting online, or checking Facebook** while the seminar or other dimension of the course is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Special needs or concerns:** Any students who have special learning needs or concerns are urged to speak with me during the first week of the semester if accommodations are needed. The Center for Disability Services provides a comprehensive list of accessibility resources available at the College on the following website: [http://spinner.cofc.edu/~cds](http://spinner.cofc.edu/~cds).

- **Mutual respect for differing questions and ideas:** The College is a place for open inquiry and exchange of ideas. All members of the College should treat all other members of the College and members of society with mutual respect and appreciation.
Schedule for Spring Semester (2 credits)

❖ **Week 1:** Review of organizations.

❖ **Week 2:** Student work in Organization 1 begins

❖ **Week 4:** Dialogue session with faculty member

❖ **Week 6:** Student work in Organization 2 begins

❖ **Week 8:** Dialogue session with faculty member

❖ **Week 10:** Student work in Organization 3 Begins

❖ **Week 12:** Dialogue session with faculty member

❖ **Week 14:** Student group presentations and individual ethnographies are due
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Kevin Keenan Phone: 953-5679 Email: KeenanK@cofc.edu

School: HSS Department or Program: Urban Studies Program

Name and Acronym of Major: URST

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  □ Add an existing course to requirements or electives
  ☒ Add a new course to requirements or electives (attach completed course form for each)
  □ Delete courses from requirements or electives
  ☒ Add or modify concentration*
  □ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
  □ Terminate degree
  □ Terminate major
  □ Terminate concentration
  □ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): 41+
Number of Proposed Credit Hours (for changed program): 41+
Catalog Year in which changes will take effect: FALL 2015

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.
Urban Studies Major Requirements

Degree: Bachelor of Arts

Credit Hours: 41+

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

URST 101* Introduction to Urban Studies (3) PR: None

ECON 307 Urban Economics (3) PR: Junior standing; ECON 200, 201, MATH 105 or 120 or instructor permission

HIST 211 American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

POLI 305 Urbanization and Urban Geography (3) PR: None

OR

POLI 333 Suburbia: People, Places, and Politics (3) PR: None

SOCY 351 Urban Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102

URST 400 Practicum (2) PR: Instructor permission

Notes: *This should be one of the first courses taken in this major.

Choose one course from the following:

DSCI 232 Business Statistics (3) PR: MATH 104 or 250

POLI 205 Doing Research in Politics (3) PR: None

PSYC 211 Psychological Statistics (3) PR: PSYC 103

SOCY 272 Making Sense of Sociological Data (3) PR: SOCY 101 or HONS 167 or SOCY 102

Select one of the following two concentration areas (Urban Policy and Social Problems or Urban Planning and Administration):

Urban Policy and Social Problems Concentration

Select three courses totaling 9 credit hours with no more than two from any one field from the following:

This form was last updated on 6/6/2013 and replaces all others.
HIST 307  History of the United States: Cold War America, 1945-present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

PHIL 155  Environmental Ethics (3) PR: None

POLI 211  Introduction to Public Policy (3) PR: None

POLI 322  Urban Government and Politics (3) PR: POLI 101 or instructor permission

SOCY 102  Contemporary Social Issues (3) PR: None

Select four courses totaling 12 credit hours from the following:

ECON 304  Labor Economics (3) PR: Junior standing; ECON 200, 201, MATH 105 or 120 or instructor permission. DSCI 232 is recommended.

ECON 318  Macroeconomic Analysis (3) PR: Junior standing; ECON 200, 201, MATH 120

ECON 325  Economics for Development (3) PR: Junior standing; ECON 200, 201, MATH 105 or 120 or instructor permission

HIST 212  American Labor History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 217  African American History Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 225  History of the South Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

POLI 210  Introduction to Public Administration (3) PR: None

POLI 306  Urban Policy (3) PR: None

POLI 327  Political Parties (3) PR: POLI 101 or instructor permission

PSYC 221  Abnormal Psychology (3) PR: PSYC 103

PSYC 223  Social Psychology (3) PR: PSYC 103

This form was last updated on 6/6/2013 and replaces all others.
PSYC 321  Industrial Psychology (3) PR: PSYC 103
PSYC 329  Environmental Psychology (3) PR: PSYC 103
PSYC 334  Psychology of Stress (3) PR: PSYC 103
PSYC 358  Nonverbal Communication (formerly PSYC 340) (3) PR: PSYC 103, 211, 220 (or 250 in lieu of 211 and 220) or instructor permission
SOCY 331  Society and the Individual (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 332  Collective Behavior (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 341  Criminology (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 342  Juvenile Delinquency (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 344  Social Gerontology (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 358  Living in an Organizational World (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 362  Social and Culture Change (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 366  Race and Ethnic Relations (3) PR: SOCY 102 or HONS 167 or SOCY 102

ADD

URST 250  Sophomore Student Ambassadorship (1): PR: Approval of Urban Studies Director. This course is the first part of a year-long course. The second course is URST 251. Students in URST 250 will be automatically enrolled in URST 251 during the registration period. Students who do not earn a C- or better in the first course will not continue to URST 251.

ADD

URST 251  Sophomore Student Ambassadorship (2): PR: Approval of Urban Studies Director. This course is the second part of a year-long course. Students in URST 250 are automatically enrolled in this course during the registration period. Students must earn a C- or better in URST 250 to maintain their enrollment in URST 251.

URST 398  Special Topics in Humanities (3) PR: None
URST 399  Special Topics in Social Sciences (3) PR: None
URST 401  Independent Study (1-3) PR: Instructor and faculty advisor permission is required before registration. A student may take no more than 6 credit hours of independent study.

This form was last updated on 6/6/2013 and replaces all others.
URST 499 Bachelor’s Essay (6) PR: A project proposal must be submitted in writing and approved by the faculty prior to registration for the course.

Urban Planning and Administration Concentration
Select three courses totaling 9 credit hours from the following:

ACCT 203 Financial Accounting (3) PR: Sophomore standing
HTMT 210 Principles and Practices in Hospitality and Tourism (3) PR: None
PHIL 155 Environmental Ethics (3) PR: None
POLI 210 Introduction to Public Administration (3) PR: None
URST 310 Urban Planning (3) PR: None

OR

URST 320 Town and Country Planning (3) PR: None
URST 360 Land Use Law (3) PR: None

Select four courses totaling 12 credit hours from the following:

ACCT 204 Managerial Accounting (3) PR: ACCT 203; sophomore standing
ARTH 105 Introduction to Architecture (3) PR: None
ARTH 395 History of 20th Century Architecture (3) PR: Instructor permission or 6 hours of ARTH or ARTH 299
BIOL 204 Man and the Environment (3) PR: None
ECON 304 Labor and Economics (3) PR: Junior standing; ECON 200, 201; MATH 105 or 120, or instructor permission. DSCI 232 is recommended.
ECON 318 Macroeconomic Analysis (3) PR: Junior standing; ECON 200, 201 and MATH 105 or 120
HPCP 315 Urban Design Studio (3) PR: URST 310 or instructor permission
HPCP 299 Preservation Planning Studio (3) PR: HPCP 199 or instructor permission
MGMT 307 Human Resource Management (3) PR: MGMT 301, junior standing
POLI 211 Introduction to Public Policy (3) PR: None
POLI 307 Environmental Policy (3) PR: None
PSYC 329 Environmental Psychology (3) PR: PSYC 103
REAL 310 Principles of Real Estate (3) PR: Junior standing
REAL 376 Real Estate Market Analysis (3) PR: Junior standing; CO or PR: FINC 303
SOCY 352 Population and Society (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 358 Living in an Organizational World (3) PR: SOCY 101 or HONS 167 or SOCY 102

ADD

URST 250 Sophomore Student Ambassadorship (1): PR: Approval of Urban Studies Director. This course is the first part of a year-long course. The second course is URST 251. Students in URST 250 will be automatically enrolled in URST 251 during the registration period. Students who do not earn a C- or better in the first course will not continue to URST 251.

ADD

URST 251 Sophomore Student Ambassadorship (2): PR: Approval of Urban Studies Director. This course is the second part of a year-long course. Students in URST 250 are automatically enrolled in this course during the registration period. Students must earn a C- or better in URST 250 to maintain their enrollment in URST 251.

URST 398 Special Topics in Humanities (3) PR: None

URST 399 Special Topics in Social Sciences (3) PR: None

URST 401 Independent Study (1-3) PR: Instructor and faculty advisor permission is required before registration. A student may take no more than 6 credit hours of independent study.

URST 499 Bachelor’s Essay (6) PR: A project proposal must be submitted in writing and approved by the faculty prior to registration for the course.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

In partnership with the School of Humanities and Social Sciences, and the Joseph P. Riley Center for Livable Communities, the Urban Studies Program is proposing to create a credit-bearing Student Ambassador Program. The mission of the Student Ambassador Program is stated directly below this paragraph. The Program will provide supervised and structured application of social science concepts to experiential learning of community problems and solutions to such problems. The program will provide a sequential progression of sustained student engagement over the course of 3 years, under the guidance of both a faculty member and a community mentor. This structure and sustained experience is not possible within a traditional course iteration. Approximately 10 students will be admitted to the program each year. Students may be admitted from any major at the College, though the credits will be housed within the Urban Studies Program. This request seeks to add the credits to the major curriculum for URST. For non-URST majors, the credits will count towards their institutional hours unless their home department or program initiates

This form was last updated on 6/6/2013 and replaces all others.
a change of major/program to add the courses to the major/program curriculum, in which case the credits will count both toward the major/program and the institutional hours. The Urban Studies Program will support and encourage such changes.

Student Ambassador Program – College of Charleston

Mission Statement

The mission of the Student Ambassador Program at the College of Charleston is to engage students and surrounding communities in productive, sharing dialogues and service activities that effectively advance vibrant civic life in Charleston. There are four specific program goals:

- First, create structures whereby mutual exchange of information, ideas, and learning occurs amongst the students, student mentors, local communities, and institutions.
- Second, provide experiential learning activities for students in communities, by which the students will become empowered to join with these communities in solving local issues. In so doing, the students will acquire lifelong, effective community engagement skills.
- Third, facilitate conversations with students and communities that incorporate the multi-faceted problems and prospects facing Charleston: social justice, economic development and management, transportation and mobility, and civic planning amongst many others. This program will be responsive to engaging students with the community’s needs as those needs arise and are defined by the community.
- Fourth, continue to position the College of Charleston in service to the community by investing the College’s most treasured assets: the intellectual and service-oriented capabilities and passions of the students.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify and explain the importance of at least one issue facing the community.</td>
<td>In the Fall semester of the sophomore year, the students will attend bi-weekly seminars on community issues, networks, life in Charleston – organized through the Riley Center and the Urban Studies Program. At the end of this semester, the students will write a policy briefing memo that explores in depth one topic that they found interesting. A standard rubric will be issued, and all students must pass all dimensions of this rubric.</td>
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This form was last updated on 6/6/2013 and replaces all others.
2. Identify significant actors in each of the sectors (civic, philanthropic, and business) and describe their role relative to the community issue selected.

SLOs 2 and 3 will be assessed using the following group volunteer project, which will be completed during the spring semester:

Nonprofit volunteer work - 3-5 nonprofits will be selected and as a group students will engage with each organization for 3-4 weeks. Students will be required to individually complete a basic organizational and community ethnography for each institution and surrounding community. In the ethnography, the student will be prompted to identify and describe the actors in these organizations and communities, as well as the relationships that facilitate their decision-making processes. A standard rubric will be issued, and it is expected that students will evidence satisfactory performance on each dimension.

3. Describe relationships and decision-making processes that exist across the three sectors.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The Urban Studies Program recently defined Student Learning Outcomes for each of its concentrations. Those learning outcomes are as follows.

For the Urban Policy and Social Problems concentration, the SLO is:

- By completing this concentration, students can identify and solve the social problems that affect urban environments.

For the Urban Planning and Administration concentration, the SLO is:

- By completing this concentration, students can manage the planning process in urban or rural environments.

The proposed class URST 250 and URST 251 “Sophomore Student Ambassadorship” will count as electives in each of these concentrations. Participation in the Student Ambassador Program at the sophomore level clearly aligns with the SLO for the Urban Policy and Social Problems Concentration. Students in the ambassadorship will essentially identify community issues, and they will begin thinking about ways to solve these issues. In the second concentration—the Urban Planning and Administration concentration—participation in the ambassadorship will help students understand the multi-faceted community issues that can derail even the best plans for an area. The experiences in the ambassador program will help students gain real-world experience under the guidance of a mentor that will help them become effective future managers of cities and regions.

Because nearly all of the humanities and the social sciences deal with social problems and issues in some form or another, and because nearly all of the departments within HSS have courses that count towards the Urban Studies Program, it is expected that the proposed URST 250 and 251 will align with at least some dimensions of most HSS programs. The URST Program Director will assist other programs in determining how the ambassadorship may contribute to their student learning goals, should other programs want to add credits for
their students to participate and earn credits towards a major other than URST. (Students will also be eligible to participate in this program even if their home program does not offer major credit; the credits will count towards the institutional hours.)

The goal of this program is experiential learning, and the experiences will be introduced to the students at the sophomore level. The experiences of working with a community issue, using both existing literature as well as data gained from observation and from the community, are expected to be novel for the student at this stage of his or her education.

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

The Student Ambassador Program will provide opportunities for students within the Urban Studies Program and in other majors to participate in structured civic engagement and problem solving. The Urban Studies Program will permit and encourage other majors to add the ambassadorship courses to their formal programs so that students in those programs can achieve major credit too. However, unless initiated by other programs, there will be no impact on existing majors other than Urban Studies by creating the Student Ambassador Program.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

There are no prima facie costs associated with the creation of this course or the Student Ambassadorship Program as a whole. The Director of Urban Studies and the Director of the Riley Center will be primarily responsible for arranging the speakerships and managing the students enrolled in this program. However, having a budget to enrich such a program via marketing, food for events, application procedures, and other support will undeniably help advance the mission of the College, the Urban Studies Program, and the education of our students. As such, the Urban Studies Program is currently in conversation with a potential donor to fund extra-curricular aspects of the program, and with the Dean of HSS to provide a standing budget to provide marketing and other enrichment services for the students in the program.

I. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

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☒ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.